



**MURDOCK
MIDDLE SCHOOL**

TURNAROUND PLAN

**Year 2
2018-2019**

PART I: SUMMARY MATRIX OF REVISED L3 TURNAROUND PLAN FOR 2018-2019

Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration	Summary of Current strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19	Documentation	Date Completed
<p><i>Leadership and teacher teams are established and being actively used to:</i></p> <p><i>(a) improve teaching and learning and</i></p> <p><i>(b) monitor the effectiveness of turnaround strategies</i></p>	<p>Established School Improvement Team comprised of a teacher representative from each grade level/team, Sp.Ed. teacher, Specialist, Guidance and Principal.</p>	<p>Modify existing distributive leadership among staff members by defining roles and functions</p> <p>During the year monitor and adjust implementation of turnaround plan</p>	<p>For school systems (e.g., Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams)</p> <p>By the end of September 2018, all school personnel will be organized into teams with clearly defined purposes. This will be measured by documentation that includes but is not limited to: Names and roles of School Improvement Team members, a description of leadership functions, how they are assigned to faculty, team descriptions, rosters, agendas, minutes, and teamwork products</p>	<p>SIT Members PBIS Members SST Members Wellness Committee PD Committee</p> <p>SIT Member Responsibility Description</p> <p>Academic Coach/Summit</p>	<p>9/11/18</p>
	<p>Established Grade/Dept. Level teams with set time and day to meet.</p>	<p>Establish a procedure to facilitate the monitoring process for the turnaround plan and providing feedback to staff</p> <p>Review of professional practice by School Improvement Team</p>	<p>Throughout the school year, the School Improvement Team will monitor/adjust the implementation of the turnaround plan through monthly review of progress as measured by agendas and minutes of meetings.</p>	<p>Agendas Meeting Minutes</p>	<p>9/18/18</p>
		<p>Offer teachers regular opportunities for job-embedded learning including coaching, mentoring, and observation (including peer observations).</p>	<p>The School Improvement Team will meet at least quarterly to review data to inform professional learning opportunities for teachers and make recommendations in response to identified needs, as aligned with the school’s turnaround priorities. This will be measured by agendas and notes of meetings that analyzed the data and reports of professional learning recommendations.</p>	<p>Agendas Meeting Minutes Coaching Obs.</p>	

			(coaching, mentoring, observation)		
			<p>For adults (e.g., educators, support staff, instructional coaches, administrators)</p> <p>Grade/Dept. Inquiry teams will meet regularly (at least monthly) to review implementation data (e.g., documentation from walkthroughs, observation/feedback data, training, coaching) and student data (academic & behavioral) for all students and will make necessary changes to instructional practices as measured by agendas, meeting notes and meeting schedules</p>	<p>Data Agendas Meeting notes Meeting schedules</p>	
			<p>School personnel will receive initial and ongoing training in using evidence-based instructional practices, with opportunity to practice the skills as measured by the descriptions and schedules of trainings, participant lists, lesson study observations</p>	<p>Descriptions and schedules of trainings Participant lists Lesson study observations</p>	
			<p>For students: By the EOY, all students will be able to mentoring reflection sheets to run their own mentoring meetings with 100% independence.</p>	<p>Mentoring records Reflection forms</p>	

