Dr. Arthur F. Sullivan Middle School is located in the south section of the city of Worcester, Massachusetts and serves a very diverse community of the city. There are approximately 930 students in grades 6-8 (only 50 6th graders) and Sullivan is fortunate to have a very diverse student population: 39% Hispanic, 32% White, 15% African-American, 9% Asian, 5% Multi-race and 0.2% Native American. Additionally, 54% of students’ first language is not English. 67% of students are economically disadvantaged and 20% of students receive special education services. One unique aspect of Sullivan is that under the larger umbrella of Sullivan Middle is an innovative school model, The Goddard Scholars Academy, which houses roughly 150 students in grades 6 through 8. The Goddard Scholars Academy, known as GSA, is an academically accelerated magnet school for 150 students in grades 6-8.

**Our Vision:** The leadership is committed to cultivating a shared vision among all of the school’s stakeholders. We share our aspirational vision and mission here, as part of our turnaround plan:

**Sullivan Middle School Vision:**
To prepare students for a rapidly changing world by providing a STEAM integrated education for all students using evidenced based practices.

**Sullivan Middle School Mission:**
SMS educates the whole child in a supportive environment through a vertically aligned, rigorous, STEAM integrated curriculum. SMS empowers innovative, mindful thinkers by instilling critical thinking skills and a global perspective in an educational atmosphere grounded in respect, responsibility, and a readiness to learn.

**A Recap of improvement efforts from 2020-21:**
The 2020 - 2021 school year provided unique challenges and myriad changes due to the COVID-19 pandemic. Over the course of the school year our school structure base continually changed; Worcester Public Schools was in full remote learning until February, then we had a hybrid structure for our special education program students, then to hybrid learning for a month, and finally in-person learning with an option of remote. Understandably, each of these manifestations of teaching and learning brought schedule changes, staffing changes, new ideas, innovation and an adjustment period.

At every turn, the staff of Sullivan Middle School worked diligently to educate themselves in the new ways to reach students via technology, apply new pedagogical strategies that would be applicable to online learning experiences and find ways to meet the academic and social emotional needs of our student population. At all times our focus was on student engagement.

The leadership team took advantage of these new learning models by keeping focus on turnaround work by strategically planning for academic and social emotional learning. After the initial professional development implementation that focused on staff use of technology and engaging learners in a new way, Sullivan Middle was able to use the additional common planning time and professional learning community time to enhance teacher professional development and keep abreast of students’ social emotional well-being. September through March all staff participated in a minimum of 3 hours of CPT and PLC work each week allowing for collaboration and professional development at the team and
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departmental level. Additionally, this schedule allowed for: a one hour bi-weekly Instructional Leadership Team meeting open to all staff at a time during the school day when all staff had a prolonged lunch and prep time; an hour long weekly meeting of administration, coaches, and all department heads; and a two hour tier 3 meeting for all administrators and the social emotional learning department.

A benefit of the schedule that provided ample CPT and PLC time was that it allowed for a great deal of collaborative time for staff to come together in order to strategize, plan and calibrate both as grade-level teams through academic and SEL CPTs and in departments PLCs. The work in the department PLCs afforded Sullivan Middle an opportunity to collaborate and work on curriculum alignment, a topic that we had not had time to focus on previously. We were able to capitalize on this time with extremely productive and progressive curriculum work. During the summer of 2020, the English department created a scope and sequence of the entire school year curriculum by grade level utilizing the new curriculum materials – StudySync – that was adopted for use by the district. The ELA department worked to identify books that went along with these units so that our students gained further exposure to literature. During the school year in the PLC time the English department teachers took this work another step further by capitalizing on the experience and knowledge of our consultant Giselle Martin-Kniep from LCI. The work with Giselle focused on refinement of unit/lesson plans to be culturally responsive and better meeting the learning needs of our students. Through this work developed strong ELA units, also our ELA teachers received professional development in creating powerful learning experiences that are culturally responsive and engaging for their students. The reading teachers were given a structure to their courses as well that included Leveled Literacy Intervention (LLI) kits, literature circles and the program Lexia. LLI proved difficult to implement during remote learning as the teachers and a decision was made to use these in the future. The reading teachers thus focused upon literature circles and the program Lexia. In the coming year focus with the reading teachers will be on curriculum similar in the way the numeracy teachers approached their design for learning.

