Turnaround Plan

District: Winchendon Public Schools
School: Murdock Middle School
Academic Year: 2019-2020

Date Finalized: June 17, 2019
Section I: Executive Summary
The Executive Summary should summarize the essence of the turnaround plan in a way the average stakeholder would understand. (1-2 pages)

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 teachers, and provide more opportunities for students to build close relationships with their teachers and therefore, 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 and 2018-2019 school year, grades 7 and 8 implemented a personalized learning model utilizing the Summit Learning program in all classes. The start of the first 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.

During the 2019-2020 School Year, MMS will continue to utilize Summit Learning and plan to roll-out the program in grade 6. The student’s day consists of Project Based units, personalized learning time and mentoring. In addition to the content, students also learn cognitive skills such as making connections & inferences, synthesizing multiple sources and hypothesizing. During mentoring, students build a relationship with their mentor, learn how to set goals and make an action plan and learn about the habits of success that include persistence and appropriate help seeking.

Murdock Middle School is creating an environment in which all students can be successful, socially, emotionally, and academically, and prepared for high school. To meet this goal, we will focus on social and emotional learning (mentoring program, PBIS, Second Steps lessons, etc.). In addition, we foster an academic mindset that encourages a personalized pathway for success. All students will leave Murdock Middle School as competent learners, ready to embrace the challenge and excitement of high school and beyond. We continually explore opportunities to provide optimal learning experiences for every student in the classroom and beyond. Our core values of Pride, Accountability, Respect and
Teamwork (PART) in all academic and social settings of our school, set the tone for this productive learning.

**Statement re: Personalized Learning Model Utilizing Summit Learning Program**

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.

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’re shifting our curriculum to focus on transferable, 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 transferable 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 students - 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.

Results for Spring 2018 MCAS identified several subgroups that had not reached the set target. The subgroups included white, special education, economically disadvantaged and high needs. Our plan that follows targets the need to improve all students’ performance. An intervention block will be added to the schedule. We will continue to hold small group workshops but will improve on how we consistently use data to target our supports. Lastly, we will focus on improving our overall school and student culture.
Section II: Stakeholder Engagement
Briefly describe the district and school’s process for receiving input from stakeholders throughout all stages of the turnaround process. (1-2 pages)

Our stakeholder group is comprised of teachers, the middle school principal, the district superintendent, parent school council members, a newspaper representative, a guidance counselor, a school resource officer and students. The administrative team invited all parents, teachers, and community members to join our stakeholders group and join us for a meeting. During the initial stakeholder meeting, the members introduced themselves and their connection to the schools. Participants were presented with background information concerning the Turnaround Planning at the middle school. The full turnaround planning process was explained and the deadlines were discussed. The committee also shared out the data from classroom observations using the data from the AIR report. The report unpacking process was completed by the Instructional Leadership Team (ILT), a representative from the Statewide System of Supports (SSoS), and other support specialists. The unpacking process involved a deeper root cause analysis of the areas of need determined by data. After reporting the unpacking data, the team shared their areas of focus for the next year and the next steps.

There were several questions posed by the stakeholders group in the first meeting. The first was if reports were shared among the schools. Additional questions were clarifying questions about the observation process- Did they pick specific classrooms? Does AIR give specific recommendations to improve certain dimensions? Why can’t we see which specific classrooms are struggling with specific domains? The recommendations posed by stakeholders group were to have more transition meetings between schools to continue curriculum alignment.

In the second meeting, the stakeholder group met and the turnaround process was explained in detail to the stakeholders who were unfamiliar with the process. Along with the turnaround process, the various data sources were identified and shared for stakeholders to get a complete understanding. The draft of the turnaround plan was distributed and shared with the stakeholder group asking for input and questions. There were once again several questions posed by stakeholder members. How can we show or display the “good” things going on at MMS to community members? A suggestion made was to create community bulletin boards and partnership with different businesses and organizations in town (The Clark YMCA, the library, etc.) A stakeholder noted that “The middle school’s social media updates are very helpful for parents”. Along with the draft of the turnaround plan, part two of the AIR results were shared.

To gather input from stakeholders, a survey was sent out to all parents. The Superintendent of Winchendon Public Schools sent out the survey as well as it was distributed on the middle school’s social media platforms and through email. The survey allowed parents to evaluate the school on several
indicators as well as make comments and provide input on any issues or indicators they deemed necessary. One area for improvement indicated was “Students at my child’s school really support each other”, with 38% reporting “Sometimes True” and 7% reporting “Never True”. One way the turnaround plan will address this is through our focus on improving student culture. An additional area for improvement identified in the parent survey was “School is helping my child discover things he/she is interested in or good at”, with 38% reporting “Sometimes True” and 17% reporting “Never True”.

Murdock Middle School Instructional Leadership Team will be responsible for the implementation of this plan. The ILT will engage with stakeholder groups during the implementation stage by reporting on benchmark progress to school committee and school council. The ILT will also meet with all staff monthly to discuss the benchmarks and if any revisions need to be made. The ILT will answer any questions posed by the stakeholders group and gather feedback. The Instructional Leadership Team will be responsible for ensuring that this happens.
Section III: Envision the Future  Briefly describe the 3-5 year vision for the school as a result of the turnaround process. (1 page)

Murdock Middle Vision: EVERY individual, upon leaving MMS, is equipped with the skills, knowledge, and habits necessary to persevere and realize their unique potential.

Upon entering the school, it will be evident that this is a building that embraces positive culture. The bulletin boards are covered in examples of student and staff achievements, upcoming events, and ways that students and staff have an opportunity to participate in a positive manner. At MMS, there will be a culture of positivity, high expectations for students and staff, and respectful interactions between teachers and students, teachers and other teachers, and student to student.

Shared beliefs and assumptions will be a cornerstone of our culture. All teachers will believe all students can learn at a high level; teachers will embrace continuous improvement as part of effective teaching; and families will believe they have a role in their students’ education. There will be shared norms and behaviors. For example, how we greet students in the morning, how the school communicates with parents, how teachers handle behavioral issues, and how teachers discuss teaching and learning with each other. Artifacts will communicate, celebrate, and reinforce our school’s culture. Examples include the way classrooms are arranged, how data are displayed, and what student work is on the walls.

In classrooms, MMS staff will provide data driven, high quality instruction to students because they are committed to improving their instructional practices. Educators will share a common vision of what effective teaching looks like; effective teaching expectations will be clearly defined by the administration and maintained by not only the administration but also by peers. The school day schedule will reflect designated times for teacher collaboration and planning, time for student academic intervention and enrichment.

Students will be invested in their learning, curious about their learning and have a high level of engagement with their learning. Critical thinking, productive struggle and rigorous curricula will be a cornerstone of our daily practice which will create an environment of sustained growth. Students and staff will have a growth mindset. PBIS and Habits of Success lessons will have helped students and staff to build a growth mindset. This will be visible throughout the school - bulletin boards throughout classrooms, staff rooms, bathrooms, hallways and common areas.

Murdock Middle School will be working closely with the community by creating visual boards in several different locations in town. Bulletin boards will highlight events at the school, student success and milestones, teacher achievements and professional development, and student, as well as staff, culture within the Middle School. Creating a positive image of the school within the community will only benefit...
the school. MMS will have partnered with the Clark YMCA, Not Just Produced, Mylec, the Dance Center, Old Murdock Senior Center, Pearl Drive housing authority and Broadview nursing home for bulletin board space to display pictures and descriptions of what students in MMS are doing during the day and what positive impacts this has on the community. Community involvement and taxpayer investment will be visible and in turn, benefit the school because the community’s vision of the school (staff and students) will be positive. MMS will also be part of community events such as the Summer Solstice and the Fall Festival. During this time, pamphlet information will be given out to parents and community members. This pamphlet will also be given out to area real estate companies so they can provide new homeowners positive information about the school system.

This improvement effort will be different from what we have done before because this will be a holistic approach to teaching and learning. Teachers need to model the actions they want their students to emulate, especially in classroom discipline, work ethic, acceptance of struggle and leadership. We will create a schedule that will build in opportunities for students and staff to build a positive learning culture because the culture is formed by repeated practice and using every minute of every day to build good habits. Educator goals are and will continue to be focused and aligned with this vision to ensure it is maintained.

We will use assessment and data to implement effective curriculum, instruction, and interventions to meet the academic and social-emotional needs of all students. We will develop and maintain family/community outreach and communication; safe and respectful learning environments; and establish opportunities for collegial, collaborative and professional culture to improve student achievement.
Section IV: Analysis of Assets and Challenges
Describe the key assets to build upon, and challenges that need to be addressed, that were identified as a result of a thorough root cause analysis. (2-3 pages)

2–5 key assets and challenges
A variety of data has been collected from grades 6-8 to be used as information about key assets of our school and challenges that need to be addressed. This collected data includes Measures of Academic Progress (MAP) testing scores for reading and math, Massachusetts Comprehensive Assessment System (MCAS) testing scores for math and English, American Institute for Research (AIR) observation reports, and school walkthroughs using both the district created Curriculum rubric and the Instructional rubric.

In sixth grade, the reading MAP data states that 27% of students are below average, whereas 73% of students are within the average/high average/high range. The math MAP data for sixth grade states that only 33% of students are below average in real and complex numbers, but 53% of students are below average in statistics and probability/geometry. The school conditional growth percentile in sixth grade reading was the 48th percentile, and in math, the school was in the 32nd percentile. This correlates with the math MCAS data because the most significant difference between the school and the state is geometry.

In seventh grade, the reading MAP data states that 33% of students are below average, whereas 66% of students fall in the categories of average/high average/high. The math MAP data for seventh grade states that only 34% of students are below average in real in complex numbers, but 42% of students are below average in statistics and probability. On the math MCAS, the most significant difference between the school and the state is expressions and equations.

