**Sustainable Improvement Planning Guidance**

## Sample Interim Benchmarks

Sample interim benchmarks for each Turnaround Practice are provided below as a guide to prompt the team’s thinking to effectively monitor progress throughout the year. These examples are intended to offer guidance only. It is essential that school and district teams develop their own interim benchmarks that capture and measure progress on the specific strategies the school identified for each Turnaround Practice. In some examples we note potential source data (MSV, TSV, VOCAL data, etc.)

**Turnaround Practice #1: Leadership, shared responsibility & professional collaboration**

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

| **Interim Benchmarks for Educators/ Practitioners** | Sample benchmarks:* Each week XX% of instructional staff will receive targeted, specific and actionable feedback about the rigor of their instruction, as demonstrated by examples of written and verbal feedback notes.
* Each quarter, all school instructional leaders will be able to provide evidence that focused instructional coaching has improved practice with at least two teachers who were identified as high priority, as demonstrated by observation rubrics, review of written feedback, and other evidence.
* Each faculty meeting will include a review of data (related to benchmarks and annual goals), commitment to next steps, and follow-through on decisions made at previous meetings.
* Each month, a review of all team meeting agendas reveal that XX% incorporate benchmark data analysis, articulate next steps, and follow-through on previous decisions.
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| **Interim Benchmarks for Students** | Sample benchmarks:* Quarterly surveys of students reveal an increase of XX percentage points in the percentage that believe school leadership and staff hold high expectations for their futures and demonstrate positive regard. (MSV)
* As a result of being included in decisions related to school improvement efforts, the percentage of students reporting a sense of ownership for the success of the school and their peers will increase by XX percent, as reported in student feedback surveys. (MSV)
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**Turnaround Practice #2: Intentional practices for improving instruction**

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

| **Interim Benchmarks for Educators/****Practitioners** | Sample benchmarks:* Each week, starting from the beginning of the year, all collaborative teams (e.g., instructional leadership team, collaborative planning, professional learning communities) will analyze data for strengths and challenges, identify actions to address student learning needs, and regularly communicate and follow up on action steps, as evidenced by meeting notes, observations, and staff feedback. (MSV)
* Within a week after the enrollment of any new student (at the start of the year and throughout the year), supports will be assigned based on strengths and needs identified from a review of early warning data and/or other intake data. (MSV)
* By XX date YY% of all teachers consistently use the agreed upon, aligned curricula in their classrooms, as demonstrated by classroom observation rubrics, agendas and minutes of team meetings, and review and analysis of lesson plans. This number will increase each month/quarter.
* Each week/month, school leaders adjust and refine targeted and individualized supports for teachers based on analysis of ongoing classroom observation data. (MSV)
* Within one week after each professional development or collaborative learning session, 100% of teachers are observed implementing at least one of the strategies that were the focus of the session.
* By XX date, YY% of teachers will engage students with grade-appropriate text every day, as measured by classroom observation rubrics, team meeting observation notes, and review and analysis of lesson plans and student work. This number will increase each month/quarter. (DESE CIS goal)
* By XX date, YY% of tasks and assignments will engage students with meaningful real-world problems every day, as measured by classroom observation rubrics, team meeting observation notes, and review and analysis of lesson plans and student work. This number will increase each month/quarter. (DESE CIS goal)
* By XX date, YY% of teachers will engage students in scientific conversations using data at least once each week, as measured by classroom observation rubrics and analysis of student work. This number will increase each month/quarter. (DESE CIS goal)

*Secondary-specific examples:** By XX date, 100% of teachers engage students in lessons and activities to develop individualized postsecondary plans aligned with their individual career interests, as evidenced by classroom observation and review of student work. (MSV)
* Each month from Dec-April counselors will track the status of post-secondary planning for all seniors and will implement follow-up plans for students who are off-track.
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| **Interim Benchmarks for Students** | Sample benchmarks:* Each week, students will track their progress toward academic improvement goals they set in consultation with their teacher(s), as evidenced by student work, interim assessments or performance assessments.
* By XX date, YY% of students report opportunities for meaningful choice and leadership related to their learning, as reported in student surveys.
* Each month, average scores on the common writing rubric will increase XX% from the prior month, for each grade, classroom, and specific student group.
* Each quarter, the percent of students failing 1 or more courses will decrease from the same quarter last year. This will be tracked for specific student subgroups as well as in the aggregate.
* For assessments that are based on growth models and show a progressive gain in skills:  the % of students scoring proficient or above on the middle-of-the year benchmark assessment will increase from XX% to YY%.
* For assessments that capture mastery at a moment in time:  the gap between the school and the district (or equivalent comparison group) will decrease from XX to YY points as compared to the previous administration of the assessment.

