



Sustainable Improvement Plans

Memorial, Toy Town & Murdock Middle Schools



- **Sustainable Improvement Plans replace the Turnaround Plans all of our schools and the district created for 2019-20**
- **The emphasis is on continuous or sustained school improvement processes - each year building on the efforts of prior years**
- **Even before COVID-19, DESE was stepping down requirements re: level of detail in plans**

- **Our focus throughout the spring and summer, by necessity, was on implementation of remote learning and development of reopening plans**
- **Developing these SIPs has provided us with the opportunity to re-focus ourselves on the critical work of planning for school improvement. These plans articulate how we'll continue to build capacity for the future while we support families and staff through the challenges of the current school year**

- In our submission to DESE, we also provided a status report on our progress in completing last year's Turnaround Plan
- We have provided that status report to the Committee as well
- In the interests of time this evening, however, we will only be presenting on our plans for the coming year

Tonight, the building principals will

- Lay out the SIP goals we have developed to address each of DESE's four Turnaround Practices
- Describe how that work will continue and/or be built upon this year, and how we will gauge our progress

- **These plans are drafts. We welcome the Committee's input**
- **Next steps will include**
 - **Parent & Community Q&A/feedback sessions next Tuesday (Elementary Schools) and Wednesday (MMS) at 6 p.m. to gather more input**
 - **A meaningful opportunity for faculty to review and contribute to the plans**
- **Once we have all of that input, we will finalize the SIPs for the year**

Memorial & TTE

Goals - Strategies - Benchmarks

GOAL: Our systems and structures ensure the entire Memorial and TTE staff have a shared ownership with individual and collective responsibility for improving instruction and monitoring strategies.

STRATEGIES:

Improve our administrative, grade-level and cross grade-level collaboration in order to provide continuity of instructional practices.

- Promote teacher leadership
- Data-driven planning and instruction
- Promote a continued safe and respectful learning environment
- Establish high quality instruction amongst all teachers

TURNAROUND PRACTICE 1

BENCHMARKS:

Build a master schedule which provides for common planning time and supports data analysis & planning for effective rigorous instruction.

ILTs/Coaches at both buildings will serve to drive/coordinate:

- 100% of teaching staff will attend training on administration and interpretation of DIBELS 8 by the end of October 2020
- 100% of math assessments will be analyzed and data will be used to drive instruction as measured by the team/data meetings rolling agenda and minutes
- 100% of teaching staff will attend all grant-related PD by June 2021
- A minimum of three math coaching sessions scheduled and implemented for teachers by June 2021

GOALS:

Memorial and TTE provide a positive and safe learning environment that allows students to take risks and persevere.

Establish clear, high expectations and consistently support students to improve their academic and learning experiences.

STRATEGIES:

- Support teachers to promote academic discourse and productive struggle in ELA/mathematics
- Use summative unit assessments to drive more rigorous instruction and to progress monitor
- Work with Early Literacy and MTSS grant partners, district literacy specialists, and Looney Math Consultants to train staff to provide rigorous and effective lessons
- ELA curriculum maps will be created at Memorial and math curriculum maps will be refined
- ELA and math curriculum maps will be implemented and refined at TTE

BENCHMARKS:

- At grades 3-5, 50% or more of new common writing tasks will be implemented by May 2021
- The percent of students meeting writing expectations as measured on writing task rubrics will increase by 10% over the course of the year
- At Memorial, curriculum map drafting will be completed by June 2021
- At grades 3-5, observations will show that teachers' have implemented 75% of the ELA and Math curriculum maps
- 75% of students will show growth on January 2021 math MAP assessment as compared to the January 2020 assessments.

GOALS:

Teachers provide student-specific supports and interventions informed by data and the identification of student-specific needs

STRATEGIES:

The Schools will provide all students-specific supports and interventions informed by data to provide targeted interventions and enrichment. Use a variety of assessments and data to identify student-specific academic and nonacademic needs in order to provide interventions, enrichment, and supports.

- Establish procedures and data thresholds on how students are qualifying for RTI support
- Identify targeted interventions to support students' academic and non-academic needs
- Monitor student progress and evaluate intervention effectiveness.

BENCHMARKS:

100% of teachers will examine and analyze student data and work on a weekly basis during common planning time (Team/Dept.) as evidenced by rolling agendas and minutes.