In eighth grade, the reading MAP data states that 24% of students are below average, whereas 77% of students are average/high average/high. The math MAP data for eighth grade states that only 26% of students are below average in real and complex numbers, but 38% of students are below average in statistics and probability. On the math MCAS, the most significant difference between the school and the state is number sense: numbers to decimals and which expression goes to a given expression.

Just as a highlight, seventh and eighth graders experienced a staggering amount of growth in their MAP testing in both reading and math! The school conditional growth percentile in seventh grade reading was the 95th percentile. In math, seventh grade was in the 81st percentile. The school conditional growth percentile in eighth grade reading was the 78th percentile, and in math, the school was in the 87th percentile.
The following areas of weakness in the standards had overlap in two or more grade levels in grades 6-8 on the English MCAS:

- **Reading.1.03**: Analyze how a character changes throughout a passage and choose supporting evidence from the passage.
- **Language.1.01**: Conventions in essay writing
- **Writing.1.02**: Idea development in essay writing
- **Writing.1.03**: Idea development in essay writing

In walkthroughs, administration had placed an emphasis on well-crafted mastery objectives aligned to the standards. Our overall noticings were as follows:

- 60% of classes had mastery objectives (MOs) aligned to standards.
- However, 67% of classes had MOs that were not well-crafted, and
- 80% of classes had Depth of Knowledge (DOK) verbs less than or equal to a 2 level.
- 50% of students in classes were authentically engaged.

This all led to the inference that if the MO is well-crafted and has a high level DOK verb, then the students, not the teacher, will do the majority of the cognitive lifting, and students will be more authentically engaged.

Murdock Middle School has been observed for three years by AIR and as a result has had the opportunity to go through this data to see the patterns and determine where the areas of focus should be. Observers look at three main domains: Emotional Support, Classroom Organization, and Instructional Support (with Student Engagement separately as a category). At the end of the school year in 2018, the summary of the report concluded that there were some barriers to improving student achievement. These barriers could have been due to a lack of teacher understanding about the new basics of teaching (critical thinking/problem solving, effective oral and written communication, and collaborative skills) vs. what the old basics of teaching were (memorization, route, recitation, and the like). Since outcomes for student learning have changed, instruction needs to change as well. Attending to this problem in terms of improvement efforts as well addressing the organizational culture of growth and reflection have been steps in the right direction, but there is still work to be done. At the end of 2018, the goal for MMS Year 2 plan focused on and targeted Turnaround Practice I, Leadership and Collaboration, and Turnaround Practice II, Intentional Practice to improve instruction.

In the observations from AIR in 2019, the overall data was synthesized in a placemat activity with the School Improvement Team (SIT). It was determined that the Classroom Organization Domain was the domain with the most positive results; it was the most highly rated overall, with 100% of the classes that were observed had an absence of the Indicator: Negative Climate (inverse scale). In the Emotional Support Domain, Murdock Middle School has strength in the Indicator: Teacher Sensitivity (5.6), but need
improvement in the Indicator: Regard for Student Perspectives (3.5). However, the Domain that needs the most improvement is the Instructional Support Domain. Specifically, we found challenge in the Indicator: Analysis and Inquiry, likely because it requires a higher level of learning and questioning (i.e., DOK 3-4).

We also found challenge in the Indicator: Quality of Feedback because it requires teachers (and peers) to ask and respond to deeper questions that extend learning. All of this relates to the Indicator: Instructional Dialogue, and what teachers could need is more instructional strategies to facilitate that kind of deeper dialogue that is needed in the new basics of teaching. All in all, our areas of weakness in the Emotional Support Domain and the Instructional Support Domain relate to one another because in the Indicator: Regard for Student Perspectives, the key points made are “flexibility and adolescent focus, connections to current life, and support for autonomy and leadership.” Similarly, in the Instructional Support Domain Indicator: Analysis and Inquiry, the key points are “facilitation of higher-order thinking, opportunities for novel application, and metacognition.”

Finally, in the Indicator: Quality of Feedback, also in the Instructional Support Domain, key points that teachers need to make include, “feedback loops, scaffolding, building on student response, and encouragement and affirmation.” What all of these have in common is the need for open and flexible teacher-to-student dialogue and productive and balanced student-to-student dialogue. Like before, transitioning teachers from the old basics of teaching (rote and memorization) to the new basics of teaching (critical thinking/problem solving, effective oral and written communication, and collaborative skills) is a challenge because critical thinking is not so easily taught, and teachers may not have as much knowledge in how to facilitate these discussions. Memorization and rote learning offers the teacher a lot of control over the subject matter, but critical thinking with no one correct answer and need for varied responses in addition to productive collaboration on real-world problems is something that can be difficult to teach. The Indicators: Regard for Student Perspectives, Quality of Feedback, and Analysis and Inquiry all relate to one another because it involves dialogue between students and teachers. Focusing on these three things would provide maximized improvement, since even having most teachers move up just one level in the rubric would result in a much higher overall score in our most challenging areas.

However, all of this information ties in together with our walkthrough data, saying that if students are doing something rigorous in classrooms, then they will be authentically engaged in the activity, and as a result, the students, not the teacher, will do the majority of the cognitive lifting.

There are several root cause factors that could contribute to the strengths of Murdock Middle School. There has been a significant change in curriculum in grades 7 and 8, which could correlate to the overall school conditional growth percentile those grades. Also, MMS has shown improvement on AIR observation report in general, growing in almost all categories over the past three years. Although there
are still many areas of growth, this is a huge improvement, and will likely continue to increase. Another thing that could have been a root cause of success in the Emotional Support Domain is the addition of Mentoring to the school, which will continue to be implemented across all grade levels and at an increased rigor next year.

In addition we will continue to foster healthy habits and mindsets within students. Putting more of an intentionality on PBIS once again could be a way that the school could continue to grow in that area. Another thing that has been started but still needs an emphasis is consistency across grade levels for mastery objectives. We have started with the Instructional Whiteboard Configuration that all teachers are required to have in their classrooms, and even with that small adjustment there has been improvement seen in walkthroughs and the AIR reports. It will be challenging to improve the areas that need attention, such as Quality of Feedback, Analysis and Inquiry, and Regard for Student Perspectives, perhaps because of a lack of understanding of new basics of teaching compared with old basics, and therefore the lack of constructive dialogue among students and teachers during class.
Section V: Strategic Objectives & Initiatives Aligned to Turnaround Practices

Describe the key strategies the school will implement, the rationale for selecting those strategies, and the plan to support them. If a strategy falls under multiple turnaround practices, list the strategy once, then reference it in subsequent practices. (Use as a general rule: 2-3 strategies, described in up to 3 pages per turnaround practice. Total page length for Section V is approximately 8-12 pages.)

Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration
The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration. (2-3 pages)

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<tr>
<th>Strategy 1.1: Establish collaborative teaming structures to improve instruction</th>
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<tr>
<td>MMS has established a schedule and structure to assist in the ongoing collaborative teaming necessary to ensure a schoolwide focus on curriculum, instruction, and assessment. We must also complete the following:</td>
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<td>● Establish a vertical teaming structure.</td>
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<td>● Set clear expectations for how the team time is used, including expected outcomes from each meeting. Ensure that key specialist staff participate in relevant teams, establish norms for collaboration, and provide teachers with training on teaming practices and facilitation.</td>
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<td>● Team meetings will become teacher-driven and teacher-owned, to the extent that administrators rarely take the lead in any grade-level or vertical team meetings, including instructional leadership team meetings.</td>
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<td>● Organize staff leadership teams so that they are informed by the participation of their members in all other meetings, and information regarding any needs or challenges can move freely between the leadership team and the other teams.</td>
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<th>Strategy 1.2: Ensure a safe and secure learning environment</th>
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<td>Leadership must prioritize setting clear behavioral expectations, applying consistent consequences, implementing strategies to build and maintain positive adult-student relationships, and providing students with rewards and additional supports to help them regulate their own behavior.</td>
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<td>● Develop a system to clearly communicate behavioral expectations (among students and between teachers and students) and to address situations when these expectations are not followed.</td>
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<td>● Be diligent about setting expectations and deliberate in ensuring that responses and supports are consistent throughout the school, across all staff and all classrooms.</td>
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• Provide all staff with adequate initial training on how to implement a student behavior system and ongoing and targeted support for implementation throughout the year.
• Consider whether consistent implementation of the behavior system will require any staffing or structural changes, and hire or reallocate staff as needed. Use data to monitor implementation.

**Strategy 1.3: Provide leadership and collegial support**

Provide staff with positive support and continual encouragement. Effective turnaround leadership involves listening to colleagues, actively providing support, and posing suggestions and offering feedback to improve instruction.

