Dr. Albert B. Consentino Middle School

School Improvement Plan

September 2019- June 2022

John Mele, Principal
Richard Poor, Assistant Principal

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DR. ALBERT B. CONSENTINO MIDDLE SCHOOL
SCHOOL IMPROVEMENT COUNCIL

CHAIRPERSON:

John Mele, Principal _____

COCHAIR

Richard Poor, Assistant Principal _____

RECORDING SECRETARY:

Kimberly Costanzo _____

TEACHERS & STAFF:

Jessica Paquette _____

Daniel Sullivan _____

PARENTS:

Kimberly Costanzo _____

David Marley _____

Rebecca Marley _____

Kimberly Lawson _____

COMMUNITY REPRESENTATIVE

Christine Soundara _____

BUDGET NARRATIVE

The FY20 budget of the Consentino Middle School totaled over $5.7 Million. Of the total allotment over $4.7 Million accounts for salaries to over 80 full and part-time employees as well as the substitute budget.

The remainder of the $5.7 Million (less than $1M) is designated for supplies, technology, facilities, and general operating costs.

Not included are Title Grants such as Title 1 which a total has not yet been designated for the Consentino School. However, it is anticipated that Title 1 will be in excess of $23,000 for the school during School Year 2019-2020.

SCHOOL VISION, MISSION STATEMENT, OVERARCHING GOAL, THEORY OF ACTION AND STRATEGIC OBJECTIVE

SCHOOL VISION
It is our community's vision to instill a passion for lifelong learning in each student while simultaneously fostering integrity, respect, and responsibility. Our students will possess the ability to think critically, adaptively, and humanely in order to meet the needs of tomorrow.
SCHOOL MISSION STATEMENT
The Dr. Albert B. Consentino School's mission is to create a rigorous learning environment that encourages high expectations for academic and personal success. Through positive reinforcement and the explicit teaching of accountability for our actions, our school community promotes a safe, orderly, and supportive environment where all learners are equipped with the tools needed for their own academic and personal success.
OVERARCHING GOAL
Development of a high functioning Professional and Student Learning Community by strengthening collaboration, reflective teaching and learning, and effective stakeholder communication and engagement in order to ensure higher levels of success in learning for all students. The school will increase student self-efficacy and positive decision-making skills through the consistent use of the school-wide tiered Positive Behavioral Intervention System (PBIS) that is research-based and data driven.
THEORY OF ACTION
If the Dr. Albert B. Consentino Middle School strengthens Tier 1 instruction through collaboration and reflective teaching, engages stakeholders effectively, and improves school climate and systems, then a dramatic increase in student achievement will be attained.
STRATEGIC OBJECTIVE
The Equity of Achievement Strategic Objective at Consentino Middle 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.

APPENDIX A: SCHOOL IMPROVEMENT COMPONENTS AS REQUIRED BY THE MASSACHUSETTS EDUCATION REFORM ACT

A. The impact of class size on student performance
   - Student Teacher Ratio: 15.4:1
     - Starting in School Year 2019-2020, Beginner EL classes became fully integrated into traditional mainstream homerooms and Encore classes. Additionally, pullout services for ELA and Intermediate EL were eliminated during core instruction. With the addition of an intervention block (Success Block), students requiring specialized services receive them at that time. However, Special Educators and other personnel support the students in their core classes through a full inclusion model.

B. Professional development for the school's staff Enhancement of parental involvement.
   - Starting in School Year 2018-2019, the Haverhill Public Schools partnered with 1647 to increase family engagement efforts. During the beginning of the 2019-2020 School Year, a Family Engagement Action Team (FEAT) was created in tandem with the school's existing Climate Committee. Together, these two groups with the school leadership team and 1647 work to increase family and community engagement effectiveness and practices.

C. School safety and discipline
   - The school operates on a school-wide system of Positive Behavioral Interventions & Supports (PBIS). The mission of the program as designated by the school's Climate Committee is notes as follows:

     In order to assist students in making positive choices and to create a positive climate for learning, Dr. A.B. Consentino School will use a merit and reminder system to address behavior starting in the 2018-2019 School Year.

