

Thurgood Marshall Middle School

2016-2017

School Improvement Team

Molly Cohen – Principal
Kerry Hayward – Program Specialist
Stephanie Doucette – Vice Principal
John Pavia – Vice Principal
Lori Egan – Lead Math Teacher
Lynore Giroux – Lead Science Teacher
Elizabeth Bertolozzi – Special Education Teacher
Oliver Toomey – ELA/Math Teacher
Colleen McGuinness – Guidance Counselor

School Council Members

Molly Cohen – Principal
Christopher Cole – Teacher
Carleen French – Teacher
Jessica Gerardo – Teacher
Luke Maus – Teacher
Maureen Walker – Teacher
Marjahan Begum - Parent
Amanda Feliz – Parent
Francisco Hernandez – Parent
Lisa Murdock – Parent
Lydia Simmons – Parent

Elizabeth Cohen, Body Mind Systems Martial Arts Center, Community Member

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School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

In April of 2016 TMMS was relocated from 19 Porter St. Thurgood Marshall Middle School to 100 Brookline St. also in the eastern part of Lynn, MA. TMMS is a 6th through 8th grade middle school and is 1 of 3 regular education settings middle schools in the city of Lynn, MA.

According to the October 1, 2015 SIM report, the TMMS student population was 1066, but over the course of the 2015-2016 school year the student population number increased to 1111 (June 2016). In September 2016, we began the school year at 1185, which resulted in following average class sizes: 29 (Grade 6), 34 (Grade 7), 24 (Grade 8), 11 (Special Education). We serve a transient student population, which affects fluctuating class size and shifts classroom dynamics.

During the 2015/16 school year, the administrative team included the roles of Principal, Vice-Principal, and Program Specialist. There were 38 teachers who obtained professional status out of 78 total staff members. New staff included 10 teachers in their first year of employment, and 12 teachers that were new to the Lynn Public Schools. The TMMS student attendance rate improved from 94.4 to 95, and students were absent an average of 8.5 days during SY 15/16.

Provide instruction by highly qualified teachers

The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTELS.

Student Enrollment

	2014	2015	2016	2016 District
Grade 6	311	327	405	1,074
Grade 7	330	327	342	950
Grade 8	316	347	319	944
Total	957	1001	1,066	2,968

Enrollment by Special Population

Demographic Group	2014	2015	2016	2016 District	2016 State
First Language Not English	63.7	64.6	63.0	54.0	19.0
English Language Learner	15.3	16.6	14.8	19.5	9.0
Special Education	17.0	18.5	15.3	15.4	17.2
Economically Disadvantaged	-	51.7	52.1	47.0	27.4

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Performance Indicators

	2013	2014	2015	District 2015	State 2015
Student Attendance Rate	94.1	94.4	95.0	93.9	94.9
Absent 10 or more days (%)	37.9	34.2	32.0	38.1	30.5
Chronically Absent (% with < 90%)	18.8	17.3	15.0	19.6	12.3
Student Retention Rate	0.7	0.8	0.8	3.2	1.5
Out-of-School suspension Rate	13.9	16.7	14.3	8.1	2.9

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2016 District	2016 State
African American	12.4	12.3	9.9	10.1	8.8
Asian	6.8	7.9	9.0	9.1	6.5
Hispanic	64.5	64.5	65.4	58.2	18.6
White	12.6	11.5	11.5	18.3	62.7
Multi-Race	3.6	3.8	3.7	3.9	3.2
Male	55	56	54	52	51
Female	45	44	46	48	49

Teacher Information

	2013	2014	2015	2015 District	2015 State
Teacher Retention	72.5	77.0	76.0	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	8%	5%	11%	7%	6%
26-56	76%	79%	77%	72%	76%
Over 56	16%	12%	12%	21%	18%
Median Yrs Experience	-	3			
% ≥ 10 Yrs Experience	-	29%			

School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

TMMS uses the cluster system, which is comprised of 3 6th grade clusters, 3 7th grade clusters, 3 8th grade clusters, 1 SEI cluster, 1 life skills cluster, and support classes for special education students. . We also offer 5th major classes such as foreign language and ELA Supplemental. Our Math Supplemental were cut for 2016-2017. Our Unified Arts classes include Health, PE, Woodshop, Art, Music, TV Production, Drama, Sewing, Cooking, Drafting, and Engineering Technology. We are the only middle school in Lynn with a newcomer program that services our SIFE students. TMMS offers a substantially separate Special education program that mirrors the general education cluster model, a substantially separate life skills program, and has special education inclusion classes in all 3 grades. We have added an Emotionally Impaired program to support students in the least restrictive environment. TMMS continues to promote increased inclusive opportunities.