The Science, History and Numeracy departments effectively utilized the PLC time and through this created strong units of study that were aligned to the scope and sequence of each subject area. The departments worked collaboratively to do so and their efforts were clearly seen by the leadership team in observations and informal walkthroughs.

- During the summer of 2020 the history department created a scope and sequence that utilized the new curriculum materials for both Ancient Civilization in the 7th grade and Civics in the 8th grade. Teachers focused their PLC time during the school year on integration of technology into their classes including the use of NearPod for lesson design and made great strides in working together at the grade levels to focus on specific content. Additionally, the 8th grade civics teachers partnered with the 8th grade ELA teachers to create a cross curricular unit of study on Stamped.
- The science department experienced several shifts in scope and sequence based on district level requirements; despite this they continued to focus on creating cohesive units and assessments for each.
- The numeracy department collaborated around lesson development to design strategic units of study aimed at building students’ mathematical skills in a targeted fashion. The numeracy teachers advocated for ALEKS, a program that the district purchased for grade level mathematics classes but did not include numeracy teachers for these licenses. As our Numeracy teachers saw the potential behind this program they advocated for this to be purchased at the school level for the use in our numeracy classes as well. Data collected by the numeracy teachers showed the effectiveness of the use of this program in their classes.
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Beginning in June, one entire teaching team, the instructional coaches and the administration began work on best practices for differentiating instruction. This group is partaking in a class together through the professional development offerings of Harvard University Graduate School of Education. It is the intent that the teaching team will implement the strategies learned during the 21-22 school year and be able to serve as a model team for inclusionary practices.

Due to the impact of COVID 19 and the changing environments, our Restorative Justice work was postponed to take place during the summer of 21. This work will focus on circle practices and includes 20 members of our administration, leadership team, Social emotional learning department and teachers.

The Turnaround Site Visit highlighted some successes for Sullivan and led to some meaningful reflection opportunities that will move our work forward. In particular, Sullivan identified the cycle for improvement as our essential best practice for our school.

Moving Forward:
The Turnaround Site Visit yielded some significant information that the school community was able to reflect on in order to make decisions about next steps for our Turnaround work. The foundational work at SMS will continue to be based in equity, inclusivity, and culturally relevant practices. We aim to incorporate strong Sheltered English Immersion (SEI) practices that provide accessibility to academic content and instruction and strategic tiered support for all learners (especially our students with disabilities) through our emerging MTSS process.

To that end, the school has identified the following key strategies to implement moving forward to continue to work towards our mission and vision:

- Cycle of Improvement as best practice
- Use of assessment
- Identifying High Quality Teaching and Learning at SMS
- Replicating the success of Unit Planning that the ELA and Numeracy departments experienced in Social Studies and Math Departments this coming year
- Ongoing Feedback to teachers
**Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration**

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

<table>
<thead>
<tr>
<th>Our Strategic Objective</th>
<th>Key Areas for Improvement</th>
</tr>
</thead>
</table>
| To establish high-functioning grade-level and leadership teams that use research-based protocols and teaming practices that will improve (a) collaboration and professional learning among leadership teachers and (b) enable teachers to improve classroom instruction. | - Improve Leadership Teaming Structures and Processes   
- Improve Teacher Teaming Processes   
- Build Leadership Community   
- Use of the Cycle for Improvement as a framework |

**Strategies and Actions (specific and timebound)**

1.1 **Increase participation and impact of the instructional leadership team (ILT)**

- ILT will continue to include 4 team members/teacher leads, one from each cluster and one elective teacher representative to participate as members of the ILT for the 2021-2022 school year. This will begin September 2021.
  - Instructional coaches will facilitate monthly ILT meetings
  - Current ILT members will act as mentor for the new members
  - ILT will focus on three areas of work: Instruction, Tiered Support and Culture/Climate
  - ILT members will focus their work on one of the three areas of work
  - ILT will report to whole staff progress that is being made in the areas of work
  - ILT will work to rebrand themselves with a new name

1.2 **Continue utilizing common planning time (CPT) to foster teacher ownership of work and monitor student social emotional well-being.**

- Teacher teams will continue to meet twice per week for CPT- one of these meetings will be focused on data and planning and the other meeting will focus on SEL.
- Teachers will collect and monitor data using a Cycle for Improvement. This data will include SRSD scores, STAR data, EdCite common assessments, pre/post unit assessments.
  - Assess impact on curriculum/lessons
  - Use data to determine potential intervention cycles and/or acceleration and consider movement (targeted) to students’ needs.
  - Utilize flexibility of schedule, as agreed upon by the team, to support students. Principal will train department heads, coaches, and assistant principals on manners in which the schedule can be made to fit the needs of students.
  - Provide teachers support through instructional coaches on developing and implementing effective interventions and using the Cycle for Improvement to guide this work and to gauge progress.