     The system below will provide rewards for positive behaviors and consequences for negative behaviors. This system is intended to assist students in making good choices thus producing well behaved students. Our ultimate goal is to develop students who are self- disciplined and good citizens. It should be our focus at all times as educators to catch students "being good".

     The driving factor of the updated PBIS program at Consentino is to maximize time on learning and minimize exclusions from the classroom and/or building.

Teachers and administrators are expected to handle minor discipline incidents in the classroom as well as in common areas of the school such as hallways, cafeteria and during assemblies. Reminders are redirections and should be delivered in a neutral tone (i.e. "Johnny, that's a demerit for being unprepared"). The idea behind Reminders is to remind students of expectations in order to prevent small obstacles from becoming larger escalated behaviors. Our goal as a school is that each teacher has an average 5:1 Merit to Reminder ratio. It is expected that all staff members assist in the implementation of this program.

Major infractions may result in disciplinary action that is not addressed through the use of Reminders. The Merit/Reminder system is a school-wide discipline plan that should be focused on behavior and is not connected to academics. Any staff member can issue Merits and Reminders as well as Automatic Detentions (ADs). ADs will be issued for the reasons outlined in this policy and nothing further.

- Additionally, the school houses a Security Guard and School Resource Officer. The school follows ALICE Protocols and all other district and municipal fire and safety regulations.

D. Extracurricular activities

- Starting in School Year 2019-2020 all user fees for sports in Haverhill were eliminated. As such, the school has taken steps to increase our intramural sports involvement. The following sports are currently available to students Grades 5-8:
  - Basketball
  - Volleyball
  - Cross Country
  - Track and Field
  - Ski Team (cost involved with external providers)

- Additionally, the following non-athletic extracurricular activities are offered:
  - Yearbook
  - National Junior Honor Society
  - Academic Bowl
  - Model United Nations
  - Band

- Jazz Band
- Chorus
- Bucketheads
- Green Team
- Junior VIP

E. Meeting the diverse learning needs of all students.
- See Part G below as well as Appendix B, D, and E.

F. Professional development for the school's staff concerning working with culturally and linguistically diverse students.
- In addition to the school's partnership with 1647 and local community organizations such as the Mt. Washington Alliance, the school now employs a Family & Community Liaison who i bi-lingual in the most common language aside from English, that being Spanish. Additionally, Professional Development programs on working with diverse learners are starting to be offered at the district level.

G. Time on Learning.
- Starting as a pilot for School Year 2019-2020, all content classes and ENCORE were reduced to approximately 43 minutes. This change was made to ensure equity between subject areas and to allow for the creation of an intervention (Success) block and a block for students to work on the self-paced adaptive i-Ready pathway in both Reading and Math during Focus blocks. The added i-Ready pathway allow for classrooms to be covered by support personnel so that classroom teachers, Special Educators, and EL teachers can have common planning time to review student work, plan, and discuss the SEL needs of their students. Additionally, students receiving pullout instruction previously now receive general education classroom instruction (core) but then receive specialized instruction during Success blocks when all other students are working on intervention. This is the Core+More strategy the school is beginning to employ. The program will be reevaluated at the end of the 2020 School Year.

H. Technology
- Beginning during School Year 2019-2020, a 1:1 chromebook initiative was launched by the district. Presently, there are 100 devices more than students in the school.
- Each classroom throughout the school is equipped with a ViewSonic interactive smart TV/computer.
- The school has invested in i-Ready for both Reading and Math, providing an adaptive benchmark assessment and individualized interactive/adaptive pathway based on said benchmark assessment. Data is clearly tied to MA DESE standards and is used to drive instruction.