In the 2015-2016 school year TMMS ran an Advisory program to support students with social emotional learning and behavioral needs. The teaching staff at TMMS numbered 78. Teachers met and continue to meet twice in a six-day schedule for common planning and collaboration time and once in a six-day cycle in cluster to discuss social and emotional needs of their students. The school support team is in place to discuss students who are not demonstrating

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achievement in their academic classes. School leadership team meets on a weekly basis. Faculty meetings run on the first Wednesday of each month. TMMS has a lead teacher assigned to each department: History, Science, Math, English, 5th Major, and SPED to support effective instruction and five grade level and content area building liaisons to support school structures and school culture.

In September 2016 the TMMS SIP Team met to discuss school culture and school climate in an effort to build a school improvement plan that considers the contributing forces of a school in transition. They also analyzed data and discussed the implications of state test results.

In the spring of 2016 TMMS implemented the creation of a National Jr. Honor Society. Students are recognized for honor and high honor roll recognition, and for perfect attendance.

Project Y.E.S. runs at TMMS and aims to deter severe criminal, anti-social and violent behaviors in at risk young men and women.

Administrative staff does frequent classroom walkthroughs and provides staff with valuable insight into their teaching practices in written and verbal feedback on Teach Point and in conferences.

In June 2016, School Works conducted a site visit and released a school quality report.

In the 2015-2016 the teaching staff at TMMS embarked on three formal learning walks, which allowed colleagues to observe a cross section of classrooms, collect data about trends and patterns in the school, and report out quick wins that will improve practices. Teacher leadership oversaw the process to build capacity.

TMMS staff receives a weekly memo from the principal, which includes a list of upcoming events, shout outs to teachers/students going above and beyond, administrative notes to teachers, professional practices, instructional practices, and any other pertinent information to improve practices in the school.

Create strategies to attract highly qualified teachers

Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from the HR Office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality identify teachers who are highly qualified in terms of credentials and who inspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned co-op programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTEs.

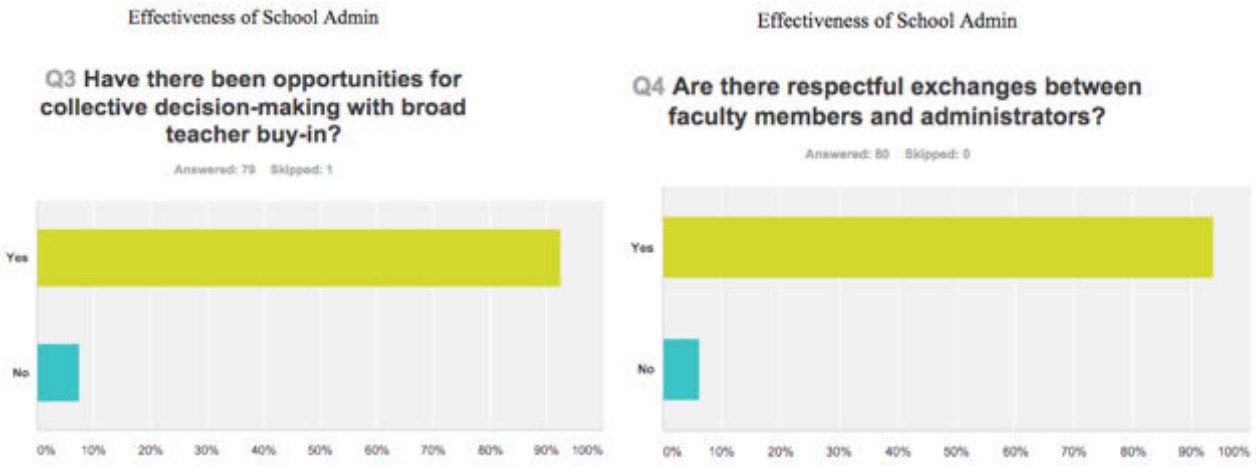
Teacher Evaluation. All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be "in need of improvement" are monitored as they work towards improving their instruction. Curriculum and instruction teachers, math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable. Our school submits budget requests directly to the Superintendent's Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the human resources manager, and the financial manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

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Perception Data: Provide any formal or informal information regarding the perception of the school’s learning environment by district and school leaders, students, teachers, parents and community members.

