

**Turnaround Plan Template**

**District: Haverhill**

**School: Golden Hill**

**Academic Year: 2019-2020**

**Date Finalized: June 28th, 2019**

**SECTION I**: **Executive Summary**

*A snapshot or brief profile of the school (examples include demographic information, what makes the school unique, among others)*

Golden Hill School is an urban school with 514 students currently ranging from grade 1 to grade 4.  The state accountability system identified 73.1% of our students as “High Needs.” We have 23.2% “First Language not English,” 23.6% “Students with Disabilities,” and 57.3% are “Economically Disadvantaged.” Golden Hill Elementary also experiences considerable transience among its student population. Additionally, Golden Hill has a very high population of students catogorized as at “High Risk”, as identified by the EWIS system; 77% of combined grades 2-4 students are at “High Risk,” and 82% of the High Needs students are at “High Risk.” This presents a unique and urgent challenge; Golden Hill School has a base of students who are in need of the best quality inclusive core instruction and multi-tiered system of support.

*Brief summary of the vision for the school*

Golden Hill’s Vision is to meet the academic and social emotional needs of all our students, by developing intentional, best practices based, and commonly understood core instructional model, we will be able to support the learning, both academic and social, of all of our students. Further, our school will be a learning organization where effective collaborative practices and structures exist, in support of the best education for students. Staff will be continually building capacity through professional development that is aligned with data and evidence on student learning. Golden Hill will also be a vibrant community that both opens its doors to the community and expands learning into the community. Golden Hill School will be a place where respect, safety, and good citizenship are intentionally defined, noticed, supported by instruction, modeled, and practiced by all. This will be a safe and supportive school where all staff and students will value and practice respect, kindness, and responsibility. The Golden Hill School will treat social emotional learning as an instructional priority integrated into the academic curriculum as well as daily interactions. Our school’s welfare always comes first (this means our students!). Therefore, Golden Hill is a place where together we build strong hearts, strong characters, and strong minds.

*Outline key improvement strategies and goals that address root causes of challenges the school faces that will be used to accelerate improvement in each* [*turnaround practice*](http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf)

Golden Hill School has identified three key challenges based on root cause analysis of multiple data sets and evidence as well as a set of key improvement strategies for each challenge.

**Challenge 1 -** The school acknowledges an unacceptably high percentage of students are recognized as
“high risk” for not meeting DESE-determined educational outcomes.  Of that group, a significantly high percentage of these students is recognized as “high needs,” and students who are historically underserved. To address this challenge:

* Golden Hill will develop a common understanding of effective intentional instructional practice and Multi-Tiered System of Support, including a system of intentional core instructional practice.
* Work will be supported, lead, and monitored by a robust system of school-based leadership.
* A social emotional curriculum and common set of behavioral expectations will build a safe and supportive school.
* Professional development and structured collaboration will align with school needs and be directly practiced in instruction.
* Data will guide progress monitoring and instructional decisions.

**Challenge 2-** The school acknowledges it does not have a robust (organized, resourced) system of on-going data collection and analysis that allows teachers and students to identify and target individual and group needs (academic and social / emotional) and plan for instruction in every classroom.

* A data leadership team will be established and supported in building its capacity and expertise.
* Data collection, analysis, and transition to classroom use will be systematized with procedures for inquiry cycles and progress monitoring created.
* Collaboration and professional development will be based on data and evidence for decision making.

**Challenge 3 -** The school acknowledges it does not have a consistent, school-wide social-emotional learning curriculum and behavior plan that is understood, accepted, acknowledged and implemented with fidelity by all staff, students and families.

* The school’s Climate and Culture Team will lead the establishment of common understanding of social emotional learning – it will be intentional, supportive, and a part of the school’s learning goals.
* Clear, shared, expectations will be articulated for what appropriate and expected behavior is. We will model respect, responsibility, and kindness. Good behavior will be instructed, celebrated, prompted for, and consequences will be clear, consistent, and supported with instruction.

*How the school will measure the success of the new approach*

Golden Hill will use perceptional data and quantitative data to monitor the progress and effectiveness of its efforts

* Renaissance testing, Fountas and Pinnell Benchmarks, common school based assessments, and district assessments will be used for monitoring student learning outcomes.
* Surveys and observations will be employed to measure the effectiveness of common expectations for instructional practices, and student and staff behavior.
* The Culture Team will, in concert with the Data Leadership Team, develop evidence to be collected from staff and from students to assess growth in creating a safe and supportive school.
* The Steering Committee and other teams will establish timelines for data collection and analysis led by the data leadership teams.

*How this plan represents a new approach to improving the educational experience for children and how will educators deliver that new experience*

Golden Hill has previously relied on loose ad hoc school leadership structures; this new approach builds systems and structures that will be supported through building staff capacity and broad-based leadership to drive targeted educational goals, leading to consistency and effectiveness of instruction for students. Educational staff will deliver this consistent and intentional instruction through all teaching and learning opportunities. Students will be receiving the same set of expectations; educators will be delivering instruction through this collaboratively defined set of effective instructional practices. For example, what “good writing is” will be a school wide definition and expectation.

Golden Hill has previously used data inconsistently and had no data leadership team to build the capacity, structure, common understanding, and set of expectations for best practices to use data to make instructional decisions. Golden Hill will develop a culture of data, where real-time decisions, mid-range decisions, and long-term decisions are based on evidence. Collaborative discussion will center on evidence of student learning, and progress monitoring will be integral to the work done by educators.

Previously, professional development’s connection to classroom instruction was not as clearly designed and articulated. The lens of Golden Hill’s plan is focused on improving instructional outcomes for students who have been historically underserved. Intentional instruction will be, by definition, for ALL students, with focused support for students who need more targeted instruction. Professional development for content and for pedagogy will be established, delivered, and carried over into the classroom with clear goals for student learning growth and achievement.

Golden Hill has previously had many different approaches to social emotional learning with no singular curriculum, or common knowledge base. Several different approaches and curricula have been in use with varying degrees of investment and fidelity. As Golden Hill initiates this plan, a common base of knowledge and resources will replace the inconsistency and will be aligned with the district goal of providing social emotional learning for ALL students.

**Section II: Stakeholder Engagement**

*Briefly describe the district and school’s process for receiving input from stakeholders throughout all stages of the turnaround process.*

Golden Hill reached out to our entire community through mass emails, web site advertisements, and PTO announcements (all translated). A brief description was included about the purpose and need for a Stakeholders group. Staff and PTO members helped in reaching out also. The goal was to have a representative and diverse group. Golden Hill’s Stakeholder’s group currently has 5 parents, 3 community members, 2 staff, and 1 district member. The community members include a school committee member and two members who supervise two different after school programs. Parent members are comprised, in part, of Latino parent, parent of disabled students, and the district English Language Learner Director. The staff members are a special education teacher, and regular education teacher – respectively. Along with this group, a parent survey was developed to reach even more parent members. The responses included ---- Spanish paper surveys (hard copy) and ---more via electronic means.

In order to gather input from Stakeholders, meetings with input on SRT (School Redesign Team) updates were held. During these meetings, the reason for a “Turn Around Plan” was shared, with questions and discussion. As noted, a parent survey was also used to gather input. Also, a “visioning” exercise was completed with our Stakeholders Group, where school data was shared for context – with opportunities for discussion and questions. During this exercise Stakeholder input was gathered and added to our School Vision. Particularly, that Golden Hill School would be “out in the community, 80% of parents attend parent teacher conferences, kids doing projects, school-wide communication plan.” As well as these meetings, Stakeholder’s were emailed with updates on the SRT progress, and asked for input at key junctures, as noted for our vision. An example being the update on our “Problem Statements.” Further meetings were held as the planning process continued, with email updates, to keep Stakeholders engaged, and gain insight and support.

In order to maintain a healthy and engaged Stakeholder Group, Golden Hill will develop a school wide communication plan, meeting list, and “event calendar” to build community. As part of the communication plan, a section on the school’s web page will have dedicated to this, the Stakeholders will be present during school events (parent conferences for example), in order to strengthen the involvement and capacity of the Stakeholders. The SRT will be responsible for leading this effort, specifically the Community and Culture group. The building leadership, Steering Committee, will also support this effort, in addition the building administrators.

* See Appendix II for Artifacts

**Section III: Envision the Future**

*Briefly describe the 3-5 year vision for the school as a result of the turnaround process.* (1 page)

***Vision***

***Our school’s welfare always comes first (this means our kids!). Therefore, Golden Hill is a place where together we build strong hearts, strong characters, and strong minds.***

1. Golden Hill school supports our students’ emotional needs and includes social emotional learning and support, for everyone.
2. Golden Hill supports our students’ academic needs through appropriate and effective resources and supports.
3. In order to better meet our students’ academic and social needs, Golden Hill staff collaborate confidently with colleagues by way of structures that provide a safe space for collegial work, both during school hours and beyond.
4. All community members of our school, staff and students, show respect to each other. Accountability and responsibility for defined respectful behavior is owned by all.
5. Our students are learning in appropriately staffed classrooms, based on need.
6. We are a community of students, staff and parents that feel positive in their membership in the Golden Hill community.

Golden Hill School developed a school vision using the “Back to the Future Protocol.” This process was a collaborative effort spearheaded by the School Redesign Team’s Steering Committee. The Steering Committee consisted not only of school staff, but also district staff. The input from district staff helped in generating a Vision that aligned with district values and goals.

With the assistance in facilitation from the State-Wide System of Support, the Steering Committee worked in two groups, which first “envisioned” our future school as our “present school.” The context of this work took place after a complete staff meeting, as well as Steering Committee meeting, that examined our “SIOR” report and the beginning of the year examinations of MCAS data. Each Steering Committee breakout group developed and shared visions. We looked at common themes and established a draft. The draft was then refined into the six-part document that acted as our Vision. Staff was kept updated as the process continued, including the Vision itself being shared.

This portion of the process was very different from our past practice, where building leadership developed a vision with minimal input from the staff. In addition, the very intentional use of data as a context (SIOR and MCAS) was not done in the past. The process, in the past, was not structured around a protocol, and the vision was not consistently used as a live document to assist in setting priorities, developing strategies, and creating goals. Our vision *this time* was intentionally created in content and process to serve this purpose. Moving forward, the school based teams and their increased capacity of leadership, with district support and involvement, will continue to be the agents helping develop and implement the action plan.

After the Vision was developed, the SRT continued to consider our future three to five years from now, and articulated “how” we reached our vision. These items were added to our work as further guideposts for continuing work, specifically Root Cause Analysis and overarching strategies.

Stakeholders were involved through various means, including parent and family surveys, and Stakeholder meetings where the Vision, including a context of data, was shared for feedback. The parent survey informed our thinking – see item 1 and 6 from our vision – in creating the Vision by giving a window into the assets and opportunities for growth in relationships to our families.

When our school reaches its vision, the school will be a learning organization. Staff will have dedicated and structured time to progress monitor student success and school needs and assets to improve instruction and review curriculum. Leadership teams will work with traditional administrative leaders, developing and refining processes and initiatives. Students will be dynamically grouped and have consistent instruction, curriculum, and expectations for excellence. Data collection and analysis will be guidepost for this work and be an integral part of decision making throughout the school. Our community will have a role in school plans, having input and responsibility. Our staff will be using a recognized social emotional curriculum that will be a thread in the fabric of the academic and social life of the school. Our culture will be a safe and welcoming school where staff and students adhere to clearly defined norms and expectations for behavior. There are rewards and defined consequences for desired and undesired behavior, as well as instruction. Students’ successes of all kinds are celebrated, and staff work is recognized and valued. There is a system to identify academic and other student needs and find appropriate supports.

**Section IV: Analysis of Assets and Challenges**

*Describe the key assets to build upon, and challenges that need to be addressed, that were identified as a result of a thorough root cause analysis. (2-3 pages)*

Assets, Challenges and Root Cause Analysis

* *The complete set of initial data analyses you conducted (e.g., data sources; aggregate analyses; disaggregated analyses by grade, student subgroup) to identify the key assets and challenges;*

The school began its assessment of assets and challenges by amassing a wide variety of data sources, both internal and external, quantitative and qualitative, with an initial focus on Accountability data from Profiles to measure performance by subgroup:

* Change between 2017-2018
* Gap between actual 2018 performance and 2018 performance target
* Number of accountability points earned (0-4)
* Accountability performance rating on each accountability category

This data was transferred to an Excel worksheet to aid analysis by controlling for accountability domain, focus area, subgroups, and performance years, trends, targets, and gaps. The preliminary findings from that analysis – that equity of achievement across subgroups was going to be a key challenge – led to more specific analysis of Edwin Analytics resources, beginning with MCAS performance expectations data. The school combined the data from MCAS Performance Expectations by Subgroup reports for school, district and state (PE404, PE304) to create an Excel-based interactive analysis resource that measured gaps between subgroups and their associated non-subgroup population on the basis of grade level for the school, district and state.