Examples specific to middle and high schools:* Each quarter, 100% of students will engage in at least one activity to map their academic plans, document their personal/social growth, and engage in career development activities consistent with their unique, self-identified interests, needs, and goals, as evidenced by a review of student-generated artifacts. (MSV)
* Each month, starting in January, the percentage of seniors completing a FAFSA application will be greater than the same month last year, as evidenced by DESE’s report in Edwin Analytics. (MAG)
* By XX date, 100% of parents/guardians will report being included in postsecondary planning conversations related to their child/children, as reported in family surveys and focus groups. (MSV) (could also be in TAP #4)
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**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.

| **Interim Benchmarks for Educators/ Practitioners** | Sample benchmarks:* Each week, starting from the beginning of school, the XX team will review academic, behavior, and attendance data to identify students at risk (including EL and SWD), develop action plans to support their success, and assess progress on previous action plans.
* Monthly, 100% of teachers will analyze the most recent common formative assessment data to identify students’ academic needs, develop re-teach plans, report student progress to date, and identify appropriate interventions. Particular attention will be paid to specific student groups such as English learners, special education students, and subgroups identified as low-performing.
* Each month, starting from the beginning of school, the XX team will review discipline data by student group and type of incidents to inform next steps (such as providing additional supports for specific students, staff, areas in the building, and/or times in the school schedule) and to to ensure responses are applied consistently and equitably, are related to the root cause of misbehavior, and that responses do not exclude students from academics or support. (MSV)

Examples for middle and high schools:* Each quarter, the XX team will review student progress to ensure students are receiving supports and interventions as needed in all grades and core content areas, beyond MCAS preparation and credit recovery. (MSV)
* Every quarter, the XX team will review enrichment and advanced learning opportunities (e.g., Advanced Placement, International Baccalaureate, honors, dual enrollment, and elective offerings such as arts, physical activities or foreign languages) to ensure all students are proportionately represented in these opportunities. (MSV)
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| **Interim Benchmarks for Students** | Sample benchmarks:* Each quarter there will be an XX% decrease in the number of referrals to special education.
* Each quarter, XX% of English learners with the highest difficulty indices will show accelerated progress toward their customized benchmarks.
* Every XX weeks, 100% of students receiving Tier II and Tier III interventions will make accelerated progress relative to grade level standards as measured by common formative assessments
* Each quarter, YY% of students who began the year below grade level will demonstrate accelerated academic progress, as evidenced by student work and district assessments.
* Each month the school will reduce suspensions by XX% (starting in September) as compared to the prior year, for all categories of infractions and all student groups.

Example specific to middle and high schools:* Each quarter the percent of students enrolled in enrichment and advanced learning opportunities increase by XX%, and at rates that are proportional to and representative of the entire student population.
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 **Turnaround Practice #4: School Culture and Climate**

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

| **Interim Benchmarks for Educators/ Practitioners** | Sample benchmarks:* Each month, the XX team will review student and teacher attendance, and develop and implement action plans for those who have been absent 10% or more of school days to date.
* Every week, the XX team will identify students who need social, emotional, and/or behavioral supports, and deploy additional supports as needed, as demonstrated by documentation from the identification and referral system
* Each day (or week), YY% of teachers will be observed using rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual environment where students take academic risks and most behaviors that interfere with learning are prevented. This percentage will increase each month.
* Each month, XX% of teachers will communicate about student learning and progress with at least one family member of every one of their students as evidenced by… (MSV)
* Each quarter, the XX team will monitor advanced and extra-curricular activities for equity, ensuring that opportunities exist for all students to participate in expanded learning programs (such as science club, robotics, newspaper, summer school, and before or after school activities) and that high-need and traditionally underserved students are targeted for participation in these programs. (MSV)
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| **Interim Benchmarks for Students** | Sample benchmarks:* Each month, average student attendance will increase by XX% from the same month in the previous year.
* Each month the school will reduce chronic absenteeism compared to the same month in the previous year (the number and percent of students missing 10% or more days).
* Each month, the percentage of office referrals for disruptive behavior will decrease from the same month the previous year. In addition, disparities between specific student groups will be reduced or eliminated.
* Each quarter, students will improve on an assessment of SEL skills by XX percentage points as compared to the previous quarter.
* Each month, classroom observations show an increase in the number of students helping each other learn without having to be asked by the teacher. (VOCAL)

For middle and high schools:* By XX date, 100% of parents/guardians will report being included in postsecondary planning conversations related to their child/children, as reported in family surveys and focus groups. (MSV) (also in TAP #2)
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