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| **School Name: Stoklosa****Principal: James Cardaci****School-Site Council Members:** Lynn Bond (Parent) Melinda Phauk (parent) Lisa Rowsell (teacher) Jill Stec (instructional specialist) Holly Johnston; Kyle Doliver (teacher) Lisa Moore (teacher) James Cardaci (Principal) Traci Mendes (teacher) Mileena Pronh (clerk/parent) Janet Koza (teacher) Brad Caravoulias (teacher) Michayla Cote (Mill City Grows), Jose Caban (Coordinator of AYO Basketball/parent) |
| **School Mission** |
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| **School Vision** |
| Stoklosa Middle School students, families and staff work together as engaged members of their local and global communities. Educators actively collaborate to design meaningful and rigorous academic experiences to engage all learners, while meeting social, emotional and developmental needs. We gain strength from our cultural diversity as we work together to overcome adversity, while guiding one another to persevere on our path as critical thinkers and lifelong learners.  |
| **Core Values/Commitments** |
| S.T.O.K.SUCCESS TOLERANCE OWNERSHIP KINDNESS |
| **School Strategic Objectives and Initiatives** |
| **Leadership, Shared Responsibility, and Professional Collaboration**Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement. | **Intentional Practices for Improving Instruction – Engaged Learning**School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, support, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student. | **Student-Specific Supports and Instruction to All Students**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. | **School Climate and Culture**Provide human and financial resources to support high quality, engaged learning.*Student Safety*Ensure two-way, respectful communication, with families, and the LPS community. |
| * 100% of CPTs will be guided by a menu-based agenda that is standard across every content area. Teachers will use this standard agenda in order to plan CPT topics a week in advance and arrive at each meeting prepared with student work to analyze.
* Data reviews have been embedded into the content CPT’s schedule on a rotating basis every three weeks
 | * Making learning accessible to all students through Universal Design for Learning (UDL) and Utilizing student discourse consistently within all classrooms.
* Year two training is scheduled for staff with the UDL coach on staff professional development days and in content teams.
 | * The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.
* Teachers will use data from regular assessments, on an ongoing basis, to progress monitor and make necessary adjustments to meet individual needs (in all tiered interventions, including ELD, LLI, ELA and Math pullouts, Math interventions and SEL interventions).
 | * Our first objective in relation to **Improving School Climate & Culture** is to expand our Social Emotional Learning Initiative. Over the course of the 2018-2019 school year, Stoklosa Middle School began early phases of implementing a SEL Initiative into classrooms across grade-levels.
* RJP team trained to provide common language and tools to staff
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| **School Data Profile** |
| The Stoklosa is a unique middle school in that we have 23 spoken languages within our student population, we are 31.9% English as a second language students, 85.3% High needs, 15.9% Special Education, and 63.6% Economically Disadvantaged. This is all within our population of 675 students. The Stoklosa is in the 12th school percentile, identified by the MA Accountability System as a school in need of focused targeted assistance based on the low performance of two student groups, students in the Asian student group (48,% of our enrollment) and students in the White student group (12% of our enrollment). The overall performance of our Asian student group is the 5th percentile relative to the performance of this student group in schools administering similar assessments. The overall performance of our White student group is the 4th percentile relative to the performance of this student group in schools administering similar assessments.  |
| **Reflection on Current Practices** |
| 1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?

 The targeted efforts for school improvement are outlined in the Turn ARound plan. TAP 1,2,3 & 4 are all specific to student, climate and professional practice needs. Please see the plan for specific information: [KP Stoklosa Sustainable Improvement Plan 2020-21](https://docs.google.com/document/d/1M_TLxhs9o6dWW96IWXl5TKPk8ZYgkQFXvXsMjKhK69w/edit)1. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

-The data indicates we need to address science achievement across the school (5-8). The sub groups of SPED & white fall into the lowest performing category. Please see progress monitoring tool: [KP Stoklosa Progress Monitoring Tool](https://docs.google.com/spreadsheets/d/1ArpuYCajwHUL5QVQsLrl0-vjWgQMkD8T/edit#gid=1006854817)1. Where are students making the greatest academic gains and why? The least academic gains and why?

Students are making the greatest academic achievement and growth gains in grades 7 & 8-both ELA & Math. Students are experiencing the least academic gains in grades 5 & 6 cumulatively.  |

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| **Monitoring Progress - Process Benchmarks***What will be done, when, and by whom* |
| **Leadership, Shared Responsibility, and Professional Collaboration** | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
| We will ensure that 100% of CPTs for all staff (remote and in-person) will be guided by a menu-based agenda that is standard across every grade and content area. Data review will take place every 3 weeks in all grade levels.  | Howie & Kyle | X | X |  | on-going |
| We will analyze CPT data to gauge % of teams utilizing CPT Menu (Jimmy share) | Howie & Kyle | X | X |  | on-going |
| We will analyze data from iReady Round 1 for initial data analysis. | Howie & Kyle | X | X |  | on-going |
| We will analyze data from all three iReady Diagnostics and decipher whether or not the sub groups have made growth in order to prove that our targeted interventions have been successful or not.  | Howie & Kyle |  |  | X |  |
| **Intentional Practices for Improving Instruction – Engaged Learning** | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
| Introduce "Scored Group Discussion" Rubric during 2 CPTs at each grade level | Gina, Janet, and Ann |  |  | X | Moved to  |
| Introduce group discussion practices to students | Educator  |  | X | X |  |
| Practice group discussion and reflect at CPT | Educator teams |  | X |  |  |
| Experience PD on conferencing based on Reading & Writing Workshop (to include all subject areas) | Gina, Jane,and Ann |  | X |  | on-going |
| Conference with 100% of their students, collaboratively setting individualized student learning goals, as evidenced by student goal setting sheets. (remotely and in person) | Educators |  |  |  | on-going |
| Participate in UDL trainings | Educators |  | X |  | on-going |
| **Student-Specific Supports and Instruction to All Students** | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
| Staff will develop and utilize an assessment schedule in each content area (math, ELA, science, social studies), as well as intervention and SpEd small groups.  Students are assessed formally through:* iReady Diagnostic (3 total)
* iReady Standards Mastery (2x/month)