The severity of performance expectations gaps led the team to review Early Warning Indicator System data to determine where risk factors were highest. The school integrated EWIS data with the district’s 2018 MCAS roster data in an Excel workbook to better understand aggregated risk status for grade levels and multiple subgroup populations as well as determine the extent to which attendance rates (specifically chronic absentee rates, which were identified as an accountability issue) correlated with MCAS performance. School risk factor data was also compared with state level data.

The achievement and risk factor data was correlated with information gleaned from two Student Learning Reports (SE321, SE322) to determine the existence of unacceptable risk ratios among subgroup populations at the school level and with respect to state averages. Edwin reports on student growth and ACCESS for Els results were also reviewed as was the SIOR and TSV data emerging from the school monitoring visits.

* The evidence that led your school to single out particular assets and challenges;

The Edwin Report, PE404, included data on large gaps of historically marginalized groups. For instance, the difference in percent between non-economically disadvantaged students meeting or exceeding expectation on the 2018 MCAS, and economically disadvantaged students is 20 (38, 18). In addition, the difference in percent between non-high needs meeting or exceeding expectation on the 2018 MCAS and high needs students, is 24 (44, 20). Another source used, Edwin Report GR401, included gaps in growth. The difference in mean student growth percentile between non-economically disadvantaged students (51.8) and economically disadvantaged students (38.1) is 13.7. Considering students without disabilities (46.8) compared to students with disabilities (38.5) there is a difference of 8.3.

Some assets were noted. The school MCAS data for third grade ELA results, showed a minor difference of 5% when comparing the percent of students meeting or exceeding expectations between EL students and non-EL students. Our school received all points for ELA in exceeding the goal for the lowest performing students (25%). In addition, the SIOR reported strong ratings in Positive Climate, Negative Climate, and Behavior Management.

The school redesign team brought these diverse resources, along with internal data (SIOR TSV) behavior and student attitudes, to a Saturday workshop where separate work teams focused on evaluating equity of achievement through a variety of lenses: MCAS performance expectations, risk for not meeting DESE educational goals, positive social/emotional developments, and grade level literacy attainment. **(See Appendix A, “Assets and Challenges Workshop”)** Work teams identified and shared the critical stories in their respective data sources. From these diverse perspectives, the team was able to identify its primary key challenges.

The School Redesign Team looked closely at Edwin reports (EDWIN *PE404 and GR401*, see above paragraphs), following the protocol during our April meeting – see appendix A. In addition, the team examined the EWIS data for Golden Hill:

* **For grade 2: 83% of high needs students, 80% of economically disadvantaged, and 86% of EL students are designated “High Risk.”**
* **For grade 3: 79% of our high needs students, 76% of our economically disadvantaged students, and 100% of our EL students were designated “High Risk.”**
* **For Grade 4:**  **88% of high needs, 88% economically disadvantaged, and 100% of our EL students are designated as “High Risk.”**

Based on the very specific nature of identified assets and the time frame for our work, the focus was on a highly systematic examination of challenges. No assets were ignored, it was simply deemed most effective to focus on root cause of challenges at this time. The team will revisit the assets as the plan is continually refined.

Root cause analysis was performed in two stages. In the first stage, the team used John Hattie’s six primary sources of educational improvement (student, home, school, teachers, teaching and curriculum; *Visible Learning, 2009*) as a framework for brainstorming possible causes for each of the three key challenges.

* *The approaches you used throughout to identify key assets and challenges, as well as root causes, through the lens of the four Turnaround Practices and what you learned as a result.*

The second stage incorporated a review of the “Guiding Questions for the Turnaround Practices and Cross-Theme Practices.” Four work teams were each assigned a turnaround practice to explore. Each team identified the guiding questions for its turnaround practice that it believed 1) reflected an educational practice that would have a significant impact for each of the three key challenges facing the school **and** 2) which the school was not currently practicing. Each team then winnowed its selection down to a manageable list of 3-5 key practices that, because they were not being practiced by the school, could stand as possible causes for each of the three key challenges. The 3-5 key practices for each of the four turnaround practices and cross-theme practices were integrated with the original brainstorming from phase 1.

* *The key practices, policies, and systems at the district and/or school level that your school hypothesizes are at the root of each success and challenge;*

Root cause analysis was then performed on each of the potential probable causes within each of the main categories to determine the extent to which that probable cause was a contributing factor to the key challenge: major, minor or non-existent. This process was repeated for each of the three key challenges. From those probable causes identified as major contributing factors, the school developed its list of key practices, policies and systems that are at the root of its key challenges:

**Key Challenge #1**

The school acknowledges an unacceptably high percentage of students are recognized as
“high risk” for not meeting DESE-determined educational outcomes. Of that group, significantly high percentage of these students are recognized as “high needs” students.

*Note: “High Risk” refers to EWIS (Early Warning Indicator System) targets. “High Needs” refers to categories of SWD, ELL and economically disadvantaged. There are other school-based and district-wide definitions of “high risk” needs, e.g. traumatized students, homeless children.*

Contributing factors:

* (PRIMARY) Insufficient consistency among staff for understanding and implementing instructional expectations (TAP-2)
* Insufficient use of student assessment data use for classroom instruction (TAP-2)
* Insufficient monitoring of implementations and school progress (TAP-1)
* General academic context insufficient to support equitable student achievement (TAP-3)

**Key Challenge #2**

The school acknowledges it does not have a robust (organized, resourced) system of on-going data collection and analysis that allows teachers and students to identify and target individual and group needs (academic and social / emotional) and plan for instruction in every classroom.

Contributing factors

* (PRIMARY) Insufficient and ineffective amount and use of time for professional development and collaboration (TAP 1).
* (PRIMARY) Insufficient use of student assessment data linked to classroom instruction (TAP 2).
* Insufficient implementation of multi-tiered system of supports for student interventions (academic, behavior, and social emotional (TAP 3).

**Key Challenge #3**

The school acknowledges it does not have a consistent, school-wide social-emotional learning curriculum and behavior plan that is understood, accepted, acknowledged and implemented with fidelity by all staff, students and families.

Contributing factors:

* (PRIMARY) Insufficient and ineffective amount and use of time for professional development and collaboration (TAP 1).
* (PRIMARY) Insufficient implementation of safe and supportive learning environments (TAP 4)
* Insufficient use of data for use in school wide decision making (TAP 2).
* Insufficient teacher training to identify student needs, both academic and nonacademic.

**Section V: Strategic Objectives & Initiatives Aligned to Turnaround Practices**

*Describe the key strategies the school will implement, the rationale for selecting those strategies, and the plan to support them. If a strategy falls under multiple turnaround practices, list the strategy once, then reference it in subsequent practices. (Use as a general rule: 2-3 strategies, described in up to 3 pages per turnaround practice. Total page length for Section V is approximately 8-12 pages.)*

STRATEGIC OBJECTIVE: EQUITY OF ACHIEVEMENT

*The Equity of Achievement Strategic Objective at* ***Golden Hill School*** *will address the schools’ unacceptably high percentage of students recognized as “high risk” for not meeting DESE-determined educational outcomes for Early Elementary (meets or exceeds expectations on grade 3 ELA MCAS), Late Elementary (meets or exceeds expectations on grade 6 ELA and Math), and Middle School (passing all grade 9 courses). A particular focus will be placed on the significantly high percentage of these students who are recognized as “high needs” students.” The Equity of Achievement Strategic Objective will be driven by three strategic initiatives: a Tiered System of Instruction, a Core Data Foundation, and a Social/Emotional Learning Curriculum – Behavior Plan.*

**Strategic Initiatives Brief Descriptions**

|  |  |
| --- | --- |
| Tiered System of Instruction | The **Tiered System of Instruction Initiative** will provide a system and structures where a common understanding and common expectations of pedagogy and of content knowledge will be in place across all grades. This initiative will address the **Equity of Achievement Strategic Objective** by addressing the learning needs of all students. The overall focus of this system initially will be Tier I as a precursor to building out the full system. This initiative will include a common understanding of high quality core instruction driven by ongoing analysis of data by grade level, school wide and vertical teams. As a result of this tiered system, high quality, evidenced based, targeted instruction will be consistently practiced with high expectations across all classrooms for all students.  |
| Core Data Foundations | The **Core Data Foundation Initiative** will provide support for the **Equity of** **Achievement Strategic Objective** by addressing the school’s acknowledged lack of a robust (organized and resourced) system of on-going data collection and analysis that allows teachers and students to identify and target individual and group needs (academic and social / emotional) and plan for instruction in every classroom. The initiative will address that deficiency through three concurrent pathways: cultural, professional knowledge & skill, and organizational resources and structures. |
| SEL Curriculum/Behavior Plan | The **Social Emotional Learning Curriculum/Behavior Plan** Initiative will address the need that the school identified for learning in the social emotional domain as well as build a structure for moderating appropriate school behavior for students. Having clear and consistent expectations and communicating these clearly to all students, parents and staff will enable all to learn important life skills, to be mutually supportive, and to develop respectful relationships. The Social Emotional Learning Curriculum will promote the **Equity of Achievement Strategic Objective** by addressing the learning needs of students in this area and will be tightly aligned with the behavior plan and integrated into the school’s curriculum. |

**General Overview of Strategic Objective**

Describe the strategy or set of strategies you plan to implement, and how this strategy will help the school achieve its vision for the future as described in Section III.

**Tiered System of Instruction**

**Overview:** The development of a Tiered System of Intervention recognizes the key challenge to support equity of achievement for all students. “The school acknowledges an unacceptably high percentage of students are recognized a s “high risk” for not meeting DESE-determined educational outcomes. Of that group, a significantly high percentage of these students are recognized as “high needs” students (English Learners, economically-disadvantaged students and students with disabilities). While there is some preliminary use of data (e.g. STAR Renaissance) to reflect on and adjust instructional practice, there is no continuity of instructional practice across classrooms nor common expectations for rigorous learning in place that are uniformly understood by staff, students and parents. Additionally, the present schedule does not accommodate time for interventions. The development of a tiered system of instruction represents a major component of the school’s vision and is consistent with the district’s goal to establish a district-wide system of instruction with a focus on Tier I interventions. The development of a Tiered System of Intervention and consistent instructional expectations will be accomplished by the school’s Instructional Leadership Team (ILT). The ILT will coordinate efforts to support teacher professional development, use of collaboration time and peer observations and integrate academic and social/emotional learning standards across all classrooms in the school.

**Core Data Foundations**

**Overview**: For long-term improvement, a “well-orchestrated system of ongoing data collection and analysis” consistent with the school’s vision, e.g., *“Golden Hill school supports our students’ emotional needs and includes social emotional learning, and support, for everyone.”* and *“Golden Hill supports our students’ academic needs through appropriate and effective resources and supports.”* serves not just student-specific supports and instruction to all students (TP-3), but links all four turnaround practices into a comprehensive global strategy for supporting ongoing improvement in student learning and all facets of school life.

The current state of data culture, leadership and practice at Golden Hill suggest that a “well-orchestrated system of ongoing data collection and analysis” remains a high leverage strategic objective for the school based on the following root causes:

· Limited faculty professional knowledge and skills of effective data practice

· Insufficient time in the formal schedule for data-informed collaborative inquiry by grade level teams

· Inconsistent or non-existent data leadership from prior school administrations

· The lack of a staff data culture that respects the benefits of data use does not exist at the school

High Leverage Benefits

Developing a well-orchestrated system of on-going data collection and analysis will provide the following inter-connected benefits to the school:

· Connection to all four Turnaround Practices

· Direct through-line to instructional practice and student specific supports

· Indirect through-line to improved student learning

· Applicable to every area of curriculum and school operations

· Direct linkage to research-based high-impact influences of formative assessment and quality feedback (*Visible Learning,* John Hattie, 2015)

· Transferable to student use of data to promote self-awareness of learning (highest ranked educational influence on student learning, *d* = 1.44; *Visible Learning,* John Hattie, 2015)

Data Initiative Focus Areas

**LEADERSHIP**: Coordinating the initiative will be a **Data Leadership Team**. To ensure on-going improvement of student learning and school effectiveness, the Data Leadership Team (DLT) will commit to developing*a* well-orchestrated system of ongoing data collection and analysis embedded in a school culture promoting a universal commitment to effective data practice in support of student learning as a fundamental responsibility of all educators.To ensure its success, the team will operate with a purpose that is “clear, challenging and consequential” *Strategy in Action* (Curtis & City, Harvard University Press, p. 41).

**KNOWLEDGE**: To ensure the success of the initiative, the DLT will coordinate an **Effective Data Practice Professional Development** initiative to drive the improvement in professional attitude, knowledge and skills for using data effectively in the school:

**Affect**: promoting changes in affect and behavior to positively and sustainably shape the school’s data culture: educators will universally *commit to the idea* and *support the practice* of data use as not just a best practice but as a fundamental responsibility of all educators.

