

2022-2023 Murdock Middle School Sustainability Improvement Plan

District Priority #1: Effective implementation of:

- Illustrative Mathematics, K-12
- Tier 2 math interventions

School plans aligned with Priority #1

Murdock Middle School will continue to implement Illustrative Mathematics (IM) Curriculum in grades 6-8.

Strategic Objectives, Initiatives, and Action Steps	Measurable Goals <ul style="list-style-type: none"> ● Interim ● Year-End 	Target Completion Date	Who? (Who is responsible? Who will support?)	Aligned to which TA practice?
<p>Obj #1 All math teachers will participate in collaborative planning sessions to establish shared goals, conduct shared planning and lesson design, collect and use evidence of student learning, and reflect upon their teaching effectiveness.</p>	<ol style="list-style-type: none"> 1. All math teachers will meet together weekly along with PD time as measured by a dept. running agenda. Collaborative sessions will focus on but is not limited to discussing key lesson concepts and evidence of student learning, anticipating student misconceptions and designing approaches to address these challenges in advance, leading to improved facilitation (as measured by rolling agenda minutes) 2. Math teachers will implement the identified instructional look-fors and follow the curricular pacing expectations set at the beginning of the school year. 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 	<p>Math teachers, Principal</p>	<p>Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration</p> <p>Turnaround Practice 2: Intentional Practices for Improving Instruction</p>

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<p>Obj #2 Teachers use materials and evidence of student learning to inform lesson planning, use assessments for feedback and learning, and supplement the curriculum appropriately and with integrity.</p> <ul style="list-style-type: none"> a. Lesson Planning b. Using Evidence of Student Learning c. Effective Use of Assessments for Feedback and Learning d. Timely and Strategic Use of Supplemental Materials 	<ol style="list-style-type: none"> 1. Teachers will review student responses on formative assessments (e.g., cool-downs, practice problems, teacher questions), and use multiple sources of student responses to inform planning for upcoming lessons as measured by weekly plans and project outlines. 2. Teachers will use available data to inform adjustments for whole-class lessons and individual students as measured by weekly plans and project outlines. 3. Teachers will give feedback in a timely manner in the form of a score, error analysis for individual items, or comments about student work, and provide an opportunity for student reflection and revision, gathering evidence of student mastery over time. 	<ol style="list-style-type: none"> 1. Weekly during Dept. Meeting 2. Weekly during Dept. Meeting 3. Ongoing 	<p>Math Teachers, Principal</p>	<p>Turnaround Practice 2: Intentional Practices for Improving Instruction</p> <p>Turnaround Practice 3: Student-Specific Supports and Instruction to All Students</p>
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District Priority #2: Strengthening Literacy Practices

School plans aligned with Priority #2

SchoolWorks/INSTLL Report:

25% of classrooms were rated a 2 on the Common Core Literacy Implementation: Content standards implementation Instructional shifts implementation for ELA classes only

20% of classrooms were rated a 2 on the Common Core Literacy Shift Implementation (for all classes other than ELA and math)

During the 21-22 School Year, MMS focused on improving vocabulary instruction. This year, comprehension and writing strategies will be included alongside explicit vocabulary instruction.

Strategic Objectives, Initiatives, and Action Steps	Measurable Goals <ul style="list-style-type: none"> ● Interim ● Year-End 	Target Completion Date	Who? (Who is responsible? Who will support?)	Aligned to which TA practice?
<p>Obj #1 Teachers will continue to implement an instructional vocabulary routine to provide explicit instruction of Tier 2 vocabulary when reading high quality, complex texts.</p> <ol style="list-style-type: none"> a. Dedicate a portion of regular classroom lessons to explicit vocabulary instruction. b. Provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction. c. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading. d. Provide students with strategies to make them independent vocabulary learners. 	<ol style="list-style-type: none"> 1. Each month, teachers will identify a set of Tier 2 vocabulary words that will be explicitly taught across the content areas. 2. Each month, teachers will identify a specific instructional vocabulary strategy to implement. 3. All teachers will implement effective, evidence-based practices as measured by classroom walkthroughs and observations. 	<ol style="list-style-type: none"> 1. Monthly 2. Monthly 3. Ongoing 	<p>All core content teachers, Principal</p>	<p>Turnaround Practice 2: Intentional Practices for Improving Instruction</p>