Turnaround Practice 2: Intentional Practices for Improving Instruction	Summary of Current strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19	Documentation	Date Completed
<p><i>The school has set clear expectations for high quality instruction and instructional practices, reinforced through a system for monitoring and supporting teachers in improving classroom instruction.</i></p>	<p>Make instruction personalized and standards-based by building a shared understanding of what a intentional instruction</p> <ul style="list-style-type: none"> • Tasks • Need of student <p>All 7th and 8th grade teachers will implement the 3 pillars of Summit Learning:</p> <ul style="list-style-type: none"> • Mentoring • Project Time • Personalized Learning Time 	<p>Establish a menu of best practices- shared understanding of instructional best practices in:</p> <ul style="list-style-type: none"> • Analysis & Inquiry • Instructional Dialogue • Content Knowledge 	<p>For school systems (e.g., <i>Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams</i>)</p> <p>Throughout the year, the School Improvement Team will construct a credible menu of evidence-based instructional practices and/or look-fors to recommend to teachers for meeting student needs as measured by the menu of evidence-based instructional practices, minutes of School Improvement Team meetings, and documentation of communication with faculty.</p>	<p>Agendas Lesson Study Rounds- Schedules Plans Feedback</p>	
			<p>For adults (e.g., <i>educators, support staff, instructional coaches, administrators</i>)</p> <p>To meet student needs, teachers will use, with a high degree of fidelity, evidence-based instructional practices that adequately represent the state standards as measured by course syllabi, lesson plans, classroom observation data and self-reporting. (i.e. review on a weekly basis, how many best practices used by walkthroughs/survey)</p>	<p>Menu of evidence-based instructional practices and/or look-fors Course syllabi Lesson plans Classroom observation data Walkthrough/ survey data</p>	
			<p>Utilizing the Summit checkpoints, all learning objectives will be clearly posted and stated for students at the beginning, the end and throughout each lesson.</p>	<p>Observation data</p>	

			Throughout the year, all teachers will build students' skills in setting learning goals, applying learning strategies, and tracking their mastery through mentoring sessions as measured by documentation in student's weekly tab, mentoring reflections.	Mentoring records Reflection forms	
			Throughout the school year, teachers will participate in job-embedded learning opportunities including coaching, mentoring, and observation (including peer observations) as measured by meeting and observation notes.	Meeting and observation notes Schedule of mtgs.	
			For students: By the EOY, all students will develop cognitive skills as they work alongside teachers and classmates on rich, real-world projects as measured by lesson plans for projects, observations, student reflection, teacher reflection, grade and dept. inquiry team notes; growth in writing as evidenced through samples	observations student reflection teacher reflection grade and dept. inquiry team notes growth in writing as evidenced through samples	

Turnaround Practice 3: Providing Student-Specific Supports and Instruction to All Students	Summary of Current strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19	Documentation	Date Completed
<p><i>The school and teachers use a variety of ongoing assessments to identify student-specific needs, and a system to provide targeted, student-specific instructional interventions and supports to students.</i></p>	<p>Assess all students in Math and Reading/Language Arts using Measures of Academic Progress in the fall, winter and spring.</p>	<p>Use of EWIS and protocol to identify specific students in need academically, behaviorally, socially, emotionally Establish protocol</p>	<p>For school systems (e.g., Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams)</p>		
	<p>Use data from student content assessments to make adjustments in instruction.</p>	<p>Administration will engage teachers to provide training regarding the analysis of MAP data.</p>	<p>For adults (e.g., educators, support staff, instructional coaches, administrators)</p> <p>Student Support Team referrals will be completed by teachers and returned to MMS guidance who will screen each referral before submitting to the Student Support Team using a checklist with defined criteria such as Early Warning characteristics, Indicators of need, MAP data, etc.</p>	<p>DCAP SST flow charts DATA EWIS</p>	<p>Ongoing</p>
	<p>Provide targeted interventions and supports to help all students meet challenging academic standards.</p>	<p>Immediately following the initial administration of the MAP assessment, the 6th, 7th and 8th grade teams analyze student data using an established protocol. Periodic reviews will be conducted by administration to ensure fidelity of implementation (meeting agendas, notes)</p>	<p>Grade level and Student Support teams will meet weekly and use the Early Warning Information System and protocol to identify specific students in need of support, remove barriers, and fulfill unmet needs of identified students as measured by team meeting notes that reflect names of students in need of support and how they will be supported (e.g., action plan for each student)</p>	<p>DCAP SST flow charts DATA EWIS Action Plan</p>	<p>Ongoing</p>
			<p>Teachers will use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need as measured by team meeting notes and descriptions of instructional</p>	<p>team meeting notes instructional groupings</p>	<p>Ongoing</p>