**Knowledge**: the curriculum will promote a solid level of common understanding among school staff with respect to:

· the nature and use of data

· understanding by Design foundational logic model for data practice

· data collection and analysis

· elementary principles of data storage, manipulation and visualization

· professional best practices for data-informed collaborative inquiry

**Skill:** the curriculum will promote a basic level of technical skills among school staff with respect to:

· data collection and analysis at diverse levels of engagement: diagnostic, daily, formative, summative

· elementary principals of two-dimensional data storage

· electronic spreadsheet resources for manipulation of data

· principles of effective data visualization

**SUPPORTS**: Recognizing the need for **organizational structures and resources** to support the initiative, the School will explore ways to acquire such resources and structures for using data effectively in individual and collaborative settings to support student learning and school effectiveness, in short, to create “a well-orchestrated system of ongoing data collection and analysis.” Specifically, the school has identified three key areas of need: shared administrative and collaborative leadership to guide the initiative (Data Leadership Team), sufficient time in the school schedule for formal data-informed collaborative inquiry by grade level and ad hoc teams in order to maximize practice and application of the learned knowledge and skills, and the need to build internal data coaching capacity to promote long-term sustainability of the initiative’s benefits to the school.

**Social Emotional Learning/Behavior Plan**

**Overview:** In order to address the needs identified by the Golden Hill Redesign team to improve student outcomes, the Social Emotional Learning Curriculum/Behavior Plan is foundational for learning and equity of achievement for all students. Evidence of contributing factors that led to identifying this key challenge included: a current system lacking in consistent and prioritized promotion of a safe and supportive learning environment with insufficient dedicated time for professional development and collaboration by staff to create, monitor, and improve such a program, as well as a system wide lack of teacher training to identify student needs in the area of social emotional learning.

This strategy is tied to the vision of Golden Hill Elementary of “supporting students’ emotional needs and support for everyone” in the school house environment, and stating that Golden Hill is a “community of members of school, staff, and students who show respect for each other,” and lastly that “accountability and responsibility for respectful behavior is owned by all”. Strategies identified by the school will roll out in tandem with the district improvement plan initiatives in this area which include social/emotional learning and trauma awareness. Golden Hill will identify a team to lead the work in this area. Currently there is a School Culture team which is the likely group as the work underway

 is connected to educating and building capacity within the team members to learn about social emotional learning. Launching of the Turnaround Plan will find this team building its knowledge base of standards connected with this area specifically using the Collaborative for Academic and Social Emotional Learning (CASEL) site as a starting point. Additionally, this team will be the disseminators and point of information for the staff and families at Golden Hill. Keeping in mind that the district will be bringing forward its SEL Initiative, it will be critical to tie into that goal. As the district moves forward with its plan, Golden Hill will align with and begin to launch professional development at all grades, incorporate information about the SEL in communications with families, and launch standards based mini lessons to introduce the curriculum school wide. All of these strategies are tied to the vision of supporting students’ emotional needs and focusing on a culture of respect and responsibility.

**Rationale for Selection**

In your response, please include information about your rationale for selecting the strategy (or strategies). Be sure to:

* Link to Root Causes and Challenges.

 **Tiered System of Instruction**

The development of a Tiered System of Instruction emerged from an extensive review of student performance data and from feedback from the Turnaround Site Visit (TSV) completed by AIR. Student performance data (MCAS) show that students at all grade levels from the Golden Hill Elementary School fall below state expectations for achievement and this level of performance is particularly evident for “high needs” students. The ratings for Turnaround Indicators on the TSV showed “Limited / Partial” evidence for all components of “Student-specific Support and Instruction for All Students (#3) including: academic interventions, academic enrichment, teacher training to implement student interventions (academic and non-academic), academic support for English Language Learners and Academic Supports for students with disabilities. Additionally, the TSV revealed “Limited / Partial” outcomes for “Instructional Schedule” under Indicator #2 (Intentional Practices for Improving Instruction). Finally, there is a recognition by the Turnaround Steering Committee and the Stakeholder Group, that there is a clear need to develop a multi-tiered system of support for instruction (academic) and social / emotional learning (non-academic). The assessment of assets and challenges and root cause analysis conducted by the school’s Turnaround Steering Committee identified the lack of adequate systems to address the high percentage of historically-marginalized / high needs students who are not meeting proficiency on DESE-determined educational measures as a central goal. This need is further recognized by the new school superintendent and district leadership teams and the need to build consistent systems of instruction across the district. Furthermore, the Golden Hill School does not have a practice in place to support tiered instruction and there are no consistent expectations for learning across all classrooms, no time in the schedule to provide interventions for students or time for teacher collaboration. The school’s Instructional Leadership Team (ILT) has not developed a set of core expectations for academic and non-academic learning across all classrooms.

**Core Data Foundations**

The **Core Data Foundations Initiative** exists in direct response to several root causes identified by the redesign team in Section IV. Specifically, the school has identified a deficient use of student assessment data for classroom instruction despite the general availability of diverse data resources to the faculty. In sum, the faculty acknowledge a lack of operational knowledge for turning knowledge gleaned from data use into practical instructional action to meet student needs. Compounding this issue is an admission by school leadership that data proficiency has not been adequately prioritized based on an incorrect assumption that staff possessed the requisite knowledge and skills to be effective consumers of educational data.

**Social Emotional Learning/Behavior Plan**

The Social Emotional Learning/Behavior Plan has surfaced after a concentrated examination of data and evidence and identified by the Redesign Team as one of the three key challenges the school faces in its quest to provide equity of achievement opportunities for all its students. In point, the school acknowledges it does not have a consistent, school-wide social emotional learning curriculum and behavior plan that is understood, accepted, acknowledged and implemented with fidelity by the staff, students, and families. Connected to this challenge is the lack of a data system to collect information to target teaching and learning on such behaviors as managing emotions, showing empathy and making positive decisions. A robust data system would include and provide this feedback and is anticipated in one of the key challenges also being addressed in this plan.

* Link to School’s Designation.

**Tiered System of Instruction**

Golden Hill Elementary School was identified (2018) at the 9th percentile in overall accountability determination and in need of assistance. The school’s Turnaround Steering Committee, with input from Stakeholder Group, examined multiple data sources on student performance (both internal and external assessments), the Turnaround Site Visit (TSV), staff surveys, classroom observations, DESE Student Learning Experiences report, etc.to identify assets and challenges. Based on this thorough analysis of data, the Steering Committee identified three key challenges: Equity of Achievement, Use of data for Decision-Making and Social / Emotional Learning & Behavior Plan. The school’s vision is to build a system of tiered-interventions where all students can access high quality instruction and be provided with interventions / enrichments to support classroom instruction. This evidenced-based model will ensure consistent expectations across all classroom instruction and be guided by the use of data to inform instructional practice. A well-trained and functioning Instructional Leadership Team will oversee the implementation of this model.

**Core Data Foundations**

The **Core Data Foundations Initiative** exists in direct response to the school’s overarching challenge to improve equity of achievement for all students. The school intends to apply a theory of action that if more effective utilization of the essential elements of culture, knowledge and organizational resources for creating a “well-orchestrated system of ongoing data collection and analysis” are operationalized, it will serve to integrate all four Massachusetts Turnaround Practices and create a foundation of cultural and operational practice to support equity of achievement for all students and improve all facets of school life.

**Social Emotional Learning/Behavior Plan**

Social Emotional Learning/Behavior Plan is foundational to academic achievement. Golden Hill has been identified as having overall low achievement and thus targeted for assistance. The Social Emotional Learning Curriculum and Behavior Plan will promote in its lessons a positive mindset for learning, for building persistence and resilience in learners, and for providing leadership opportunities for students. Additionally focus on these and other concepts by integrating into the academic curriculum helps in making that learning more relevant to learners. Addressing the whole child as a whole person will further engage students and provide them with lifelong tools to use when they face obstacles.

* Link to Equity, and Culturally Proficient Practices in the School.

**Tiered System of Instruction**

Development of a Tiered System of Instruction will ensure equity of achievement for all students, including “high needs” students and historically-marginalized students (English Language Learners, Students with Disabilities and Economically-disadvantaged Students) with access to consistent instructional expectations and core instruction across all classrooms and grade levels. The development of consistent instructional expectations and culturally-responsive practices reflect the tenets of Turnaround Practices 1, 2, 3 and 4. As identified through the TSV, there is limited / partial evidence under all but one of “Student-specific Supports and Instruction for All Students (Indicator #3). There is a profound need to develop consistent, instructional expectations for high quality instruction for all students and to hold teachers accountable for delivery of a consistent model of instruction build upon evidenced-based practices.

**Core Data Foundations**

The **Core Data Foundations Initiative** will promote heightened awareness of equity gaps across the entire spectrum of the Golden Hill educational experience through more effective understanding and application of data resources in the service of high quality decision-making. This enhanced knowledge will be buoyed by an improved school culture that promotes a commitment to effective data practice in support of student learning as a fundamental responsibility of all educators.

**Social Emotional Learning/Behavior Plan**

**Social Emotional Learning/Behavior Plan Initiative** will provide a calibrated school wide system and structure for student learning and for student responsibility understood and supported by school staff and families. By addressing this element of learning for all students and by instituting a known and understood system of rights and responsibilities for all students, equity will be built into this initiative. By ongoing monitoring of data and by adjusting the plan when evidence suggests, the SEL/Behavior Plan will be owned by all of the Golden Hill community.

* Link to Indicate which strategy backed by evidence that meets the criteria from one of the top three evidence tiers defined by ESSA and cite the research you reviewed in selecting each evidence-based strategy. (Remember, your plan as a whole must include at least one strategy that meets this evidence-based criteria).

**Tiered System of Intervention**

Golden Hill Elementary School’s Turnaround Plan will include several evidenced-based practices and programs. These include:

1. System of tiered interventions with a focus on Tier I instruction (year I)
2. Implementation of phonemic-based literacy program (“Letterland”)
3. Implementation of a math supplemental program (“ST Math”)

The following research was identified to support these evidence-based practices and programs:

* Development of a Tiered System of Intervention built around student-specific support and instruction for all students and based on data on individual students is shown to be an effective practice in supporting school turnaround and increasing student proficiency (see AIR research on “Evaluation of Level 4 School Turnaround Efforts in Massachusetts” 2016.
* Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades <https://ies.ed.gov/ncee/wwc/PracticeGuide/3>
* Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools see https://ies.ed.gov/ncee/wwc/PracticeGuide/2
* Math Support: As part of the Tiered System of Intervention, the ILT, with support from the district’s K-12 Director of Math, will monitor the implementation of the ST (Spatial Temporal) Math Program. A third-party study conducted by MIND for WestEd, (see <https://www.wested.org/wp-content/uploads/2018/02/resource-cross-state-evaluation-of-mind-research-institutes-spatial-temporal-math.pdf>) showed statistically significant gains in math assessments. “Statistically significant differences were also found when conducting separate analyses for grade levels 3, 4, and 5. Specifically, forschools that were provided with ST Math,there were statistically significant differences for the percentage of students at each grade level scoring “proficient or above” on state standardized math assessments compared to the percentage of students scoring “proficient or above” from matched grade levels in other schools. Similarly, for schools that were provided with ST Math, there were statistically significant differences in student scale scores at each grade level on state standardized math assessments compared to the scale scores of students in matched grade levels in other schools. These differences occurred after adjusting for several school-level characteristics as well as grade-level math performance from the year before ST Math was provided. These findings remained significant after applying a correction for multiple comparisons.
* Literacy (Letterland - see KTL site for research)

Both the ST Math and Letterland Phonics program were particularly useful in decreasing the % of high risk students not meeting proficiency in literacy and math.

**Social Emotional Learning/Behavior Plan**

The School Redesign Team has identified the CASEL competencies model as a basis for launching this initiative. American Institute for Research (AIR) has conducted research on the implementation and scaling up of systemic reform using the CASEL competencies model. Findings from the Evaluation AIR/CASEL NoVo Collaborating District Initiative - 2015 Cross District Outcome Evaluation Report demonstrate a change in social competency in the six districts in eleven grades and a statistically significant gain in Chicago and Nashville in Grade 3 and in Austin in Grade 7 and 10. Overall positive results were found in teacher practice, attitudes, and school integration.

**Implementation Strategies**

Describe how the strategy (or strategies) will be implemented. In your narrative, be sure to:

* Indicate systems, structures, and processes that will be in place to ensure effective and coherent implementation.

**Tiered System of Instruction**

The following systems, structures and processes will be put into place: a System of Instructional Practice / High Expectations, a System of Teacher Collaboration and a System of Tiered Instruction. Implementation of these systems will address Turnaround Practices #1 (Shared Leadership and Professional Collaboration), TAP #2 (Intentional Instructional Practices), #3 (Student-specific Support and Interventions and #4 (School Climate and Culture). The Tiered System of Instruction and Intervention will integrate Core Data Foundations and Social / Emotional Learning. The ILT will coordinate this implementation of these systems.