• Distribute leadership among staff members
• Build relationships and the relational trust across all staff and a culture of continuous professional growth
  ○ Solution oriented and focused on improvement as exemplified by frequent collaboration in developing standards-based units, examining student work, analyzing student performance, and planning appropriate interventions
• Provide support to teachers as professionals with the expertise to identify issues (e.g., problems of practice) and to develop solutions, when given the time and skills to do so.
• Establish leadership plan that includes leadership’s vision along with the clear instructional expectations that are understood by all staff
  ○ Communicate instructional goals and expectations
  ○ Reflect on progress
  ○ Describe how instruction will be aligned to state standards (MA Curriculum Frameworks) and delivered in a way that is rigorous, differentiated, engaging, and relevant to students
• Embed opportunities to openly share and improve practice
• Establish systems and protocols to guide collaborative discussions in Instructional Leadership Teams, Common Planning Time/Teams, Grade Level Teams, Vertical/Content Teams, or other ad hoc teams and committees
  ○ Provide ILT members with professional development on how to co-facilitate CPT data/intervention & enrichment planning meetings
  ○ Create an ILT schedule for schoolwide professional development throughout the school year.
  ○ Utilize ILT meetings to regularly review data and prepare for CPTs where intervention and enrichment will be planned.
• Promote an improvement mind-set that permeates all school behaviors, decisions, discourse, and actions

*Evidence & Research:*
All strategies included in Turnaround Practice I are evidence based per the AIR report, “How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts.” This study meets ESSA’s Tier 2 Moderate Evidence criteria, i.e. it is a well-designed and well-implemented quasi-experimental study. Moreover, the study was conducted in schools whose context is similar to the Winchendon context: in Massachusetts, with a high percentage of students who are high needs.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action Steps</th>
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| **Strategy 1.1: Establish collaborative teaming structures to improve instruction** | • Implement a collaborative teaming structure  
  ○ Rolling Agendas  
  ○ Staff ILT with representatives from each team, Sp.Ed, specialists  
  ○ ILT will implement the teaming structures, systems and protocols to guide collaborative discussions established by the DLT.  
  ○ PD for ILT on the established teaming structures on how to co-facilitate CPT data/intervention & enrichment planning meetings  
  ○ Schedule ILT summer meeting to establish PD sessions for September and October.  
  ○ Create an ILT schedule for schoolwide professional development throughout the school year.  
  ○ Utilize ILT meetings to regularly review data and prepare for CPTs where intervention and enrichment will be planned.  
  • Create leadership plan that includes  
  ○ clear expectations for how team (ILT, CPT, Dept., PBIS) time is used and expected outcomes from each meeting. (teaming structures, Protocols)  
  ○ leadership’s vision  
  ○ instructional expectations and goals  
  ○ description of how instruction is aligned to standards  
  ○ instructional focus areas  
  • Communicate leadership plan to staff during first PD mtg. |
| **Strategy 1.2: Ensure a safe and secure learning environment** | • PBIS team meeting to review handbook  
  ○ Revise lessons and add lessons to calendar  
  ○ Set PBIS meeting dates  
  ○ Set up PD for first staff meeting to clearly communicate behavioral expectations  
  ○ Determine how we will address situations when these expectations are not followed.  
  ○ Determine how to implement student behavior systems (check in check out)  
  ○ Outline available support and interventions for implementation throughout the year.  
  • Outline what non academic data will be collected to monitor implementation. |
| Strategy 1.3: Provide leadership and collegial support | - Establish committees for the school year  
- Embed opportunities to openly share and improve practice i.e staff meetings, peer observations |
Turnaround Practice #2: Intentional practices for improving instruction
The school employs intentional practices for improving teacher-specific and student-responsive instruction. (2-3 pages)

Strategy 2.1: Using instructionally focused teams to provide aligned core and tiered instruction to all students

- Develop streamlined and tightly focused teaming processes built around grade-level, vertical, and instructionally focused leadership teams throughout the school
- Focus on the development, review, and assessment of curriculum and instruction throughout the year, ensuring consistency and efficacy of instruction across content areas and grade levels.
- Ensure vertical and horizontal alignment of curriculum and instruction and ongoing use of assessments and tiered interventions (individually and in groups) in the classroom, along with targeted professional development

Strategy 2.2: Provide highly consistent, aligned, and rigorous instructional practices

MMS must develop tightly aligned and consistent curricula, expectations, instructional strategies, and assessment tools. We will continue to implement our personalized learning model in grades 7 and 8 utilizing the Summit Learning Program. During the 2019-2020 school year, the Summit Learning Program will be rolled out in grade 6. Components include mentoring, habits of success, personalized learning time and project based learning.

The ILT will be working together to develop vertically and horizontally aligned instruction and instructional strategies. Each grade level will have developed common units and lesson plans and will be teaching the same lesson to their students within the same week, if not the same day. Within each lesson, teachers have developed and are using similar prompts, note-taking techniques, and common strategies to support students in accessing the content of the lesson. Across grades, teachers have analyzed the standards and not only know precisely what students need to know and be able to do from one grade level to the next, but also intentionally use standards-aligned key words, phrases, and essential questions, taught and reinforced in earlier grades, to support students. Each lesson, within and across grades, is similarly structured, and behavioral expectations are the same, across the entire school. Students will know exactly what to expect in each class and can employ the same tools to access information. Consistency in instructional strategies, language, and general classroom management removes barriers to learning especially high-need students, in particular, who may struggle with academic language.

We will ensure that specific and precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers.
Instructional practices actively draw upon our students’ diverse backgrounds, identities, strengths, and challenges in order to deepen learning and meaningfully engage students.

**Strategy 2.3: Improving instructional practice through the use of data**

Data-driven instruction is about knowing exactly what students needs and meeting them each step of the way. According to Paul Bambrick-Santoyo, “effective instruction isn’t about whether we taught it. It’s about whether students learned it.”

- MMS needs to implement an ongoing cycle of teaching and learning that includes 1) assessment, 2) analysis to identify gaps in student understanding, and 3) reteaching of key content to get students on track.
- Teachers implementing the Summit Learning Program, will use Summit data to create small group workshops (Tier I instruction) to be implemented during personalized learning time.
- Teachers will consistently use student results on benchmark, common assessments, and state assessments to make decisions regarding schoolwide practices to improve teaching and learning.
- Teachers will work individually and collaboratively to use a variety of assessment data (e.g., common assessment data, student work) to determine progress toward intended student and school outcomes, determine appropriate action steps, and monitor the results of those actions.

Instructional leaders will conduct weekly or daily classroom observations (e.g., learning walkthroughs) focused on strengthening teachers’ instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. These data will inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.

Instructional leaders will:
- Consistently communicate a clear instructional focus that represents high expectations for students and staff
- Analyze the feedback in conjunction with other data to guide individual and school-wide professional development and other strategic decisions
- Ensure feedback is professionally valued and promotes a school-wide mindset to collectively improve adult practice.

**Evidence & Research:**
- All strategies included in Turnaround Practice II are evidence based per the AIR report, “How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts.” This study meets ESSA’s Tier 2 Moderate Evidence criteria, i.e. it is a well-designed and well-implemented quasi-experimental study. Moreover, the study was conducted
in schools whose context is similar to the Winchendon context: in Massachusetts, with a high percentage of students who are high needs.

- Summit Learning Program Outcomes (See Appendix B)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action Steps</th>
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</thead>
</table>
| **Strategy 2.1: Using instructionally focused teams to provide aligned core and tiered instruction to all students** | - Implement teaming processes built around grade-level, vertical, and instructionally focused leadership teams throughout the school (also see 1.1)  
- Review and assess curriculum and instruction throughout the year, ensuring consistency and efficacy of instruction across content areas and grade levels.  
- Ensure vertical and horizontal alignment of curriculum and instruction through department meetings, and cross grade level planning. |
| **Strategy 2.2: Provide highly consistent, aligned, and rigorous instructional practices** | - Implement Summit Learning in grade 6 to ensure standards-aligned, rigorous curriculum.  
- Provide all grade 6 staff and new staff Summit Learning training  
- Implement observation tool created by administrative team for monitoring of instruction and interventions.  
- Use CPT, lesson study sessions to develop common units (projects) and lesson plans.  
- Teachers create timeline for mentoring/habits of success lessons  
- Develop consistent expectations among all classes  
  ○ Specific and precise expectations for high-quality instruction as outlined and communicated (Leadership Plan 1.1), monitored by school leaders |
| **Strategy 2.3: Improving instructional practice through the use of data** | - Create a schedule of school based data meetings to inform practices involving tiered interventions.  
- Use data to drive instruction and intervention planning (MAP, observational, Summit) to identify instructional priorities.  
- Use data to create intervention groups, progress monitor and revise groupings every 6 to 8 weeks.  
- Use Summit data to create small group workshops (Tier I instruction)  
- Implement Summit Learning in grade 6 to ensure standards-aligned, rigorous curriculum. |
**Turnaround Practice #3: Student-specific supports and instruction to all students**
The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs. (2-3 pages)

### Strategy 3.1: Create a system with criteria and protocols for identifying students for interventions and enrichment and provide targeted supports for students’ academic and non-academic needs

- Refine our Student Support teaming structure and procedure for assigning student supports
  - Teachers first identifying students they have noticed (either through observing the student in their classrooms or by reviewing data) who might need additional support
  - Discussing these students at the team meeting
  - Implementing and monitoring the decided-upon interventions
  - Use “ABCs” (attendance, behavior, and course performance) during SST meetings and document progress and interventions through our Google Doc agenda system
- Ensure staff members follow consistent rules and procedures when identifying students in need of additional assistance
- Ensure staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports
- Monitor the impact of both academic and social/emotional interventions
- Adapt and modify structures and resources (e.g. time, staff, professional development, schedules) to improve both core and targeted supports

### Strategy 3.2: Use data to identify student-specific academic and nonacademic needs

Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students’ individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.

- Allocate staff, time, and resources to effectively monitor student data and needs to inform tiered responses to student-specific needs.
- Use a variety of assessments to determine student’s specific academic needs and provide them with interventions in direct response to those needs.
- Use data to provide small group workshops during Project Time and/or PLT in direct response to student’s academic needs.
- Provide students with instruction and interventions in direct response to their academic needs, identified through focused analysis of student skill-specific assessments
- Address students’ social-emotional needs in a multitude of ways including:
  - Behavior management systems or structures focused on cultivating adult-student relationships in the school
● Provide access to social services for students and families, such as mental health counseling or housing, clothing, or food assistance.
● Create a multi-tiered system of supports for identifying and addressing nonacademic student needs. Establish a structure to deliver social-emotional supports.
  ● Refine the current system for connecting students and their families to social support services (wraparound services).

Strategy 3.3: Provide targeted interventions and supports to students and monitor for effectiveness

The school employs a system (structures, practices, and use of resources) for providing targeted instructional interventions and supports to all students, including the ongoing monitoring of the impact of tiered interventions and the ability to adapt and modify the school’s structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.