I. Capital Improvements
- Major roof repairs were completed in the Fall of 2019 totalling over $400,000.
- As of Fall 2019, the school has been identified by the Massachusetts School Building Authority (MSBA) and will go through a feasibility study within the next year to determine next steps for the Consentino School's building.

J. MCAS Results & State Accountability Data

- Participation Rate: 99-100%
- Accountability Rating: Not Requiring Assistance or Intervention (11th Percentile)

2019 ELA & Math MCAS Results

			% School	% District
ELA & Math				
Grade 4 ELA				
	Exceeding Expectations		3	7
	Meeting Expectations		32	38
	Partially Meeting		49	42
	Not Meeting		16	14
Grade 4 Math				
	Exceeding Expectations		9	6
	Meeting Expectations		30	37
	Partially Meeting		47	38
	Not Meeting		14	19
Grade 5 ELA				
	Exceeding Expectations		2	3
	Meeting Expectations		19	31
	Partially Meeting		58	51
	Not Meeting		21	15
Grade 5 Math				
	Exceeding Expectations		1	1
	Meeting Expectations		19	24
	Partially Meeting		53	55

	Not Meeting		27	20
Grade 6 ELA				
	Exceeding Expectations		6	5
	Meeting Expectations		35	30
	Partially Meeting		39	43
	Not Meeting		20	22
Grade 6 Math				
	Exceeding Expectations		5	5
	Meeting Expectations		34	31
	Partially Meeting		46	47
	Not Meeting		15	17
Grade 7 ELA				
	Exceeding Expectations		1	3
	Meeting Expectations		40	36
	Partially Meeting		44	44
	Not Meeting		15	18
Grade 7 Math				
	Exceeding Expectations		3	
	Meeting Expectations		31	26
	Partially Meeting		51	48
	Not Meeting		16	20
Grade 8 ELA				
	Exceeding Expectations		3	5
	Meeting Expectations		37	33
	Partially Meeting		42	41
	Not Meeting		18	21
Grade 8 Math				
	Exceeding Expectations		9	5
	Meeting Expectations		28	31
	Partially Meeting		50	47
	Not Meeting		12	18

2019 STE MCAS Results

			% School	% District
Science, Technology, Engineering				
Grade 5				
	Advanced		2	4
	Proficient		19	30
	Needs Improvement		51	45
	Warning/ Failure		28	21
Grade 8				
	Advanced		4	2
	Proficient		28	28
	Needs Improvement		55	50
	Warning/ Failure		13	21

K. Highlights from 2018-2019 School Year

- See Appendix C

APPENDIX B: COMPONENTS OF A TITLE 1 SCHOOL-WIDE PROGRAM PLAN

1. Needs Assessment
   - Root cause analysis conducted as part of the school's Turnaround Plan process during School Year 2018-2019. See Appendix E for excerpt of Turnaround Plan. Root-cause analysis directly informed the strategic objective and strategies outlined in Appendix D and E.

2. School-wide reform strategies
   - See Appendix D

3. Instruction by highly qualified professional staff.
   - It is the goal of the Haverhill Public Schools that 100% of teachers meet Highly Qualified status. Outreach to prospective 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 FPS and Fitchburg State University to support pre-service practicums as a possible pipeline for teachers. Once hired, all new teachers are provided with a mentor and participate in an FPS induction and mentoring program. Teachers in the FPS are offered numerous high quality professional development experiences and in-service credit opportunities

4. Professional development for teachers, support staff, and paraprofessionals .
   - Beginning in the 2019-2020 School Year, the Haverhill Public Schools has created a district-wide Professional Development Program that allows employees to choose a 15 hour mini-course to participate in. All courses align with DESE requirements for Professional Development Points and are taught by both internal and external personnel. Additionally, first, second, and third year teachers continue to take part in the district's mentoring program including the First and Second Year Teacher programs provided by Research for Better Teaching (RBT).