In March of 2016 the Principal released an anonymous survey with 5 questions regarding the effectiveness of school administration on school processes. Eighty staff members participated in the online survey. The leadership team increased in favorability from 2015 to 2016 in all categories: Results from the survey indicate the majority of teachers report a high level of respect and collegiality between faculty members and between faculty members and administration. In addition, 92.4% agreed that there are opportunities to have a voice in decision-making.



Question #	Answer Choices		Responses (Y/N)	
3	Yes	No	92.41%	7.59%
4	Yes	No	93.75%	6.25%

After the June 2016 School Works Cite visit, The School Quality Review Report cited the school leadership as having “established effective communication, inclusive decision making, and a clear school improvement plan internalized by staff” but not having “established clear metrics for student outcomes.” It also noted a lack of data walls or “other sources of student progress monitoring posted in classrooms or common areas. “Students reported clear behavioral expectations but did not report specific academic goals.

In regards to instruction and programming the classroom environment was deemed to be positive and to be supportive of student learning. Behavioral expectations are clear and understood by students. Interactions between teachers and students, as well as among students, are respectful, caring, and supportive. However, an area for improvement is a common understanding of high quality instruction that includes higher- order thinking skills or formative in-class assessments. Students were not observed to be consistently engaged in rigorous, challenging tasks that required higher-order thinking skills. Teachers were not observed consistently using formative assessments to gauge student progress toward meeting learning goals.

In regards to school structure and programming, many teachers indicated that the large average class size (the site visit team noted upwards of 34 students in some classes) prevented them from providing adequately individualized instruction to students, and thus, students’ academic growth is negatively impacted. The School Works Team contended that “while the school has some academic and behavioral supports in place for struggling and at-risk students, the needs outweigh available resources.”

According to the Spring of 2016 VISTA survey, 88% of teachers stated that they analyze data to inform instruction at a moderate to large extent; however, School Works classroom visit data indicates that 100% of

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lessons were partially ineffective to ineffective in regards to assessment strategies. The majority of Math respondents (83%-90%) indicated a need for training on integration of math standards into practice, more curriculum resources and digital tools.

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

TMMS Historical Accountability Data from 2013 to 2016 indicates an upward trend for percentile: 3%, 4%, 7%, and 10% respectively and Cumulative PPI: 37, 57, 66, and 64 respectively.

Comparison of 2015 MCAS and 2016 PARCC

ELA

TMMS ELA scores for All Students improved from 77.2 CPI to 79.7 CPI. All students ELA SGP increased from 41 to 55. Percentage of all students scoring in Advanced increased from 3.7 to 6.8. However, the percentage of all students in Warning category decrease (-.7) did not meet target. All subgroups achieved SGP's above the 51 SGP target except for Students with Disabilities (44) and Male (49).

Math

TMMS Math scores for All Students did not change from 62.0 CPI. All students Math SGP decreased from 45 to 40. Percentage of all students scoring in Advanced decreased from 7.7 to 7.3. The warning category increased from 29.8 to 31.2. All subgroups achieved SGP's below the 51 SGP target with the exception of ELL at 53. The subgroups with lowest SGP were Students with Disabilities 35.5 and Male 35.

Science

TMMS Science scores for All Students declined from 66.3 to 62.9 CPI. Percentage of all students scoring in Advanced increase from .7 to 3.7. The warning category increased from 20.9 to 25.2. All subgroup CPI ranged from 60 to 63.4 with the exception of Students with Disabilities 47.9 and ELL 29.1

On the 2015 ACCESS almost 75% of the ELL students had moderate/high growth while on the 2016 ACCESS 78% had moderate/high growth. In 2016 ELL high growth increase from 53% to 63%. Overall ELL proficiency growth increased from 68 to 72 SGP, which met the target.

The 2015 data indicates 32.0% absent 10 or more days down from 34.2 in 2014 and 15.0% chronically absent down from 17.3% in 2014. The out of school suspension rate has also decreased from 16.7% in 2014 to 14.3% in 2015. TMMS student attendance is higher than the state or the district at 95% compared to 94.9% and 93.9% respectively.

Enrollment has gone up from 957 in 2014 to 1185 in fall 2016.