● Teachers will provide student-specific interventions, enrichments, and supports, and ensuring all staff are aware of these supports and how to access them for students when needed
● Implementation of Language! for students substantially below grade level expectations in literacy.
● Teachers and staff will monitor the impact of both academic and social/emotional interventions
● Adapting and modifying structures and resources (e.g. time, staff, professional development, schedules) to improve both core and targeted supports
● Teachers will be provided the autonomy and flexibility to quickly adapt and modify classroom time, resources, and interventions to directly and immediately meet student-specific needs.
● Add to and refine our use of resources and strategies to continually assess and monitor student needs to inform a variety of student-specific tiered responses

Evidence & Research:

● All strategies included in Turnaround Practice III are evidence based per the AIR report, “How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts.” This study meets ESSA’s Tier 2 Moderate Evidence criteria, i.e. it is a well-designed and well-implemented quasi-experimental study. Moreover, the study was conducted in schools whose context is similar to the Winchendon context: in Massachusetts, with a high percentage of students who are high needs.
● Summit Learning Program Outcomes (See Appendix B)
● LANGUAGE! Fourth Edition - intensive, comprehensive literacy curriculum for students in grades 4–12 who are substantially below grade-level expectations. (See Appendix B)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action Steps</th>
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</thead>
<tbody>
<tr>
<td>Strategy 3.1: Create a system with criteria and</td>
<td>● Create SST meeting schedule and group membership</td>
</tr>
</tbody>
</table>
| protocols for identifying students for interventions and enrichment and provide targeted supports for students' academic and non-academic needs | • Refine our Student Support teaming structure and procedure for assigning student supports  
• Provide PD to all staff on revised procedures  
• Ensure staff members follow consistent rules and procedures when identifying students in need of additional assistance  
• Monitor the impact of both academic and social/emotional interventions  
• Adapt and modify structures and resources (e.g. time, staff, professional development, schedules) to improve both core and targeted supports |
|---|---|
| **Strategy 3.2: Use data to identify student-specific academic and nonacademic needs** | • Allocate staff, time, and resources to effectively monitor student data and needs to inform tiered responses to student-specific needs.  
• Create an assessment calendar for the year  
• Provide small group workshops during Project Time and/or PLT in direct response to student’s academic needs.  
• Use platform and MAP data to identify student skill-specific needs  
• Provide PD to staff on revised PBIS handbook and any changes in the behavior management system or structures (Est. August PD day, September Staff mtg.)  
• Revise our current multi-tiered system of supports for identifying and addressing nonacademic student needs. Establish a structure to deliver social-emotional supports. (within PBIS Handbook)  
• Refine the current system for connecting students and their families to social support services (wraparound services.) |
| **Strategy 3.3: Provide targeted interventions and supports to students and monitor for effectiveness** | • Provide all staff with PD on intervention supports currently in use at MMS  
• Teachers will provide student-specific interventions, enrichments, and supports, and ensuring all staff are aware of these supports and how to access them for students when needed  
• Create intervention/enrichment block for targeted supports and enrichments  
• Create a procedure/tracking system for staff to monitor student progress and the impact of both academic and social/emotional interventions.  
• Purchase additional materials for Tier II and III intervention supports. (academic and nonacademic)  
• Create Tier III ELA intervention group using Language! for students in grades 6 and 7. |
Turnaround Practice #4: School Culture and Climate
A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers. (2-3 pages)

Strategy 4.1: Ensure a clear and consistently implemented schoolwide behavior plan

At MMS, Positive Behavior Intervention Supports (PBIS) has been implemented for three years. While there are various ways to address some non academic (behavioral) needs, the implementation has not always been consistent. MMS needs to refine our school wide behavior plan so that staff can focus on instruction, rather than frequent behavior problems.

- Ensure administrators and teachers have clearly established and actively implemented set of behavioral expectations and practices that supports students’ learning and efforts to increase student achievement.
- Ensure the school wide behavior plan is actively reinforced
- Revisit and revise PBIS initial lessons to include the 16 habits of success.
- Revise and improve current tiered and targeted responses to students’ behavioral needs.

Strategy 4.2: Create a Climate and Culture that Support Students and Engage Families/Community

At MMS it is imperative to us to have a safe learning environment that meets all students’ social-emotional needs in order to create a foundation for providing rigorous instruction to all students.

- Leadership, teacher leaders, and teachers will establish a climate of respectful collegial communication, relationships, and leadership allowing for a positive, productive, and collective effort to increase family engagement and student achievement throughout the school.
- Identify, establish and proactively provide effective social emotional resources and supports and expanded learning opportunities for students in need of such supports and assistance.
- Link behavior and student support teams to provide ongoing and school-based social-emotional supports to students
- Establish proactive approaches to develop the intra-personal and inter-personal social and emotional skills of students and adults
- Institute strategies to encourage student expression, autonomy and leadership
- Engage in frequent positive communication around student progress and families’ goals for their children

Strategy 4.3: Integrate an improvement mind-set that permeates all behaviors, decisions, discourse, and actions
- Create a culture in which leaders and teachers work closely with one another to actively identify and address specific problems of practice.
- Integrate an improvement mind-set into the core functions of teaching (i.e. developing and modifying lesson plans, providing rigorous core and tiered instruction, using data to provide students with targeted interventions).
- Utilize an adaptive leadership model, which the original theorists define as a “the practice of mobilizing people to tackle tough challenges and thrive” (Heifetz, 2009).

**Evidence & Research:**
- All strategies included in Turnaround Practice IV are evidence based per the AIR report, “How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts.” This study meets ESSA’s Tier 2 Moderate Evidence criteria, i.e. it is a well-designed and well-implemented quasi-experimental study. Moreover, the study was conducted in schools whose context is similar to the Winchendon context: in Massachusetts, with a high percentage of students who are high needs.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td><strong>Strategy 4.1: Ensure a clear and consistently implemented schoolwide behavior plan</strong></td>
<td>• Create leadership plan that includes ○ clear expectations for how team (ILT, CPT, Dept., PBIS) time is used and expected outcomes from each meeting. (teaming structures, Protocols) ○ leadership’s vision ○ instructional expectations and goals ○ description of how instruction is aligned to standards ○ instructional focus areas (See 1.1) • PBIS team meeting to review handbook ○ Revise lessons and add lessons to calendar ○ Set PBIS meeting dates ○ Set up PD for first staff meeting to clearly communicate behavioral expectations ○ How we will address situations when these expectations are not followed. ○ how to implement student behavior systems (check in check out) ○ Outline available support and interventions for implementation throughout the year. (See 1.2)</td>
</tr>
<tr>
<td><strong>Strategy 4.2: Create a Climate and Culture that Support Students and Engage Families/Community</strong></td>
<td>• Establish a Student Advisory Council to assist administration in building student culture • Incorporate students in PBIS committee • Train students to be school ambassadors (i.e. give tours of campus to prospective students and families, report out a school committee)</td>
</tr>
<tr>
<td><strong>Strategy 4.3: Integrate an improvement mind-set that permeates all behaviors, decisions, discourse, and actions</strong></td>
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</table>
| ● Engage in frequent positive communication around student progress and families’ goals for their children  
  ○ Monthly progress reports shared with parents  
  ○ Revise MMS brochure  
  ○ Create and share weekly updates to parents/families  
  ○ Mentors send home introduction letter stating goal of mentoring and to introduce themselves |
| ● Create a culture in which leaders and teachers work closely with one another to actively identify and address specific problems of practice.  
● All teachers will implement the Habits of Success in their classroom  
  ○ Follow Habits of success lesson plans |
Section VI: District Systems

Districts describe changes in policies/autonomies, systems to support school-level turnaround plans, and a three-year financial plan for the school, including an analysis of resource inequities. (2-3 pages)

The Winchendon Public Schools is a small school district. Our outcomes and growth are concerning across the board. None of our analyses to date indicate resource inequities across the four schools (our high school class sizes are small, but the HS is small and in order to provide a full set of HS course offerings, the district has maintained a proportionally higher number of teachers there), or that resources are being allocated to one subgroup inequitably, relative to another. The white subgroup, in particular, is identified for low performance at all the schools - but most of Winchendon’s students are in this subgroup.

Rather, our financial foci in the turnaround work to date have been:

1. To gain a clear picture of WPS’ finances. The Superintendent was new to the district and early on discovered that records had not been well kept. She has spent much of the year rectifying these problems simply to gain a clear picture of the resources available. Given these challenges, we have simply not had the capacity to develop three-year financial plans.

2. Finding and re-allocating resources to support teaching and learning. The narrative below describes many of the ways this has been done. We have highlighted these resourcing moves, many of which are funded via our Federal grants. We are confident that the staff positions we have put into place can be maintained if the district maintains the current level of funding for programs and the state continues to provide TA grant assistance.

In the months since the Superintendent’s arrival and the subsequent hiring of the Director of Instruction, Curriculum and Assessment, we have not prioritized an examination of policies and autonomies through the lens of the demands of turnaround. Frankly, other considerations have taken precedence and seemed more likely to leverage improved outcomes. They are described below.

The Winchendon Public Schools district administration has been reorganizing to focus strongly on the turnaround process. Key efforts to date include each of the following:

I. In January, the district created a Director of Instruction, Curriculum and Assessment position to support the core functions of the schools on behalf of student learning. The new Director
has been supporting school leaders to establish processes for the development of their turnaround plans, and to plan and execute a number of the strategies detailed in this Turnaround Plan, including:

A. Co-planning with the Superintendent for weekly District Leadership Team (DLT) meetings focused on teaching, learning and educational programming to meet the needs of WPS students and families

B. Via DLT, design and execution of the instructional and curricular alignment walkthroughs which provided valuable instructional data analyzed during the root cause analysis phase of Plan development, and which provide a source of baseline data for various measurable interim and annual goals

C. To strengthen shared/distributive leadership, introduction of an Instructional Leadership Team structure to the three buildings (Memorial, Toy Town and High School) where it was not yet in place, including initial PD on the ILT model developed with support from Rob Putnam of SSOS.