5. Strategies To increase parental involvement in student achievement.
   - The Consentino Middle School recognizes that family involvement is essential to the academic achievement and social-emotional well-being of all students. Beginning in the 2018-2019 Academic Year, the district entered into a partnership with 1647, and organization specializing in Family & Community Engagement in order to build a Family Engagement Action Team (FEAT). This team began working in December 2019 in conjunction with the school's Climate Committee which is tasked with the SEL and overall school climate and behavior management programs outlined in Appendix D and the school's TAP.

     Additionally, the school has taken steps to partner with local community organizations such as the Mount Washington Alliance to increase partnerships with the local community at-large.

     With the help of the new family liaison (bi-lingual), the school has taken steps to communicate regularly with families both in person and via phone. The school began conducting home visits on a regular basis during the 2019-2020 school year with an emphasis on improving attendance which the school recognizes as linked to student achievement and self-efficacy.

6. Strategies for assisting students in the transition to the next level.
   - The school will continue to coordinate with Haverhill High School to involve students in the Loop Program as well as advanced math and language courses above grade-level. Additionally, the school regularly communicates with local independent, religious, and technical/vocational high schools to increase student acceptance to those schools as well as the CTE and Classical Academies at Haverhill High School.

     Prior to 8th grade transition to Haverhill High School, the school communicates during the last several months of the academic year with the 9th grade team to set up support for students as needed as they make the transition to Haverhill High School.

7. Steps to include teachers in decisions regarding the use of assessments.
   - See Appendix D

8. Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.
    - See Appendix D

9. Coordinate and integrate federal, state, and local programs and services.
    - In addition to initiatives undertaken in the School Turnaround Plan (see Appendix D), the school has invested its Title 1 funds in a Saturday Writing Academy pilot, targeting Grade 5 and 6 students to increase proficiency in historically deficit areas including writing in response to informational text.

APPENDIX C: HIGHLIGHTS OF THE 2018-2019 SCHOOL YEAR

A number of initiatives and pilot programs began during SY18-19 as the school began to craft its Turnaround Plan. Many of these programs have continued into SY19-20 in support of the 3-Year Turnaround Plan goals. Some of the highlighted activities include:

- Implementation of PBIS 2.0 using DeansList software as a means of tracking and identifying trends in school climate and student behavior. Emphasis on restorative practices and relationship with students begun. Exclusionary discipline drastically reduced.
- Increased Family & Community Engagement including:
    - Increased home communication, including home visits
    - Partnership with 1647 and Mt. Washington Alliance
    - Planning of 1st Annual Back to School BBQ
    - Holiday fundraising to support families with gifts and food during the holiday season
    - Partnership with the Salvation Army and introduction of the Backpack 68 program
- Introduction of the district's "Right Sizing" initiative, reallocating resources more equitably throughout the district and drastically lowering class sizes for SY19-20.
- Increased inclusion of Students with Disabilities and English Learners to ensure access to rigorous grade-level curriculum and instruction.
- Beginning of school beautification process, including student inspired murals and inspirational quotes throughout the building.
- Extension of musical enrichment including an increased efforts to rebuild the school band and chorus as well as the addition of the Bucketheads.
- Drastic decline in chronic absenteeism.
- Removal from the accountability rating of "In need of Targeted Support/Intervention"

APPENDIX D: STRATEGIC OBJECTIVE & SMART GOAL

STRATEGIC OBJECTIVE: The Equity of Achievement Strategic Objective at Consentino Middle 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.

SMART GOAL: By June 30, 2022, all three strategic initiatives will be in place to support the Equity of Achievement Strategic Objective. Success will be measured based on the plan shown in the ensuing tables as noted in the school's DESE Turnaround Plan.

DATA RATIONALE: 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 the Massachusetts Department of Elementary and Secondary Education (DESE) School and District 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 a more specific analysis of Edwin Analytics resources, beginning with MCAS performance expectations data. The school combined the data from MCAS Performance Expectations (PE) 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 (EWIS) 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 district and state level data.