ACCOUNTABILITY DATA

The state accountability system considers multiple measures of achievement in ELA, Math, and Science, as well as growth statistics to determine a school's relative standing compared to similar schools in the commonwealth. Schools in the lowest 20% of schools with similar configurations (i.e., elementary schools, elementary/middle schools, middle schools, and high schools) are automatically identified as Level 3. Schools are identified as Level 1 or Level 2 based on whether the school is meeting the cumulative Progress and Performance Index (PPI) target of 75.

Accountability and Assistance Level: Level 3
School Percentile: 10

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Cumulative PPI (all students) 64								
Proficiency Gap Narrowing	2013	2014	2015	2015 Change	2015 Rating	2016	2016 Change	2016 Rating
<u>ELA</u>								
CPI	75.1	77.0	77.2	0.2	Improved Below Target	79.7	2.5	Improved Below Target
SGP	42	47	41	-6	Below Target	55	14.0	On Target
% Advanced	2.6	3.5	3.7	0.2	Not meeting target	6.8	3.1	Met Target
% Warning	16.5	14.3	13.6	-0.7	Not meeting target	12.9	-0.7	Not meeting target
<u>Math</u>								
CPI	52.8	58.9	62.0	3.1	Improved Below Target	62.0	0.0	No Change
SGP	26	42	45	3	Below Target	40	-5.0	Below Target
% Advanced	2.3	4.9	7.7	2.8	Met Target	7.3	-0.4	Not meeting target
% Warning	43.9	34.9	29.8	-5.1	Met Target	31.2	1.4	Not meeting target
<u>Science</u>								
CPI	41.6	61.9	66.3	4.4	Met Target	62.9	-3.4	Declined
% Advanced	0	2	0.7	-1.3	Not meeting target	3.7	3.0	Met Target
% Warning	51.0	27.5	20.9	-6.6	Met Target	25.2	4.3	Not meeting target
			2015 SGPA	2015 Target		2016 SGPA	2016 Target	
ELL Proficiency Growth			68	60	Met Target	73	60	Met Target

Historical Accountability Data

2012	Level 3	School Percentile:	3 rd %ile	Annual PPI = 25	Cumulative PPI = 49
2013	Level 3	School Percentile:	3 rd %ile	Annual PPI = 25	Cumulative PPI = 37
2014	Level 3	School Percentile:	4 th %ile	Annual PPI = 95	Cumulative PPI = 57
2015	Level 3	School Percentile:	7 th %ile	Annual PPI = 75	Cumulative PPI = 66
2016	Level 3	School Percentile:	10 th %ile	Annual PPI = 55	Cumulative PPI = 64

ENGLISH LANGUAGE ARTS

Multi-Year MCAS ELA Results – All Students

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	876	3	41	33	23	74.2	43
School 2013	898	3	43	33	22	75.1	42

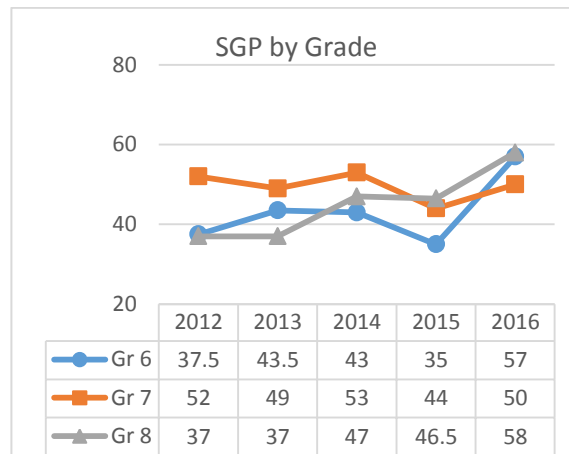
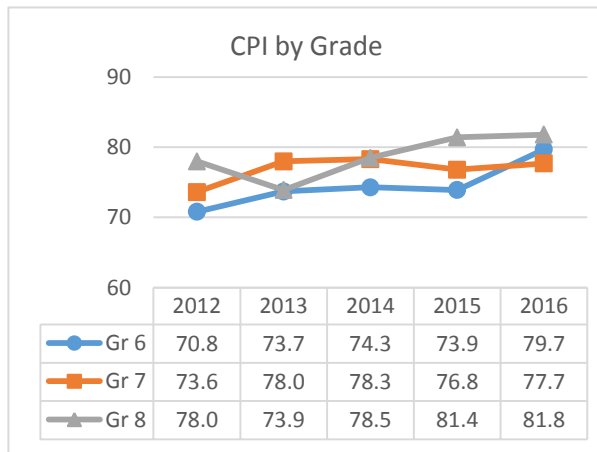
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School 2014	886	3	46	33	18	77.0	47
School 2015	898	4	44	34	18	77.2	41
School 2016	983	7	49	27	17	79.7	55
District 2016	7,581	7	47	31	15	81.0	54