D. Design and implementation of PD across the district to illustrate a grounding set of “mastery learning” instructional practices that we need to see in all classrooms - i.e.:
   1. Effective communication of worthy, standards-aligned mastery objectives
   2. Clear introduction to the content: concepts and skills students will need to master the objectives
   3. Opportunity for students to struggle productively with this content via academic discourse, writing, and active learning
   4. Purposeful checks for understanding, as a grounding for responsive adjustments to instruction
   5. An opportunity for students to synthesize and anchor their learning

In each building, through varied strategies detailed in the TA plans, teachers will continue to have opportunities to practice and solidify these practices

E. At the elementary level:
   1. **Design and implementation of the process by which district teachers will collaborate with math consultants and teachers from other districts to develop standards-aligned curriculum maps, unit pre- and post-assessments and guidance for implementation of a workshop model for math**

   2. **Coordination of the process to select a phonics program to supplement the Wonders ELA core program, and of planning for PD/coaching to roll that program out at the K level for 2019-2020**

   3. Emphasis on the criticality of creating a master schedule providing for common planning time (CPT) for grade-level teachers. For the first time, both elementary schools will have CPT in 2019-20.
F. At the high school level, with the support of DESE, identification of Open Educational Resource curricula to replace those high school course curricula that are not aligned to standards, and co-planning with high school leadership re: how to bring these OERs onboard and implement them effectively for the coming school year.

II. Over a number of years, building principals have struggled to focus on instructional leadership because they were the sole administrators in their buildings and had to focus much of their attention on safety and management concerns. **A central office staff position in the budget office has been cut, and both those and other dollars have been re-allocated in order to fund a second administrative position in each building** so that, next year, there will be an administrative team in each building with sufficient capacity to focus on more than management - i.e., instructional supervision, data-based RTI practices, professional development planning and execution, and fostering of teacher leadership.

III. In order to foster distributive leadership and a data-driven approach, **the district has negotiated an MoA with the Winchendon Teachers’ Association to create the stipended role of ILT member, and re-allocated resources to fund these teacher stipends at each building**

IV. The district has reserved resources to:

A. **Provide professional development for all staff on trauma-informed practice and social/emotional learning.**

B. **Support the high school's creation of a Freshman Academy, new dual enrollment partnerships with Mount Wachusett Community College and Worcester State, and the expansion for next year of Virtual High School offerings including AP offerings**

C. **Strengthen the district’s summer academic enrichment program as an intervention for some of our most at-risk elementary school children**

V. In the coming year, district support for the turnaround work in the buildings will include each of the following additional undertakings:

A. **A summer leadership retreat where we will provide professional development to the school leaders to support multiple aspects of their turnaround work:**
   1. Planning for an inspiring, focused launch of the school year at each building
   2. Calendaring to ensure school leaders are prioritizing the time needed to do data-driven planning at CPTs (per Leverage Leadership 2.0), visit classrooms and conduct post-conferences, and plan for ILT meetings, and PD

B. **Time reserved at DLT for calibration on classroom observations; conferencing approaches; evaluation-writing; and planning for data meetings and PD sessions**

C. **A strategic planning initiative**, engaging all constituencies in the community, to arrive at a transformative vision for the future of education in Winchendon and a long-range plan to get there; this plan will incorporate and extend the thinking that has gone into the schools’ Turnaround Plans.
D. We will conduct an evaluation of our special education programming to determine where there are opportunities to improve services to students and/or to make more effective use of limited resources.
Changes in Policy and Strategies to Consider under State Law

Districts are required to consider the following changes to policy and strategies for any school designated Underperforming, and are granted statutory flexibilities to enhance their efforts to address them. However all schools, even those without this designation, can benefit from considering these changes. Check all that apply and attach a copy of the revised collective bargaining agreement, Joint Resolution Committee decision, or Memorandum of Understanding/Agreement.

Curriculum and Instruction

☐ Expand, alter, or replace curriculum: The Superintendent may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses

☐ Expand use of time: The Superintendent may expand the school day or school year or both of the school

☐ Add Kindergarten or pre-Kindergarten: The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management

☐ Reallocate school budget: The Superintendent may reallocate the uses of the existing budget of the school

☐ Reallocated district budget: The Superintendent may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district. (If the school receives funding at least equal to the average per pupil funding, with the approval of the School Committee, the Superintendent can direct additional funds to the school.)

Human Resources

☐ Attract and retain leaders and teachers: The Superintendent may provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan

☐ Make staffing changes: The Superintendent may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications

☐ Implement new systems: The Superintendent may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure

☐ Leadership development: The Superintendent may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

Professional Development and Collaboration

☐ Embedded professional development: The Superintendent may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback

☐ Expanded teacher planning time: The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction
Leadership and Governance

- **Change Collective Bargaining and Policies:** The Superintendent may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced.

- **Change District Policies:** The Superintendent may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school.

Additional Strategies

- **Study best practices:** The Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school.

- **Address mobility and transiency:** The Superintendent may establish strategies to address mobility and transiency among the student population of the school.

  - **Additional strategies:** The Superintendent may include additional components based on the reasons why the school was designated as underperforming and the recommendations of the local stakeholder group.
### Section VII: Goals, Benchmarks, and Progress Monitoring

Describe the process the school and district will use to monitor the impact of the strategies as articulated in the benchmarks. (2-3 pages)

<table>
<thead>
<tr>
<th>Progress-Monitoring Process</th>
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<tr>
<td><strong>School-based Progress Monitoring Process</strong></td>
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Murdock Middle School’s Instructional Leadership Team will be responsible for the implementation and monitoring of this plan. The ILT will engage with stakeholder groups during the implementation stage by reporting on benchmark progress to school committee and school council.

Data on each Turnaround Practice will be collected and reviewed during the bi-monthly ILT meetings to ensure progress is being made on each benchmark. Data to be collected and analyzed include, but is not limited to Measures of Academic Progress (MAP) mathematics and reading, MCAS, Summit platform data on mentoring, teacher feedback to students, focus area and project completion, curriculum documentation and implementation, walkthrough and observational data.

The Instructional Leadership Team will be comprised of staff members representing each team, special education, specialists, guidance and administration. Each member will report back to their team on important information from each ILT meeting during their Common Planning Time (CPT). During CPT’s teachers will reflect on available data to revise interventions both, Tier I and Tier II, in order to better support all students. This process will ensure that all MMS staff are part of the implementation of the turnaround plan. The ILT will also meet with all staff monthly to discuss data, the benchmarks and decide if any revisions need to be made.

Administration will meet with the Summit Mentor assigned to MMS through video conferences every other week to review Summit data and create an action plan to address any concerns. These action steps will be shared with the ILT who will be responsible for reporting back to each team. All committees will continue to use our current Google Docs system and set agendas to track meeting minutes and next steps. Administration will also track each department’s curriculum planning through weekly review of their Summit platform use and monthly planning meetings. All curriculum documentation will be monitored to ensure standard alignment and compliance with the Summit Site Level Conditions.
District Progress Monitoring Process

Principals in two of the four buildings are new to DESE’s turnaround planning approach. Three of the four leaders will be facilitating ILTs for the first time, which is why we are building in time at this summer’s retreat and throughout the year to support their ILT planning (see Section V).

The DESE template and in particular the requirement to progress monitor so many dimensions of the work and student outcomes are still new to three of the four principals and their teams. We anticipate that schools will consequently benefit from the following support model to implement their plans effectively.

The Director of Instruction, Curriculum and Assessment will support the leaders in each building to work from their TA Plan documents to build chronological project management tools that enable them to see the due date for every plan deliverable, as well as the due dates for the back-mapped tasks that must be completed in order to successfully complete these deliverables. Each task will be tagged for the person/team responsible and the TA Plan strategy/strategies with which it is associated.

With this detailed plan as a reference point, every week or every two weeks (TBD at a District Leadership Team meeting this summer; may vary by school), the Superintendent or Director of Instruction, Curriculum and Assessment will meet with each building leader and any members of their team they invite to participate, to monitor the building’s progress in implementing its TA Plan. Agendas for these meetings will be developed in reference to the detailed, chronological plan. At these meetings, leaders will:

- Check in on burning issues
- Review how work to move the TA Plan is progressing; review next steps from previous meetings to see if they have been completed
- Review what student data has recently been collected or is coming next, and the plans to collect, analyze and act on that data
- Consider data to assess the impact of the ongoing improvement efforts; when/if interim benchmarks are missed, we will analyze the causes, problem-solve and adjust plans including, where necessary, adjusting timelines
- Reflect on their own opportunities to grow as leaders, and the opportunities to grow the capacity of their teams

Additionally, during some of these visits, the Superintendent or Director will:

- walk classrooms with the school leader and de-brief what was observed
visit common planning meetings where the school leader and ILT members are co-facilitating the work; sit in on faculty meetings where PD is being delivered; and share feedback on what was observed back to the leader.

Notes on all aspects of this work will be kept in a tracker document.

This weekly or bi-weekly check-in with reference to a detailed timeline of action steps will be a new process for the district and school leaders. So will the regular visits to classrooms, and regular visits to settings where the leader or members of his/her team are leading teams’ work, and the provision of feedback.

Agendas for DLT meetings are developed by the Superintendent and Director of Instruction, Curriculum and Assessment, in consultation with all members of the Team. At these meetings, this coming year, we will monitor schools’ performance relative to interim benchmarks and MAGs and, as needed, collectively problem-solve how to strengthen outcomes. The DLT will also be progress monitoring the execution of the 1-year District Improvement Plan designed to support successful implementation of all the schools’ turnaround plans. As noted above we will also introduce calibration on observations etc, as well as regular opportunities for school leaders to dry-run upcoming PD and data meetings in their buildings to get colleagues’ feedback.