*Action Item*: ILT to email staff re: Standards Mastery * Module tests
* WARs
* F&Ps/RazKids Assessments (Remote students)

Students are assessed informally through:* Common Lit
* Lexia
* IXL
* Xtra Math
* Kahoot
* Anecdotal (classwork, homework)
* Conferencing notes
 | Nancy/ChinsanJill/Brenda | X | X |  X | Ongoing |
| Staff will vary rigor of instruction based on assessment data using * UDL strategies
* Scaffolded assignments
 | Becky, Chinsan, Reza, Nancy, Jill, Brenda | X | X | X | Ongoing |
| Staff will ensure that students own their data by* conferring with students
* F&P/RAZ Kids assessments levels vs Grade level expectations
* Goal setting with students
 | Becky, Chinsan, Reza, Nancy, Jill, Brenda | X | X | X | Ongoing |
| **School Climate and Culture** | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
| Mix-it-up-Lunches (* *Plan for monthly themes & activities*
* *Student created materials*
* *Set-up/Break-down the cafe*
* *all SEL reps will attend*
* *Remote learning options*
* *Early Release day Staff Potluck to continue to grow school culture (alternate activities during remote learning)*
 | Amy Lauro, Michaela Horne, Meghan Dunbar and Student SEL Reps,Jimmy Cardaci | X | X | X | Ongoing |
| Restorative Justice Volunteer Activities* Plan for monthly activities in the community
* Continue trying to decrease conduct referral and suspensions rates while improving student coping skills
* Encourage diverse student involvement
* Monthly newsletters will continue
 | RJP Coordinator, volunteer and assigned students | X | X | X | Ongoing |
| Staff Peer Visits* Staff selects a second classroom they would like to observe in March
* Staff visits peer and completes UDL observation template and post-observation reflection
 | All StaffJill/Brenda | X | X | X | Ongoing |
| Family Engagement Activities* Continue to communicate with families through phone/calls and meetings (positive and negative)
* Brainstorm after-school events to strengthen home-school connection
 | All StaffAmy Lauro, Michaela Horne, Meghan Dunbar | X |  X | X | Ongoing |
| SEL * Core values S.T.O.K. will be demonstrated by staff and students
* words will be incorporated into Early Release day student activities
* Continue to monitor/staff attendance
* continue to administer/review results of SEL survey
 | All Staff-SEL team | X | X | X | Ongoing |
|  | **Person Responsible** | **Aug 2020** | **Dec 2020** | **June 2021** | **Status** |
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| **Measuring Impact***Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.* |
| **Leadership, Shared Responsibility, and Professional Collaboration** | **Person Responsible** | **Date** | **Status** |
| Bi-monthly ILT meetings will be driven by agendas drawn from the specific needs of the school from all of the teams in the building (instructional, team, and admin) | ILT Team |  |  |
| Weekly teacher meetings will focus on curriculum & instructional decisions at each grade-level content CPTs | Teaching Staff |  |  |
| Weekly administrative team meetings will focus on overall school issues including curriculum, staffing decisions, student management, attendance (student and staff), and resource management | Admin Team |  |  |
| Administrators will be constantly visible in the hallways of the school daily to aid in the management of the building and make themselves available for consultations with staff when needed | Admin Team |  |  |
| Admin, teachers, and staff will shared decision-making in conjunction with the ILT | Admin Team/ILT |  |  |
| PD throughout the year will be based on needs and feedback from staff and data | Admin/ILT/Staff |  |  |
| **Intentional Practices for Improving Instruction – Engaged Learning** | Person Responsible | Date | Status |
| Individual coaching sessions with teachers and team-based coaching sessions will be scheduled throughout the year covering all of the content areas. | Literacy Specialist |  |  |
| PD will be designed and offered to staff based on the specific needs of the building after data analysis with a UDL focus | Admin Team |  |  |
| Feedback through evaluation and observations | Principal/AP |  |  |
| Professional Practice Goal with be focused on implementing UDL practices a minimum of two times per quarter | Entire Staff |  |  |
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| **Student-Specific Supports and Instruction to All Students** | Person Responsible | Date | Status |
| Individual coaching sessions with teachers and team-based coaching sessions will be scheduled throughout the year covering all of the content areas. | Coaches |  |  |
| Benchmark assessments will be administered to track and monitor student achievement/growth in all content areas (iReady, Lexia, WaR, IXL, F&P, Unit Assessments, etc) | Coaches |  |  |
| Academic support systems and structures will be designed and implemented outside of typical classroom for students who are struggling including tutoring, MCAS Academies/challenges, and small group instruction | Admin Team |  |  |
| Chronic attendance incentive program to help entice students to be in school as often as possible  | SW/Attendance Team |  |  |
| Targeted intervention groups will be fluid based on student needs | All Staff |  |  |
| **School Climate and Culture** | Person Responsible | Date | Status |
| Year 2 of DESSA program- | Entire Staff |  |  |
| School-wide SEL program aligned with CORE VALUES | Entire Staff |  |  |
| Implementation of Restorative Justice | RJP Team |  |  |
| Second Step Program | Entire Staff |  |  |
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