			groupings.		
			All staff will utilize a specific data review protocol when reviewing student MAP data, including the Learning Continuum, and embed it into common planning meeting notes.	MAP Data CP notes	Ongoing
			All teachers will require students to complete a weekly mentoring reflection sheet to be utilized during mentoring meetings.	Mentoring Reflection Form	Ongoing
			For students: Students will meet weekly with a mentor to ensure daily actions and progress align with long-term goals as measured by mentoring check in notes, reflection sheets and changes in how teachers and students talk to each other (agenda, tracking sheets, monthly reflections [to be implemented])		Ongoing

Turnaround Practice 4: School Climate and Culture	Summary of Current strategies and Actions	Intended Modifications or New Strategies	Key Benchmarks for 2018-19	Documentation	Date Completed
<p><i>The school has established a positive culture and climate for teachers, students, and families that includes shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive.</i></p>	<p>Offer workshops to inform families of the shift to personalized learning and the use of the Summit Learning platform.</p> <p>Create a website dedicated to Summit at MMS.</p> <p>Provide ways for families to support the expectations and learning at home.</p>	<p>Continue to build a positive culture and climate.</p> <p>Revise PBIS handbook and classroom expectations to reflect changes in academic expectations.</p> <p>Review our Core Values and Guiding Beliefs (What do we want our school to reflect? I.e collaboration, reflection, fidelity, etc.)</p>	<p>For school systems (e.g., Instructional Leadership Teams, grade level teams; student support teams; PLCs, administrative teams)</p> <p>The school promotes, recognizes, and celebrates academic achievement in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. This will be measured by description of the activities posted on the school website with related procedures that are routine in the school; wall displays</p>	<p>Activities postings on the school website Wall displays</p>	
	<p>Send weekly updates to parents through our website and social media.</p>		<p>The School Improvement Team will conduct a survey of school personnel, families, and students to gauge perceptions about the school, its effectiveness and uses the data a minimum of two times per year to measure effectiveness and satisfaction of instruction, climate and culture. This will be measured by minutes of school team meetings.</p>	<p>Survey results Team meeting minutes</p>	
	<p>Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.</p> <p>Clearly communicate school policies to all families in their home language.</p>		<p>For adults (e.g., educators, support staff, instructional coaches, administrators)</p> <p>Throughout the school year, school personnel will facilitate two-way communication and face-to-face meetings among school personnel, students, and students’ families to work together to advance student learning as measured by description of these activities posted on the school website, Facebook and email.</p>	<p>Description of activities posted on the school website, social media and email</p>	
			<p>For students:</p>		

PART II: NARRATIVE REFLECTION ON YEAR 1 IMPLEMENTATION AND NEXT STEPS

The Big Picture: *Reflecting upon implementation in 2017-2018*

As you reflect upon your first year of L3 Turnaround plan implementation, please share some of your key takeaways from that experience (e.g., something your school is particularly proud of, an unexpected challenge you encountered and how you addressed it, lessons learned). **Note:** *We encourage you to think of this as an elevator speech about last year's progress – something brief that is appropriate to share with a wide range of stakeholders. Subsequent portions of this template are where you will lay out more specific details of your plans.)*

Murdock Middle School has remained around the 10th percentile on the MCAS assessments for the past 3 years. Although steady progress has been made in improving task/lesson design and student engagement, student growth has been stagnant. In the winter of 2016, Murdock Middle School was selected to participate in the Level 3 Turnaround Process developed by the MA Department of Elementary and Secondary Education. The process is designed to provide Level 3 schools with constructive information and feedback that will contribute to the school's efforts to engage in rapid improvement. During this process (classroom observations, principal interview and staff survey conducted by the American Institute of Research in April 2017), the Murdock Middle School staff came to the understanding that to increase learning and performance, we needed to increase the knowledge and skill of teacher, and provide more opportunities for students to build close relationships with their teachers and therefor, gain a better understanding of the content. Using data received from the TSV process, the School Improvement Team created a one-year Turnaround Plan that focuses on the implementation of Personalized Learning.