Notes from DLT meetings are kept in a rolling agenda. The DLT structure has existed for some time, and various approaches to data monitoring and review have occurred there over time as well. The rolling agenda was instituted in January 2019; the calibration and dry-run protocols will be new in fall 2019.
**Turnaround Practice #1: Leadership, shared responsibility & professional collaboration**

The school has established a community of practice through leadership, shared responsibility for all students and professional collaboration.

<table>
<thead>
<tr>
<th>Measurable Annual Goals (MAGs) for Student Achievement</th>
<th>By the end of SY2020, MMS will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. (See Appendix A for all targets)</th>
</tr>
</thead>
</table>
| **Interim Benchmarks for Teachers/Practitioners** | 1. By the end of October 2019, MMS ILT will have established a collaborative teaming structure and schedule to include but not limited to: CPT, Grade level, Dept. level and vertical level teams.  
2. By September 2019, MMS administration will establish, communicate and implement a leadership plan which will include but is not limited to: leadership’s vision, instructional expectations and goals, description of how instruction is aligned to standards, instructional focus areas, etc.  
3. By the beginning of the 2019-2020 School Year, the ILT will establish a plan for PD sessions during September and October.  
4. Throughout the year, school leadership will consult with ILT to a. review student outcome, instructional and school culture data  
b. identify priority areas for professional development  
c. plan faculty meetings and school wide professional development  
d. monitor TA plan implementation, adjusting plan as needed  
5. Each month, the ILT will meet twice for a minimum of 90 minutes, utilizing a rolling agenda to track progress.  
6. By August 2019, the PBIS team will have reviewed and revised the PBIS handbook and lessons. |
| **Interim Benchmarks for Students** | 1. The number of students requiring Summer School will decrease by 50%. |
**Turnaround Practice #2: Intentional practices for improving instruction**
The school employs intentional practices for improving teacher-specific and student-responsive instruction.

<table>
<thead>
<tr>
<th>Measurable Annual Goals (MAGs) for Student Achievement</th>
<th>By the end of SY2020, MMS will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. (See Appendix A for all targets)</th>
</tr>
</thead>
</table>
| Other MAGs 3 required by statute:                      | 1. By the end of SY2020, MMS will increase the percentage of students demonstrating proficiency in critical thinking skills as measured by the cognitive skills rubric.  
2. By the end of SY2020, MMS will reduce the percentage of students who began the year below average by:  
   a. 20% grade 6 Math  
   b. 10% grade 6 Reading  
   c. 25% grade 7 Math  
   d. 15% grade 7 Reading  
   e. 17% grade 8 Math  
   f. 10% grade 7 Reading  
3. On the Spring 2020 Next Generation MCAS, MMS will reduce the percentage of students scoring Does Not Meet Expectations on ELA, Math and Science by x% |
| Interim Benchmarks for Teachers/Practitioners           | 1. By September 2019, administration will create an observation calendaring system and will have established month 1 observations and walkthroughs. Additional calendars will be established monthly.  
2. By September 2019, MMS will finalize our standards-aligned curriculum maps for each grade level and subject area which provide:  
   a. Pacing guides  
   b. Objectives  
   c. Big ideas and standards to be taught in each unit  
   d. Links to teacher guides as available  
3. All teachers will design and implement lessons with clear, worthy mastery objectives and will implement lessons aligned to the objectives. Mastery objectives will be well-crafted and communicated in 90% of classrooms as measured by weekly instructional walkthroughs.  
4. By December 2019, tasks’ in 60% of classrooms will be rated as a level 3 or 4 (depth of knowledge) as measured by the winter instructional walkthrough. |
5. By December 2019, the percent of classrooms where some or all students are authentically engaged will rise from 82% to 90% as measured by the winter instructional walkthrough.

6. Given the results of the 2020 AIR SIOR report, MMS will have shown an increase in the following areas:
   a. Regard for student perspectives 3.5 to 4.0 (+.5)
   b. Analysis and Inquiry 3.5 to 4.0 (+.5)
   c. Quality of Feedback 3.7 to 4.1 (+.4)
   d. Instructional Dialogue 4.0 to 4.3 (+.3)

<table>
<thead>
<tr>
<th>Interim Benchmarks for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On the Fall 2019 MAP assessment, the percentage of students meeting their expected growth goal according to NWEA Math MAP will increase to:</td>
</tr>
<tr>
<td>o 55% in the 6th grade</td>
</tr>
<tr>
<td>o 60% in the 7th grade</td>
</tr>
<tr>
<td>o 65% of the 8th grade</td>
</tr>
<tr>
<td>2. On the Fall 2019 MAP assessment, the percentage of students meeting their expected growth goal according to NWEA Reading MAP will increase to:</td>
</tr>
<tr>
<td>o 60% in the 6th grade</td>
</tr>
<tr>
<td>o 60% in the 7th grade</td>
</tr>
<tr>
<td>o 65% of the 8th grade</td>
</tr>
<tr>
<td>3. On the Winter and Spring 2020 MAP assessment, the percentage of students meeting their expected growth goal according to NWEA Reading and Math MAP will increase by 5% each testing term.</td>
</tr>
</tbody>
</table>
### Turnaround Practice #3: Student-specific supports and instruction to all students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

| MAGs for Student Achievement | 1. By the end of SY2020, MMS will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. (See Appendix A for all targets)  
2. By the end of SY 2019-2020, MMS staff will be provided PD and will increase the following as measured by the staff survey:  
   a. percentage of teachers reporting they have received adequate training on effective instructional practices for teaching struggling students.  
   b. percentage of teachers reporting they have adequate preparation time to effectively identify and/or address the needs of struggling students in their classes.  
   c. percentage of teachers reporting my school has adequate systems in place for providing academic interventions to struggling students.  
   d. percentage of teachers reporting they have received training on how to use data to identify students who need additional academic supports.  
   e. percentage of teachers reporting they have received training on how to implement supplemental (Tier II) and/or intensive (Tier III) academic supports for students.  
   f. percentage of teachers reporting they have received training on how to use data to identify student behavioral and/or socio-emotional needs.  
   g. percentage of teachers reporting they have received training on how implement supplemental (Tier II) behavioral and/or socio-emotional supports for students.  
   h. percentage of teachers reporting they receive ongoing support to help apply academic training into my classroom practice. |
i. percentage of teachers reporting they receive ongoing support to help apply behavioral and/or socio-emotional training into their classroom practice.

j. percentage of teachers reporting there is a system is in place at my school to identify students who are struggling to meet expectations (separate from the IEP process).

k. percentage of teachers reporting staff members at my school follow consistent rules and procedures to identify students in need of additional support.

l. percentage of teachers reporting that staff members at their school follow consistent rules and procedures when they monitor the effectiveness of interventions and supports for struggling students.

m. percentage of teachers reporting they have adequate preparation and/or instructional time to offer academic enrichment for students in their classes.

n. percentage of teachers reporting they have received adequate training on effective instructional practices for teaching students with disabilities.

o. percentage of teachers reporting they have adequate preparation time to effectively identify and address the needs of students with disabilities in their classes.

3. By the end of the 2019-2020 SY, the ILT will create a multi-tiered system of supports for identifying and addressing nonacademic student needs and will establish a structure to deliver social-emotional supports. PD on such supports will be provided on an ongoing basis.

<table>
<thead>
<tr>
<th>Interim Benchmarks for Teachers/Practitioners</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By the end of September 2019, MMS ILT will have established a calendar of assessments and data meetings to drive intervention groupings &amp; group foci.</td>
<td></td>
</tr>
<tr>
<td>2. By the end of September 2019, MMS ILT will have refined our Student Support teaming structure and procedure for assigning student supports</td>
<td></td>
</tr>
<tr>
<td>3. By October 2019, MMS will create a system with criteria and protocols to identify students for interventions and enrichment</td>
<td></td>
</tr>
</tbody>
</table>
4. By October 2019, MMS will develop common language and expectations for the 2019-2020 school year.
5. Beginning immediately after the Fall MAP benchmark assessment in September, MMS will provide targeted interventions and supports for students’ academic and non-academic needs and monitor for effectiveness.
6. Throughout the 2019-2020 SY, administrators and staff will
   a. use a variety of ongoing assessments and data to identify student-specific academic and nonacademic needs in order to provide student-specific interventions, enrichment, and supports.
   b. provide students with instruction and interventions in direct response to their academic needs, identified through focused analysis of student skill-specific assessments.
7. Throughout the 2019-2020 SY, all staff members will follow consistent rules and procedures when identifying students in need of additional assistance and when monitoring the delivery and effectiveness of interventions and supports.