**Core Data Foundations**

The **Core Data Foundations Initiative** will promote enhanced data culture, knowledge and practice through the support of targeted structures and resources.

**Culture and Expectations**: Develop a school culture where there is universal commitment to effective data practice in support of student learning and school effectiveness, marked by strong relational trust, high levels of data safety and dedication to professional norms of practice in collaborative settings. *This is not a stand-alone initiative but will be the key targeted outcome of the Data Leadership Team Initiative.*

**Knowledge and Practice:** Develop a strong professional knowledge and technical skills base among school leadership and staff that will encompass the following: *(1)* *professional best practices for data-informed collaborative inquiry;(2) data definition & roles of application;(3) UbD foundational logic model for data practice;(4) techniques of data collection and analysis;(5) elementary principles of data storage, manipulation and visualization.*

**Structures & Resources:** Reconfigure organizational structures and resources to support the following: (1) Implement a school-wide Data Leadership Team to coordinate all aspects of the initiative;(2) Enhance the accommodation of weekly grade level team time for data-informed collaborative inquiry on student learning and instructional practice;(3) Provide continued access to adequate technical resources for all members of the staff and its formal collaborative teams;(4) Develop in-house data coaching capacity to support all staff and collaborative teams.

**Social Emotional Learning/Behavior Plan**

**Social Emotional Learning/Behavior Plan Initiative** will be implemented mindful of the systems, structures and processes necessary to ensure effective and coherent implementation. Systems that will be in place that include the identification of a dedicated leadership team to lead this initiative. As mentioned earlier, there is currently a School Culture team identified and would be the likely team to take on this work. The team will be representative of the school population with grade level and specialist representation. There will also be a system of communication and a communication plan in place for gathering input from parents and students. This team will have a member who interfaces with the Stakeholders’ Team and the Redesign/Steering Turnaround team for the school. Additionally, there will be an expectation of a set number of meetings with established outcomes.

* Address challenges you might encounter and how they would be handled.

**Tiered System of Instruction**

The successful implementation of a Tiered System of Instruction at the Golden Hill Elementary School must be consistent with the district’s plan to focus on Tier I instruction across all schools and classrooms. This model must be supported by ongoing professional development and time for teacher collaboration. Flexibility in the design of the schedule must be permitted and resources need to be provided to support the development of an Instructional Leadership Team. The district has made financial commitment to support the ongoing implementation of the school’s Turnaround Team. In addition, the district’s “Resizing” Plan will add Kindergarten to reorganize the school as grades K-4 elementary school. The district and school leadership will need to continue to work with the Haverhill Education Association to redesign the school’s schedule to allow the Intervention Block and time for teacher collaboration and training. District-wide and school-based time for professional development must be provided to ensure appropriate staff training. The current Turnaround Steering Committee must remain in place to ensure coordination of implementation and progress monitoring of the school’s Turnaround Plan. Appropriate training and resources must be provided to enhance the work of the ILT. The school’s leadership and the Turnaround Steering Committee must develop an on-going communication plan to ensure that all staff members are fully aware of and understand the work of the ILT, as well as the Data Leadership Team and the Social / Emotional - School Climate Team.

**Core Data Foundations**

Finding ongoing resources to compensate members of the Data Leadership Team Golden Hill school will compensate the Data Leadership Team Leader with funding during the initial year of the plan. Moving forward the school will work with Haverhill Public School District and will review means to support the data leader and the data team. The school day schedule will allow for the space and time for the team to do its work. PD, supported through SOSS, will take place to build team capacity. Addressing the potential for the teachers’ union to equate any work time modifications in the initiative with a change in working conditions, Golden Hill Steering Committee has, as part of its make-up, union representation. As the plan is rolled out and initiatives are developed, this will be a conduit for communication. As part of this communication, it will be shared that Golden Hill is unique, and in the process of meeting extremely challenging demands. The Golden Hill Staff are, and will continue to be, updated so that staff are able to see the reasoning and need behind the actions – and provide input.

Addressing chronic teacher absenteeism which will have an adverse impact on the effectiveness of collaborative inquiry teams. The current building leadership teams are now aware, in a new way, of the need for consistency of instruction and collaboration. Because of this, the teams will plan for this contingency, and be “on the ground” advocates for the importance of the work. Further, past data does support that certain absences are somewhat predictable. When able, staffing changes will be made to support students’ and the school’s effectiveness.

Developing a sense of urgency and priority of the improved use of data for decision-making and the additional work required to achieve that efficiency.

Number one is attending to data as a part of all conversation, all meetings, all collaboration, and all resource deployment. In order to put any item as a priority, Golden Hill will follow the axiom, “That which is talked about, and given time, is known to be important.” This will be data. The Data Leadership Team will have a broad base of membership, rotating in nature, allowing for investment and capacity building. Data will be everyone’s job.

Creating time and space for professional development around data leadership, use and capacity. The creation of a schedule that explicitly creates time and resources for data leadership, and the “spread” of building capacity will address this challenge.

MTSS, specifically academic and behavior supports that are matched to school needs. Systematic data collection, examination, and use for interventions will be an integral part of the Core Data Foundations. This will include a developed inventory of what data is needed, protocols for collection and analysis, and what to do with it.

**Social Emotional Learning/Behavior Plan**

Challenges that might be encountered include: incentivizing staff participation on the School Culture-SEL Team, identifying resources and funds to secure resources to launch the program, aligning with the district work in this area in terms of timing and rolling out plans to begin this initiative. In initial discussions with the school leadership team, several options for incentivizing after hours work for teachers have surfaced. The school leaders can award professional development points (PDP’s) with specific criteria as well as district, in-service points. Both PDP’s and in-service points are valued by teachers so could be used to incentivize this work. The district roll out of this initiative will likely involve resources and the school’s planned need for resources could be addressed here. There is also an active Stakeholders’ team in place and outreach to that team may yield some funding from the community as well. It will be critical to keep in close communication with the district to coordinate this initiative's roll out. Enabled by the district representation on the Redesign/Steering Committee, this obstacle may not be difficult to address.

* Outline a brief multi-year timeline for what will be implemented in years one, two, and three, highlighting key aspects of each strategy that may be phased in over time.

**Tiered System of Instruction: Three Year Timeline**

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| Year | Strategies |
|  | Instructional Leadership Team | System of Instructional Practices & High Expectations | Tiered Instruction & Interventions | Teacher Collaboration |
| 1 | Re-organize ILT with cross-grade / team membership (Data Leadership Team and School Climate Team), as well as Teachers of Students with Disabilities and English LearnersProvide training to ILT around evidenced-based practices focused on instruction, high expectations, student engagement, early childhood education, literacy, culturally-responsive teaching and tiered interventionsILT establishes a core set of Instructional Practices and Instructional Expectations | ILT coordinates school-wide PD with a focus on instruction and student engagement (school-wide common reads: Teaching with Poverty in Mind, Engaging Students with Poverty in Mind (Jensen), Culturally Responsive Teaching (Zaretta Hammond and Visible Learning (John Hattie)ILT leads Learning Walkthroughs with focus on instructional practice, student engagement, tiered interventionsWith assistance from the district’s Director of Literacy, the ILT coordinates the implementation of the new phonics program (“Letterland”)With assistance from the District’s Math Director, the ILT coordinates / monitors the implementation of the Math problem solving program (DICE). | ILT works with district to identify core Tier I Instructional practicesReview scheduling models implemented in other early childhood schools outside of HaverhillILT gathers data on year I pilot implementation of Intervention blocks and makes recommendations for schedule change | Book Studies conducted during collaboration and PD timeILT oversees pilot model for data review / data cycle of academic (literacy and math) and SEL data (developed by Data Leadership Team)  |
| 2 | ILT progress monitors strategy implementation | ILT continue to conduct LWs with focus on instructional practice | Intervention Blocks fully implemented and monitored | Data cycles continuedBook Studies Continue |
| 3 | ILT progress monitors strategy implementation | ILT continue to conduct LWs with focus on instructional practice | Intervention Blocks fully implemented and monitored | Data cycles continuedBook Studies Continue |

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|  |  |  **Core Data** | **Foundations Three Year Outline** |
|  |   |   | Requirements for Accomplishing General Task |
| General Task | Year | Examples of Practice | Cultural | Professional | Structural |
| **Create a well-orchestrated system of ongoing data collection and analysis.****Create a well-orchestrated system of ongoing data collection and analysis.** | 1 | · There is a focus on attending to students’ specific academic needs through an ongoing analysis of data and the provision of instructional strategies. | · Process Data Culture Survey (General; Detailed)· Leadership Champions & Role Models Effective Data Use (Guidebook for Inclusive Practices) | · **Curricular Framework Literacy**· Common Data Analysis· Nature, Generation and Application of Data (Feedback, Recording, Analysis)· Technology-based Data Collection, Organization, Manipulation & Analysis· Linking Formative Assessment Evidence with Instructional Strategy Evaluation | · Create **Data Leadership Team** (Clear, Challenging, Consequential Work: *Strategy in Action*)· Ensure Adequate & Appropriate Data Access for Professional Staff· Promote Technology-based Data Collection & Analysis Hardware/Software (Excel; Google)  |
| 2 | · School leadership, teachers, and coaches have refined their collection and use of student data to inform the evaluation and improvement of instructional practices that directly benefit student learning. · Professional conversations, targeted coaching, and professional development is perceived as effective and is informed and driven by data and observations around what is working (e.g., helping students to improve) and what is not.· There is an ongoing collective review and use of student data to inform instructional strategies and use of resources, including how the school implements its tiered system of instructional support. | · Process Data Culture Survey (General; Detailed)· Use culture results to identify Strategic Paths for well-orchestrated system development· Leadership Champions & Role Models Effective Data Use (Guidebook for Inclusive Practices) | · **Curricular Framework Literacy**· Common Data Analysis· Nature, Generation and Application of Data (Feedback, Recording, Analysis)· Technology-based Data Collection, Organization, Manipulation & Analysis· Linking Formative Assessment Evidence with Instructional Strategy Evaluation· Visual Analytic Resource Design· Measures of Central Tendency· On-Going Data-Informed PD   | · Ensure Adequate & Appropriate Data Access for Professional Staff· Support Technology-based Data Collection & Analysis Hardware/Software (Excel; Google)  |
| year3 | · Ongoing review of student data are used for the active improvement of instruction. | · Process Data Culture Survey (General; Detailed)· Leadership Champions & Role Models in Effective Data Use (Guidebook for Inclusive Practices) | · **Curricular Framework Literacy**· Common Data Analysis· Nature, Generation and Application of Data (Feedback, Recording, Analysis)· Technology-based Data Collection, Organization, Manipulation & Analysis· Linking Formative Assessment Evidence with Instructional Strategy Evaluation· Visual Analytic Resource Design· Measures of Central Tendency | · Ensure Adequate & Appropriate Data Access for Professional Staff· Support Technology-based Data Collection & Analysis Hardware/Software (Excel; Google)  |

**Social Emotional Learning/Behavior Plan Three Year Timeline**

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| Year 1 | *Strategy 1: Develop a SEL Leadership Team and build its capacity based on Shared Leadership Model (TAP 1)*Focus on building the School Culture/SEL team knowledge base and teaming skills. Share progress updates and status toward goal with staff and families | *Strategy 2: Develop a systemic plan of communication and outreach on SEL competencies, curriculum and aligned behavior plan.* Develop communication system on SEL for two way communication and feedback district/school, school/families via electronic and paper based communications to build cohesive, coherent systems and structures to integrate and reinforce SEL skills and expectations.  | *Strategy 3: Build a structure and system for a dedicated SEL curriculum driven by competencies and skills and launch in phases. Utilize data to measure impact and to make adjustments in the program.*Utilize dedicated time in schedule (staff meetings, professional development days, etc.) to share mini lessons and other resources in a pilot phase. |
| Year 2 | Continue to build knowledge base of educators both the dedicated team and the staff at large | Continue communication system and make any improvements identified as needed | Make decisions, in concert with district initiative, on framework for SEL program/behavior plan and launch in phases - phase 1  |
| Year 3 | Focus on building resources and outreach to parents and community | Continue as stated | Monitor and assess using school based evidence from data system in place. Plan for revisions and phase 2 |