During the 2017-2018 school year, grades 7 and implemented a personalized learning model utilizing the Summit Learning program in all classes. The start of the school year was rocky due to the implementation of a new program but teachers and students persevered. We implemented an assessment system using Measures of Academic Progress to help us track students' strengths, areas of need and growth.

Teachers implemented Project Based units, personalized learning time and mentoring. In addition to the content, students also learned cognitive skills such as making connections & inferences, synthesizing multiple sources and hypothesizing. During mentoring, students built a relationship with their mentor, learned how to set goals and make an action plan and learned about the habit of success that include persistence and appropriate help seeking.

We held multiple trainings for parents throughout the school year to assist with their transition to this model. We also created a number of resources that have been shared with all parents. We provided a similar onboarding process that most schools follow; however, some parents felt that we did not provide enough information to them before the beginning of the school year.

We held help sessions for students after school, during vacations and over the summer to ensure students were prepared for the next grade level.

We will continue to analyze data and make necessary adjustments to instruction to ensure all students succeed.

Statement re: use of Summit Learning

Realities impacting our community have changed dramatically for the generation of students that we serve at our school. Many of the parents of our students graduated from high school knowing that opportunities awaited them. If they didn't attend college, they had jobs waiting for them as long as they were willing to work hard. But our students have seen the changes and hardships their parents may have endured due to our economy, such as their parents being laid off from those jobs. Students have realized that the path that was available to their parents is no longer available to them, and that reality is leading to new realities in our school. Higher rates of anxiety and depression are also creating social issues and behavior problems that didn't exist here a generation ago.

Our students are facing a completely different reality than previous generations in our community, and that means that the education provided to their parents will not be sufficient for them. This is why we've embraced a personalized learning model utilizing the Summit Learning Program.

In the past, it seemed sufficient for many of our students to graduate from high school with the finite set of skills that would prepare them to learn a trade and make a living wage. But our economy is changing, and we can no longer predict exactly what our students will need to know in order to live a fulfilled life. This is why we've shifted our curriculum to focus on transferrable, cognitive skills that can be applied to any profession - even those that don't yet exist. By using a curriculum emphasizing creativity and problem solving, and by scoring students based on transferrable cognitive skills, we're providing an education without boundaries, an education that will allow our students to adapt to their changing world.

We know that it is no longer sufficient for our school to only prepare students academically. As our local economy has struggled, our students need broader support than ever before, and this can be provided through 1:1 mentoring, and a focus on habits of success. We've all been worried about the social and emotional struggles that our students face in this increasingly complex world; Summit Learning provides us with structures to address those issues directly. We're intentional about building our students habits of success that will empower them to embrace challenges without fear of failure.

Our students have to show real grit as they engage in a truly challenging curriculum. Through self-directed learning, they are learning to maintain a healthy balance between self-reliance and seeking support. Our students aren't able to earn passing grades anymore just by doing the minimum. They're scored based on real mastery - of critical content and of cognitive skills - the kind of mastery that is earned through hard work.

We all have worried as we've seen many of our students giving up after they don't initially earn passing grades and I believe that this is due to the fixed mindset that has been instilled in so many of our student - a mindset that tells them, "If you're not good enough now, you'll never be good enough." If our students are going to succeed - not just in school, but in life - they're going to need to develop a mindset that tells them, "It's not about how many times you get knocked down; it's about how many times you get back up." When our students don't initially show mastery, they have to dig in again, working harder, making progress step by step. This is teaching them the resilience that will be so important if they are to overcome the economic challenges facing our community and society.