Multi-Year MCAS ELA CPI Results by GRADE

Multi-Year MCAS ELA SGP Results by GRADE



MCAS ELA 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	983	7	49	27	17	79.7	55
Students with Disabilities	109	2	15	50	34	54.6	44
ELL	110	1	11	30	58	43.0	59
Former ELL	105	2	45	38	15	74.8	61.5
Economically Disadvantaged	573	5	51	30	14	78.2	54
Male	529	5	45	33	18	74.2	49
Female	454	9	59	23	9	85.0	60.5

MATHEMATICS

Multi-Year MCAS Math Results – All Students

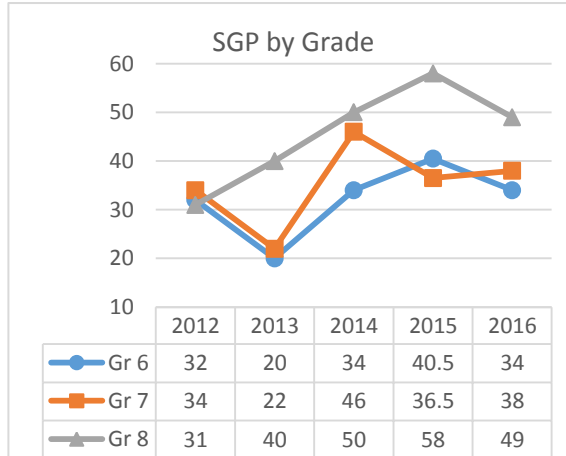
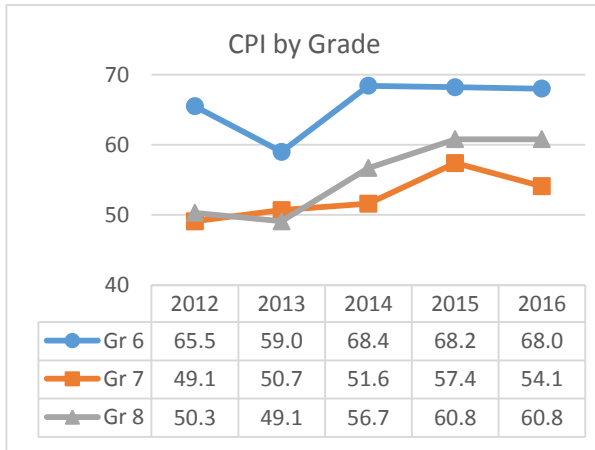
Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
School 2012	880	2	16	37	45	54.7	32

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School 2013	900	2	16	32	50	52.8	26
School 2014	886	5	21	34	40	58.9	42
School 2015	897	8	21	37	34	62.2	45
School 2016	975	7	24	33	35	62.0	40
District 2016	7,546	15	34	30	21	74.5	50

Multi-Year MCAS MATH CPI Results by GRADE

Multi-Year MCAS MATH SGP Results by GRADE



MCAS Math 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI	SGP
		A	P	NI	W		
All Students	975	7	24	33	35	62.0	40
Students with Disabilities	110	3	5	27	65	36.4	35.5
ELL	117	1	7	18	74	30.6	53
Former ELL	102	3	15	47	35	52.7	45
Economically Disadvantaged	565	6	23	35	36	57.5	39
Male	525	7	21	35	36	57.0	35
Female	450	8	30	34	28	64.8	45

SCIENCE/TECHNOLOGY & ENGINEERING

3-Year MCAS STE Results – All Students

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	

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School 2012	293	0	7	34	59	44.4
School 2013	312	0	4	42	54	41.6
School 2014	295	2	21	44	33	61.9
School 2015	307	1	27	45	27	66.7
School 2016	299	4	24	45	27	62.9
District 2016 (Grade 8)	955	5	30	41	25	66.5

MCAS STE 2016 Results by Subgroup

Student Group	Students Included	% at Each Level				CPI
		A	P	NI	W	
All Students	299	4	24	45	27	62.9
Students with Disabilities	35	0	0	34	66	47.9
ELL	49	0	2	18	80	29.1
Former ELL	15	0	20	47	33	60
Economically Disadvantaged	177	1	20	49	29	60.0
Male	159	4	27	40	29	63.4
Female	140	3	21	51	25	62.3