1.3 **Purposeful assignment of teachers to provide additional support on teams**

- By the beginning of the 21-22 school year, each cluster will be assigned a resource special education teacher to strengthen student support and learning

1.4 **Continue the succession plan for administrators who have retired/will be retiring over the next few years**

To move forward with our succession plan:

- Must adhere to Unit B union guidelines for bidding; 5 candidates vetted
- Offer opportunities for teachers in the building who are licensed to be site administrator
- Assign “acting assistant principals” to cover for assistant principals when they are out of the building
- Develop internal mentoring in which teachers who are licensed in administration may shadow current administrators during their preparation periods.
# Turnaround Practice #2: Intentional practices for improving instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

## Our Strategic Objective

To establish and implement high-quality instructional practices in all classrooms and to have a well-defined system for monitoring and enhancing classroom instruction, so that monitoring of instruction related to goals is clearly explained to teachers and feedback is directly linked to instructional expectations, including support to teachers.

## Key Areas for Improvement

Targeted unit planning work within SS and Math departments to more rigorous lessons that promote higher order thinking and student cognition. This will include embedding culturally responsive and learner-centered approaches and imitate the work already done in ELA, Numeracy and Science.

## Strategies and Actions (specific and timebound)

1. **Refine, revise, and continue to actively use walkthrough tool to improve and refine the feedback process for teachers**
   - Using the feedback collected from staff at the end of the 20-21 school year on the most meaningful and effective ways to communicate informal feedback.
   - Weekly areas of feedback focus will be provided in the newsletter, walk throughs will then be done through a “glow and grow” format for teachers that address the focus.

2. **Improve content area instruction by strengthening lesson planning leading to improved teachers’ ability to use instructional time effectively**
   - Use of cycle of improvement when lesson planning to identify the preferred state, plan and embed instruction, measure progress, reflect on outcomes, and then repeat the process again based on outcomes.
   - Establishing a clear process of how departments will use this planning time will include use of agendas with clear objectives and outcomes. Specifically the Social Studies and math departments will implement a similar structure that benefitted the ELA, Science and Numeracy Departments during the 20-21 school year. Social Studies will partner with the LCI consultant.
   - Lesson plan using the backwards design model led by Department Heads will be a main focus during Department Meeting time, which occurs bi-weekly (1.5 hours every other week).
   - Lesson planning will also include:
     - Designing units/checklist that will provide students with explicit criteria and targeted feedback
     - Vertical grade level alignment
     - Use of differentiation and Sheltered English Immersion (SEI) strategies
     - School specific lesson planner
   - Departments will set a team goal for their work over a duration of one to two months (and the year), that they commit to accomplish collectively.
   - Developing (in Math) and using common assessments (in other content areas) as a way of building coherence across content-area teachers.
   - Department Heads will work together with Instructional Coaches and Administration to create a means to determine whether the teachers feel lessons are rigorous and that their practice has evolved and improved.
## Turnaround Practice #3: Student-specific supports and instruction to all students

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

### Our Strategic Objective
To establish a system of tiered interventions for students that ensures that students who need support in math and/or in literacy have direct access to interventions and supports.

### Key Areas for Improvement
1. Strategically analyze student data
2. Effectively use data to place students in proper interventions and monitor student progress and results
3. Provide targeted small group reading and math instruction and interventions to support students’ learning

### Strategies and Actions (specific and timebound)

The leadership team will develop the organizational process and steps for Sullivan’s MTSS. During the school year, this group will develop, test, and refine the process steps, data use, and interventions used within and across content areas and students.