The achievement and risk factor data were 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 English Learners (EL) results were also reviewed as were the School Instructional Observation Report (SIOR) and Turnaround Site Visit (TSV) data emerging from the school monitoring visit, staff survey, and principal interview.

The school Redesign Team brought these diverse resources, along with internal data on attendance, 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 development, and grade-level literacy attainment. Work teams identified and shared the critical stories in their respective data sources. From these diverse perspectives and data sources the team was able to identify the following key challenges:

Problem Statement #1- The school *acknowledges* it does not have a consistent school-wide program that promotes student/teacher relationships that enhance student engagement (academic and social-emotional).

Problem Statement #2- The school *acknowledges* that multiple data collecting systems exist, however, teachers and staff are not trained or well-equipped with the knowledge needed for data analysis in order to identify, target, and plan for individual and group needs (academically and social/emotionally).

Problem Statement #3- The school *recognizes* that it does not have adequate systems in place to address the unacceptably high percentage of historically marginalized students who are not meeting proficiency on DESE determined educational measures. Historically marginalized students consist of; English Learners, economically disadvantaged students, and students with disabilities.

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

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.

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 (Equity): The school *recognizes* that it does not have adequate systems in place to address the unacceptably high percentage of historically marginalized students who are not meeting proficiency on DESE determined educational measures. Historically marginalized students consist of; English Learners, economically disadvantaged students, and students with disabilities. To improve in the area of this key challenge, the following areas must be improved upon:

- High expectations and positive regard
- Use of time for professional development and collaboration
- Implementing a Multi-tiered System of Supports for Student Intervention (Academic, Behavior, and Social Emotional)

Key Challenge #2 (Data):The school *acknowledges* that multiple data collecting systems exist, however, teachers and staff are not trained or well-equipped with the knowledge needed for data analysis in order to identify, target, and plan for individual and group needs (academically and social/emotionally). To improve in the area of this key challenge, the following areas must be improved upon:

- Classroom observation data and use
- Students assessment data use (for classroom instruction)
- Implementing a Multi-tiered System of Supports for Student Intervention (Academic, Behavior, and Social Emotional)

Key Challenge #3 (SEL-Behavior): The school *acknowledges* it does not have a consistent school-wide program that promotes student/teacher relationships that enhance student engagement (academic and social-emotional). To improve in the area of this key challenge, the following areas must be improved upon:

- An improvement mindset that permeates all school behaviors, decisions, discourse, and actions
- Implementing a Multi-tiered System of Supports for Student Intervention (Academic, Behavior, and Social Emotional)
- High expectations and positive regard

(Consentino School Turnaround Plan, 2019)

STRATEGIC ACTION STEPS SWBT... . TWBT...	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
Strategic Initiative #1- Tiered System of Instruction Organize ILT with cross-grade / team membership (Data Leadership Team and School Climate Team), as well as Teachers of Students with Disabilities and English Learners Provide training to ILT around evidenced-based practices focused on instruction, high expectations, student engagement, culturally-responsive teaching and tiered interventions ILT establishes a core set of Instructional Practices (similar to High School's "Hillie Way"	All Staff- Led by Principal and Assistant Principal with the assistance of the Curriculum & Instruction Redesign Specialist. ILT consists of above named individuals as well as other faculty members representing various disciplines and grade-levels	By the end of February 2020, The school will reorganize its develop an ILT (Instructional Leadership Team) with cross-grade, inclusive-team membership that will establish a core set of Tier I instructional practices and expectations for teaching and learning to meet the needs of all students, including historically-marginalized students. The ILT will identify and implement the scope and sequence of its work as per *Strategy in Action* guidelines: "clear, challenging and consequential"; The existence and performance of the team will be assessed by the TAP Redesign Team.	By June 2020, 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-margin alized students using an ILT developed rubric of Tier I instructional practices and expectations.	The initiative to build a Tiered Systems of Instruction supports the Turnaround Plan's *Equity of Achievement* Strategic Objective through a focus on Tier I classroom instruction and the implementation of interventions to meet the needs of all students. This system of tiered instruction will utilize data to identify student needs and assist in the formation of focused interventions during the "Intervention Block." In addition, this initiative will lead to the development of a consistent set of instructional expectations across all classrooms. This initiative addresses the *school's 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).*