ACCESS for ELLs 3-Year Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	22	14%	22	14%	31	18%

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Emerging	49	30%	49	30%	53	31%
Developing	39	24%	39	24%	45	27%
Expanding	40	25%	40	25%	33	20%
Bridging	13	8%	13	8%	6	4%
Reaching	0	0%	0	0%	1	1%
TOTAL	163		163		169	

ACCESS for ELLs Growth

Proficiency Level	High Growth		Moderate Growth		Low Growth	
	#	%	#	%	#	%
2014	52	46%	15	13%	45	40%
2015	51	53%	18	19%	27	28%
2016	65	63%	16	15%	23	22%

ACCESS for ELLs change in proficiency level.

2015 ACCESS Proficiency Levels	2016 ACCESS Proficiency Levels					
	Entering	Emerging	Developing	Expanding	Bridging	Reaching
Entering	4 (19%)	11 (52%)	6 (29%)			
Emerging	2 (7%)	10 (33%)	14 (47%)	4 (13%)		
Developing		3 (8%)	19 (50%)	14 (37%)	1 (3%)	1 (3%)
Expanding			1 (6%)	13 (76%)	3 (18%)	
Total (106)						

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)

Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.

Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district's curricula/mapping. The school's taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

Strengths:

- The district/school provides core academic teachers curriculum maps aligned to the state curriculum frameworks.
- Instructional staff engages in regular discussions of student learning expectations horizontally.
- Instructional staff can describe how the content they teach builds on or relates to content in other subjects/grades.
- Instructional staff develops and implements lessons based on curriculum maps/curricular guidance.

Areas of Need:

- Sheltered English Immersion does not have an aligned curriculum.
- Instructional staff inconsistently accesses and "unpacks" standards.
- Instructional staff inconsistently engages in regular discussions of student learning expectations vertically (across grades).
- Instructional staff inconsistently aligns assessments and evaluates student work based on a common understanding of what mastery looks like.
- Lessons inconsistently reflect high expectations for all students.

Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

Strengths:

- Instructional staff has access to technologies (Interactive Boards, document cameras, iPads, lap top carts)
- Our recent focus area is to strengthen the structures where teachers engage in ongoing focused discussion and collaborative reflection on instructional practice and effective instruction as modeled for teachers by leaders, coaches, and colleagues.
- Instructional staff has opportunities to observe colleagues and to collect data on trends and patterns across the buildings with the use of learning walks and lesson studies.
- Instructional staff has opportunities to observe and provide feedback on their colleagues' practice by way of mentoring program.

Areas of Need:

- Not all staff utilizes technology due to student account issues, limited accessibility and teacher confidence in ability.
- Not all instructional staff provides students with lessons that 1) are appropriate to their developmental and language proficiency levels, 2) engage them with content and address academic and social/emotional needs, and 3) promote higher-order thinking.
- Not all student assignments contain rigorous, embedded learning objectives that reflect high expectations; not all instructional staff ensures students understand the objectives.
- Not all instructional staff uses multi-modal pedagogical techniques, as well as a range of instructional tools,

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technologies, and supplemental materials, to meet the needs of all learners.

Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)

School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.

Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.

Strengths:

- Instructional staff in the core subjects use a range of assessments (benchmark, end of unit, performance task) that are aligned to state standards and grade-level learning outcomes.
- Performance on benchmark assessments predicts performance on MCAS and other summative assessments.
- School leadership and individual teachers use assessment data to create after-school intervention programming for students.

Areas of need:

- The school does not have the personnel to design and implement a well-defined process to systematically collect, analyze, review, and report results of assessments of student learning.
- Formative assessments need to be created, frequently implemented and analyzed regularly to inform instruction.
- Instructional staff works collaboratively to develop and score common assessments in some content areas, however time is limited.
- Students are not given the tools to assess themselves and plan for improvement.
- Students do not receive constructive feedback based on data analysis, as well as guidance on how to improve in all content areas.

Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)

Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.

Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.

Strengths:

- Time is built into the school schedule for staff collaboration, with collaboration serving as PD.
- All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals.
- Coaches and teacher leaders are trained in effectively engaging/teaching adults. (School Works coach, mentors)
- Systems and protocols are used to guide collaborative discussions.
- Increased the time for staff collaboration in the school week by adjusting the bell schedule.