Turnaround Practice Alignment

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| **Turnaround Practice 1: *Leadership, Shared Responsibility, Professional Collaboration*****Tiered System of Instruction**The implementation of an Instructional Leadership Team requires shared leadership, responsibility and professional collaboration among team members. Teacher members must be drawn from core instruction, grade levels, special education and English Learners. The Initiative is directly focused on addressing the following guiding questions on Turnaround Practice #1:***Monitoring Implementation and School Progress****32. Do school leaders continuously and systematically engage in monitoring implementation and outcomes of improvement efforts?**33. Is information from monitoring used to prioritize initiatives and strategies, communicate progress and challenges, and seek input from staff?***Core Data Foundations**Organizing and leading such a development process calls for significant school leadership, shared responsibility and professional collaboration. The integration of these qualities will be seen most notably in the **Data Leadership Team** that is charged with the responsibility for strategically designing, implementing and monitoring the effective and universal application of the data system throughout the school. The strategic framework for the Data Leadership Team’s “clear, challenging and consequential work” can be found in Curtis and City’s *Strategy in Action (Harvard Education Press, 2009).* The Initiative is directly focused on addressing the following guiding questions on Turnaround Practice #1:***Use of Time for Professional Development and Collaboration****43. Does the school incorporate PD as an integral part of daily routines (e.g., through coaching, staff meetings, and/or collaborative time)?**44. Does the amount of time dedicated to PD meet the needs of the school staff? 45. Does the schedule provide sufficient time to allow for staff to plan and collaborate on lesson plans, including with special education and ESL instructors and interventionists?**49. Are systems and protocols used to guide collaborative discussions in Instructional Leadership Teams, Common Planning Time/Teams, Grade Level Teams, Vertical/Content Teams, or other ad hoc teams and committees?**57. Do teachers have opportunities to observe and learn from each other’s practice?**58. Does the school take steps to capitalize on the knowledge of existing staff by having them conduct whole-staff trainings or work with small groups of staff or teachers?* **Social Emotional Learning/Behavior Plan**Launching the SEL Curriculum/Behavior Plan Initiative will call for a shared leadership model with shared responsibility and professional collaboration in order to ensure a successful change initiative. Building the skills and knowledge base of the **School Culture - SEL team** will be critical. Members of this team also serve on the Redesign/ Steering Team and have honed leadership skills as the Turnaround Plan model has been explored and the plan itself designed. Continuing to build leadership skills in a model that shares responsibility along with authority will be necessary. This initiative has been identified with the guiding questions:***Use of Time for Professional Development and Collaboration****43. Does the school incorporate PD as an integral part of daily routines (e.g., through coaching, staff meetings, and/or collaborative time)?**44. Does the amount of time dedicated to PD meet the needs of the school staff?**45. Does the schedule provide sufficient time to allow for staff to plan and collaborate on lesson plans, including with special education and ESL instructors and interventionists?**49. Are systems and protocols used to guide collaborative discussions in Instructional Leadership Teams, Common Planning Time/Teams, Grade Level Teams, Vertical/Content Teams, or other ad hoc teams and committees?**57. Do teachers have opportunities to observe and learn from each other’s practice?**58. Does the school take steps to capitalize on the knowledge of existing staff by having them conduct whole-staff trainings or work with small groups of staff or teachers?* |
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| **Turnaround Practice 2: *Intentional Instructional Practices*****Tiered System of Instruction:**Implementation of a Tiered System of Instruction requires that the school adopt a consistent model of instructional practice that is guided by clear expectations for learning understood by all staff, students and parents. This system reflects the indicators of TAP 2 through the following guiding questions:***Instructional Expectations****1. Are specific and precise messages about expectations for high-quality instruction communicated to staff?**2. Are those messages understood by most staff?**9. Is there a common understanding of what mastery looks like?**10. Are processes in place for staff to align assessments and evaluate student work based on this common understanding?* ***Identifying and Addressing Student Academic Needs***29. Do teacher teams receive training and support in identifying and addressing student academic needs in the following areas: Teaming collaboration strategies, processes, and protocols; Effective data use; Identifying actions steps to address student needs? ***Student Assessment Data Use (for classroom instruction)****49. Do teachers use assessment data to determine progress in student learning outcomes?**50. Do teachers use data to determine appropriate action steps and monitor the results of those actions?***Core Data Foundations**Research by John Hattie (*Visible Learning, Routledge Press, 2008, 2011, 2013)* identifies formative evaluation and quality feedback as two of the most powerful influences on student learning as measured by effect size. The average effect size for all educational influences initiated by various sources (school, teacher, student, curricula, and home), measured in standard deviations, is *d* = 0.40; the effect sizes for formative evaluation and quality feedback are *d* = 0.90 and *d* = 0.75 respectively. In Hattie’s meta-analysis of 150 total influences, these two influences have an overall rank of #3 and #10 respectively and a teacher-initiated rank of #1 and #6 respectively. ***A well-orchestrated system of ongoing data collection and analysis represents the essential connective tissue between formative evaluation and quality feedback****.* The Initiative is directly focused on addressing the following guiding questions on Turnaround Practice #2: ***Student Assessment Data Use (for classroom instruction)****49. Do teachers use assessment data to determine progress in student learning outcomes?**50. Do teachers use data to determine appropriate action steps and monitor the results of those actions?**51. Do staff consistently use student assessment data in these ways?**52. Do teachers collaboratively reflect upon student data across content and grade levels to identify student needs and necessary support?**53. Do teachers have protected time in their schedules to regularly review student data across content and grade levels to identify student needs and necessary supports?***Social Emotional Learning/Behavior Plan**This initiative has been explored through the lens of Turnaround Practice #2 Intentional Instructional Practice by the Redesign/Steering Team. Aligning and incorporating the Social Emotional Learning instruction in the academic instruction strengthens both disciplines as each complements the learning of the other. For example, team members looked SEL as nurturing a learning mindset, incorporating SEL skills such as problem solving, conflict resolution, and enhanced empathy into the academic curriculum in reading, writing, social studies and science. Building confident, risk-taking learners would lead to more engagement of students in their own learning. Team members reviewed the guiding questions from the Turnaround Guidance Document and identified question prompts which led to deeper discussion of this initiative for TAP #2 as well as the other key initiative of building a robust data system with data team leadership.***Student Assessment Data Use (for schoolwide decision making)****44. Do teachers and other school staff use student results on benchmark assessments, common assessments, and state assessments to make decisions regarding schoolwide practices?* |

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| **Turnaround Practice 3: *Student-Specific Supports and Instruction to All Students*****Tiered System of Instruction**A Tiered System of Instruction is designed to provide student-specific supports and instruction to all students. This system assumes that a comprehensive Tier I model of instruction be in place in all classrooms and that there is a regular practice of gathering and assessing student data (academic and non-academic) to drive decisions about instructional practice and interventions. The system also requires collaboration among all educators including teachers who work with English Learners and Students with Disabilities. Implementation of a Tiered System of Instruction requires ongoing professional development and time for teacher collaboration. In the selection of this t the Tiered System of Instruction strategy, the Steering Committee was guided by the following questions:***General Academic Context****1. Do all students receive Tier I instruction and have access to universally designed academic, behavioral, and social emotional curriculum and instruction that integrates culturally responsive pedagogy that is linguistically appropriate?**4. Are academic interventions implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support?**10. Are processes used to adjust intervention, enrichment, and support assignments throughout the school year, based on student progress and need?***Core Data Foundations**The Initiative is directly focused on addressing the following guiding questions on Turnaround Practice #3: ***Determining Schoolwide Student Supports (Academic Interventions and Enrichment)****17. Are specific personnel or teams responsible for reviewing these data and developing and implementing strategies to address emerging needs?****Implementing a Multi-tiered System of Supports for Student Intervention (Academic, Behavior, and Social Emotional)****30. Do teachers regularly review a range of data sources, including discipline and social-emotional data in addition to academic performance and attendance data?****Planning for Incoming Students (new - update once secondary rubric is final)****35. Are leaders and teachers expected to actively review early warning indicator data (including performance, attendance, English language proficiency benchmarks, and discipline data) for all incoming students (both at the start of the school year and students entering mid-year)?**36. Are early warning indicator data (EWIS) criteria and protocols used to identify needs and assign appropriate supports to get and keep students on track?***Social Emotional Learning/Behavior Plan**The Social Emotional Learning/Behavior Plan does focus on Turnaround Practice #3 Student Specific Supports and Instruction for All Students. Again referencing the guiding questions from the Turnaround Guidance Document, the Redesign Team selected the following questions and primary indicators to drive their discussion and analysis of this initiative:***General Academic Context****1. Do all students receive Tier I instruction and have access to universally designed academic, behavioral, and social emotional curriculum and instruction that integrates culturally responsive pedagogy that is linguistically appropriate?**4. Are academic interventions implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support?**10. Are processes used to adjust intervention, enrichment, and support assignments throughout the school year, based on student progress and need?**Are there sufficient opportunities for teacher training to identify student needs, both academic and nonacademic?**Is there an implementation of a multi tiered system of supports for student interventions (academic, behavior, and social/emotional)?* |
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| **Turnaround Practice 4: *School Climate and Culture*****Tiered System of Instruction**The Steering Committee acknowledges that “an unacceptably high percentage of students are recognized as ‘high risk” for meeting proficiency on DESE determine educational outcomes.” The Steering Committee identified this strategy through the following questions that address all students and the alignment of safe and supportive learning environments with academic success.*Is there an implementation of a safe and supportive learning environment that provides the foundation for learning*? *23. Are data analyzed and expanded learning opportunities developed to support high-need students?***Core Data Foundations**The Initiative is directly focused on addressing the following guiding questions on Turnaround Practice #4: ***Planning for Incoming Students (new - update once secondary rubric is final)****35. Are leaders and teachers expected to actively review early warning indicator data (including performance, attendance, English language proficiency benchmarks, and discipline data) for all incoming students (both at the start of the school year and students entering mid-year)?**36. Are early warning indicator data (EWIS) criteria and protocols used to identify needs and assign appropriate supports to get and keep students on track?****Safe and Supportive Learning Environments****5. Is the school climate monitored through the lens of behavior or discipline data (at least twice annually)?**9. Is discipline data examined for variations to identify teachers who have strong classroom management skills and can serve as exemplars for colleagues, as well as those who may need support?**16. Do leaders monitor implementation using data?* ***Expanded Learning****23. Are data analyzed and expanded learning opportunities developed to support high-need students?***Social Emotional Learning/Behavior Plan** The Social Emotional Learning/Behavior Plan is tied most closely to Turnaround Practice #4 School Climate and Culture. The climate and culture provide the environment for belonging, for learning, and for feeling safe and supported. The Redesign Team discussed at length the discrepancy between the expressed vision for Golden Hill and the existing state of instruction. An articulated curriculum, the team felt, was critical for a sustainable, calibrated system of skills, knowledge and expectations. The team identified the turnaround practice indicator to lead this initiative for TAP #4:*Is there an implementation of a safe and supportive learning environment that provides the foundation for learning*? *23. Are data analyzed and expanded learning opportunities developed to support high-need students?* |

**Section VI: District Systems**

Districts describe changes in policies/autonomies, systems to support school-level turnaround plans, and a three-year financial plan for the school, including an analysis of resource inequities. (2-3 pages)

District Systems

As in most Gateway Cities, the face of Haverhill has changed over the past several decades. Manufacturing jobs have slowly diminished and with them so have resources and capacity to reposition the city. However, the community has retained many assets with unrealized potential. Recently downtown Haverhill has undergone a renaissance of sorts. There has been a total of $150 million in public and private investment in the downtown old factory district area bringing in housing, new dining, arts, shopping and entertainment spots. Despite the city's ongoing efforts, many old buildings remain vacant or underutilized.

Haverhill public schools has begun its own process of critical change as a school system. The district has voiced a strong commitment to improving student achievement. During the 2017-18 school year and into the fall of 2018, a group of HPS educators representing a diverse cross section of our district community joined together under the Essex County Learning Community (ECLC) grant and tutelage to begin to develop an Action Plan for the school system. The group reported that:

“changing demographics coupled with the changing nature of how students learn and interact with the world has impacted our need to address core instruction. Students interact with the world through media and technology more than ever and therefore the “sage on the stage” style of instruction and passive learning is no longer effective in engaging students. These classroom strategies, when routinely implemented, engage all students. However, when looking at various data sources, it is clear that not all students across the district are engaged. Forty two percent of our students are out 10 or more days and almost 22% are considered chronically absent. High Haverhill Public Schools | Office of the Superintendent | Page 3 of 15 needs students are twice as likely to drop out than their non-high needs peers. Even more alarming, is students with disabilities are almost four times more likely to drop out than nondisabled peers. HPS employs over 500 teachers and many of them just lack the tools to be extraordinary”

The Haverhill Public Schools current mission statement reads “The Haverhill Public School system is dedicated to ensuring each learner meets or exceeds rigorous academic standards to become a citizen with integrity, skills, and the resources to succeed in the global community.” The district has made several recent major investments in pursuit of this mission. These investments include:

* Roll-out of STEM Scopes science curriculum K-8 (SY 18-19)
* Focus on access to technology infrastructure improvement & device purchasing (SY 14-19)
* Purchase of National Geographic English Language Development curriculum (SY 18-19)
* Increased use of professional learning communities (PLCs) across the district (SY 17-19)
* Implementation of the “Hillie Way” instructional model at HHS (SY 17-19)
* Hire of Supervisor of English Language Learner Programs (SY 17-18)
* Hire of Supervisor of English Language Arts (SY 18-19)
* Hire of HHS Special Education Department Head (SY 18-19)

Investments new in SY 19-20 include:

* Hire of Director of Multi-Tiered Systems of Support
* Creation of Curriculum & Instruction Redesign Specialist Position (ABC Middle-School)
* Addition of 4 Bilingual Community Outreach Specialists
* Addition of a Parent Center Coordinator
* “Right Sizing” of schools and addition of teaching staff to reduce over crowding
* Free full day kindergarten
* Addition of Community Eligibility Provision district-wide
* One to one Chromebook initiative at High School and Middle Schools

Right-Sizing

In many schools, particularly at the middle school level, class sizes have been excessively high, with some middle schools reaching up to 35 students and beyond in a classroom. The large class sizes challenge the teachers’ ability to meet the diverse learning needs that are inherent in urban education. The district is fully engaged in a “Right-sizing” of our schools, designed to reduce class sizes at the middle school level and to support equity in class sizes at all grades across the school district. The Right Size Plan will specifically impact the Consentino Middle School by reducing the overall census of the school by about 100 students, and by reducing class sizes in the building to under 27 students per class, currently class sizes in the mid to high thirties are the norm for the school. For the Golden Hill School the Right Size Plan will bring their kindergarten students back from a stand-alone Kindergarten center and back to the building continuity in instruction and environment for students , families and staff as well as to allow access to the many resources available in the larger school building.

