



Dr. Albert B. Consentino Middle School

School Improvement Plan

October 2022 - June 2024

Dr. Richard Poor, Principal

John Mele, Assistant Principal

Amy Maldonado, Assistant Principal

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DR. ALBERT B. CONSENTINO MIDDLE SCHOOL
SCHOOL IMPROVEMENT COUNCIL

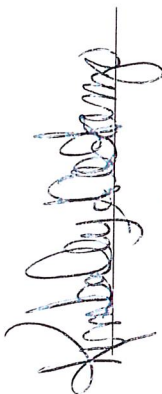
CHAIR:

Dr. Richard Poor, Principal



SECRETARY:

Kimberley Costanzo



TEACHERS & STAFF:

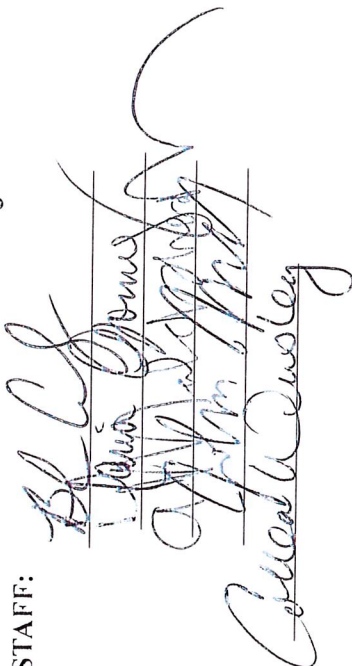
Brandon Curley

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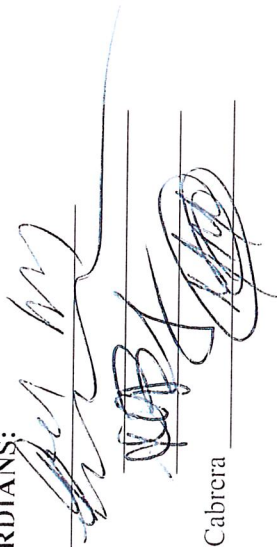
PARENTS/GUARDIANS:

Rebecca Marley

Evan Barman

Andrea Barman

Maritza Martinez-Cabrera



STUDENT REPRESENTATIVE:

COMMUNITY REPRESENTATIVE

Kieth Boucher

Scott Wood



BUDGET NARRATIVE

The FY23 budget for the Consentino Middle School totaled over \$6.7M. The budget increased by over \$1M from FY20. Over \$5M of the total budget is allocated to salaries for part-time, full-time, and substitute positions as well as several extra duty stipends/differentials. The remainder of the budget covers items such as instructional supplies, facilities needs, utilities, and general operating expenses.

Not included in the budget are Title Grants, most notably Title 1. Title 1 for FY23 has not yet been designated for Consentino Middle School as of September 2022 but based on the FY22 allotment of \$29,000 a similar figure is anticipated.

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. Over the course of the plan the school will work to build alignment with the district at-large, specifically a vertical alignment beginning in the elementary schools and on through to Haverhill High School.
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 two strategic initiatives: a Tiered System of Instruction 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: 21.2:1
 - 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 Multilingual Learner were eliminated during core instruction. With the addition of an intervention block (WIN 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 worked to increase family and community engagement effectiveness and practices. While not working with 1647 directly, these practices and structures are still in place.
- Starting in School Year 2021-2022, the Haverhill Public Schools partnered with the Equity Imperative, an organization providing consulting services for the district and schools to illuminate and identify systemic inequities and partner with stakeholders to navigate strategies for systemic change. Partnership with the Equity Imperative will continue through SY23 with the district launching its own process in SY24.

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 has gone through several iterations since its inception most notably evolving to the PRIDE Program in SY22. PRIDE stands for the shared Charger Values of Perseverance, Respect, Integrity, Discipline, and Enthusiasm.