100% of teachers will use student data to identify appropriate interventions and monitor student progress as evidenced by intervention action plans and progress monitored bi-weekly through platform and assessment data.

100% of students with academic, SEL, and behavioral concerns will be referred to the SST team and will receive appropriate services/interventions/RTI supports as measured by SST meeting notes and the monitoring of interventions effectiveness.

In both math and ELA, the percentage of students requiring interventions overall will decrease from October to May as evidenced by DIBELS, math assessments, and MAP scores

GOALS: Memorial and TTE provide a safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

STRATEGIES:

Develop and implement strategies to strengthen families' understanding of ways they can support their students' success in remote and hybrid learning

Provide structured opportunities during common planning time for faculty to integrate growth mindset messaging into their lesson planning

Provide staff PD in delivering hybrid and remote learning with the support of the Early Literacy Grant and MTSS Literacy Academy

TURNAROUND PRACTICE 4

BENCHMARKS:

- Throughout the year:
 - The administration will create and share weekly newsletter with parents/families
 - Memorial and TTE will provide trainings on Google Classroom, ST Math, SeeSaw, Happy Numbers, etc. to families and recordings will be posted on the school website.
 - Individualized tech support will continue to be provided to families throughout the school year
 - Teachers will provide bi-weekly communication around student progress and families' goals for their children
- By January 2021, administration will hold monthly Staff Advisory meetings to promote increased communication and collaboration.
- At a minimum, teachers will share/discuss lessons which include Growth Mindset activities monthly as documented by meeting notes and lesson plans.

By the end of SY2021, TTE will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.

Over the course of SY2021, TTE will increase the number of students demonstrating grade level proficiency in writing as measured by the writing rubrics. Memorial will create and implement writing rubrics

Over the course of SY2021, the number of students demonstrating mastery of literacy foundational skills and grade level reading proficiency will increase as measured by DIBELS

By the end of SY2021, TTE and Memorial will increase the number of students demonstrating grade level proficiency in math skills as measured by the math post-assessments.

By the end of SY2021, Special Education and High Needs students will make at least a 10 point growth in the student growth percentile (SGP) on school and statewide assessments.

Measurable Annual Goals

- The draft Sustainable Improvement Plan will be presented to the School Committee on October 15 for feedback.
- The draft Sustainable Improvement Plan will be presented to the staff on October 28th to provide faculty an opportunity to review and contribute to the plans
- The draft Sustainable Improvement Plan will be presented to the community on October 20th. This will include a question and answer session.
- Once all feedback has been gathered, the Plan will be finalized with stakeholder feedback.

Stakeholder Engagement

Murdock Middle

Goals - Strategies - Benchmarks

Leadership, Shared Responsibility, and Professional Collaboration

GOAL:

Our systems and structures ensure the entire MMS staff has a shared ownership with individual and collective responsibility for improving instruction and monitoring strategies.

STRATEGIES:

Systems and structures are refined and streamlined in order to support building operations, progress monitoring, and improved instruction.

Staff consistently and effectively collaborates, resulting in goal-oriented and actionable outcomes in order to effect greater student achievement and growth

2020-2021

BENCHMARKS:

- Staff will continue to use the established templates for agendas and meetings.
- ILT will continue to prepare strategies and action plans to propose to CPT based on data
- By the end of October 2020, teacher teams will have met to analyze student platform data, reflect on instruction, and identify priority areas for instructional focus, as evidenced by team meeting agendas and minutes. (This benchmark will be sustained and monitored once every month)
- Staff responses on the annual Turnaround Practices survey will show that:
 - Staff agree or strongly agree the following is in place throughout the school or part of the school's culture:
 - Structures to support adult-student relationships are monitored (at least annually) to determine effectiveness in meeting students' needs. (baseline 89%, target 100%)
 - Nearly all staff at my school engage in strategies and activities to promote positive relationships between *leadership and staff* in the school. (baseline 90%, target 100%)
 - Nearly all staff at my school treat all students equally well. (baseline 90%, target 100%)
 - Nearly all teachers at my school think that the school's goals for student achievement can be met if all teachers work hard. (baseline 95%, target 100%)

TURNAROUND PRACTICE 1

Intentional Practices for Improving Instruction

GOALS:

MMS will create a culture in which staff continually assess student learning and make adjustments to practice using research-based instructional practices in order to optimize growth and achievement for all students.

STRATEGY:

All students have access to rigorous and engaging learning opportunities in order to optimize growth and achievement for all students.