English Language Development

English Language Development programs across the district had been without a leader for several years until an EL supervisor was hired last June. Since that time, the Department has been working as a team to clean-up data, to purchase and implement a research-based English Language Development (ELD) curriculum, and to consider more inclusive ways of serving our Els. Beginning this school year, it is the intention of the school district to return EL programs to neighborhood schools in order to support family access to and engagement in schools, as well as to limit transitions for students. Increased Spanish language translation and cultural competency is a focused lever for change across the district at all levels.

Special Education

The Special Education Department has undergone significant turnover in leadership and teaching staff in recent years. Substantial efforts have been made to provide high-quality services to students with disabilities while simultaneously containing special education costs by developing appropriate in-district programs to allow students to receive a free and appropriate education within its community schools. However, at present, our continuum of service options for students with disabilities is not fully articulated and does not always allow for students to be educated in the least restrictive environment. Special education students should be receiving “core and more,” meaning that special education services are in addition to the core instructional program. We are in the process of improving our special education programing to support well-defined entrance and exit criteria and clearly defined and implemented staffing ratios. The district needs to move away from substantially separate classrooms where students receive an overly-modified curriculum, instead of in the general education classroom with accommodations, supports and services must be brought to them in order to facilitate access to the general curriculum.

Data-Driven Decision Making

Data-driven educational decision making refers to the process by which educators examine assessment data to identify student strengths and deficiencies and apply those findings to their classroom practice. The process of looking at individual student performance through the critical examination of not only student outcomes, but also curriculum and instructional practices, yields data that helps teachers make informed instructional decisions that support improved outcomes for all students. Local assessments, including summative assessments (classroom tests and quizzes, performance-based assessments, portfolios) and formative assessments (homework, teacher observations, do-nows, student responses and reflections), are legitimate and viable sources of student data for this process. Haverhill is early in the process of implementing a systemic approach to effectively using student assessment data to guide the development of individualized intervention strategies and large-group instructional revisions.

In the 2017-2018 school year, the district purchased and began to implement in K8, the Star 360 online assessment in reading and math. This program of interim and formative assessments offers a valid, reliable progress monitoring tool that allows for informed decisions about the student level mastery of specific standards, and blended learning through grouping and instructional suggestions for small and whole group work. The system is highly predictive of performance on the MCAS examination and of mastery of state-specific learning standards for reading, math, and early literacy. The program’s online portal offers rich data resources to help pinpoint a student’s abilities and areas for growth. However, the roll-out of Star 360 lacked the needed professional development and coaching required for the teachers to use the system to its full potential. These supports are now taking root.

Schools implementing the Lesley Literacy Collaborative model additionally use the Fountas and Pinnell Benchmark Assessment System (BAS) to determine a student’s independent and instructional reading levels. This data is collected at the school level and used to guide instruction, however, we are in need of a districtwide platform on which the data lives and can be shared from school to school and year to year in order to benchmark student achievement.

Tiered Instruction

Despite the efforts of many dedicated and talented staff, the district lacks a fully articulated tiered system of interventions. The tier one instructional core should offer preventive and proactive measures to support all students in the general education setting. Yet, tier one is not fully articulated and lacks many of the tools and supports needed. Systems issues such as scheduling, teacher assignment and limited instructional resources, combined with a lack of focus on meeting the needs of all learners, results in many students being removed from the general education classroom to have their needs met.

At the tier two level, targeted small group instruction is available in some schools, but not in all schools. For example, at Haverhill High School, students with a study in their schedule can access the tutoring center for support in ELA and mathematics, however, staffing, scheduling and instructional materials impact the systemic availability of such tier two supports. Tier three interventions include additional or unique instructional strategies beyond those typically available to all students. Tier three may include special education, English language development, school counseling services, and intensive and individualized academic interventions. Effective tier three services require the ongoing use of data, problem solving analysis, and frequent progress monitoring. The efficacy of tier three interventions varies across the district, with some schools implementing sophisticated databased instructional cycles while others gather data, but do not tie the results to instructional change.

In the upcoming school-year the school system will be designing and implementing a Multi-Tiered System of Supports. The development of our model is guided by our work with The Essex County Learning Community (ECLC). The ECLS is comprised of a series of elements that we call our “Learning Framework.” The framework includes opportunities for in-district and cross-district learning, role-alike conversations, coaching, and leadership development. The Learning Framework is designed to build solid relationships among educators and encourage the sharing of ideas and practices across Essex County.​ The ECLC is guided by the ECLC Executive Planning Team, a staff of experienced educators--former principals, administrators, and teacher leaders--who are all trained in assisting schools and districts in strengthening teaching and learning practices to meet the diverse assets and needs of all students. District teams are partnered with an ECLC coach to walk the tough journey of transformation together with them. The ECLC District Coaching Team provides personalized coaching and mentoring to each district to support the development of district-wide goals and implementation of plans to better serve their diverse populations of students. To support this effort the district has added an MTSS Director.

Social Emotional Learning.

Haverhill Public Schools has several social emotional learning initiatives underway, including the ECLC planning initiative, BARR grant programs (Building Assets Reducing Risks), Classroom Dojo, Dean’s List, Lesley Institute for Trauma Sensitivity, and Teaching with Poverty in Mind Study Groups. Multiple schools report being PBIS (Positive Behavioral Intervention and Supports) schools; however, indications that the program is not being implemented with fidelity are visible in many of these schools. There is no specific guidance or comprehensive plan for social emotional learning (SEL) across the district. Several families of English learners and students of color have specifically reached out seeking to discuss issues of racial inequities and racism in our schools. These parents are joined by a larger community of parents concerned about bullying and behavioral outbursts in our classrooms. While pockets of high quality social emotional learning initiatives exist across the district, research has clearly shown that to truly impact school culture they must be universally implemented, the design and implementation of a true SEL framework is a district priority.

Equity, High Expectations, Excellence

In order to move our school system forward, consistency in curriculum, instruction, materials and facilities is imperative. Providing all students rigorous learning opportunities and adding real-time scaffolds that address student needs must be a universal expectation. These supports must be academic in nature, but simultaneously must address the social, emotional, and basic daily needs of our students, as too many of our students feel the impact of poverty on a daily basis.

Equity refers to the principle of fairness. In Haverhill, a variety of systemic barriers present roadblocks to educational equity for some of our students. Examples of barriers that we are currently tackling include user fees for athletics, entrance exams that do not include all students for rigorous academic programs, fees for summer credit recovery, tuition-based kindergarten, and a lack of translation and interpreting services. Other barriers include excessively large class sizes in some schools, and too many facilities that are not ready for 21st century learning. This lack of equity exacerbates opportunity gaps and segregates our schools and our community.

While Haverhill is a wonderful place for some students to attend school, as a community we need to rally behind all of our students and provide equitable access to the many rich opportunities our schools offer. The educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them. Students who are expected to learn more or perform better generally do so, while those held to lower expectations usually achieve less. These lowered expectations impact attendance, scores on standardized assessments, suspension rates, and ultimately graduation rates for subgroups of students. To move from good to great and to uphold high expectations for themselves and their students, our teachers need resources. Resources such as a well-defined curriculum based on the standards, research based instructional materials, and professional development that supports teacher learning. Our vision for the future is aligned to our needs and we are moving forward to improve educational outcomes for ALL of our students.

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**Section VII: Goals, Benchmarks, and Progress Monitoring**

Describe the process the school and district will use to monitor the impact of the strategies as articulated in the benchmarks. (2-3 pages)

Describe the process the school and district will use to monitor the impact of the strategies as articulated in the benchmarks. (2-3 pages)

**SECTION VII**

 Narrative:

1. *Describe the school-level****teaming structures****or other processes that will support implementation and ongoing review of benchmarks. Discuss the types of teams, benchmarks and other data to be reviewed, frequency, and who will be responsible. Describe which aspects of these teaming structures and processes already exist, and which will be new to the school.*

Golden Hill has created three main schoolwide leadership teams; *Steering Committee, Instructional Leadership Team, and Climate and Culture Leadership Team.* These teams are cross grade level, and include a representative grouping of our staff. A *Data Leadership Team* (DLT) will be established over the summer. The three current teams have done various work. The major portion of the work has been taken on by the *Steering Committee* (SC)*.* The SC reviewed the Turnaround Site Visit complete report and the Schoolwide Instructional Observation Report -TSV and SIOR - participated in the State-Wide System of Support facilitated data workshop; looking deeply at EWIS and MCAS achievement data. This was part of the preparation for root cause analysis. The *Instructional Leadership Team* (ILT) has initiated the development of best practice instructional strategies, or moves, based on the SIOR Domains & Dimensions and the Classroom Assessment Scoring System (CLASS) Dimensions Guide. The Golden Hill *Climate and Culture Team* (CCLT) has reviewed data on SEL curriculum and schoolwide behavior. The CCLT has started to articulate the desired behaviors and instruction and support for these behaviors, and has started a review of Massachusetts ESE resources; Social and Emotional Learning for All *Access, Cultural Proficiency, and Cultural Responsiveness* and [Guidelines on Implementing Social and Emotional Learning (SEL) Curricula](#_Developing_students’_social), for example.

The DLT will work with the ILT and CCLT to establish observational tools to measure defined student and educator behaviors. Initially there will be a baseline developed, by mid - September, with a follow-up for comparison in November (1st Benchmark). All three teams will work to review the data, using a system developed in conjunction with the District and/or SSoS, and consider next steps. The team will set another goal for increase for the next round of data collection, first two weeks of January. The first two observation cycle will have district support to calibrate observations of educator actions and artifacts of educators and students. The last Benchmarks will take place in March, with increase totals determined from the prior Benchmarks. Leadership teams will meet within two days after the last observations to organize and analyze data and propose next steps, following this the SC will meet with teams to hear the plans moving forward. District leadership will be actively engaged in this data analysis and next step planning. There will be three major benchmarks for each strategic initiative. In addition to these benchmarks, District and building leaders will do informal walk throughs where “pulse of the building” data captured with some basic feedback will be disseminated via email. This informal data collection should happen 2-3 times between Benchmarks as a minimum.

*b*. Describe *how the school will ensure****follow-through****on mid-course corrections and other decisions that come out of the review of benchmarks.*

 Golden Hill School will use the SC as the vehicle for course corrections, as benchmark data is collected. The three other core leadership teams will meet with the SC to present the data analysis and the plans for corrections moving forward. Follow-through responses and actions may include professional development, peer to peer support, administrative observations and conversations, altering staff and resources. All responses will be directly tied to benchmark data, time bound, with expectations of start and end times. Responses for course correction will be specifically targeted during the next benchmark, and will have a built-in monitoring check. The response will be clearly communicated to staff, and be developed with the highest leverage, and feasibility in mind. During the informal walk throughs, see above, the responses will be a focus for observations, and formal classroom observation will be used to support responses when determined effective.

*c. Provide candid explanations of possible****barriers****to achieving the benchmarks/goals and how they will be addressed.*

 In order to have reliable data, the observations must be calibrated and of a nature that allows for integral and important information in quality, and manageable information is quantity. To address this the District and school will work to calibrate observations of selected teaching and learning behaviors, and artifacts. Depending on data collected, this would involve all leadership teams; Data, Instruction, and Climate and Culture. Part of this process will be narrowing the behaviors and artifacts “looked for.” Again, this will be done with the District and school. Further, staff will be constantly appraised of the work, with opportunity for input.

 Another challenge will be the use of peers to make walkthrough observations, this may be a union issue. Golden Hill has a building union representative as a part of the SC and will work with her and the District to clarify the purpose and method of the observations – and the staff will be appraised of the same.