<table>
<thead>
<tr>
<th>Interim Benchmarks for Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>On the Winter 2020 MAP assessment, the percentage of students meeting their expected growth goal according to NWEA Reading MAP will increase to:</td>
</tr>
<tr>
<td></td>
<td>a.  65% in the 6th grade</td>
</tr>
<tr>
<td></td>
<td>b.  65% in the 7th grade</td>
</tr>
<tr>
<td></td>
<td>c.  70% of the 8th grade</td>
</tr>
<tr>
<td>2.</td>
<td>On the Winter 2020 MAP assessment, the percentage of students scoring in the low range in math will decrease by 5%</td>
</tr>
<tr>
<td>3.</td>
<td>On the Winter 2020 MAP assessment, the percentage of students scoring in the low range in reading will decrease by 5%</td>
</tr>
<tr>
<td>4.</td>
<td>On the Spring 2020 MAP assessment, the percentage of students scoring in the low range in math will decrease by 2%</td>
</tr>
<tr>
<td>5.</td>
<td>On the Spring 2020 MAP assessment, the percentage of students scoring in the low range in math will decrease by 5%</td>
</tr>
</tbody>
</table>
**Turnaround Practice #4: School Culture and Climate**

A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

<table>
<thead>
<tr>
<th>MAGs for Student Achievement</th>
<th>By the end of SY2020, MMS will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. (See Appendix A for all targets)</th>
</tr>
</thead>
</table>
| Other MAGs 7 required by statute: | 1. Parent and family engagement: By the end of SY 2019-2020, MMS will increase the following as measured by the staff, student and/or parent survey:  
   a. percentage of parents/guardians and/or other family members reporting that they engage in regular, two-way, meaningful communication about student learning with teachers and other school staff  
   b. percentage of parents/guardians and/or other family members reporting an understanding of the school’s turnaround efforts, the targets the school is striving for, and their role in contributing to reaching these goals  
   c. percentage of teachers, students, and families agreeing that the school supports the academic success of students  
   d. percentage of students reporting that peers encourage each others' success  
   e. percentage of students reporting that the school is emotionally and physically safe and conducive to learning  
   f. percentage of students reporting they feel challenged and held to high standards for performance  
   g. percentage of students reporting they feel known and understood by at least one adult in the school  |
| Interim Benchmarks for Teachers/Practitioners | 1. By the end of August 2019, the MMS PBIS committee will have revised the PBIS initial lessons to include the 16 habits of success.  
2. By September 2019, MMS administration will have created a student-led advisory group in order to get student input on a monthly basis.  
3. By the end of October 2019, all staff will have participated in the initial social/emotional learning and trauma-informed practice  
4. Teachers will engage in frequent positive communication around student progress and families’ goals for their children through mentoring notices on each student’s platform, weekly or as needed.  
5. All staff will actively and consistently implement a set of behavioral expectations and practices that supports students’ learning and efforts to increase student achievement. |

|  | h. percentage of students reporting a belief that they can improve in schools by continuously trying and practicing a growth mindset.  
2. Throughout the 2019-2020, MMS staff will build a culture of student support and success among school faculty and staff while maintaining consistency to create a safe and respectful environment among staff.  
3. By the end of SY 2019-2020 all faculty and staff will receive professional development on social/emotional learning and trauma-informed practice.  
4. By the end of SY 2019-2020, MMS will increase the following as measured by data collected through learning walks, feedback forms completed by instructional coaches, or other measures:  
   a. Percentage of teachers observed implementing key instructional practices supported through professional development  
   b. Percentage of teachers and staff reporting that they feel a sense of urgency to improve student outcomes  
   c. Percentage of teachers reporting using the results of formative or interim assessments to improve their instruction to meet student needs  
   d. Percentage of students and families reporting they feel the school wants students to succeed |
| **Interim Benchmarks for Students** | Student attendance, dismissal rates, and exclusion rates  
1. By the end of SY2019-2020 the monthly attendance rate in grades 6-8 will **increase** to a minimum of 95%.  
2. By the end of SY2019-2020 the percentage of students absent greater than 10% of days in membership will decrease by at least 10%.  
3. By the end of SY2019-2020 the percentage of students tardy to school will decrease by at least 15%.  
**Student safety and discipline**  
1. By the end of SY2019-2020 the percent of non-drug, non-violent, non-criminal incidents will decrease: # of incidents categorized as non-drug, non-violent, non-criminal  
2. During the 2019-2020 school year 85% of students will receive one or fewer office discipline referrals  
3. Reduce total number of Office Discipline Referrals by 35% from 2018-2019 levels and reduce the number of students with more than 3 referrals by 50% from 2018-2019 levels. |
## Appendix A

### 2019 Preliminary Achievement Targets

<table>
<thead>
<tr>
<th>Group</th>
<th>2018 ELA # Included (3-8)</th>
<th>2018 ELA Achievement Baseline (3-8)</th>
<th>2019 ELA Achievement Target (3-8)</th>
<th>2018 ELA Achievement Baseline (3-8)</th>
<th>2018 ELA Achievement Target (3-8)</th>
<th>2018 Math # Included (3-8)</th>
<th>2018 Math Achievement Baseline (3-8)</th>
<th>2018 Math Achievement Target (3-8)</th>
<th>2018 Science # Included (5 &amp; 8)</th>
<th>2018 Science Achievement Baseline (5 &amp; 8)</th>
<th>2018 Science Achievement Target (5 &amp; 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>263</td>
<td>487.8</td>
<td>489.7</td>
<td>262</td>
<td>485.7</td>
<td>487.3</td>
<td>90</td>
<td>58.6</td>
<td>61.70</td>
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<tr>
<td>Lowest Performing</td>
<td>40</td>
<td>465.5</td>
<td>470.6</td>
<td>40</td>
<td>465.0</td>
<td>468.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Needs</td>
<td>129</td>
<td>481.0</td>
<td>482.9</td>
<td>128</td>
<td>478.9</td>
<td>480.9</td>
<td>41</td>
<td>49.4</td>
<td>52.70</td>
<td></td>
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</tr>
<tr>
<td>Econ. Disadvantaged</td>
<td>112</td>
<td>480.3</td>
<td>481.4</td>
<td>112</td>
<td>479.3</td>
<td>481.1</td>
<td>35</td>
<td>50.0</td>
<td>53.10</td>
<td></td>
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</tr>
<tr>
<td>EL and Former EL</td>
<td>8</td>
<td>8</td>
<td></td>
<td>8</td>
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<td>1</td>
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<tr>
<td>Students w/Disabilities</td>
<td>37</td>
<td>468.2</td>
<td>470.3</td>
<td>36</td>
<td>463.1</td>
<td>465.4</td>
<td>13</td>
<td></td>
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<tr>
<td>Afr. Amer./Black</td>
<td>5</td>
<td>5</td>
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<td>5</td>
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<td></td>
<td>4</td>
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<tr>
<td>Amer. Ind. or Alaska Nat.</td>
<td>1</td>
<td>1</td>
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<td>1</td>
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<td>1</td>
<td></td>
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</tr>
<tr>
<td>Asian</td>
<td>6</td>
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<td></td>
<td>6</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>Group</td>
<td># Included (1-8)</td>
<td>2018 Chronic Absenteeism Rate Baseline (1-8) (%)</td>
<td>2019 Chronic Absenteeism Rate Target (1-8) (%)</td>
<td></td>
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<tr>
<td>Hispanic/Latino</td>
<td>18</td>
<td>17</td>
<td>7</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Multi-race, Non-Hisp./Lat.</td>
<td>12</td>
<td>12</td>
<td>2</td>
<td></td>
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<tr>
<td>Nat. Haw. or Pacif. Isl.</td>
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</tr>
<tr>
<td>White</td>
<td>221</td>
<td>488.6</td>
<td>490.1</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td>221</td>
<td>485.9</td>
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<td>487.7</td>
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<td>59.8</td>
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<td></td>
<td></td>
<td></td>
<td>63.10</td>
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</tr>
</tbody>
</table>

**2019 Preliminary Accountability Targets Chronic Absenteeism**

<table>
<thead>
<tr>
<th>Group</th>
<th># Included (1-8)</th>
<th>2018 Chronic Absenteeism Rate Baseline (1-8) (%)</th>
<th>2019 Chronic Absenteeism Rate Target (1-8) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>289</td>
<td>16.6</td>
<td>14.4</td>
</tr>
<tr>
<td>Lowest Performing</td>
<td>40</td>
<td>15.0</td>
<td>10.1</td>
</tr>
<tr>
<td>High Needs</td>
<td>144</td>
<td>24.3</td>
<td>21.8</td>
</tr>
<tr>
<td>Econ. Disadvantaged</td>
<td>108</td>
<td>25.9</td>
<td>23.2</td>
</tr>
<tr>
<td>EL and Former EL</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students w/Disabilities</td>
<td>42</td>
<td>33.3</td>
<td>29.0</td>
</tr>
<tr>
<td>Afr. Amer./Black</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amer.Ind. or Alaska Native</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td></td>
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</tr>
</tbody>
</table>
Appendix B

Description of Evidence-Based Interventions *(schools receiving TAG funds for implementation only)*

FY19 Turnaround Assistance Grant Narrative for Murdock Middle School

1. Summit Learning Program Outcomes:
   a. Cognitive Skills: Interdisciplinary competencies that require higher-order thinking. David Conley of the Education Policy Improvement Center (EPIC) calls these skills “cognitive strategies” and defines them as “ways of thinking necessary for college work.” The Center for Curriculum Redesign (CCR) suggests that these skills are “how we use what we know” and involve the four Cs: Creativity, Critical Thinking, Communication, and Collaboration (Fadel, Trilling & Bialik, 2015).
   a. Content Knowledge: A foundational component of Summit Learning is that students demonstrate competency on standards-aligned Content Knowledge across all core subject areas. Content Knowledge includes a set of vocabulary, ideas, events, concepts, properties, and details related to a given academic discipline.
   b. Habits of Success: Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits.
      i. Healthy Development (Attachment, Stress Management, Self-Regulation);
      ii. School Readiness (Self-Awareness, Social Awareness/Relationship Skills, Executive Functions);
iii. Mindsets for Self and School (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School);
iv. Perseverance (Resilience, Agency, Academic Tenacity); and
v. Independence and Sustainability (Self-Direction, Curiosity, Civic Identity).

c. Sense of Purpose: Students need to graduate high school with a Sense of Purpose, which is defined as an understanding of their interests, values, and skills, and the articulation of a credible path after high school for translating those interests, values, and skills into fulfilled lives.