Strategic Initiative #2- Core Data Foundations 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.	Principal and Assistant Principal	By the end of February 2020, the school will establish a DLT with cross-grade, inclusive 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 existence and performance of the team will be assessed by the TAP Redesign Team.	To be completed by June 2020: (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.	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.
Strategic Initiative #3- SEL Curriculum/Behavior Plan Develop a SEL Leadership Team and build its capacity based on Shared Leadership Model Develop a systematic plan of communication and outreach on SEL competencies, curriculum and aligned behavior plan	Assistant Principal and Student Success Coordinator under the direction of the Principal. All staff play a part in a strong and stable school climate	By the end of February 2020, the school will re-envision its "Climate Committee" as the SEL Leadership team, recruiting teachers with trauma training and also consider using outside partners with SEL expertise; the team will identify and implement the scope and sequence of its work as per *Strategy in Action* guidelines: "clear, challenging and	By June 2020, students will begin to demonstrate desired behaviors and SEL competencies as measured by school and classroom observation, behavior data analysis, and student self-assessment.	The SEL Curriculum/Behavior Plan will provide the support for the Equity of Achievement Strategic Objective by providing a bedrock for building consistent school wide social emotional learning program with aligned behavior plan. This initiative will promote enhanced student/teacher relationships as well especially critical at the middle school developmental level. Anticipated enhanced student engagement both academically and in school related activities will result. The SEL/Behavior Plan Strategic Initiative will be foundational to the overall school's improvement as well as aligned with the tiered system of instruction and will utilize the core data foundation

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.		consequential"; The existence and performance of the team will be assessed by the TAP Redesign Team.		initiative to provide evidence for decision making as the program unfolds and going forward.

APPENDIX E: SCHOOL TURNAROUND PLAN ROOT-CAUSE ANALYSIS

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 the Massachusetts Department of Elementary and Secondary Education (DESE) School and District Profiles to measure performance by subgroup:

- Change between 2017-2018
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> **Problem Statement #3-** The school *recognizes* that it does not have adequate systems in place to address the unacceptably high percentage of historically marginalized students who are not meeting proficiency on DESE determined educational measures. Historically marginalized students consist of; English Learners, economically disadvantaged students, and students with disabilities.

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

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 <u>not</u> 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.

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 (Equity):The school *recognizes* that it does not have adequate systems in place to address the unacceptably high percentage of historically marginalized students who are not meeting proficiency on DESE determined educational measures. Historically marginalized students consist of; English Learners, economically disadvantaged students, and students with disabilities. To improve in the area of this key challenge, the following areas must be improved upon:

- High expectations and positive regard
- Use of time for professional development and collaboration
- Implementing a Multi-tiered System of Supports for Student Intervention (Academic, Behavior, and Social Emotional)

Key Challenge #2 (Data):The school *acknowledges* that multiple data collecting systems exist, however, teachers and staff are not trained or well-equipped with the knowledge needed for data analysis in order to identify, target, and plan for individual and group needs (academically and social/emotionally). To improve in the area of this key challenge, the following areas must be improved upon:

- Classroom observation data and use
- Students assessment data use (for classroom instruction)
- Implementing a Multi-tiered System of Supports for Student Intervention (Academic, Behavior, and Social Emotional)

Key Challenge #3 (SEL-Behavior): The school *acknowledges* it does not have a consistent school-wide program that promotes student/teacher relationships that enhance student engagement (academic and social-emotional). To improve in the area of this key challenge, the following areas must be improved upon:

- An improvement mindset that permeates all school behaviors, decisions, discourse, and actions
- Implementing a Multi-tiered System of Supports for Student Intervention (Academic, Behavior, and Social Emotional)
- High expectations and positive regard