Time and staffing will be a challenge. Striking a balance between too much Benchmark and other data collection for the time available to seriously examine it, and too little for there to be a chance for correction, was a challenge. For this reason, some work will be done outside of school hours as well as during the day. An example of this would be examining a student artifact – which might be solutions to a math problem – and evaluating a number of randomly selected samples. To address this further, reviews of schedules and the ability to meet with fully formed agendas and complete tasks will inform our need to adjust the work and schedule.

Staff “buy-in,” is important. The staff will need to see the activities that are being engaged in are for improving student learning outcomes – and the process operates under the assumption that we are all able to improve. Further, reasonable time and support will be given to help staff improve their practice. In addition, the shared leadership of the core leadership teams will augment the connection of the turnaround process to each educator.

**Detailed Roll Out Follows on the Ensuing Pages -**

**46-60**

| **Measurable Annual Goals (MAGs) for Student Achievement** | We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. |
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| **Interim Benchmarks for School (process)****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. | How will the School support each Strategic Initiative1. [Tiered System of Instruction yr. 1): The school will reorganize its ILT (Instructional Leadership Team) with k-4 representation, including ESL and sped personnel, the team will be formed by July - August. The ILT will establish a set of specific core f Tier I instructional practices and expectations for teaching and learning(To meet the needs of all students, including historically-marginalized students), and expected student behaviors, by the middle of September, and identify practices to focus on through observational data, every two months, starting in September, data of identified practices and identified student behaviors, will be collected and used to select new practices to focus on, and goals for increase in observed desired teacher and student behaviors. To support this work the school will:
	1. Golden Hill will schedule specific meeting times, with support for facilitation from building and/or district leadership, the number of meetings will be scheduled for each benchmark (approximately two meetings per Benchmark), starting in September.
	2. Identified practices, behaviors, and expectations will be communicated to district and staff, through a combination of emails and meetings, emails occurring within two after days after the ILT meeting.
	3. School and district will develop a protocol for initial data collection with the DLT & ILT, by the end of September.
2. [Core Data Foundation, yr1): The school will establish a DLT with k-4 representation, including ESL and sped personnel, the team will be formed by July-August. The ILT will establish a set of specific membership which will, in turn, identify and implement the scope and sequence of its work as per *Strategy in Action* guidelines: “clear, challenging and consequential.” The DLT will establish protocols for data collection, analysis, and use of data (link to instruction). By the middle of September, a draft protocol for data collection, analysis, and use of data for driving instruction will be shared with staff. By the October, a survey for staff feedback on the protocols will have been developed and disseminated. By the end of the Novemebr, the information from the survey will be used to refine the protocols. To support this work, the school/district will:
	1. The school/district will establish a schedule for professional development, by end of August, at the latest.
	2. Golden Hill will schedule specific meeting times, with support for facilitation from building and/or district leadership, the number of meetings will be scheduled for each benchmark (approximately two meetings per Benchmark), starting in September.
	3. Identified practices, data sources, and expectations for use and analysis will be communicated to district and staff, through a combination of emails and meetings, emails occurring within two days after the DLT meeting.
3. [SEL Curriculum/Behavior Plan, yr. 1): The school develops an SEL Leadership Team that has cross-grade, k-4 representation, including ESL and sped personnel, the team will be formed by July-August. The CCLT will establish a systematic plan of communication and outreach and build a system and structure of a dedicated SEL Curriculum / Behavior Plan. Included in this work is the selection of an SEL curriculum, a common developmentally appropriate assessment of child social and emotional learning to plan for and address Tier 1 SEL instruction. Also, common understandings of SEL competencies will be developed. Each Trimester, one to three of these competencies will be selected in alignment with academic areas of focus – specifically instructional practice. To support this work, the school/district will:
	1. Golden Hill will schedule specific meeting times, with support for facilitation form building and/or district leadership, at a minimum the number of meetings will be scheduled for each benchmark (approximately two meetings per Benchmark), starting in September.
	2. The school/district will establish a schedule for professional development, by the middle of August, at the latest.
	3. Identified competencies, and expectations for use will be communicated to district and staff, through a combination of emails and meetings, emails occurring within two days after the Climate Leadership team meeting.
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| **Interim Benchmarks for Teachers/Practitioners (behavior)****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. | How will each Strategic Initiative drive a change in teacher behavior that will lead to achievement of the MAG?1. [Tiered System of Instruction, yr. 1]: Teachers will demonstrate a common and systematic understanding of Tier I instructional practices and expectations for teaching and learning to meet the needs of all students, including historically-marginalized students using an ILT developed rubric of Tier I instructional practices and expectations. These behaviors will have been specifically identified by ILT, and focus practices will be established every two months. The CLASS, indicators will be used to develop clarity in the expected practices. Behavior Benchmarks for Teachers are:
	1. As evidence of a community of practice, educators will demonstrate identified practice behaviors by team(ILT), across all grades and context (art, music for example). The data collection cycle from Turn Around Practice #2 will measure this benchmark.
2. [Core Data Foundation, yr1]: Teachers will demonstrate professional collaboration via shared data inquiry at the grade team level, leading to documented instructional change; this will be observed by DLT leadership using a DLT-developed rubric on professional practice around shared data.
	1. As an evidence of a community of practice, educators will have data, or evidence of student learning (student work for example), across all grades and context (art, music for example), that is directly related to DESE Frameworks, and the data will anchor the conversations during established meeting times, starting in September, and continuing monthly. Measured by observation/facilitation by district/school support, and by artifacts (agenda, notes) – starting in September, and continuing throughput the school year.
3. [SEL Curriculum/Behavior Plan, yr. 1]: While piloting and utilizing a variety of district-approved SEL strategies, teachers will demonstrate a common and systematic understanding and reinforcement of a common set of social / emotional competency-based behaviors for students as measured by regular observation of practice. Behavior Benchmarks for Teachers Are:
	1. As evidence of a community of practice, across all grades and context (art, music for example), educators will increase identified SEL Competency Behaviors by team(CCLT). This will be measured by the data collection cycle from Turnaround Practice 2.
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| **Interim Benchmarks for Students (behavior/outcomes)****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. | How will each Strategic Initiative drive a change in student behavior/outcomes that will lead to achievement of the MAG?1. [Tiered System of Instruction, yr. 1]: Students demonstrate active participation in their own learning through self-assessment and self-advocacy measured by classroom observations, Student behavior Benchmarks:
	1. Students will increase identified learning/engagement behaviors by team(ILT) determined percent, from a baseline collected at the end of September, as a baseline. There will be 3 follow-up data collections; middle of November, first two weeks of January, and the end of March.
	2. Students’ perception of response to needs (theirs) will increase by an ILT/DLT/CCLT determined percent form a base line in the first week of October -– measured by further student surveys (administered 2 additional times,–December, February).
2. [Core Data Foundation, yr1): a. Student responses to DLT survey on data-driven differentiated instruction show that students feel that instruction is targeted to their specific needs at more frequent levels than in the past. b. Using a meaningful benchmark assessment, student achievement will be measured over time. Student Benchmarks:
	1. Students’ perception of response to needs (theirs) will increase by an ILT/DLT/CCLT determined percent form a base line in the first week of October -– measured by further student surveys (administered 2 additional times, at least, –December, February).
3. [SEL Curriculum/Behavior Plan, yr. 1]: Students demonstrate desired behaviors and SEL competencies as measured by class observation and student self-assessment.
	1. Students will increase identified observed SEL Competency behaviors by team(CCLT) determined percent, from a baseline collected in September, as a baseline. There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
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| **Measurable Annual Goals (MAGs) for Student Achievement** | We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.  |
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| **Other MAGs**3 required by statute:1. Student acquisition of twenty-first century skills2. Development of college readiness3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable | 1. Percentage of students mastering identified learning and innovation skills (ALL) 2. Reduction (15%) in the percentage of students scoring Does Not Meet Expectations on ELA and Math Next Generation MCAS (ES, MS)3.Percentage (80%) of teachers, by grade level, using the results of developmentally appropriate child assessments of social and emotional learning to plan for and address Tier 1 SEL instruction, including curriculum, learning environments, interactions (ES) |
| **Interim Benchmarks for Teachers/Practitioners (behavior)****Turnaround Practice #2: Intentional practices for improving instruction**The school employs intentional practices for improving teacher-specific and student-responsive instruction. | How will each Strategic Initiative drive a change in teacher behavior that will lead to achievement of the MAG?1. [Tiered System of Instruction, yr. 1]: Teachers will demonstrate a common and systematic understanding of Tier I instructional practices and expectations for teaching and learning to meet the needs of all students, including historically-marginalized students using an ILT developed rubric of Tier I instructional practices and expectations.
	1. Educators will increase identified observed practice behaviors by team(ILT) determined percent, from a baseline collected at the end of September, as a baseline. There will be 3 follow-up data collections; middle of November, first two weeks of January, and the end of January and start of March.
2. Core Data Foundation, yr1): Teachers will demonstrate professional collaboration via shared data inquiry at the grade team level, leading to documented instructional change; this will be observed by DLT leadership using a DLT-developed rubric on professional practice around shared data.
	1. Educators will have data, or evidence of student learning (student work for example), that is directly related to DESE Frameworks, and the data will anchor the conversations during established meeting times, starting in September, and continuing monthly. Measured by observation/facilitation by district/school support, and by artifacts (agenda, notes) – starting in September and continuing throughout the year.
	2. Educators will evidence direct actions, based on data analysis, in their instruction, as measured by observations and artifacts – starting in September and continuing during throughput the school year.
3. [SEL Curriculum/Behavior Plan, yr. 1]: While piloting and utilizing a variety of district-approved SEL strategies, teachers will demonstrate a common and systematic understanding and reinforcement of a common set of social / emotional competency-based behaviors for students as measured by regular observation of practice.
	1. Staff will increase identified observed SEL Competency behaviors by team(CCLT) determined percent, from a baseline collected at the end of September. There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
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| **Interim Benchmarks for Students (behavior/outcomes)****Turnaround Practice #2: Intentional practices for improving instruction**The school employs intentional practices for improving teacher-specific and student-responsive instruction. | How will each Strategic Initiative drive a change in student behavior/outcomes that will lead to achievement of the MAG?1. [Tiered System of Instruction, yr. 1]: Students demonstrate active participation in their own learning through self-assessment and self-advocacy measured by classroom observations.
	1. Students will increase identified observed learning/engagement behaviors by team(ILT) determined percent, from a baseline collected at the end of September. There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
2. [Core Data Foundation, yr1): a. Student responses to DLT survey on data-driven differentiated instruction show that students feel that instruction is targeted to their specific needs at more frequent levels than in the past. b. Using a meaningful benchmark assessment, student achievement will be measured over time.
	1. Students’ perception of response to needs (theirs) will increase by an ILT/DLT/CCLT determined percent form a base line in the first week of October -– measured by further student surveys (administered 2 additional times, at least, –November, February).
3. [SEL Curriculum/Behavior Plan, yr. 1]: Students demonstrate desired behaviors and SEL competencies as measured by class observation and student self-assessment.
	1. Students will demonstrate and increase (determined by examination of baseline) in CCLT determined focus competencies, from a base line in September. There will be 3 follow-up data collections; middle of November, first two weeks of January, and the end of February and start of March.