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 PRIDE 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 Reminder 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 4:1 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 two Security Guards and a 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)
 - Cheerleading
 - Tumbling
 - Soccer
- Additionally, the following non-athletic extracurricular activities are offered:
 - Yearbook
 - National Junior Honor Society (Invitation Only)
 - Academic Bowl
 - Model United Nations
 - Band
 - Jazz Band
 - Chorus
 - Bucketheads
 - Green Team
 - Junior VIP
 - Model United Nations
 - Gay, Straight Alliance
 - Art Club
 - Principal's Student Advisory Cabinet (Invitation Only)
 - Coding
 - Creative Writing Club
 - Word Games Club
 - Stock Market Club
 - Robotics

- 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 I647, the Equity Imperative, and local community organizations such as the Mt. Washington Alliance, the school now employs a Family & Community Liaison who is 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. One of the school's Assistant Principals as well as the School Resource Officer are also fluent in Spanish.
- G. Time-on-Learning.
 - All core content classes (ELA, Math, Science, Social Studies/Civics) and Encore classes are 53 minutes with a 2-minute passing time between each period. All groups are heterogeneous. The school operates on a six day rotating schedule (A-F) with six periods following a short homeroom time. In addition, every student participated in a daily What I Need Block (WIN) for 53 minutes. During the WIN Block students spend approximately 50 minutes per week per subject for both Reading and Math on the adaptive self-paced i-Ready MyPath. Students receiving pull-out services for Special Education, Multilingual Learner Services or other interventions are pulled during this time to ensure a core+more method of instruction.
- 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. The school has assigned a staff member to be the technology single point of contact for all device repairs and other device related issues.
 - 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 along with additional expenditures for window and other building repairs to support continued operation during the COVID-19 pandemic.
- Beginning in November 2019, the district entered into the school building project process with the Massachusetts School Building Authority (MSBA). As of August 2022 the project has moved through the feasibility phase and into schematic design. The preferred option presented to the MSBA is an all new construction building serving 1,080 students in grades 5-8 across 12 academic teams. August 2022 draft plans estimate the building to be approximately 180,000 square feet with a total project cost of approximately \$160M.

J. MCAS Results & State Accountability Data

- Participation Rate: 99-100%
- Accountability Rating: N/A

2022 ELA & Math MCAS Results			
		% School	% District
ELA & Math			
Grade 5 ELA			
	Exceeding Expectations	0	1
	Meeting Expectations	10	18
	Partially Meeting	56	48
	Not Meeting	35	29
Grade 5 Math			
	Exceeding Expectations	1	1
	Meeting Expectations	13	16
	Partially Meeting	54	53
	Not Meeting	31	31
Grade 6 ELA			
	Exceeding Expectations	2	2
	Meeting Expectations	27	24

	Partially Meeting	37	40
	Not Meeting	34	34
Grade 6 Math			
	Exceeding Expectations	1	1
	Meeting Expectations	23	23
	Partially Meeting	54	52
	Not Meeting	22	24
Grade 7 ELA			
	Exceeding Expectations	3	3
	Meeting Expectations	25	25
	Partially Meeting	47	44
	Not Meeting	25	28
Grade 7 Math			
	Exceeding Expectations	1	3
	Meeting Expectations	17	19
	Partially Meeting	51	50
	Not Meeting	31	28
Grade 8 ELA			
	Exceeding Expectations	4	2
	Meeting Expectations	23	27
	Partially Meeting	41	42
	Not Meeting	32	29
Grade 8 Math			
	Exceeding Expectations	8	3
	Meeting Expectations	21	20
	Partially Meeting	49	50
	Not Meeting	32	29

2022 STE MCAS Results

		% School	% District
Science, Technology, Engineering			
Grade 5			
	Exceeding Expectations	0	3
	Meeting Expectations	21	24
	Partially Meeting Expectations	43	29
	Not Meeting Expectations	26	25
Grade 8			
	Exceeding Expectations	3	2
	Meeting Expectations	24	27
	Partially Meeting Expectations	43	44
	Not Meeting Expectations	31	28

2022 MCAS Student Growth Percentile (SGP)

Subject	Grade 5	Grade 6	Grade 7	Grade 8	School Average
ELA	29	46	53	46	46
Math	46	41	41	59	47

K. Highlights from 2019-2022 School Years

- 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 an excerpt of Turnaround Plan. Root-cause analysis directly informed the strategic objective and strategies outlined in Appendix D and E. While the Turnaround Plan officially ended on June 30, 2022, many of the elements are still in place following the COVID-19 pandemic to reflect the district's SY23 theme of "Back to the Basics".
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 Human Resources Department and is accomplished through on-line advertising and inter-agency networking. In addition, a partnership Merrimack College, UMASS Lowell, and several other institutions to support pre-service practicums as a possible pipeline for teachers. Once hired, all new teachers are provided with a mentor and participate in a robust induction and mentoring program through Research for Better Teaching (RBT). Teachers in HPS 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, an organization specializing in Family & Community Engagement in order to build a Family Engagement Action Team (FEAT).