2. Student Interventions:
   a. Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk.
   b. Instruction during the intervention should be explicit and systematic.
   c. Math-Interventions should include instruction on solving word problems that is based on common underlying structures.
   d. Use of Language! for Tier III ELA intervention supports

**Language! Evidence Base**


**Massachusetts Turnaround Practices**


**Summit Learning Program: Cognitive Skills Evidence & Research Base**
## Cognitive Skills

<table>
<thead>
<tr>
<th>EVIDENCE-BASED PRINCIPLE</th>
<th>RESEARCH BASE</th>
<th>EDUCATOR DESIGN CHOICES</th>
</tr>
</thead>
</table>
| In order to be successful in both college and careers, students must master a set of Cognitive Skills. | CCSS (2010)  
NRC (2012)  
Conley (2012)  
NGSS (2013)  
Fadel et al. (2015) | In partnership with the Stanford Center for Assessment, Learning, and Equity (SCALE), Summit has co-developed a single Cognitive Skills Rubric outlining 36 Cognitive Skills necessary for college and career readiness. SCALE designed the progression in each Cognitive Skill so that a 6 (on a 0–8 point scale) on the rubric corresponds with a measure of college-readiness for each skill. Students must score a 6 to demonstrate college readiness. |
| Students develop Cognitive Skills over time; the skills must be accessed within each student’s zone of proximal development. | Bruner (1960)  
Wood, Bruner & Ross (1976)  
Vygotsky (1978) | Students encounter the same skills in all grade levels (6–12) and in all subjects. Student progress along a continuum from Levels 0–8 on the Cognitive Skills Rubric, demonstrating competency in a skill as appropriate for their level of development and growth. |
AIR (2014)  
Perkins (2014)  
Fadel et al. (2015) | Cognitive Skills are taught through projects. For every discipline, Summit teachers have developed projects that require multiple Cognitive Skills. Projects are oriented around essential questions. Projects are based on topics that are of high interest to students. |
| Cognitive Skills are interdisciplinary and are learned more deeply when students can practice them in multiple contexts across disciplines. | EPIC (2012)  
Perkins (2014)  
Fadel et al. (2015) | The same Cognitive Skills are assessed multiple times per year across different disciplines. Many of Summit’s projects are interdisciplinary. |
| Students have multiple opportunities to deliberately practice the same skills. | Schwartz et al. (2016) | In Summit’s base curriculum, students are exposed to, and held accountable for, each of the Cognitive Skills multiple times per year. |
| Timely feedback is essential for the development of students’ Cognitive Skills. | Hattie & Timperley (2007)  
Schwartz et al. (2016) | All projects are built with a series of checkpoints, or opportunities for formative assessment feedback. Students have multiple structured opportunities for feedback from teachers, peers, and self. |
<table>
<thead>
<tr>
<th>Evidence-Based Principle</th>
<th>Research Base</th>
<th>Educator Design Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to be successful in college and careers, students must master rigorous Content Knowledge in each of the academic disciplines.</td>
<td>CCSS (2010) NGSS (2013) Conley (2012) Fadel et al. (2015)</td>
<td>The Summit base curriculum contains a full set of focus areas outlining key Content Knowledge for each subject. The focus areas for high school subjects are aligned to Common Core and Next Generation Science Standards. For college-level courses, the content is aligned to the AP standards.</td>
</tr>
<tr>
<td>Students acquire new Content Knowledge in reference to existing Content Knowledge.</td>
<td>Willingham (2009) Bransford, Brown, &amp; Cocking (2000) Schwartz et al. (2016) AIR (2016) Deans for Impact (2015)</td>
<td>The focus areas are developed across the grade spans on a developmental continuum. Students are introduced to similar Content Knowledge topics in different grades, with increasing levels of complexity and depth. Completion of all power focus areas in one course is required for advancement to the next course.</td>
</tr>
<tr>
<td>Content that is presented in multiple modalities allows for greater practice.</td>
<td>Willingham (2009)</td>
<td>Students have access to playlists that contain different types of learning materials (primary sources, videos, decks, written materials, etc.). Students have access to learning resources at all times. Students are able to learn collaboratively with peers.</td>
</tr>
<tr>
<td>Content knowledge acquisition is foundational to the development of Cognitive Skills.</td>
<td>Schwartz et al. (2016) Willingham (2009)</td>
<td>Each focus area maps to specific projects. Teachers intervene with students when Content Knowledge will accelerate students’ skill development in project based learning.</td>
</tr>
<tr>
<td>Each subject area has a set of facts that, if committed to long-term memory, supports problem-solving by freeing working memory resources and illuminating contexts in which existing knowledge and skills can be applied. The set of facts varies by subject matter.</td>
<td>Glaser &amp; Chi (1988)</td>
<td>Content progressions are spiralled, building knowledge in increasing complexity. Focus areas are broken into “Power,” “Additional,” and Challenge,” which focuses students on the most important Content Knowledge while holding no students back from exploring and deepening interests.</td>
</tr>
</tbody>
</table>
Students need to explore Content Knowledge at their own pace based on their own interests.  

Rose (2016)  

Students progress through the focus area playlists on their own during self-directed learning time. Teachers serve as facilitators of self-directed learning and guide students, identifying students who need additional support in being self-directed learners. Students have access to additional, more challenging focus areas that allow them to dive more deeply into content of particular interest and relevance to them.

Students should have multiple opportunities to demonstrate competence in Content Knowledge. Learning must be prioritized over pace.  

AIR (2016)  

Rose (2016)  

Over the course of an academic year, students have multiple opportunities to perform at full potential on content assessments. Pace is tracked against the school year and against students’ goals on the Summit Learning Platform. Students are empowered to make decisions about when and how to learn.

When students learn content at varying paces, they will be ready to take an assessment at varying points in time.  

AIR (2016)  

Rose (2016)  

On-demand content assessments are available to students. Students indicate when they are ready to take an assessment.

<table>
<thead>
<tr>
<th>Habits of Success</th>
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</table>

### EVIDENCE-BASED PRINCIPLE

Students need to develop skills, dispositions, mindsets, and behaviors that:

- Are malleable;
- Are academically important;
- Recognize the social nature of learning; and
- Align with the milestones of adolescent development.

<table>
<thead>
<tr>
<th>RESEARCH BASE</th>
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Farrington (2012)  

Mindset Scholars Network (2015)  

Stafford-Brizard (2016)  

AIR (2017)  

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Summit uses the term “Habits of Success” to describe the dispositions and behaviors that students need to be successful in college and careers. A common language is helpful for systematically developing students’ Habits of Success; Summit has adopted the Building Blocks of Learning framework.
<p>| Learning should be culturally responsive and recognize that children learn about the world around them within the context of their own culture. | Dee &amp; Penner (2016) Ladson-Billings (1995) | Project-based and self-directed content and curricula are designed to be culturally relevant for students and are adaptable at the discretion of teachers and site leaders. |
| Habits of Success should be developed as part of a cohesive academic program. | Farrington (2012) Stafford-Brizard (2016) Osher et al. (2017) | Habits of Success are integrated into both curriculum and instructional practices for project-based learning and self-directed learning time. The base curriculum includes the development of Habits of Success into projects in all subjects and grades. All educators participate in professional development related to Habits of Success. |
| Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers, and they feel like they fit in at school. | Mindset Scholars Network (2015) Duckworth &amp; Yeager (2015) | Students engage in 1:1 mentoring with their mentors every week. Mentors and mentees jointly review data on the Summit Learning Platform. Mentor track data for each of their mentees and help identify students who are struggling and might need additional support. Students spend 60–90 minutes per week in dedicated time with peers who share their mentor. |
| The assessment of students’ Habits of Success should be used to support students’ growth and development, and for program improvement purposes. It should not be used for the purposes of grading, evaluation, or promotion. | Berger et al. (2014) Duckworth &amp; Yeager (2015) | Mentors can analyze each mentee’s strengths and areas for growth in the domain of Habits of Success and can have targeted conversations for improvement. Educators have begun to develop early measures of Habits of Success to help inform mentoring conversations and improve student supports. |
| Habits of Success must be modeled within the school environment: in adult interactions, within school routines, celebrations, policies, and procedures, and as part of ongoing professional development. | Costa &amp; Kallick (2008) Berger et al. (2014) | Summit Schools have developed a series of programs to foster and develop Habits of Success. School leaders and teachers at Summit Schools participate in professional development in which they self-assess their own Habits of Success, develop an individualized plan for growth, and learn how to model Habits of Success with students. |</p>
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<tr>
<td>Individuals with a strong Sense of Purpose are more likely to persist toward their goals.</td>
<td>Duckworth (2016) Damon (2008) Yeager (2014)</td>
<td>The Summit Learning Platform helps seamlessly connect students’ interests, values, goals, and areas of strength. Personalized, easy-to-understand data supports teachers as mentors.</td>
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<td>Deliberate practice in the art of short-, medium-, and long term goal-setting supports students’ growth mindsets.</td>
<td>Dweck (2007)</td>
<td>Summit students engage in a family meeting to develop a long-term plan together with their personal mentor. Students have a 1:1 check-in with their mentors weekly. Students monitor their goals in real time on the Summit Learning Platform.</td>
</tr>
<tr>
<td>Developing students’ self awareness is a key building block for learning and for other long-term student outcomes</td>
<td>Goleman (1995) Farrington (2012) Stafford-Brizard (2016)</td>
<td>Beginning in the middle school years, Summit students practice identifying their interests, passions, strengths, and opportunities for growth. The Summit Learning Platform allows students to opt for additional “challenge” content in areas of particular interest to a given student. Students meet in diverse mentor groups to discuss short- and long-term goals. The discussions allow for group reflection and peer feedback, further building a student’s self-awareness. Students meet with mentors to discuss individual strengths, interests, and passions.</td>
</tr>
<tr>
<td>Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers. They are not worried about being treated as a stereotype and are confident that they are seen as a person of value.</td>
<td>Mindset Scholars Network (2015)</td>
<td>The development of Sense of Purpose happens within a community. Learning is inherently a social process. Students develop community among their mentor/mentee group and as a result of strong relationships with caring adults. The assessment of Sense of Purpose happens in a communal setting with an advisory board comprised of significant adults in a student’s life.</td>
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