John Dewey wrote that, "If we teach today's students as we taught yesterday's, we rob them of tomorrow." We now have this opportunity to embrace a new way of teaching that will prepare our students for tomorrow, while still instilling in them the same core values that this school has instilled in the generations of students that came before them.

Committee	Members	Roles/Responsibilities	Agendas	School/District
School Improvement Team	<ul style="list-style-type: none"> • J. Vezina-Principal • K. Hamilton-Guidance • D. Higgins- Gr. 6 • D. Orsini- Gr. 6 • C. Maillet- Gr. ⅘ • A. Rodgers- Gr. ⅘ • M. Lore-Specialist • C. Woolley-Sp.Ed 	<ul style="list-style-type: none"> • Developing, coordinating, and leading a school-improvement initiative. • Analyzing student-performance data and proposing specific strategies to address programs, courses, or instructional areas in need of improvement. • Encouraging, facilitating, and supporting greater collaboration among teachers in the school. • Overseeing and improving professional-development opportunities for teachers and staff members. • Selecting, revising, or updating the school’s curriculum, textbooks, or learning technologies. • Addressing issues related to faculty relationships and the school’s professional, social, or academic culture. • Making recommendations on school-budget decisions related to learning resources and program funding. • Improving internal communications—among faculty and staff—and external communications— between the school and its broader community. 		School
PBIS	<ul style="list-style-type: none"> • J. Vezina-Principal • K. Hamilton-Guidance • N. Landry- Gr. 6 • M. Colcord- Gr. ⅘ • A. Herrick- Gr. ⅘ • M. Fontaine-Specialist • C. Desmarais-Sp.Ed • C. St.Pierre-Sp.Ed 	<ul style="list-style-type: none"> • Develop the school-wide PBIS action plan • Monitor behavior data • Hold regular team meetings (at least monthly) • Maintain communication with staff • Evaluate progress • Report outcomes to staff, students, and District 	9/4/18	School
Student Support Team (SST)	<ul style="list-style-type: none"> • J. Vezina-Principal • K. Hamilton-Guidance • J. Greenleaf-Adjustment Counselor • T. Flagg- SRO • R. Leonard-Nurse • R.Boucher-Health Center 	<ul style="list-style-type: none"> • Develop and/or manage solution-focused, student-centered intervention or school-based intervention programs. • Makes recommendations to the SIT regarding the improvement of student support services. • Membership is variable depending on student and his/her needs • Monitor all intervention processes for student support • Provide annual training to school staff on SST principles, roles, and referral processes. 	9/11/18	

	<ul style="list-style-type: none"> • C. Woolley- Sp.Ed • M. Bolick- Sp.Ed • C. St.Pierre- Sp.Ed. • S. Lacey- Title I 			
School Council	<ul style="list-style-type: none"> • J. Vezina- Principal • W. Cote- Teacher • N. Landry- Teacher • T. Santos- Parent • S. Oliveria- Parent 	<ul style="list-style-type: none"> • Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards • Identifying the educational needs of students attending the school • Reviewing the annual school building budget • Formulating a school improvement plan 		School
Fundraising and Field Trip Planning	Grade 6 <ul style="list-style-type: none"> • C. Dufault • S. Lacey • R. Tardiff Grade 7 <ul style="list-style-type: none"> • A. Coleman Grade 8 <ul style="list-style-type: none"> • A. Osgood • B. Marinelli 	<ul style="list-style-type: none"> • Organize grade level fundraisers • Investigate new fundraising sources • Communicate fundraiser information to school, parents, and the community • Identify what the money raised will be used for • Keep comprehensive records of each fundraiser. 		School
Professional Development		TBD		District
Wellness	<ul style="list-style-type: none"> • B. Bacher 	TBD		District
Curriculum	<ul style="list-style-type: none"> • J.Vezina, Principal • C. Maillet, Grade 7/8 	TBD		District