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| **MAGs for Student Achievement** | We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.  |
| **Interim Benchmarks for Teachers/Practitioners (behavior)****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. | How will each Strategic Initiative drive a change in teacher behavior that will lead to achievement of the MAG?1. [Tiered System of Instruction, yr. 1]: Teachers will demonstrate a common and systematic understanding of Tier I instructional practices and expectations for teaching and learning to meet the needs of all students, including historically-marginalized students using an ILT developed rubric of Tier I instructional practices and expectations.
	1. Educators will increase identified observed practice behaviors by team(ILT) determined percent, from a baseline collected at the end of September. There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
	2. Educators will have Tier 1 intervention scheduled into their instructional time, at start of year (September)and practiced observed Tier 1 interventions as part of identified practice (see *a* above for scheduled cycle).
2. Core Data Foundation, yr1): Teachers will demonstrate professional collaboration via shared data inquiry at the grade team level, leading to documented instructional change; this will be observed by DLT leadership using a DLT-developed rubric on professional practice around shared data.
	1. Educators will have data, or evidence of student learning (student work for example), that is directly related to DESE Frameworks, and the data will anchor the conversations during established meeting times, starting in September, and continuing monthly. Measured by observation/facilitation by district/school support, and by artifacts (agenda, notes) – starting in September, and continuing throughout the school year.
	2. Educators will evidence direct actions, based on data analysis, measured through data collection cycle (see 1*a* above).
3. [SEL Curriculum/Behavior Plan, yr. 1]: While piloting and utilizing a variety of district-approved SEL strategies, teachers will demonstrate a common and systematic understanding and reinforcement of a common set of social / emotional competency-based behaviors for students as measured by regular observation of practice.
	1. Staff will increase identified observed SEL Competency behaviors by team(CCLT) determined percent, from a baseline collected at the end of September. There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
	2. Students’ perception of response to needs (theirs) will increase by an ILT/DLT/CCLT determined percent form a base line in the first week of October -– measured by further student surveys (administered 2 additional times, at least, –December, February).
 |
| **Interim Benchmarks for Students (behavior/outcomes)****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. | How will each Strategic Initiative drive a change in student behavior/outcomes that will lead to achievement of the MAG?1. [Tiered System of Instruction, yr. 1]: Students demonstrate active participation in their own learning through self-assessment and self-advocacy measured by classroom observations.
	1. Students will increase identified observed learning/engagement behaviors by team(ILT) determined percent, from a baseline collected at the end of September. There will be 3 follow-up data collections; middle of November, first two weeks of January, March.
	2. Students’ perception of response to needs (theirs) will increase by an ILT/DLT /CCLT determined percent form a base line in the first week of October -– measured by further student surveys (administered 2 additional times, at least, –December, February).
2. [Core Data Foundation, yr1): a. Student responses to DLT survey on data-driven differentiated instruction show that students feel that instruction is targeted to their specific needs at more frequent levels than in the past. b. Using a meaningful benchmark assessment, student achievement will be measured over time.
	1. Students’ perception of response to needs (theirs) will increase by an ILT/DLT determined percent form a base line in the first week of October -– measured by further student surveys (administered 2 additional times, at least, –December, February).
3. [SEL Curriculum/Behavior Plan, yr. 1]: Students demonstrate desired behaviors and SEL competencies as measured by class observation and student self-assessment.
	1. Students’ perception of response to needs (theirs) will increase by an ILT/DLT/CCLT determined percent form a base line in the first week of October -– measured by further student surveys (administered 2 additional times, at least, –December, February).
 |
| **MAGs for Student Achievement** | We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.  |
| **Other MAGs**7 required by statute:1. Parent and family engagement2. Building a culture of academic success among students3. Building a culture of student support and success among school faculty and staff4.Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items)5. Student safety and discipline6. Student promotion and dropout rates7. Graduation rates (high schools only) | 1. Percentage of parents/guardians and/or other family members reporting an understanding of the school's turnaround efforts, the targets the school is striving for, and their role in contributing to reaching these goals (ALL) 2. Percent of teachers, students, and families agreeing that the school offers regular opportunities to publicly celebrate student/school success, recognize achievement and reinforce high expectations. (ALL) 3. Percentage of teachers observed implementing key instructional practices supported through professional development, as evidenced by data collected through learning walks, feedback forms completed by instructional coaches, or other measures (ALL)  4. Percentage of students absent 10+ days (decrease) (DESE Goal) 5. Number or percent of non-drug, non-violent, non-criminal incidents (decrease): # of incidents categorized as non-drug, non-violent, non-criminal (50%) 6. Retention rate (decrease): Percentage of enrolled students repeating the grade in which they were enrolled the previous year (as of October 1) (30%)   |
| **Interim Benchmarks for Teachers/Practitioners (behavior)****Turnaround Practice #4: School Culture and Climate**A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers. | How will each Strategic Initiative drive a change in teacher behavior that will lead to achievement of the MAG?1. [Tiered System of Instruction, yr. 1]: Teachers will demonstrate a common and systematic understanding of Tier I instructional practices and expectations for teaching and learning to meet the needs of all students, including historically-marginalized students using an ILT developed rubric of Tier I instructional practices and expectations.
	1. Educators will increase identified observed practice behaviors by team(ILT) determined percent, from a baseline collected at the end of September. There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
2. Core Data Foundation, yr1): Teachers will demonstrate professional collaboration via shared data inquiry at the grade team level, leading to documented instructional change; this will be observed by DLT leadership using a DLT-developed rubric on professional practice around shared data.
	1. Educators will have data, or evidence of student learning (student work for example), or behaviors, that is directly related to DESE Frameworks SEL Competencies, and the data will anchor the conversations during established meeting times, starting in September, and continuing monthly. Measured by observation/facilitation by district/school support, and by artifacts (agenda, notes) – starting in September, continuing throughout the year.
3. [SEL Curriculum/Behavior Plan, yr. 1]: While piloting and utilizing a variety of district-approved SEL strategies, teachers will demonstrate a common and systematic understanding and reinforcement of a common set of social / emotional competency-based behaviors for students as measured by regular observation of practice.
	1. Educators will increase identified observed SEL Competency behaviors by team(CCLT) determined percent, from a baseline collected at the end of September. There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
		1. Educators will refer to desired school wide behaviors through reference to visual prompts. Measured by faculty exit tickets and building leadership observations – 3 times per trimester, 3 instances per observation.
 |
| **Interim Benchmarks for Students (behavior/outcomes)****Turnaround Practice #4: School Culture and Climate**A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers. | How will each Strategic Initiative drive a change in student behavior/outcomes that will lead to achievement of the MAG?1. [Tiered System of Instruction, yr. 1]: Students demonstrate active participation in their own learning through self-assessment and self-advocacy measured by classroom observations.
	1. Students will increase identified observed learning/engagement behaviors by team(ILT) determined percent, from a baseline collected at the end of September. There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
2. [Core Data Foundation, yr1): a. Student responses to DLT survey on data-driven differentiated instruction show that students feel that instruction is targeted to their specific needs at more frequent levels than in the past. b. Using a meaningful benchmark assessment, student achievement will be measured over time.
	1. Students’ perception of response to needs (theirs) will increase by an ILT/DLT/CCLT determined percent form a base line in the first week of October -– measured by further student surveys (administered 2 additional times, at least, –December, February).
3. [SEL Curriculum/Behavior Plan, yr. 1]: Students demonstrate desired behaviors and SEL competencies as measured by class observation and student self-assessment.
	1. Students will increase identified observed SEL Competency behaviors by team(CCLT) determined percent, from a baseline collected at the end of September There will be 3 follow-up data collections; middle of November, first two weeks of January, and March.
		1. Students will demonstrate desired identified school wide behaviors, with CCLT developed foci. Measured by Monthly observations by school leadership and or CCLT members. A goal of 3 instances per 30 minutes of observations.
 |

**District progress monitoring process:** For the turnaround plan as a whole, describe the systems and processes the district will use to support and monitor the implementation and impact of the turnaround plan.

The Haverhill Public School District leadership will be actively involved on the progress monitoring/benchmarking, as evidenced in Appendix I. Further the District’s goals are aligned with the school’s, there is cohesion and resonance:

*Social Emotional Learning.*

*Haverhill Public Schools has several social emotional learning initiatives underway, including the ECLC planning initiative, BARR grant programs (Building Assets Reducing Risks), Classroom Dojo, Dean’s List, Lesley Institute for Trauma Sensitivity, and Teaching with Poverty in Mind Study Groups. Multiple schools report being PBIS (Positive Behavioral Intervention and Supports) schools; however, indications that the program is not being implemented with fidelity are visible in many of these schools. There is no specific guidance or comprehensive plan for social emotional learning (SEL) across the district. Several families of English learners and students of color have specifically reached out seeking to discuss issues of racial inequities and racism in our schools. These parents are joined by a larger community of parents concerned about bullying and behavioral outbursts in our classrooms. While pockets of high quality social emotional learning initiatives exist across the district, research has clearly shown that to truly impact school culture they must be universally implemented, the design and implementation of a true SEL framework is a district priority.*

The new director of MTSS has provided a possible SEL aligned program to help establish a safe and supportive school, the math curriculum supervisor is supporting the implementation of STMath. The EL, and ELA supervisors are part of the process for creating, supporting, and monitoring the core Tier 1 instruction and interventions. Further, Golden Hill in alignment with the district, will use Renaissance (district-wide tool) assessment data for benchmarking and instructional adjustments, in alignment with:

*Data-Driven Decision Making*

*Data-driven educational decision making refers to the process by which educators examine assessment data to identify student strengths and deficiencies and apply those findings to their classroom practice. The process of looking at individual student performance through the critical examination of not only student outcomes, but also curriculum and instructional practices, yields data that helps teachers make informed instructional decisions that support improved outcomes for all students.*

This alignment, and direct District involvement in benchmark/progress monitoring, creates system support and monitoring.

####  TITLE-1 SCHOOL-WIDE PROGRAM REQUIRED COMPONENTS

**In accordance with Section 1114(b)(2) of Title 1, the School-wide Program Plan must address the following 10/ten components. The plan should be reviewed and updated regularly to reflect the needs of all children in the school.**

1. **Annually, a comprehensive needs assessment:**
	1. *Refer to Section IV,*
2. **School-wide reform strategies (TAP Strategic Objectives and Initiatives):**
	1. *Refer to Section V,*
		1. PAX Initiative, in support of Strategic Objective SEL/Behavior Plan. Researched based, Professional development provided.
		2. MTSS Initial school cohort, DESE supported and provided, in support of Strategic Objective Tiered System of Instruction.
		3. Implementation of Common Planning time, building based math and literacy support staff, for dedicated time to analyze data and adjust instruction. In support of Tiered Instruction and Core Data Foundations Strategic Objectives.
	2. *Tutoring, building wide. Use of Renaissance Star tests, MCAS results, and teacher observations to target students and student needs.*
	3. *Implementation and support of Phonics Based Literacy program – Letter Land. Supported through District Professional Development, and building based supports – coach.*
	4. *Implement ST Math through all grades.*
3. **Instruction by highly qualified professional staff:**

 It is our goal that 100% of the teachers are appropriately certified. Outreach to perspective employees is conducted through the District HR Department and is accomplished through on-line advertising and inter-agency networking. In addition, a partnership exists between HPS and a number of institutes of higher education to support practicums/fellowships as a possible pipeline for teachers. Once hired, all new teachers are provided with a mentor and participate in a HPS induction and mentoring program. Teachers in the HPS are offered numerous high quality professional development experiences to support continuous professional growth.”

1. **Professional development for teachers, support staff, and paraprofessionals.**

Golden Hill has implemented Common Planning Time (CPT), in-school observation opportunities with trained math and literacy coaches. Training for coaches is consistent and provided through the district. PAX initial training for all staff, including support and paraprofessional staff. ST Math training for teachers and paraprofessionals. District professional development programs created as comprehensive courses that are available for all staff and aligned with school/district needs.

1. **Implement strategies to attract high-quality and qualified teachers.**
	1. Refer to Roman Numeral III above.
2. **Strategies to increase parental involvement in student achievement:**
	1. Refer to Sections II and III.
	2. Title 1 parent nights to engage parents with curricula and staff, ST Math Night for example, and Introducing PAX Family Night.
	3. See Appendix 1, surveys. Surveys drive outreach and Title 1 Parent Nights.

**VII. Strategies for assisting students in the transition to the next level.**

Waiting for sample statement

 **VIII. Inclusion of staff in decisions regarding the use of assessments.**

1. Refer to Section V – pages 14 to 17.
2. Refer to pages 29-31

 **IX. Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.**

1. Refer to page 24.
2. WIN Time (**W**hat **I** **N**eed time) is set aside for interventions, including “Letterland and Envisions” interventions, ELA and Math curriculum. Further, literacy support staff wok with small groups of identified students, on specifically identified needs. These needs are identified through assessments such as ; Letterland, F&P Benchmarks, Renaissance Star testing.
3. SST (Student Support Team) meets weekly, participants review student data and develop real time plans. Plans are reviewed for effectives within four to six weeks. ELL, SPED, and content specialist review student data with educator who requested assistance.
4. Special Education Referral Process is followed to ascertain whether a learning disability is prevalent.

**X. Coordination and integration of programs and services.**

1. See Section V, entire section. The TAP integration of Strategic Objectives and Initiatives.
2. SEL behavior and competency initiative, PAX, is used to support the initial work of creating inclusive instruction capacity (MTSS Academy on Inclusive practice). The PAX initiative is based on student engagement and is aligned with inclusive practices that require student independence, choice, and self-reflection.
3. Professional development initiatives, including math and literacy coaching, support the initiatives included in Section V and the district initiatives of Letterland, and ST Math. Collaborating with colleagues, analyzing data, and modeling lessons directly connected to sate learning standards.
4. EL professional development is aligned with TAP goals and initiatives, EL instructors use ST Math and Letterland, are engaged in SRT (School Redesign Team) groups that develop focus areas.

**Highlights:**

**Initial data on the PAX SEL initiative is excellent. Undesired behavior is down, staff uses common language and has received common training and materials.**

**ST Math is implemented throughout the school, and all staff are trained.**

**District phonics program was established and Golden Hill has staff trained and implementation is ongoing and being delivered with fidelity.**

**School Leadership Groups are meeting and building capacity to share in leadership decisions and the responsibility to support and initiate and support them.**

**Challenges:**

**Most benchmarks for progress monitoring are met, but not all. Key instructional improvement goals are moving slowly.**

**The Data Leadership Team is not solidly formed, trained, and engaged.**