3.1 **Ongoing analysis of student data and appropriate placement in Reading and Numeracy intervention classrooms.**

- Professional development on looking at data will take place at Principal’s monthly staff meetings
- Data analysis will be led in CPTs, facilitated by the coaches and in ILT.
- Reading and numeracy teachers will continue to collaborate with core teachers to plan weekly lessons. This will be achieved by looking at data and identifying areas and students in need of support during weekly CPT meetings.
- Focused Instructional Coaches will develop (in writing) the criteria of an aligned and targeted intervention block, so that there are, at least, clear expectations for how this time should be used by Reading/Numeracy teachers.

3.2 **Develop/design reading intervention curriculum to directly address students’ current needs**

- Improve teacher capacity related to basic reading skills through (1) literacy training for literacy teachers at middle school and (2) provide professional development on how to administer a benchmark assessment and utilize Leveled Literacy Intervention kids.

3.3 **Provide targeted small group instruction and intervention to support student’s learning across all core classes**

- Teachers will use data to identify students requiring interventions or acceleration
- Students will be placed in appropriate groups and progress will be measured
- Use of Lexia and ALEKS as an intervention/acceleration support.
- Administration, coaches and one teacher team will share out strategies and supports obtained through their participation in the course, *Di Made Practical*—summer of 2021.
## Turnaround Practice #4: School Culture and Climate

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

### Our Strategic Objective

<table>
<thead>
<tr>
<th>Key Areas for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve how School Adjustment Counselors link to and work with teams (e.g., grade-level and clusters)</td>
</tr>
<tr>
<td>2. Continue to improve school culture and climate for students and adults</td>
</tr>
<tr>
<td>3. Continue to embed culturally responsive teaching practices in units and lessons</td>
</tr>
</tbody>
</table>

### Strategies and Actions (specific and timebound)

<table>
<thead>
<tr>
<th>4.1 Improve non-academic supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Make use of the Cycle for Improvement</td>
</tr>
<tr>
<td>● Restorative Justice PD and Circle training – use of circles as a common practice at the school in both the academic and non-academic settings</td>
</tr>
<tr>
<td>● PBIS addressed within ILT with a targeted representative from each team participating in order to build capacity</td>
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<tr>
<td>● Increase the amount of school wide events, clubs and activities</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4.2 Targeted school culture and climate strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Continued opportunities provided for staff to positively engage with one another socially</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>4.3 Shared understanding of the need to provide targeted interventions and supports for learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Guidance Department will take the lead on Student Support Process – this is also being redefined at the district level and we will follow district mandates</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.4 Continue to embed culturally responsive teaching practices in units and lessons</th>
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</thead>
<tbody>
<tr>
<td>● Continue the Culturally Responsive Book Club</td>
</tr>
<tr>
<td>● Continued partnership with LCI with a focus on Social Studies Department</td>
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</tbody>
</table>
## Sustainable Improvement Plan: 2021-22 SY