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.

In SY22 the district partnered with the Equity Imperative, an organization that assists the district and its schools in identifying systemic inequities and building a culture in which those inequities are actively addressed and overcome. In SY23 that partnership will be continued as the district begins to roll out its own district-based program in SY24.

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.

Beginning in SY23, Consentino will partner with Haverhill High School to host a number of “academy nights” and career fairs to boost interest in the offerings at HHS and ensure access and representation in the various programs.

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 I 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. The program was conducted prior to the COVID-19 pandemic in 2020 and again in the winter/spring of 2022. Both times marked improvement was observed via i-Ready assessments. The school will continue this initiative in SY23 and SY24.

APPENDIX C:

HIGHLIGHTS OF THE 2019-2022 SCHOOL YEARS

A number of initiatives and pilot programs began during SY 18-19 as the school began to craft its Turnaround Plan. Many of these programs continued into SY 19-20 in support of the 3-Year Turnaround Plan goals. Due to the interruption of the COVID-19 pandemic these same programs are continuing through the SY 23-SY 24 Improvement Plan, in line with the SY 23 district theme of “Back to the Basics”. Some of the highlighted activities include:

- Implementation of PBIS 2.0 (SY 20) followed by the evolution to PRIDE (SY 22) using DeansList software as a means of tracking and identifying trends in school climate and student behavior. Emphasis on restorative practices and relationships with students began. Exclusionary discipline drastically reduced in SY 19 and SY 20. SY 22 saw a rise in exclusionary discipline consistent with most public schools across the nation. SY 23 will return to the priority of exclusionary discipline reduction.
- Increased Family & Community Engagement including:
 - Increased home communication, including home visits
 - Partnership with 1647 and Mt. Washington Alliance
 - Three years of an 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 SY 19-20.
- Increased inclusion of Students with Disabilities and English Learners to ensure access to rigorous grade-level curriculum and instruction.
- Continue the school beautification process, including student inspired murals and inspirational quotes throughout the building.
- Extension of musical enrichment including an increased effort to rebuild the school band and chorus as well as the addition of the Bucketheads.
- Drastic decline in chronic absenteeism in SY 20 prior to the pandemic. SY 23 will see a return to that priority.
- Removal from the accountability rating of “In need of Targeted Support/Intervention” (SY 20).
- More than 10% increase in student SGP in Math and ELA between 2021 and 2022 MCAS administration. SGP now on track to pre-pandemic performance. Consentino outpaces the other middle schools in terms of growth for ELA and all but Hunking in Math. 15 of 22 8th grade HPS students who exceeded expectations in Math in 2022 were Consentino students.
- Reduction in Chronic Absenteeism by more than 10% compared to pre-pandemic levels.

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, 2025, 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.

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:

- o Change between 2017-2018
- o Gap between actual 2018 performance and 2018 performance target
- o Number of accountability points earned (0-4)
- o 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 CHALLENGES AND AREAS OF FOCUSED IMPROVEMENT:

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

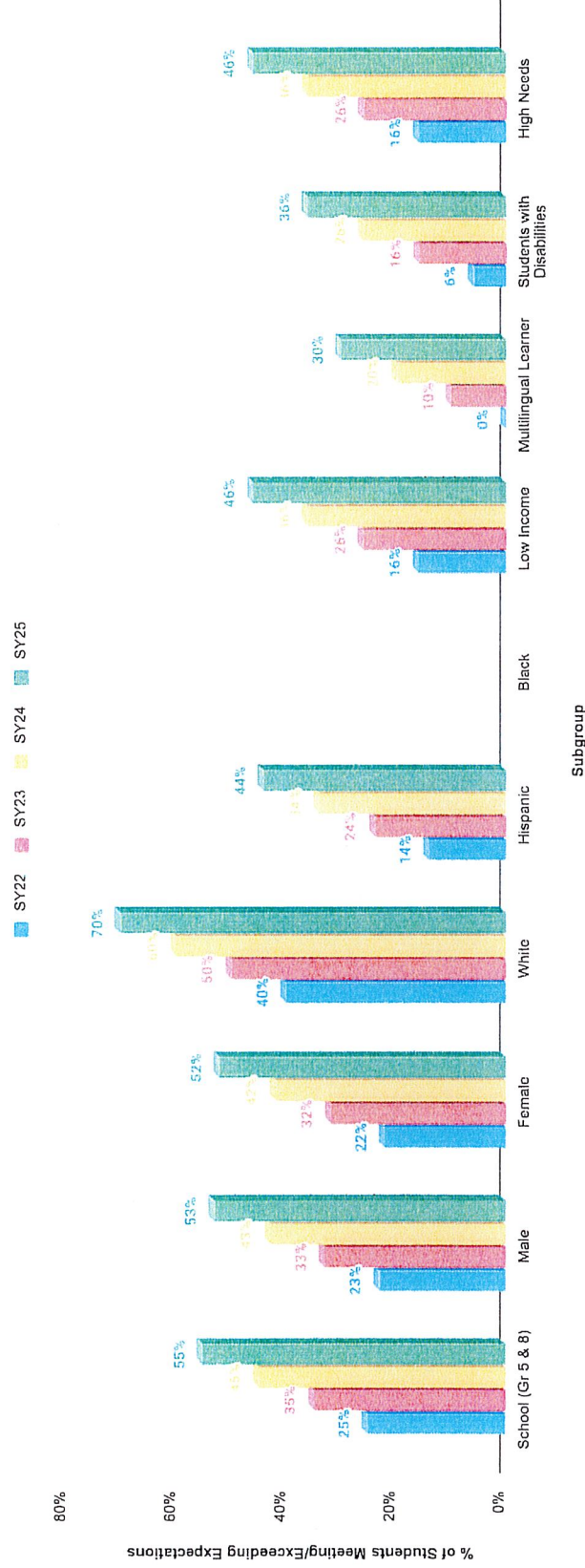
STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF PLAN TARGET	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
SWBT... TWBT... Strategic Objective #1- Tiered System of Instruction: Organize ILT with cross-grade / team membership, as well as Teachers of Students with Disabilities and English Learners and Instructional Coaches. 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. The ILT will work 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.	All Staff- Led by Principal and Assistant Principals.	By the end of December 2022, The school will reorganize its 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. By June 2023 the school will fully implement the updated WIN Block program. The school will see a 30% reduction in Tier 3 placement on the i-Ready Diagnostic Assessment. By June 2023 75% of students will meet or exceed their Typical Growth Scores as measured by the i-Ready Diagnostic Assessment. A 10% increase in SGP across all subgroups (and the aggregate) will be observed in both ELA and Math following the 2023 MCAS administration. For example	By June 2024, 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. This understanding will result in the following data points: By June 2024 the school will see a 60% reduction in Tier 3 placement on the i-Ready Diagnostic Assessment. By June 2024 100% of students will meet or exceed their Typical Growth scores as measured by the i-Ready Diagnostic Assessment. A 20% increase in SGP across all subgroups (and the aggregate) will be observed in both ELA and Math following the 2024 MCAS	The initiative to build a Tiered Systems of Instruction supports the Turnaround Plan's <i>Equity of Achievement</i> 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).

		bringing the average ELA and Math SGPs to a school-wide average of 56% and 57% respectively, representing moderately high growth.	administration. For example bringing the average ELA and Math SGPs to a school-wide average of 66% and 67% respectively, representing high growth.	
Strategic Objective #2- SEL Curriculum/Behavior Plan: Develop a systematic plan of communication and outreach on SEL competencies, curriculum and aligned behavior plan 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.	Assistant Principal and Student Support Coordinator, Guidance & Adjustment Counselors under the direction of the Principal. All staff play a part in a strong and stable school climate	By June 2023 the school will work with counseling assets to ensure a clear process for student access to counseling service. By December 2023 the school will fully implement SEL programming during the WIN block. By June 2024, the school will fully implement district processes around universal mental health screeners. By June 2023 the school will implement an attendance protocol to provide early intervention and support for chronic absenteeism. By June 2024 chronic absenteeism will decrease to 20% or less.	By June 2024, 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 school will also aim to reduce the use of exclusionary discipline by 75% (166 in SY22). By June 2024, the school's chronic absenteeism percentage will decrease to 10% or less, a 19% decrease from SY22.	The SEL Curriculum/Behavior Plan will provide the support for the Equity of Achievement Strategic Objective by providing a bedrock for building a consistent school wide social emotional learning program with an 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 initiative to provide evidence for decision making as the program unfolds and goes forward.