Create a culture where teachers, teams, and students employ systematic approaches for gathering and analyzing data to assess student learning and to adjust instruction.

2020-2021

BENCHMARKS:

- 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 on 90% of weekly planners as measured by weekly planning reviews.
- Before assigning each project, teacher's will explicitly teach specified cognitive skill(s) and will provide cognitive skills aligned feedback as evidenced by comments made on student work and on the cognitive skills rubric..
- By December 2020:
75% of students will show growth on cognitive skills and identified math concepts.
95% of students will have passed a Power Focus Area in each core subject
100% of students will set weekly goals and engage in mentor conversations.
- By March 2021:
90% of students will show growth on cognitive skills and identified math concepts.
75% of students will be on track in all core classes.
- By the end of SY2021, 90% of students will have completed all core courses.

Student-Specific Supports and Instruction to All Students

GOAL:

MMS teachers and staff:

- Know students' strengths, needs, learning gaps and targets;
- Effectively matches, progress monitors and adjusts interventions; and
- Provides accelerated learning opportunities,

in order for all students to make growth and reach/exceed learning targets.

STRATEGY:

Strengthen targeted interventions for students identified as requiring academic & nonacademic supports

Students participate in explicit & systematic Tier 2 and Tier 3 interventions as needed in order to reach learning targets and narrow learning gaps.

Establish a system for Tier 2 & 3 social-emotional interventions in order to know students' assets, needs, learning gaps and social-emotional learning targets and for at-risk students to receive appropriate social-emotional interventions.

2020-2021 BENCHMARKS:

- 100% of teachers will examine and analyze student data and work on a weekly basis during common planning time (Team/Dept.) as evidenced by meeting agendas and minutes.
- 100% of teachers will use student data to identify appropriate interventions and monitor student progress as evidenced by intervention action plans and progress monitored through platform and assessment data.
- The percentage of staff, students and/or parents indicating always true or often true (excluding inversely coded items) on the MMS Conditions for Learning survey will increase by 20% in the System of Student Support and Social Emotional Learning domains
- By December 2020, a menu is developed for Tier 2 and 3 social emotional interventions.
- By January 2021, the menu is used to establish individualized interventions for each student in need of Tier 2 and 3 support as evidenced by up-to-date documentation in the Student Support “watch list”. (This benchmark will be sustained and monitored once every month)

School Climate and Culture

GOAL:

Murdock Middle School fosters a safe and supportive school climate and culture in which strong relationships are built between and among students, families, and staff.

STRATEGY:

Respectful relationships are established between students, families, and teachers based on relational trust in order to foster a safe and supportive school climate.

Students feel safe to take academic risks and be active participants in their learning in order for all students to develop a sense of their own agency.

2020-2021

BENCHMARKS:

- Student attendance will remain between 95% and 100% while in remote and/or hybrid learning. (daily class attendance, home visits, SST attendance watch list)
- By September 2020, administration will have created a yearly communication & engagement plan to engage more families & the community.
- Throughout the year:
 - The administration will create and share weekly newsletter with parents/families
 - Teachers/mentors will provide bi-weekly communication around student progress and families' goals for their children
 - MMS will provide trainings to families and recordings will be posted on the school website.
- By January 2021, administration will create a student-led advisory group in order to get student input on a monthly basis.
- The percentage of staff, students and/or parents indicating always true or often true (excluding inversely coded items) on the MMS Conditions for Learning survey will increase by 20% in the School Climate and the Parent & Family Engagement domains.

Student Achievement: By the end of SY2021, MMS will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.

Student Acquisition of Twenty-First Century Skills: By the end of SY2021, MMS will increase the number of students demonstrating grade level proficiency in analysis & synthesis and composing/writing as measured by the cognitive skills rubric.

Parent and Family Engagement: The percentage of parents/guardians indicating always true or often true (excluding inversely coded items) on the MMS Conditions for Learning survey will increase by 20% in the School Climate and the Parent & Family Engagement domains.

Faculty and Staff

October 7: Initial staff meeting discussion of SIP requirements

Draft SIP presented to staff on Oct. 21

Initial ILT meeting (Oct. 28) to finalize SIP with Stakeholder feedback

Families & Community

Draft SIP presented to School Committee on Oct. 15

Question and Answer Session - Wednesday, Oct. 21 @ 6:00 pm

Registration link: bit.ly/MMS-QA