### Benchmarks

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Measurement/Comments</th>
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</thead>
<tbody>
<tr>
<td>By June 1, 2022 100% of Departments will use the Cycle of Improvement to make instructional gains</td>
<td>Department meeting agendas</td>
</tr>
<tr>
<td>By June 1, 2022 admin, FICs and Department Heads will complete no less than 5 walkthroughs per week using the school created Glow and Grow tool</td>
<td>Discussion and collaboration during Leadership meetings and survey results from staff</td>
</tr>
<tr>
<td>By the first November Department meeting the math department will have their completed their grade level scope and sequence</td>
<td>Completed grade level scope and sequence, agenda notes</td>
</tr>
<tr>
<td>By January 2022, the math department will have completed the creation of common assessments for each unit/topic.</td>
<td>Completed grade level common assessments, agenda notes</td>
</tr>
<tr>
<td>By October 2021 HQTL Sullivan-specific strategies will be identified and defined schoolwide.</td>
<td>Completed framework of specific criteria completed by ILT</td>
</tr>
<tr>
<td>By November 2022 100% of teachers will embed HQTL practices into their lessons/units of study</td>
<td>Unit plans/lesson plans that align and provide students with daily opportunities for direct, guided instruction, collaborative, and independent instruction.</td>
</tr>
<tr>
<td>By September 1, 2021 100% of teacher vacancies will be filled by highly qualified educators.</td>
<td></td>
</tr>
<tr>
<td>By January 1, 2022, based on PLC Rubric Observations, 75% of the rubric’s components will be fully addressed during meeting times.</td>
<td>Instructional Walkthrough Tool</td>
</tr>
<tr>
<td>By June 1, 2022, based on PLC Rubric Observations, 90% of rubric’s components will be fully addressed during meeting CPT and PLC times.</td>
<td></td>
</tr>
<tr>
<td>By June 1, 2022, based on ILT agendas and meeting notes, 80% of the topics addressed will be connected to turnaround practices and high-quality instruction</td>
<td>Agenda – Admin Review</td>
</tr>
<tr>
<td>By June 1, 2022 100% of staff will have participated in at least one quarterly data meeting.</td>
<td>Agenda</td>
</tr>
<tr>
<td>Administrators, FICs and department heads will complete 5 walkthroughs per week 100% of the time as measured by the middle district walkthrough observation template completion and a debrief/calibration of the templates.</td>
<td>Instructional Walkthrough Tool [monitored by ILT]</td>
</tr>
<tr>
<td>By June of 2022, 80% of teachers’ formative or summative evaluations will have ratings of proficient or exemplary.</td>
<td>Ed Evaluation</td>
</tr>
<tr>
<td>By October 2021, 75% of teachers will pass in lesson plans appropriately.</td>
<td>Lesson plan tracking (Admin and ILT)</td>
</tr>
<tr>
<td>By June of 2022, 100% of teachers will pass in lesson plans appropriately.</td>
<td></td>
</tr>
<tr>
<td>By June of 2022, 100% of ELA teachers will utilize SRSD in their classes as evidenced by weekly lesson plans.</td>
<td></td>
</tr>
<tr>
<td>100% of staff will analyze data gathered from formal and informal assessments to identify areas to re-teach and provide interventions.</td>
<td>Team Data tracking sheets CPT teams Instructional Coaches</td>
</tr>
</tbody>
</table>

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Sullivan Middle School
## Sustainable Improvement Plan: 2021-22 SY

By September 1, 2021 STAR, MCAS and ACCESS scores will be used to place underperforming students in the appropriate intervention classes (Literacy, Numeracy and ESL).

By October of 2021 100% of reading teachers will utilize Lexia and Level Literacy Intervention as an RTI strategy and utilize the data to regroup and provide the appropriate support. 100% of numeracy teachers will use common assessments to assess, regroup and provide RTI supports.

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| WRAP coordinator will increase home visits/contact by 10% from SY 2020/21 to SY 2021/22 |
|----------------------------------|----------------------------------|
| Quarterly PBIS Celebrations will take place as evidenced by data tracking sheets (one area of which will be honor roll and academic achievement) |
| The Culture Club will hold quarterly events for staff as documented by meeting notes |
| The chronic absence rate will decrease by 5% as measured by attendance tracking |
| An improvement in student safety and discipline data will be demonstrated by appropriate representation of the demographics of the school |
| The overall suspension rate will continue to decline form 2019-20 data |

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### Academic Targets

List your Academic and Non-Academic Targets for 2021-2022. The primary (and required) academic target is growth on MCAS scaled scores in Math and ELA. ESE guidance on state accountability targets will be incorporated when this information is made available.

**STAR Academic Targets:** The district will set school-specific targets in ELA and Math, during summer 2021. We anticipate that STAR and additional common assessments will be used to assess students in fall 2021, to determine baseline information, which will then be used to set mid-year and end-of-year academic targets.

- We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student groups.

**Student Targets:**

1. By September 1, 2022, the percentage of students meeting or exceeding expectations on MCAS will increase by 10%.
2. By September 1, 2022, the percentage of students not meeting expectations on MCAS will decrease by 5%.
3. STAR data: STAR assessment data will show a 10% improvement increase (Fall to Winter and Winter to Spring)
4. SRSD pre- to post-assessment scores will increase by 10 points.
5. In all subjects the MCAS mean SGP will exceed 50 for all students and subgroups
6. By June of 2022, 90% of students enrolled in intervention classes such as reading, ESL and numeracy will increase STAR performance to meet 40% growth
7. 100% of teachers will adhere to the Classroom Expectations and follow PBIS as a best practice
8. 100% of staff will participate in a beginning, middle and end of year Principal’s survey, part of which will measure school climate and culture
9. An improvement in student safety and discipline data will be demonstrated by appropriate representation of the demographics of the school
10. At least 33% of the student body will receive a PBIS award at least once over the course of the 2021-22 school year