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<p>Obj #2 Teachers will provide direct and explicit comprehension strategy instruction in order for students to: self monitor comprehension, use visualization, be able to answer higher level questions, generate questions, recognize text structure, use reference skills, make inferences and summarize (key ideas).</p> <ol style="list-style-type: none"> a. Select comprehension strategies to be explicitly taught. b. Show students how to apply the strategies they are learning to different texts. c. Make sure that the text is appropriate for the reading level of students. d. Use a direct and explicit instruction lesson plan for teaching students how to use comprehension strategies. e. Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning. f. Talk about comprehension strategies while teaching them. 	<ol style="list-style-type: none"> 1. By October 26, all teachers will be provided PD on a specific set of comprehension strategies. 2. Teachers will identify the appropriate comprehension strategy and will explicitly model/show students how to use the strategy as measured by classroom walkthroughs and observations. 3. Teachers will provide an appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning as measured by classroom walkthroughs and observations. 	<ol style="list-style-type: none"> 1. October 26, 2022 2. Ongoing 3. Ongoing 	<p>All core content teachers, Principal</p>	<p>Turnaround Practice 2: Intentional Practices for Improving Instruction</p>
<p>Obj #3 Teachers will incorporate writing instruction, the writing process, writing applications, and writing conventions in</p>	<ol style="list-style-type: none"> 1. By January 25, all teachers will be provided PD on specific writing strategies along with the Model-Practice-Reflect instructional cycle. 	<ol style="list-style-type: none"> 1. January 25, 2023 2. Ongoing 3. Ongoing 	<p>All core content teachers, Principal</p>	<p>Turnaround Practice 2: Intentional Practices for Improving Instruction</p>

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<p>Language Arts and across all content areas.</p> <ul style="list-style-type: none">a. Explicitly teach strategies for planning and goal setting, drafting, evaluating, revising, and editing.b. Instruct students on how to choose and apply strategies appropriate for the audience and purpose.	<ul style="list-style-type: none">2. Teachers will identify the appropriate writing strategy and will explicitly model/show students how to use the strategy as measured by classroom walkthroughs and observations.3. Teachers will provide students with opportunities to apply and practice modeled strategies as measured by classroom walkthroughs and observations.			
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School Priority #3

Implementation of a new Assessment System and alignment to an effective system of tiered interventions.

This year, Winchendon Public Schools is moving to the Renaissance STAR Assessment System. All staff will require training on the system as well as the use of the data provided from the system.

Strategic Objectives, Initiatives, and Action Steps	Measurable Goals <ul style="list-style-type: none"> ● Interim ● Year-End 	Target Completion Date	Who? (Who is responsible? Who will support?)	Aligned to which TA practice?
<p>Obj #1 Train staff on Renaissance STAR Assessment System, how to administer the assessment, and how to analyze STAR data</p> <ul style="list-style-type: none"> A. STAR Champion Training for administration and grade level representatives. <ul style="list-style-type: none"> a. STAR Champion training 8/23 & 8/24 b. STAR Implementation Staff PD 8/29 B. STAR administered to all grade 6-8 students C. All staff trained on how to use STAR data during CPT/Staff Meetings D. All staff will be trained in the use of Freckle. 	<ol style="list-style-type: none"> 1. By August 29, all staff will be trained on administering the STAR Assessment. 2. All students will be administered the STAR assessment by September 23. 3. By September 23, all staff will be trained on analyzing STAR data. 4. By September 21, all staff will be trained in Freckle. 	<ol style="list-style-type: none"> 1. August 29, 2022 2. September 23, 2022 3. September 23, 2022 4. September 21, 2022 	STAR Trainers, STAR Teacher Champions, ILT, Principal	<p>Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration</p> <p>Turnaround Practice 2: Intentional Practices for Improving Instruction</p> <p>Turnaround Practice 3: Student-Specific Supports and Instruction to All Students</p>
<p>Obj #2 Develop and implement an effective system of tiered interventions using diagnostic data to inform instruction</p>	<ol style="list-style-type: none"> 1. Develop a process to identify and track students requiring academic and/or non-academic interventions. Process will 	<ol style="list-style-type: none"> 1. August 29, 2022 2. August 29, 2022 	ILT, Principal	Turnaround Practice 1: Leadership, Shared Responsibility, and

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<p>and identify students in need of intervention</p> <ul style="list-style-type: none"> A. Use diagnostic data to identify students as needing targeted support and intervention through available data. Identified students will be placed in needs based Tier II intervention groups. B. Select an intervention that provides an explicit instructional focus to meet each student’s identified learning needs. C. Provide interventions where intensiveness matches student needs: the greater the instructional need, the more intensive the intervention. D. Progress monitor all students receiving Tier II intervention at least by-weekly and progress will be tracked using a predetermined tracking procedure. 	<ul style="list-style-type: none"> 1. include a common tracking sheet and use of available data. 2. Create a database of all available interventions and assessments. 3. Rollout process to all staff by September 21. 4. Evaluate and revise process by November 1 	<ul style="list-style-type: none"> 3. September 21, 2022 4. November 1, 2022 		<p>Professional Collaboration</p> <p>Turnaround Practice 2: Intentional Practices for Improving Instruction</p> <p>Turnaround Practice 3: Student-Specific Supports and Instruction to All Students</p>
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School Priority #4

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

Strategic Objectives, Initiatives, and Action Steps	Measurable Goals <ul style="list-style-type: none"> ● Interim ● Year-End 	Target Completion Date	Who? (Who is responsible? Who will support?)	Aligned to which TA practice?