Areas of need:

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- Increase the time for staff collaboration in the school week by adjusting the time spent in Advisory.
- Leaders need to evaluate the quality and impact of PD and collaborative time to ensure that they result in strengthened practice and student success.
- Internal staff expertise needs to be leveraged in order to build capacity of all staff in promoting, creating, and leading PD.
- There are not enough resources, materials, opportunities for professional development.

Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

Strengths:

- Professional Learning Communities meet twice in a six day cycle to collaborate around instruction and curriculum.
- Monthly faculty meetings and monthly department meetings provide opportunities for professional development and collaboration.
- The time to collaborate has increased to 120 minutes in a 6 day cycles.

Areas of need:

- A system is not in place to assess the effectiveness of the professional development that is offered.
- The time to collaborate is not sufficient to meet the needs of our students and staff.

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)

Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.

Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

Strengths:

- There is a 5th Major ELA class designed to intervene and support the individualized growth of students.
- School culture promotes ongoing reflection on practices and policies to promote the needs of students.
- English language learners are provided with Sheltered English Immersion classes, access to an interventionist and resources to enhance and accelerate the acquisition of English Language Development.
- There is an Emotionally Impaired Program being implemented this year to service the needs of high risk students.
- Project YES! At risk students are purposefully scheduled to work in one cluster with two Project YES! Staff members.

Areas of need:

- There is no 5th Major Math class to intervene and support the individualized growth of students.

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- Resources and training for staff are not available to support students with a range of academic needs.
- The school lacks building based leadership positions that would support the specific needs of TMMS students on a daily basis: math coach, SPED CIT, ELL CIT
- Not all lessons integrate differentiated instruction so that 80-90% of students learn key concepts through core instruction and without the need for tiered support.
- A progress-monitoring system is in not place, and data from this system does not drive instructional decisions throughout the tiered process.
- The school provides only limited opportunities for academic and other support outside school hours; participation is minimal.

Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- Staff identifies issues arising in the lives of students (for example, poverty, mobility, family dynamics) and work to address them to minimize their impact on learning.
- Healthy lifestyles are promoted through access to nutritious food/physical activity.
- A school nurse or other appropriate healthcare provider screens students for health issues and to identify behavioral needs, and coordinates with families to address needs that arise.
- School leaders and staff create a safe and supportive learning environment through personal relationship building.
- Students are encouraged to take responsibility for their own learning and behavior.
- School leaders and staff established building-wide clear safety and behavioral expectations.

Areas of need:

- Specific steps need to be established for students to take responsibility for their own learning and behavior.

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- The school ensures effective two-way communication with both families and community partners, addressing language and other potential barriers.
- Leaders and staff regularly provide families and community partners information on student status and progress.
- The principal or a designee meets regularly with the school council, parent, and student government/leadership groups and keeps them informed of current school issues, concerns, and solutions.
- There are multiple bilingual staff to provide on the spot translation.

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Areas of need:

- Leaders need to ensure that students, families, and community partners understand the school’s improvement plan and promote learning goals; leaders need to strategically leverage family and community resources in service of these goals.
- Strong relationships with families and community partners need to be established in order to contribute to student learning and students’ social, emotional, and physical well-being.

Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- Staff surveys and School Works interviews indicate that decisions are made transparently and fairly, and that the school culture is collaborative, open to dialogue, and based on trust.
- The school has an improvement plan focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practice.
- The school improvement plan 1) aligns with the district improvement plan, 2) reflects input from all staff, 3) is based on data, 4) accurately reflects the academic, social, and emotional needs of students, and 5) sets actionable and measurable goals that target school improvement.
- The principal acts strategically and purposefully in pursuit of a clear educational mission, while empowering others to do the same.
- An Instructional Leadership Team (ILT) representing the school’s grades and content areas meets regularly to address topics of instruction and learning. It has sufficient authority to make decisions and engages all staff through effective communication.

Areas of need:

- School leadership does not regularly use data to measure progress toward school goals nor encourage staff to do so as well.
- Administration and staff need to increase reflective conversations to review assessment results and discuss opportunities to adjust practices.
- There is a school-wide focus on teaching, learning, and student success but we do not use clear metrics to demonstrate student achievement.

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Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: Use of Data to Inform Our Practices

Alignment to District Priority(s): Data Informed Decision Making, Tiered-instructional System of Support

Priority 1 Increase data literacy skills to improve effective instructional practices.