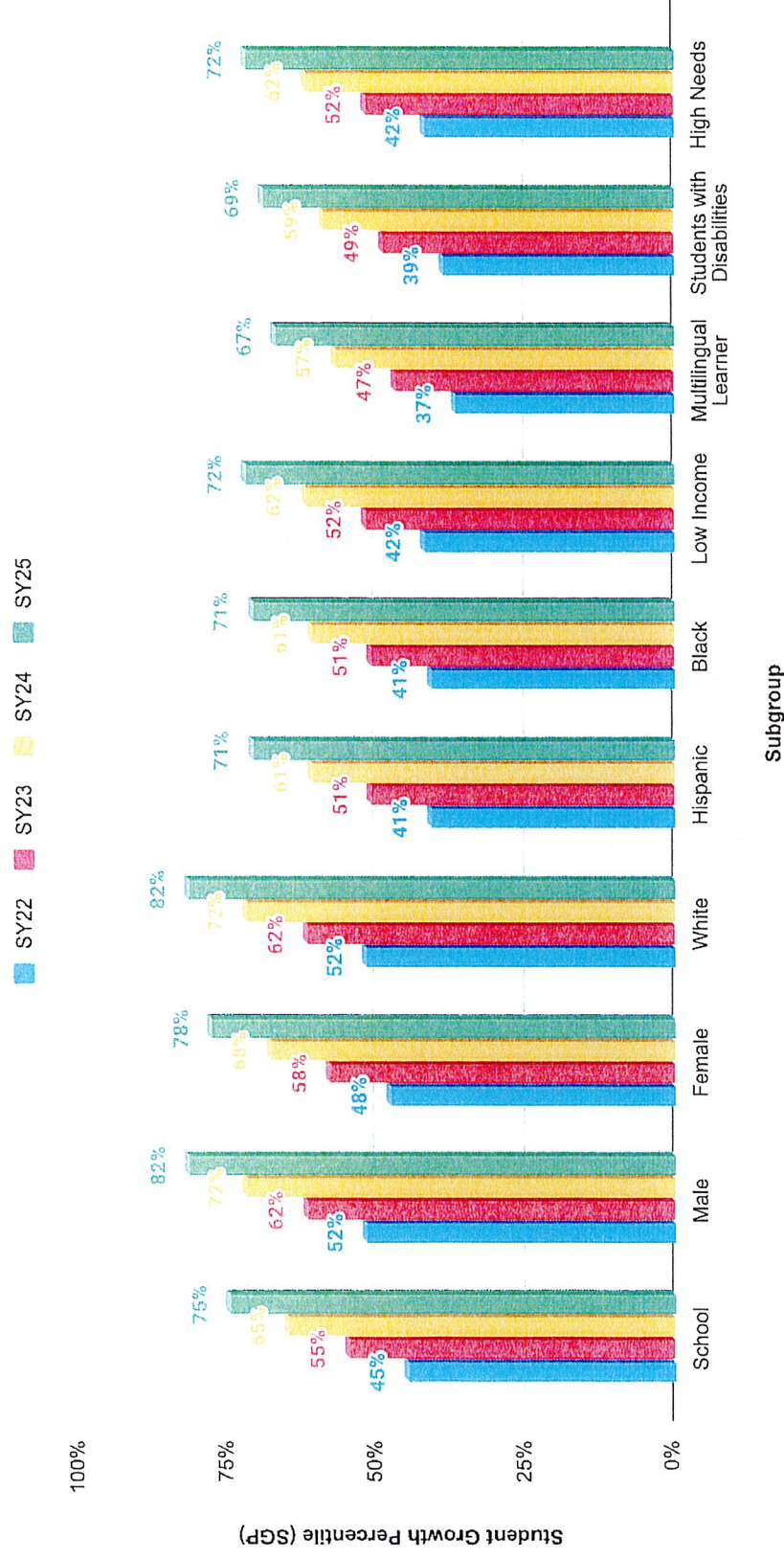
APPENDIX E: MCAS IMPROVEMENT GOALS SY23-SY25

While the school's overarching goal is to increase all areas by 10% each year through the 2025 MCAS administration the school recognizes that additional work must be done to close the achievement gap between subgroups. This will be worked on diligently through identifying key areas of improvement respective to Tier 1 instruction, intervention, and family/community outreach. Providing Multilingual Learners and Students with Disabilities rigorous grade-level content with appropriate scaffolding as needed and ensuring a culturally sensitive and inclusive learning environment for all students.

Projected Consistent STE Achievement Increase SY23-SY25 (Grades 5 & 8)



Projected Consentino ELA SGP Increase SY23-SY25 (Grades 5-8)



Projected Consentino Math SGP Increase SY23-SY25 (Grades 5-8)