Executive Summary:

Murdock Middle School is identified as a school “requiring assistance or intervention” because Spring 2019 MCAS scores placed the school within the 7th percentile compared with all non-high schools in Massachusetts. Previous to 2019, Murdock Middle’s MCAS scores had placed the school in the Level 3 category since 2014, identified as such due to assessment performance school-wide or within specific student groups (i.e. students identified as Hispanic/Latino, Economically Disadvantaged, High Needs Students, Students with Disabilities, English Learners (ELs) and former ELs).

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.

At the beginning of the 2019-2020 School Year, the Murdock Middle School Instructional Leadership Team (ILT) rolled out the 19-20 Turnaround Plan. During the summer, the school administration had created a leadership plan which included but was not limited to, leadership’s vision,

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instructional expectations and goals, description of how instruction is aligned to standards, instructional focus areas, etc. During the 2019-2020 school year, up until March 2020, MMS continually focused on the goals, strategies, and benchmarks as detailed in our Turnaround Plan. Much of our work centered on Turnaround Practices 2 and 3 and the following Strategic Objectives:

- Provide standards-aligned curriculum & tiered instruction to all students while using data to improve instruction to support students' critical thinking & problem-solving skills, improve students' academic discourse, and improve student's ability to collaborate with peers.
- Strengthen targeted interventions for students identified as requiring academic & non-academic supports.

At the time of the school closure on March 12th, MMS had seen progress on the MAP midyear assessment in ELA and Math and had established a second round of interventions. Our Summit coaches (MMS teachers) had completed an initial coaching cycle with grade 6 and new teachers and were beginning to schedule a second round. When the decision was made that schools would remain closed for an indefinite amount of time, MMS had fewer barriers moving to remote learning than others in the district due to our use of the Summit Learning platform. Teachers continued to teach their curriculum and hold students to a higher expectation. Students were required to complete previously assigned work and projects and held accountable for this work which led to a higher attendance rate.

Work completed in the summer of 2020 focused on planning for the fall re-opening and preparation for both the possibility of hybrid and/or remote learning. With our return to school, we continue to be focused on making sustainable improvements no matter the current circumstances. Revisions to our SIP/Turnaround Plan embody these efforts. During the 20-21 School Year, we were able to create a culture in which staff continually assesses student learning and makes adjustments to practice using research-based instructional practices. We were also able to employ systematic approaches for gathering and analyzing data to assess student learning in both remote and hybrid environments and to adjust instruction accordingly. By the end of the school year, MAP assessment data indicated that students had made some progress in both math and reading even through the pandemic and remote learning.

During the 21-22 School Year, MMS focused on 3 core elements; 1. Instructional Focus Areas: Look Fors/Rigor, 2. Use of evidence-based classroom practices (Content Literacy), and 3. Learning Acceleration & Intervention- Providing Just-in-Time Supports.

In May 2022, Murdock Middle School participated in a Targeted Site Visit (TSV) from SchoolWorks and INSTLL. The purpose of the site visit and the subsequent report is to provide constructive feedback that district and school leadership can use to take specific actions and achieve the robust levels in the accompanying rubrics to accelerate improvement efforts and increase student achievement. Below is a summary of strengths and key areas for improvement:

Strengths:

- Adoption and implementation of the Summit Learning Approach has provided a powerful engine for change and improvement.

Summary of Rubric Ratings	Initial	Developing		Robust
		Low	High	
Component A: Teaming, Shared Leadership and Responsibility, and Collaboration				
Component B: Using Teams, Shared Leadership, and a Collaborative and Trusting Environment to Accelerate Improvement				
Component C: Defined Expectations for High Quality Instructional Practices				
Component D: Administrative Observations Leading to Constructive, Teacher-specific Feedback, Supports, and Professional Development				
Component E: Teachers and Teacher Teams use Student Data to Adapt and Improve Instructional Strategies				
Component F. Using Data to Identify Student-Specific Academic and Non-Academic Needs				
Component G. Providing Targeted Interventions and Supports to				

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- Emphasis on building positive relationships through the mentoring program.
- Climate of respectful, collegial, and caring teams and staff. Leaders and teachers spoke highly of their collaborative culture and teaming structures, in terms of the support they provide each other and receive from leadership.

Area for Improvement:

- Continue to implement and refine tiered interventions and assessments that support all students.
- Develop systems and mechanisms to ensure that teachers receive customized feedback to improve their instruction.

The 2022-2023 Sustainability Plan was designed around the findings from the SchoolWorks TSV. The core elements of this plan include the following:

1. Implementation of the MMS Vision of Excellent Instruction
 - a. Effective implementation of Illustrative Mathematics
 - b. Strengthening Literacy Instruction across the curriculum
 - c. Use of evidence-based practices (Content Literacy)
2. Implementation of a new Assessment System and alignment to an effective system of tiered interventions
3. Consistent implementation of coaching cycles and teacher feedback (included within each priority area)