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Strategies/Actions

- Data wall rubric designed and exemplars shared.
- Data walls posted in all classrooms and updated.
- PD offered around what are relevant sources of data, how to use available technology to manage and go visual with data in faculty meetings, department meetings, PD day, and PLC.
- PD provided around formative assessment design, development, and implementation.
- Learning Walks will be scheduled twice to identify trends and patterns across all classrooms to assess the use of data. Science and math PLC's will adjust practices in content specific Lesson Study protocol.
- Instructional staff create lessons as a result of classroom data that is standards based, with challenging and measurable objectives and addresses student needs in the moment.
- Administration and staff increase reflective conversations to review assessment results and discuss opportunities to adjust practices.

Expected Outcome(s)

By the last week of November each classroom will display a data wall.

Lesson plans and formative assessments will continue to be refined through the year during PLC.

By June 2017 60% of observed lessons will reflect planning that is the result of classroom data that is standards based, with challenging and measurable objectives and addresses student needs in the moment.

Data conversations take place in PLC and post-observation conferences.

The June Learning Walk will demonstrate the increase of data usage in instructional planning.

Timeline for Actions

Between October and November initial PD will be offered regarding exemplars of data walls and available technology.

Ongoing support will be provided during department meetings, PLC, and voluntary after-school meetings.

Group and individual conversations take place following data collection of benchmark and quarterly assessments during PLC.

Beginning in December, data related to priority 1 will be shared out during faculty meetings.

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Two Learning Walks will be conducted on October 28th and June 9th. Lesson Studies will occur between November and May.

The June 8th Learning Walk will demonstrate teachers successfully using data walls.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need: School Structures and School Culture

Alignment to District Priority(s): *Addressing ESE Essential Condition II: Effective school leadership*
Addressing ESE Essential Condition VII: Professional development and structures for collaboration

Priority 2

Continue to offer district-wide professional development as well as school specific job-embedded professional development driven by the school and district improvement planning process.

Strategies/Actions

- School leaders and staff create a safe and supportive learning environment through clearly established safety and behavioral expectations including administrative duty schedule for lunch and hallways, a school organization

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document, change in bell system, and a teacher handbook.

- Clearly defined roles for all administrators, cluster leaders, and teacher leaders established.
- Schedules will be modified to maximize time on learning and interruptions during the day will be limited.
- Alternative schedules created to support Advisory (Whole School Read and Character Development). Day 5 and Flexible Advisory 6.
- All classrooms create predictable environments, and a climate that supports learning with the assistance of the Principal, VPs, Program Specialist, Social Worker, and Guidance Counselors.
- Newly hired teachers are invited to a voluntary New Teacher Orientation the week before school starts and ongoing sessions in which they will be trained in technology, school culture, classroom expectations, and basic school operations.
- De-escalation and trauma informed teaching training will be provided by a district Restraint Trainer and the school Social Worker.

Protocols and resources including PD, provided to support the Emotionally Impaired classroom.

- Students are supported in taking responsibility for their own learning and behavior through personal relationship connections (Project Yes, Teen Health Center, Guidance, School Adjustment Counselor, Nurses, Advisory Teachers, Social Worker, and the School Resource Officer)
- Advisory will promote student involvement in the guiding principle (DREAM) and habits of learning. Survey and discussion prompts will be provided around goal setting, and student academic achievement.
- The PD plan addresses the individual and collective needs of staff. Teachers and administrators work together to identify strengths and needs in order to provide targeted and differentiated professional development (aligned to professional learning goals including Lesson Tuning, Lesson Study) Time is built into the school schedule for staff collaboration, with collaboration serving as PD.
- Collaborative time is focused on focused on data analysis and curriculum adherence.
- Systems and protocols are in place to guide collaborative discussions. PLC's keep a reference binder of brainstormed ideas and high quality lessons. These artifacts of their work demonstrate a commitment to reflection and self-improvement.

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- Surveys will be administered throughout the year to collect timely feedback from staff and adjust practices
- Surveys will be administered to students regarding engaging tasks and rigorous activities.

Expected Outcome(s)

Teacher retention
An increase of time on learning
A decrease in ODR's (Office Discipline Referrals)
An increase in student engagement

Timeline for Actions

Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions

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identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Data Update and Initial Implementation Reflections:

February (Mid-Year) Implementation Reflections:

June (End-of-Year) Implementation Reflection: