Turnaround Plan

District:       Winchendon Public Schools
School:        Toy Town and Memorial Elementary Schools

Academic Year:  2019-2020
Date Finalized: June 27, 2019
Memorial and Toy Town Elementary (TTE) schools are part of the Winchendon community. Winchendon is a small rural community with a rich history. The schools are comprised of 644 students, of which 58 percent are free and reduced lunch, an average of 86 percent minority, and 16 percent special education.

Toy Town Elementary School has remained a level 3 school for over ten years. We are currently at the 10th percentile on the MCAS assessments. Due to our level, we are required to complete the Level 3 Turnaround process developed by the MA Department of Elementary and Secondary Education. To complete this process, Memorial Elementary (Winchendon’s school serving children in preK-grade 2) and Toy Town Elementary School ILT teams collaborated to analyze student data and create a school turnaround plan. After completing a root cause analysis, it was determined that Toy Town Elementary and Memorial schools need to focus on establishing organizational structures which support distributive leadership, data-driven planning, collaboration and adult learning, strengthening tier 1 instruction and strengthening the consistency and effectiveness of our practices in support of our most at-risk learners.

During the 2019 - 2020 school year, Memorial and TTE will create systems for shared leadership and responsibility for all students. Teachers at both schools will, for the first time, have common planning time in each 6-day cycle and will be able to collaborate to improve teaching strategies and school culture and climate. Team collaboration will be enhanced to provide time for the use of protocols to analyze student data, plan for interventions and improve instruction. Leaders at both buildings are also developing detailed calendars to enable organization of time to key on instructional leadership. This will include planning for ILT, Faculty, and CPT meetings, which will enable staff to make effective use of their new collaborative time and structures.

The leaders’ calendaring will also ensure that they protect time in their days for frequent brief classroom observations and post-conferencing. This process will support teachers to strengthen their Tier 1 instruction, including more consistently implementing high-leverage instructional practices identified through the root cause analyses as a focus for improvement: lessons aligned to clear mastery objectives, higher DoK tasks, and academic discourse.

The ILT will meet to plan schoolwide PD sessions to occur at staff meetings and scheduled PD dates. At the start of the year, this will include sharing the TA plan, RTI model, MAP data, new math curriculum/assessment guidance, and trauma-informed practice. Later in the year, this will also include PD on communicating and reinforcing a growth mindset.
Memorial and TTE will enhance teachers’ use of effective teaching strategies and foster a positive and safe learning environment. In ELA, this will be accomplished by providing clear expectations regarding instructional practices and clear feedback on observations; establishing common, high expectations for writing instruction; using common data to drive ELA instruction and intervention planning, and implementing FUNDATIONS in kindergarten to address early reading skills. In math, Memorial and TTE will move to a more standards-aligned and rigorous approach, strengthening of the workshop model; and increase the use of data to drive instruction. Teachers will utilize pre-assessments and summative assessments for each unit as well as mid-point assessments for longer units in order to identify gaps in prior knowledge that need to be addressed in RTI.

Every child comes to school with different needs. We have identified several initiatives to support individualized student learning and provide support for social/emotional/behavioral needs. In order to meet the needs, student-specific supports and instruction will be put in place for all students.

- First, we will examine the current RTI model and practices, and update them to more effectively support individual students’ needs. This will include establishing a calendar of assessments and data meetings to inform RTI. All staff will receive PD laying out the updated RTI model/procedures, calendar and their bearing on staff’s professional responsibilities, and
- Second, at the district level, we will undertake an external review of our special education programming, and act on the recommendations which emerge from that process.

School culture and climate has also been identified as an area of need. Students learn what they see. The focus will be to foster a student centered, positive, and child friendly environment. In order to accomplish this, our focus will be to strengthen our school culture and climate and to provide staff with the resources and training they need to be the best teachers they can be.

Measuring the progress of our turnaround work is crucial for the Turnaround Plan’s success. We have incorporated many measurements in this Turnaround Plan to ensure all actions steps are carried out, and more importantly, to progress monitor their impact and course-correct as needed. With this detailed plan as a reference point, every week or every two weeks, the Superintendent or Director of Instruction, Curriculum and Assessment will meet with each building leader and any members of their team they invite to participate, to monitor the building’s progress in implementing its TA Plan. Agendas for these meetings will be developed in reference to the detailed, chronological plan. This plan will also be monitored by building administration and the ILT team. The ILT team will meet with administration bi-weekly to analyze and review progress data and identify strengths and weaknesses of the progress and the plan. At grade-level meetings, teachers will use their MAP and unit pre- and post- assessments to gauge student progress and adjust plans.
Section II: Stakeholder Engagement
Briefly describe the district and school’s process for receiving input from stakeholders throughout all stages of the turnaround process. (1-2 pages)

- Who is in your stakeholder group? How have you represented the perspectives of historically marginalized groups?
- Describe the process used to gather input from stakeholders
- What are the recommendations made by stakeholders? Where are they are reflected in your turnaround plan?
- How will your school engage with stakeholder groups during implementation of the plan? Who is responsible for ensuring that this happens?

For a comprehensive explanation of how to complete this section please go to:
http://www.doe.mass.edu/turnaround/level4/guidance.html?section=stakeholder#accordion

Our stakeholder group consists of teachers from each grade level, the Memorial School principal, the Toy Town Elementary School principal, the Toy Town Elementary School Dean of Students, an ABA Specialist, school council parents, our school resource officer, and a Board of Selectmen member. The Superintendent and Director of Instruction were also participants in the process of developing our Turnaround Plan.

The administration team invited parents, community members and staff to become part of the Turnaround Plan process. Our first meeting was held Tuesday, May 14, 2019. During this meeting, we reviewed the history of our school data and how we became part of this process. We reviewed each required element of the turnaround planning template and the data we have accumulated so far. The data included SWIS, walkthroughs, MCAS, surveys, DIBELS, MAP and the AIR data.

During the unpacking process, the ILT was broken into groups. Each group was assigned one data set to unpack. They identified challenges and areas of concern. The ILT then completed a root cause process for each data set. A member from each data set group was present at the stakeholder meeting and shared out their findings and root causes with the group.

Many of the elements of the Turnaround Plan emerged from the stakeholders’ root cause analyses and discussions: the focus on higher DoK tasks, the introduction of Fundations, attention to parent engagement strategies, etc.

The Instructional Leadership Team (ILT) will be responsible for the implementation of the plan. This will include involving stakeholders throughout the process. The draft plan was shared with staff, and stakeholders for feedback and presented to the School Committee on June 20th, prior to submitting to DESE. The ILT will be responsible to meet with grade level teams on an ongoing basis to implement the plan, and to gather information re: how the plan needs to be adjusted. The school committee will receive an update on student outcomes and interim progress measures in February and an end-of-year report grounded in all of the progress-monitoring data detailed in the Plan.
Section III: Envision the Future
Briefly describe the 3-5 year vision for the school as a result of the turnaround process. (1 page)

- Your long-term (3–5 years) vision of success for your school and your students and your hopes and dreams for them.
- How will this improvement effort be different from what we have done before?
- Connection and alignment to district vision
- Stakeholder input crafting the vision
- Describe what it will look like, sound like, and feel like when you have reached your vision

For a comprehensive explanation of how to complete this section please go to:
http://www.doe.mass.edu/turnaround/level4/guidance.html?section=envision#accordion

VISION

All of the work we plan to move forward through our TA plan is in service of a vision for a better Toy Town Elementary School. We are excited to move our school towards this vision, and to see it realized over the next three years. A sub-committee of the ILT team met to draft the final vision. The draft was shared with the ILT members and stakeholders via email for input. Here’s what we envision for our school three years from today….

Our students are engaged and empowered.

They develop foundational skills, and articulate their thinking both orally and in writing. Our research-based educational programs are well-rounded, exposing our students to a variety of developmentally appropriate experiences.

Our school provides all staff the opportunity to lead in our professional learning community. Our teachers improve their professional skills as they collaborate to select meaningful, engaging cognitive tasks. They design lessons that meet each student’s needs, and elicit each student’s thinking, language and communication skills.

Staff and resources are committed to supporting the social, emotional and physical well-being of all students and their families. We find creative, positive ways to bring families into our schools, and we develop a presence in our community.

We foster responsibility and respect for all.

The elementary schools will focus on building positive community and parent relationships. Upon entering the elementary schools, visitors will be welcomed by friendly and engaging adults. The buildings will be decorated with colorful student work, notices promoting upcoming events, and displays of our PBIS core values. The culture and climate will be one of respect for others, high expectations for
students and staff, and a sense of teamwork and collegiality. A family resource center will provide families with information on social, emotional, behavioral and mental health as well as academic resources. A monthly parent support group will be offered to family and community members as a way to share and build connections for student achievement and success. Community members will be invited to attend various school events, such as art shows, concerts, educational nights, etc.

The master schedule will reflect teacher collaboration time for effective unit planning, consistency throughout the grades, and analysis of student work. Teachers will share a common goal of providing all students with data driven, high quality instruction that requires students to engage in student discourse and inquiry-based lessons. Lessons will foster critical thinking, productive struggle and will be based on high quality mastery objectives that are clearly communicated to students and aligned to standards. The depth of knowledge of student tasks, and the extent to which students are doing the heavy cognitive lifting will be visible upon entering the classrooms. Students will actively engage in a variety of high-level thinking tasks, hands-on activities, and student discourse.

Educator goals will be aligned with this vision. Our system of integrated student supports ensure that a child’s only responsibility upon entering our doors is to learn.

This vision is different from what we have done in the past because through our ongoing, careful Turnaround Planning and implementation, we have ensured follow through, accountability, staff and stakeholder buy-in.

This spring, the District Leadership Team updated the district vision statement to ensure it embodies the turnaround efforts that are being undertaken at each of the district’s schools. Here is the updated WPS vision statement:

The Winchendon Public Schools actualize the promise of education. We fulfill our collective responsibility to provide all students the opportunity for social, emotional and academic success, ensuring each graduate is equipped with the skills, knowledge, and habits necessary to persevere and realize their unique potential.

We believe that every individual can achieve at high levels. This belief is reflected in the high expectations we set for students and ourselves, both in our schools and the community. We share a common vision of effective instruction and driven by data, educators work together to challenge and engage all students in every class every day. Our district and schools support our teachers to provide each student with the support they need for academic success and personal well-being.

We share a culture of possibility. Respectful interactions among all stakeholders enable students to thrive, fostering a positive relationship with the community, and positive images of the schools.
With this revised vision in mind, the district developed a District Turnaround Plan aligned with DESE’s Turnaround Practices to support the turnaround work at Memorial, Toy Town and the district’s other two schools. In the coming year, through a comprehensive long-range strategic planning process, the WPS will deeply engage the community to arrive at a shared longer-range vision for the schools and community. We are confident that the elementary Turnaround Plan detailed embodies much of what will emerge from that community engagement process, but also anticipate that new elements in the long-range vision for the schools will surface. Once that happens, next spring, we will revise our school plans to once again and further align with/incorporate the community’s vision and voice.

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)

- 2–5 key assets and challenges
- The complete set of initial data analyses you conducted to identify the key assets and challenges
- The evidence that led your school to single out these particular assets and challenges
- The process used to conduct root cause analysis for each key asset and challenge identified and any additional data sources
- 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
- 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.

For a comprehensive explanation of how to complete this section please go to:
http://www.doe.mass.edu/turnaround/level4/guidance.html#accordion

To develop this Turnaround Plan, several data sets were collected for root cause analysis. These data were analyzed using a stem & leaf protocol to uncover key challenges and to hypothesize about what might be underlying these challenges. We analyzed:

- Measures of Academic Progress (MAP) and MCAS testing scores for reading/ELA
- Our longitudinal Dynamic Indicators of Basic Early Literacy Skills (DIBELS) outcomes,
- Measures of Academic Progress (MAP) and MCAS testing scores for math,
- TTE’s American Institute for Research (AIR) observation report and our curricular and instructional walkthrough data
- Behavioral and attendance data

Some key insights emerged from these analyses:

- Our students consistently underperform relative to the state on both ELA and math MCAS; fewer of our students meet or exceed expectations than in the state at large, and more of our students are scoring not meeting expectations. Our MAP assessment scores show that, especially in 4th and 5th grade, our school’s conditional growth scores are extremely low (most egregiously: in spring 2019, 1st percentile in grade 4 in reading; 7th percentile in 4th grade math). Similarly,
longitudinally, our elementary schools do not over time reduce the percentage of students with DIBELS scores below benchmark.

- In our analysis discussions, we attributed these persistent problems to a number of issues within our control, also reflected in our data. Our classroom observation data from AIR and our own walkthroughs surfaced a wide variation from classroom to classroom in the level of cognitive demand, engagement and student productive struggle but our analyses generally pointed to:
  - Instruction without standards-aligned mastery objectives, and/or lessons that are not strongly aligned to the stated objectives. Fifty percent of observed lessons are not aligned to standards.
  - Many low-DoK classroom tasks observed during our own walkthroughs and paralleled by a low score in the Schoolwide Instructional Observation Report (SIOR) dimension of *Analysis and Inquiry*
  - Instruction that is often teacher- rather than student-centered, where there is relatively little high-level academic discourse. In the AIR report, this is reflected in low scores in the *Quality of Feedback* and *Regard for Student Perspective* dimensions

In the majority of lessons, the teacher is doing the cognitive lifting rather than the students. This finding corresponds with another walkthrough finding - that our students are passively rather than authentically engaged.

Our analysis of the SIOR results took note that behavior management is a strength of our staff, and that classrooms do not have a negative climate. On the other hand, our classrooms do not have a particularly positive climate, and we hypothesized that the practices behind our low *Regard for Student Perspectives* score, and the lack of systematic growth mindset and positive risk-taking messaging uncovered in our walkthrough data are probably contributing to this finding.

- Additionally, vis a vis instruction, we surfaced:
  - Faculty’s concern that, using Wonders, we have a relatively less systematic approach to basic reading instruction. We connected this to an observation from our DIBELS data that, while most middle-grade students demonstrate accuracy on the DIBELS oral reading fluency subtest, a concerning percent have not reached benchmark in the area of fluency. Their automaticity is low.
  - Teachers who will need support to organize their classrooms effectively for differentiation and intervention

- Behavioral and attendance data revealed a decline in incidents at Toy Town once an ABA specialist and Dean had been added to the staff, but also:
  - A high level of trauma-related behavior among our youngest children despite the strong interventions and supports available at Memorial School
  - Staff requests for more consistency in protocols and communications regarding social/emotional/behavior issues within and across the schools

Broadly, we have identified three strategies to address these root causes. Each of the initiatives we are undertaking in this Turnaround Plan is aligned with one of these objectives and should further our progress towards it. In Section V, each of the initiatives we describe has been ‘tagged’ to identify the strategic objective to which it aligns.

**Strategic objective I:**
Establish organizational structures which support distributive leadership, data-driven planning, collaboration and adult learning
The following initiatives detailed in Section V
1.1; 1.2; 1.3; 1.4; 2.3; 2.5(c); 3.1; 3.2

Strategic objective II:
Strengthen Tier 1 Instruction
The following initiatives detailed in Section V are aligned to this objective.
2.1, 2.2, 2.4, 2.5, 2.6

Strategic objective III:
Strengthen the consistency and effectiveness of our practices in support of our most at-risk learners
The following initiatives detailed in Section V are aligned to this objective.
3.3, 4.1, 4.2, 4.3
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.)

Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration
The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration. (2-3 pages)

Describe the strategies you plan to implement, and how they will help achieve vision in Section III.

Include your rationale for selecting the strategies:
- How they build on assets and address root causes of the challenges
- How they address the designation as a school requiring assistance or intervention. (subgroups, content areas, chronic absenteeism, etc)
- How they ensure equity (including racial equity) and culturally proficient practices
- How they are 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.

Describe how the strategies will be implemented:
- Indicate systems, structures, and processes that will be in place to ensure effective and coherent implementation.
- Address challenges you might encounter and how they would be handled.
- 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.

TIPS:
- You may substitute an action planning template for portions of this section, as long as all the prompts above are addressed in it or the narrative.
- Address goals, benchmarks, and progress monitoring in Section VII - not here.
- The plan, as a whole, must include at least one strategy that meets this evidence-based criteria.

For a comprehensive explanation of how to complete this section please got to: http://www.doe.mass.edu/turnaround/level4/guidance.html?section=strategic#accordion

Reflection Resource: Guiding Questions for Turnaround Practices

By creating systems for shared leadership and responsibility for all students, teachers will be able to collaborate to improve teaching strategies and school culture and climate. Team collaboration will be enhanced to provide time for the use of protocols to analyze student data to improve instruction.

1.1 Build a master schedule which provides for 35 minutes of grade-level common planning in each 6 day rotation (to be supplemented with 1 hour every month during faculty meeting time and, if needed, additional collaboration time created via sub coverage); ensures appropriate allocation of time for each content area, and supports tier 2 instruction. [Strategic Objective I]
Action Steps:
a. At ILT this spring, review time allocations in the master schedule for core academic content areas to make sure time is allocated to best support student success in each content area. At TTE, this will include moving the encore block to an earlier time in the day. Problem-solve how best to support collaboration by specialists and special educators

1.2 In K & 1, individually or in partnerships, teachers use data to plan for intervention and enrichment. From grades 2-5, all teachers at each grade level, in collaboration with special educators and other interventionists, during CPT, will co-plan intervention and enrichment to be implemented during their shared ‘encore’ time block. At K & 1, intervention and enrichment will take place within contained classrooms or in partnered classrooms. [Strategic Objective I]

Action Steps:
a. At DLT/retreat, school leaders learn data-driven CPT practices to support their training of ILT members
b. At ILT meetings, ILT members learn how to co-facilitate CPT data/intervention & enrichment planning meetings
c. ILT meetings utilized to regularly review data and prepare for CPTs where intervention and enrichment will be planned.
d. In alignment with ILT’s plan for CPT work, each CPT meeting will be pre-planned and facilitated with principals and/or grade-level ILT rep
e. Each teacher will implement intervention and enrichment plans developed at CPT

1.3 Also use ILT meetings to plan schoolwide PD sessions. [Strategic Objective I]

Action Steps:
a. PD on “early PD” topics will occur on the first PD days of the 2019-2020 school year, and during the first faculty meetings in September:
   ○ The TA Plan and the MAGs to establish shared direction/purpose
   ○ Basics of RTI; nuts & bolts of the RTI model we’ll be using in our schools
   ○ Interpretation of MAP results (Memorial)
   ○ Implementation of: new math curriculum and assessment guidance
   ○ 1st element of arc of year-long PD trauma-informed practice
b. PD on common writing prompts/writing instruction will take place in November
c. Invite ILT members to take on progressively more substantial leadership during faculty PD sessions; support them by co-planning sessions with them

1.4 At Leadership Retreat, district trains/supports principals on calendaring to enable them to organize their time to prioritize key instructional leadership tasks. [Strategic Objective I]

   ● Planning for strong faculty, ILT, and CPT meetings
   ● Attending same
   ● Frequent, brief classroom observations
   ● Post-conferencing after every observation
Initiatives 1.3 and 1.4 are evidence based per the AIR report, “How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts.\textsuperscript{1}” This study meets ESSA’s Tier 2 Moderate Evidence criteria, i.e. it is a well-designed and well-implemented quasi-experimental study. Moreover, the study was conducted in schools whose context is similar to the Winchendon context: in Massachusetts, with a high percentage of students who are high needs. According to the report, “Successful turnaround requires a number of initial, foundational steps. Perhaps the most important of these is ensuring that capable leaders are in place who can work together with teachers to triage the needs of the school and establish a strong core of personnel who are similarly dedicated to school improvement. In addition, improving schools were characterized by their strategic use of staffing and scheduling autonomy and focus on creating a culture of open, two-way communication.”

**Turnaround Practice #2: Intentional practices for improving instruction**

The school employs intentional practices for improving teacher-specific and student-responsive instruction. (2-3 pages)

To ensure student learning, it is crucial that teachers employ effective teaching strategies and foster a positive and safe learning environment that allows students to take risks and persevere. Establishing clear, high expectations and consistently supporting students to meet [?] these expectations will strengthen Tier 1 instruction and give students the confidence they need to persevere.

**Initiatives:**

2.1 **Strengthen implementation of workshop model, academic discourse and opportunities for students to struggle productively.** [Strategic Objective II]

   **Action Steps:**
   a. Via faculty meeting and release-time PD, provide continued PD re:
      ○ Expectations of workshop model in math (TTE)
      ○ Fostering academic discourse and productive struggle
   b. Support enactment of these practices via:
      ○ Focused supervision/feedback
      ○ Peer observation/peer feedback
      ○ Visits to high-performing, comparable school

2.2 **In ELA, establish common, high expectations for writing instruction.** [Strategic Objective II]

   **Action Steps:**
   a. In fall, via sub coverage for grade-level work sessions:
      ○ ID/create common writing prompts at each grade level
      ○ ID/create common writing rubrics
      ○ Determine expectations re: quantity and nature of writing at each grade level; date windows for student completion of common prompts

2.3 **Use data to drive ELA instruction and intervention planning.** [Strategic Objective I]

   **Action Steps:**
   a. Utilize MAP testing - including language portion of assessments that have not been used to this point - to identify Tier 1 instructional priorities, as well as to set initial and mid-year RTI groupings
   b. Incorporate periodic examination of low/middle/high samples of student writing on common prompts into CPT calendar for 2019-20

2.4 **Initiate Fundations Implementation (Memorial)** [Strategic Objective II]

   **Action Steps:**
   a. Provide training to all K teachers prior to the start of the school year on the Fundations program.
   b. Implement the program at both grade levels, supporting effective roll-out via 4 days on-site coaching provided by Fundations consultant

2.5 **In reading, incorporate daily opportunities for student reading of text.** (Toy Town) [Strategic Objective II]

   **Action Steps:**
   a. Incorporate the use of Read Naturally
   b. Include repeated student readings
   c. Include partner reading

2.6 **In Math, move to a more standards-aligned and rigorous approach, and increasing the use of data in planning for Tiers 1 and 2.** [Strategic Objective II]
Action Steps:
   a. In collaboration with partner districts and Looney Consulting, informed by Achieve the Core guidance documents and Coherence Map, develop standards-aligned K-5 curriculum map that utilizes enVisions as a resource rather than as the curriculum per se, and points to rigorous supplemental materials as needed
   b. As resources allow, use Looney Consultants to support roll-out of the new curricular materials
   c. Implement pre-assessments and rigorous summative assessments for each unit, as well as mid-point assessments in longer units. **[Strategic Objective I]**
      - Use coherence-map informed pre-assessments to ID gaps in prior knowledge that need to be addressed through RTI to enable all students to access the unit
      - Use rigorous summative unit assessments to drive more rigorous instruction and to progress monitor.

Initiative 2 is evidence based per the AIR report, “How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts.” This study meets ESSA’s Tier 2 Moderate Evidence criteria, i.e. it is a well-designed and well-implemented quasi-experimental study. Moreover, the study was conducted in schools whose context is similar to the Winchendon context: in Massachusetts, with a high percentage of students who are high needs. According to the report, “Improving schools described the importance of setting and communicating high and consistent expectations for staff and students, and then monitoring the consistent implementation of those expectations through regular observations or other mechanisms. Staff at many improving and exited schools reported a focus on increased instructional rigor as a key aspect of their turnaround goals. Many schools, both improving and otherwise, described using data to establish clear instructional goals and plans for monitoring progress throughout the year. Improving schools utilized many of the effective communication structures described above to ensure expectations were clearly and consistently communicated among and owned by all staff, whereas principals from schools struggling to make gains described consistent communication of expectations as an ongoing challenge during turnaround. Several improving schools also used targeted professional development to “establish expectations and common practices and language to use in the classroom” and to familiarize teachers with new materials, such as curriculum maps.”

**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. (2-3 pages)

Every child comes to school with different needs. We have identified several initiatives to supporting individualized student learning and provide support for our social, emotional, and behavioral students.

3.1 Critically examine current RTI model & practices. Redesign for the fall. **[Strategic Objective I]**
Action Steps:

a. Review the following
   ○ how are students qualifying?
   ○ How should students be progress-monitored? Exited?
   ○ When is RTI delivered?
   ○ Are we consistent across grade levels?
b. Determine approach for 2019-20 school year.
c. Provide PD at start of year to lay out our RTI model, procedures, calendar, and each professional’s responsibilities

3.2 Establish calendar of assessments; of data meetings to drive RTI groupings & group foci

[Strategic Objective I]

Initiative 3 is evidence based per the AIR report, “How to Succeed in School Turnaround: Strategies That Characterize Successful Turnaround Schools in Massachusetts.” This study meets ESSA’s Tier 2 Moderate Evidence criteria, i.e. it is a well-designed and well-implemented quasi-experimental study. Moreover, the study was conducted in schools whose context is similar to the Winchendon context: in Massachusetts, with a high percentage of students who are high needs. According to the report, “Improving schools all established, or were in the process of establishing, a multitiered system of supports for struggling students that uses multiple data points to frequently identify and adjust both academic and non-academic student-specific supports.”
Turnaround Practice #4: School Culture and Climate
A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers. (2-3 pages)

Students learn what they see. Our school focus will be to foster a student centered, positive, and child friendly environment. In order to accomplish this, our focus will be to strengthen our school culture and climate and to provide staff with the resources and training they need to be the best teachers they can be.

4.1 Develop and implement strategies to strengthen families’ understanding of ways they can support their students’ academic/social-emotional success. [Strategic Objective III]

Action Steps:
   a. Establish or redesign events/rituals to engage parents with students’ academic work and social/emotional needs
   b. Reach out to identified families to gather data on “why families are leaving the district.”
      ○ Identify strategies to address any new issues that surface from the data
   c. Align TTE approach to absences with approach already in use at Memorial: When students are absent for a 5th day, along with the letter sent home institute a phone call. At the 10th day, institute a parent meeting if appropriate.

4.2 Provide professional development for all faculty and staff on social/emotional learning and trauma-informed practice. [Strategic Objective III]

4.3 Conduct PD on growth mindset research. Subsequently, support staff to begin infusing growth mindset messages throughout various arenas of their instructional practice. [Strategic Objective III]

Action Steps
   a. Provide initial PD on growth mindset at January 17th PD session
   b. On at least three subsequent occasions before the end of the school year, provide faculty in each building time to develop and share strategies to incorporate growth mindset messaging into their instruction

4.4 Identify students at risk for retention in early spring, then identify and implement intervention strategies to reduce likeliness that retention will occur. [Strategic Objective III]
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)

- Changes in policies and autonomies, including support for English learners.
  (Use the checklist included in the template below.)
- District systems to support the school(s), including human capital strategy and partnership management.
- Three-year financial plan for the school, including an analysis of equitable resource allocation.

For a comprehensive explanation of how to complete this section please go to:
http://www.doe.mass.edu/turnaround/level4/guidance.html?section=district#accordion

Additional Consulting Data:  
Student Learning Experience Report  
Resource Allocation

The Winchendon Public Schools is a small school district. Our outcomes and growth are concerning across the board. None of our analyses to date indicate resource inequities across the four schools (our high school class sizes are small, but the HS is small and in order to provide a full set of HS course offerings, the district has maintained a proportionally higher number of teachers there), or that resources are being allocated to one subgroup inequitably, relative to another. The white subgroup, in particular, is identified for low performance at all the schools - but most of Winchendon’s students are in this subgroup.

Rather, our financial foci in the turnaround work to date have been:

1. To gain a clear picture of WPS’ finances. The Superintendent was new to the district and early on discovered that records had not been well kept. She has spent much of the year rectifying these problems simply to gain a clear picture of the resources available. Given these challenges, we have simply not had the capacity to develop three-year financial plans.

2. Finding and re-allocating resources to support teaching and learning. The narrative below describes many of the ways this has been done. We have highlighted these resourcing moves, many of which are funded via our Federal grants. We are confident that the staff positions we have put into place can be maintained if the district maintains the current level of funding for programs and the state continues to provide TA grant assistance.

In the months since the Superintendent’s arrival and the subsequent hiring of the Director of Instruction, Curriculum and Assessment, we have not prioritized an examination of policies and autonomies through the lens of the demands of turnaround. Frankly, other considerations have taken precedence and seemed more likely to leverage improved outcomes. They are described below.

The Winchendon Public Schools district administration has been reorganizing to focus strongly on the turnaround process. Key efforts to date include each of the following:

1. In January, the district created a Director of Instruction, Curriculum and Assessment position to support the core functions of the schools on behalf of student learning. The new Director has been supporting school leaders to establish processes for the development of their
turnaround plans, and to plan and execute a number of the strategies detailed in this Turnaround Plan, including:

A. Co-planning with the Superintendent for weekly District Leadership Team (DLT) meetings focused on teaching, learning and educational programming to meet the needs of WPS students and families

B. Via DLT, design and execution of the instructional and curricular alignment walkthroughs which provided valuable instructional data analyzed during the root cause analysis phase of Plan development, and which provide a source of baseline data for various measurable interim and annual goals

C. To strengthen shared/distributive leadership, introduction of an Instructional Leadership Team structure to the three buildings (Memorial, Toy Town and High School) where it was not yet in place, including initial PD on the ILT model developed with support from Rob Putnam of SSOS.

D. Design and implementation of PD across the district to illustrate a grounding set of “mastery learning” instructional practices that we need to see in all classrooms - i.e.:
   1. Effective communication of worthy, standards-aligned mastery objectives
   2. Clear introduction to the content: concepts and skills students will need to master the objectives
   3. Opportunity for students to struggle productively with this content via academic discourse, writing, and active learning
   4. Purposeful checks for understanding, as a grounding for responsive adjustments to instruction
   5. An opportunity for students to synthesize and anchor their learning

In each building, through varied strategies detailed in the TA plans, teachers will continue to have opportunities to practice and solidify these practices

E. At the elementary level:
   1. **Design and implementation of the process by which district teachers will collaborate with math consultants and teachers from other districts to develop standards-aligned curriculum maps, unit pre- and post-assessments and guidance for implementation of a workshop model for math**
   2. **Coordination of the process to select a phonics program to supplement the Wonders ELA core program, and of planning for PD/coaching to roll that program out at the K level for 2019-20**
   3. Emphasis on the criticality of creating a master schedule providing for common planning time (CPT) for grade-level teachers. For the first time, both elementary schools will have CPT in 2019-20.

F. At the high school level, with the support of DESE, identification of Open Educational Resource curricula to replace those high school course curricula that are not aligned to standards, and co-planning with high school leadership re: how to bring these OERs onboard and implement them effectively for the coming school year.
I. Over a number of years, building principals have struggled to focus on instructional leadership because they were the sole administrators in their buildings and had to focus much of their attention on safety and management concerns. A central office staff position in the budget office has been cut, and both those and other dollars have been re-allocated in order to fund a second administrative position in those buildings that did not yet have one (Memorial School and Murdock Middle School) so that, next year, there will be an administrative team in each building with sufficient capacity to focus on more than management - i.e., instructional supervision, data-based RTI practices, professional development planning and execution, and fostering of teacher leadership.

II. In order to foster distributive leadership and a data-driven approach, the district has negotiated an MoA with the Winchendon Teachers’ Association to create the stipended role of ILT member, and re-allocated resources to fund these teacher stipends at each building.

III. The district has reserved resources to:
   
   A. Provide professional development for all staff on trauma-informed practice and social/emotional learning.
   
   B. Support the high school’s creation of a Freshman Academy, new dual enrollment partnerships with Mount Wachusett Community College and Worcester State, and the expansion for next year of Virtual High School offerings including AP offerings.
   
   C. Strengthen the district’s summer academic enrichment program as an intervention for some of our most at-risk elementary school children.

IV. In the coming year, district support for the turnaround work in the buildings will include each of the following additional undertakings:

   A. A summer leadership retreat where we will provide professional development to the school leaders to support multiple aspects of their turnaround work:
      1. Planning for an inspiring, focused launch of the school year at each building
      2. Calendaring to ensure school leaders are prioritizing the time needed to do data-driven planning at CPTs (per Leverage Leadership 2.0), visit classrooms and conduct post-conferences, and plan for ILT meetings, and PD
   
   B. Time reserved at DLT for calibration on classroom observations; conferencing approaches; evaluation-writing; and planning for data meetings and PD sessions.
   
   C. A strategic planning initiative, engaging all constituencies in the community, to arrive at a transformative vision for the future of education in Winchendon and a long-range plan to get there; this plan will incorporate and extend the thinking that has gone into the schools’ Turnaround Plans.
   
   D. We will conduct an evaluation of our special education programming to determine where there are opportunities to improve services to students and/or to make more effective use of limited resources.

Changes in Policy and Strategies to Consider under State Law
Districts are required to consider the following changes to policy and strategies for any school designated Underperforming, and are granted statutory flexibilities to enhance their efforts to address them. However all schools, even those without this designation, can benefit from considering these changes. Check all that apply and attach a copy of the revised collective bargaining agreement, Joint Resolution Committee decision, or Memorandum of Understanding/Agreement.

Curriculum and Instruction
☐ Expand, alter, or replace curriculum: The Superintendent may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses
☐ Expand use of time: The Superintendent may expand the school day or school year or both of the school
☐ Add Kindergarten or pre-Kindergarten: The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management
☐ Reallocate school budget: The Superintendent may reallocate the uses of the existing budget of the school
☐ Reallocated district budget: The Superintendent may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district. (If the school receives funding at least equal to the average per pupil funding, with the approval of the School Committee, the Superintendent can direct additional funds to the school.)

Human Resources
☐ Attract and retain leaders and teachers: The Superintendent may provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan
☐ Make staffing changes: The Superintendent may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications
☐ Implement new systems: The Superintendent may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure
Leadership development: The Superintendent may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

Professional Development and Collaboration

Embedded professional development: The Superintendent may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback

Expanded teacher planning time: The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

Leadership and Governance

Change Collective Bargaining and Policies: The Superintendent may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced

Change District Policies: The Superintendent may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

Additional Strategies

Study best practices: The Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school

Address mobility and transiency: The Superintendent may establish strategies to address mobility and transiency among the student population of the school

Additional strategies: The Superintendent may include additional components based on the reasons why the school was designated as underperforming and the recommendations of the local stakeholder group

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)

Focus on Year 1 only

School progress monitoring process: For the turnaround plan as a whole, describe the systems and processes the school will use to support and monitor the implementation and impact of the turnaround plan. (1–2 pages)

1. Describe the school-level teeming 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.

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

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

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. (1 page)

4. Describe the district-level processes that will support the 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 district.

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

6. Provide candid explanations of possible district-level barriers to achieving the benchmarks/goals and how they will be addressed.

7. Districts are encouraged to include district-level benchmarks within the turnaround plan template where applicable.

Goals and Benchmarks: Using the template provided, for each of the four turnaround practices:

8. Articulate measurable annual goals (MAGs) that will demonstrate the school is making meaningful progress in implementing the key strategies and is moving towards realizing its longer-term vision.
   1. Please note that we expect all turnaround schools to meet or exceed customized accountability targets set by DESE for all students and the lowest performing students group. This language has already been added to the MAGs chart in the turnaround plan template.
   2. Schools identified by the Massachusetts accountability system as having a low-performing subgroup must include a Measurable Annual Goal for each low-performing subgroup that was identified to demonstrate how the school is monitoring progress for these students.
   3. Schools are also encouraged to add annual goals for additional indicators related to their vision and key strategies, such as college and career readiness and school climate.

9. Identify no more than three (3) high-leverage Interim Benchmarks for School Educators and Practitioners for each turnaround practice.
10. Identify no more than three (3) high-leverage **Interim Benchmarks for Students** for each turnaround practice.

1. Schools identified by the Massachusetts accountability system as having a low-performing subgroup must include interim benchmarks for each low-performing subgroup that was identified to demonstrate how the school is monitoring progress for these students.

**For a comprehensive explanation of how to complete this section please go to:**
http://www.doe.mass.edu/turnaround/level4/guidance.html?section=goals#accordion

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**School & district progress monitoring process:** For the turnaround plan as a whole, describe the systems and processes the school will use to support and monitor the implementation and impact of the turnaround plan. (1–2 pages)

Memorial and Toy Town Elementary Schools will be utilizing a number of data collection tools in order to monitor the impact of the strategies articulated in the benchmarks. These data collection tools will both monitor teacher and student progress and will be articulated to staff monthly during Principal’s meetings and analyzed during Instructional Leadership Team (ILT) meetings. This continuous process will allow us to make needed adjustments to practice and allow this turnaround plan to be an active, living document. The ILT has recently been established to help drive the turnaround process forward.

The school administration and ILT will monitor the implementation and ongoing review of the turnaround plan benchmarks. The ILT and administration will collect and analyze data from MAP, MCAS, unit summative and walkthrough data to plan school wide PD sessions, as mentioned in Turnaround Practice 1. The ILT will have bi-monthly 90 minute meetings in which they analyze the data, plan key initiatives, and plan for communication with staff. The ILT will be responsible for communicating priority areas of need as well as best practices to the staff during team level common planning time.

Teachers will meet every six days in grade-level common planning meetings (CPT). As mentioned in turnaround practice 1, a master schedule will be created by administration and the ILT to provide this time. During this time, staff will collaborate to analyze student work and data and co-plan interventions and enrichments. This time will also be used to monitor the impact on student learning. ILTs will work with administration to plan for the CPTs and ILT members will co-facilitate CPT meetings with the principal.

All ILT and CPTs will utilize a rolling agenda. One person will take meeting notes on the same agenda for each meeting. Various protocols will be used to support faculty to make efficient, focused use of meeting time.

One possible barrier to the plan could be teacher ownership. If teachers don’t own the plan, the plan will not succeed. In order to overcome this barrier, staff has been part of the plan process since the beginning. The creation of the ILT should help to improve and sustain both top-down and bottom-up communication between administration and staff. This process will allow for more effective and consistent sharing of data and feedback.
We recognize that learning to use data to inform practice on an ongoing basis will be new to many teachers. This means we will be engaged in an adaptive change process; people will need support; we will need to persist in our plans when the going gets rough, but be thoughtful and flexible when course corrections become necessary.

**District Progress Monitoring Process**

Principals in two of the four buildings are new to DESE’s turnaround planning approach. Three of the four leaders will be facilitating ILTs for the first time, which is why we are building in time at this summer’s retreat and throughout the year to support their ILT planning (see Section V).

The DESE template and in particular the requirement to progress monitor so many dimensions of the work and student outcomes are still new to three of the four principals and their teams. We anticipate that schools will consequently benefit from the following support model to implement their plans effectively.

The Director of Instruction, Curriculum and Assessment will support the leaders in each building to work from their TA Plan documents to build chronological project management tools that enable them to see the due date for every plan deliverable, as well as the due dates for the back-mapped tasks that must be completed in order to successfully complete these deliverables. Each task will be tagged for the person/team responsible and the TA Plan strategy/strategies with which it is associated.

With this detailed plan as a reference point, every week or every two weeks (TBD at a District Leadership Team meeting this summer; may vary by school), the Superintendent or Director of Instruction, Curriculum and Assessment will meet with each building leader and any members of their team they invite to participate, to monitor the building’s progress in implementing its TA Plan. Agendas for these meetings will be developed in reference to the detailed, chronological plan. At these meetings, leaders will:

- Check in on burning issues
- Review how work to move the TA Plan is progressing; review next steps from previous meetings to see if they have been completed
- Review what student data has recently been collected or is coming next, and the plans to collect, analyze and act on that data
- Consider data to assess the impact of the ongoing improvement efforts; when/if interim benchmarks are missed, we will analyze the causes, problem-solve and adjust plans including, where necessary, adjusting timelines
- Reflect on their own opportunities to grow as leaders, and the opportunities to grow the capacity of their teams

Additionally, during some of these visits, the Superintendent or Director will:

- walk classrooms with the school leader and de-brief what was observed
- visit common planning meetings where the school leader and ILT members are co-facilitating the work; sit in on faculty meetings where PD is being delivered; and share feedback on what was observed back to the leader.
Notes on all aspects of this work will be kept in a tracker document.

This weekly or bi-weekly check-in with reference to a detailed timeline of action steps will be a new process for the district and school leaders. So will the regular visits to classrooms, and regular visits to settings where the leader or members of his/her team are leading teams’ work, and the provision of feedback.

Agendas for DLT meetings are developed by the Superintendent and Director of Instruction, Curriculum and Assessment, in consultation with all members of the Team. At these meetings, this coming year, we will monitor schools’ performance relative to interim benchmarks and MAGs and, as needed, collectively problem-solve how to strengthen outcomes. The DLT will also be progress monitoring the execution of the 1-year District Improvement Plan designed to support successful implementation of all the schools’ turnaround plans. As noted above we will also introduce calibration on observations etc, as well as regular opportunities for school leaders to dry-run upcoming PD and data meetings in their buildings to get colleagues’ feedback.

Notes from DLT meetings are kept in a rolling agenda. The DLT structure has existed for some time, and various approaches to data monitoring and review have occurred there over time as well. The rolling agenda was instituted in January 2019; the calibration and dry-run protocols will be new in fall 2019.

Use the tables below to articulate the goals and benchmarks.

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.

<table>
<thead>
<tr>
<th>Measurable Annual Goals (MAGs) for Student Achievement</th>
<th>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. See Appendix A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Master schedules for 2019-20 will fulfill the key priorities set by ILT.</td>
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<tr>
<td>2. By the end of SY2020, relative to end of SY2019 data, the percent of students requiring intensive literacy interventions will decline by 10 percent at grades 3 and 5, and by 4 percent at grade 4.</td>
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<tr>
<td>3. By the end of SY2020, relative to end of SY2019 data, the</td>
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</table>
percent of students meeting literacy benchmarks will increase by 10 percent at each grade level, 2-5.

4. By the beginning of June 2020, the percent of Memorial students meeting math benchmarks will meet the goals set in the fall by the ILT and/or CPT’s.

5. By the end of SY2020, the percent of Memorial students meeting math benchmarks will meet the goals set in the fall by the ILT and/or CPT’s.

6. By the end of SY2020, the percent of TTE students meeting math benchmarks will meet the goals set in the fall by the ILT and/or CPT’s.

7. By the beginning of June 2020, the percent of TTE students meeting math benchmarks will meet the goals set in the fall by the ILT and/or CPT’s.

8. 80 percent of February school staff survey responses will either mostly or completely agree that “Different staff members periodically lead professional development activities for other staff.”

9. 80 percent of February school staff survey responses will either mostly or completely agree that “professional development activities are consistent with the school improvement plan and individual growth plans.”

10. 70 percent of February school staff survey responses will either mostly or completely agree that “Staff members get help in areas they need to improve.”

11. 70 percent of February school staff survey responses will either mostly or completely agree that “Leaders advocate for effective instruction for all students.”

12. 70 percent of February school staff survey responses will either mostly or completely agree that “Leaders hold staff accountable for improving students’ learning.”

13. June check of Teach Point will show that all principals have met DLT-determined benchmarks for # of classroom observations/teacher.

14. In winter 2020 classroom walkthroughs, tasks in 50 percent of classrooms will be rated DoK 3 or 4, up from 27 percent at TTE and 21 percent at Memorial in winter 2019.

15. In winter 2020 TTE classroom walkthroughs, students in 75 percent of classrooms will be struggling productively with a task, up from 50 percent in winter 2019.

16. In winter 2020 Memorial classroom walkthroughs, students in 80 percent of classrooms will be struggling productively with a task, up from 73 percent in winter 2019.

17. At TTE, the 2020 AIR CLASS report will show an increase in the aggregate “regard for student perspectives” score from 3.3 to 4.5, and in the overall “instructional
support” domain from 4.1 to 4.6.
18. TTE will meet each of the MCAS growth and achievement MAGs identified by DESE
19. 70 percent of February school staff survey responses will either mostly or completely agree that “Staff routinely works together to plan what will be taught.”
20. 70 percent of February school staff survey responses will either mostly or completely agree that “Teachers discuss teaching issues on a regular basis.”
21. 70 percent of February school staff survey responses will either mostly or completely agree that “Staff members work together to solve problems related to school issues.”

<table>
<thead>
<tr>
<th>Interim Benchmarks for Teachers/Practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Separately at Memorial and TTE, ILTs will meet before conclusion of SY 2018-19 to determine parameters of next year’s master schedules</td>
</tr>
<tr>
<td>2. At Memorial, based upon fall Math MAP data, the school will set ambitious goals for percentages meeting benchmarks.</td>
</tr>
<tr>
<td>3. At TTE, on the basis of spring 2019 MAP math data, the ILT will set achievement and growth goals for the coming year.</td>
</tr>
<tr>
<td>4. DLT’s summer retreat will include PD for school leaders on how to utilize ILTs and CPTs to drive data-driven instruction forward.</td>
</tr>
<tr>
<td>5. Prior to start of school, each school leader will set calendar ID’ing which data ILT will collect and review at which times in the year, and which data CPTs will review at which times in the year.</td>
</tr>
<tr>
<td>6. Director of Instruction’s check of ILT rolling agendas will find ILT agendas that include:</td>
</tr>
<tr>
<td>a. regular PD sessions focused on facilitation of/planning of effective data meetings</td>
</tr>
<tr>
<td>b. Principal consultations with ILT to plan future faculty PD sessions</td>
</tr>
<tr>
<td>c. increasingly, ILT members co-leading or leading parts of staff meetings when applicable</td>
</tr>
<tr>
<td>7. Principal check of CPT rolling agendas will find agendas aligned with plans/calendar developed at ILT</td>
</tr>
<tr>
<td>8. At summer ILT meeting in August, ILT will collaborate with principals on planning of early PD sessions.</td>
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<tr>
<td>9. PD on “early PD” topics will be completed by the end of September</td>
</tr>
<tr>
<td>10. Leadership Retreat agenda will include calendaring PD and time for principals to draft their calendars &amp; receive peer feedback</td>
</tr>
<tr>
<td>11. At designated check-points in October, January and April, principals will share data re: whether or not they are</td>
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</tbody>
</table>
meeting their time allocation goals; if they are not, district leadership will problem-solve how to work towards doing so

12. January check of Teach Point will show that all principals have met DLT-determined benchmarks for # of classroom observations/teacher

13. Winter faculty survey data will indicate that teachers are receiving more, and more helpful instructional feedback

<table>
<thead>
<tr>
<th>Interim Benchmarks for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By February 2020, relative to February 2019, the percent of students requiring intensive literacy interventions will decline by 5 percent at grades 3 and 5, and by 2 percent at grade 4.</td>
</tr>
<tr>
<td>2. By February 2020, relative to February 2019, the percent of students meeting literacy benchmarks will increase by 5 percent at each grade level, 2-5.</td>
</tr>
<tr>
<td>3. By February 2020, the percent of Memorial students meeting math benchmarks will meet the goals set in the fall set by the ILT and/or CPT’s.</td>
</tr>
<tr>
<td>4. At CPT sessions where MAP, math pre-assessment, summative assessments and common writing prompt data/student work are to be discussed, principal checks of tracker indicate that teachers arrive with appropriate data in hand 80 percent of the time</td>
</tr>
<tr>
<td>5. The percent of TTE 3rd graders scoring in the low or low average categories on the winter 2019 MAP math assessment will drop from 35 percent (winter 2018) to 25 percent</td>
</tr>
<tr>
<td>6. The percent of TTE 3rd graders scoring in the low or low average categories on the winter 2019 reading assessment will drop from 37 percent (winter 2018) to 27 percent.</td>
</tr>
<tr>
<td>7. The percent of TTE 4th graders scoring in the low or low average categories on the winter 2019 MAP math assessment will drop from 35 percent (3rd grade winter 2018) to 25 percent</td>
</tr>
<tr>
<td>8. The percent of TTE 4th graders scoring in the low or low average categories on the winter 2019 reading assessment will drop from 37 percent (3rd grade winter 2018) to 27 percent.</td>
</tr>
<tr>
<td>9. The percent of TTE 5th graders scoring in the low or low average categories on the winter 2019 MAP math assessment will drop from 39 percent (4th grade winter 2018) to 29 percent</td>
</tr>
<tr>
<td>10. The percent of TTE 5th graders scoring in the low or low average categories on the winter 2019 reading assessment will drop from 39 percent (4th grade winter 2018) to 29 percent</td>
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</tbody>
</table>
**Turnaround Practice #2: Intentional practices for improving instruction**  
The school employs intentional practices for improving teacher-specific and student-responsive instruction.

<table>
<thead>
<tr>
<th>Measurable Annual Goals (MAGs) for Student Achievement</th>
<th>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. See Appendix A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. See winter walkthrough-related MAGs articulated under TA Practice 1, strategy 4.</td>
<td></td>
</tr>
<tr>
<td>2. Additionally, across the two schools, the percent of classrooms where some or all students are authentically engaged will rise from 77 percent (winter 2019) to 85 percent in winter 2020, and of these, the percent where <em>all</em> vs. <em>some</em> are authentically engaged will rise from 50 percent to 70 percent.</td>
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<tr>
<td>3. At TTE, the 2020 AIR CLASS report will show an increase in the aggregate “regard for student perspectives” score from 3.3 to 4.5, and in the overall “instructional support” domain from 4.1 to 4.6.</td>
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</tr>
<tr>
<td>4. The last round of classroom walkthroughs in spring 2020 will show a 25 percent increase in the percent of classrooms effectively implementing highlighted workshop practices.</td>
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<tr>
<td>5. The percentage of TTE students who score “Does Not Meet Expectations” on the ELA MCAS test will drop from 11.8 percent in 2018 to 7 percent in 2020</td>
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</tr>
<tr>
<td>6. The percentage of TTE students who score “Meet” or “Exceed Expectations” on the ELA MCAS test will rise from 32.5 percent in 2018 to 42 percent in 2020</td>
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<tr>
<td>7. The percentage of TTE students scoring in the high category on the winter MAP assessment will rise from 2019 to 2020: At 3rd, from 14 to 24 percent; at 4th from 11 to 24 percent; at 5th, from 9 to 21 percent</td>
<td></td>
</tr>
<tr>
<td>8. By spring 2020 MAP administration, based upon national benchmarking guidelines, the percentage of K students requiring Tier 2 and Tier 3 reading supports will decline from the spring 2019 levels of 26 percent and 6 percent, respectively, to 15 percent and 5 percent.</td>
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</tr>
<tr>
<td>9. By spring 2020 MAP administration, based upon national benchmarking guidelines, the percentage of grade 1 students requiring Tier 2 and Tier 3 reading supports will decline from the spring 2019 levels of 14 percent and 5 percent, respectively, to 12 percent and 5 percent.</td>
<td></td>
</tr>
<tr>
<td>10. Over the course of the year, the percent of students receiving scores of 80 percent or higher on math unit summative assessments will rise by 10 percent at each</td>
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</tbody>
</table>
grade level.

11. The percentage of TTE students in the white subgroup who score “Does Not Meet Expectations” on the Math MCAS test will drop from 13 percent in 2018 to 9 percent in 2020

12. The percentage of TTE students who score “Does Not Meet Expectations” on the Math MCAS test will drop from 16.2 percent in 2018 to 12 percent in 2020.

13. The percentage of TTE students who score “Meet” or “Exceed Expectations” on the Math MCAS test will rise from 25 percent in 2018 to 30 percent in 2020 for grade 5, 28 percent in 2018 to 32 percent in 2020 for grade 4, and 38 percent in 2018 to 43 percent in 202 for grade 3.

14. The percentage of TTE students who score “Average,” “High Average” or “High” on the Math MAPS test will rise from 65 percent in 2019 to 70 percent in 2020 for grade 3, 59 percent in 2019 to 65 percent in 2020 for grade 4, and 46 percent in 2019 to 51 percent in 2020 for grade 5.

### Other MAGs

3 required by statute:

1. Student acquisition of twenty-first century skills
2. Development of college readiness
3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable

### Interim Benchmarks for Teachers/Practitioners

1. PD on grade level expectations of workshop model math, delivered (or at least initiated) in the first six weeks of school. Workshop model rubric shared during this PD.
2. By October 30, a visit undertaken to a high performing, demographically comparable school, to look at their implementation of workshop model and academic discourse. By November 1, discussion at ILT to debrief the visit.
3. Prior to fall walkthrough, walkthrough protocol revised to incorporate look-for’s re: effective implementation of workshop model.
4. Writing prompt work will be completed in time to implement no later than after holiday break.
5. Per writing rubric metrics, after scoring the first common
writing prompt of the year, each grade level will establish a mean improvement target score for the remainder of the year

6. Prior to school start, create an assessment calendar and associated CPT data meeting calendar

7. By October, all K teachers and interventionists will be implementing Fundations into their literacy program every day.

8. Prior to the start of the school year, we will have standards-aligned curriculum maps for each grade level which provide:
   a. Pacing guides
   b. Clarity re: big ideas and standards to be taught in each unit
   c. Clarity re: which Envisions lessons to teach, and which to replace with other, stronger lessons
   d. Links to rigorous summative and informative pre-assessments for each unit

9. By October 1, faculty will have had an initial PD session regarding roll-out of the math workshop model

10. Administration of the pre-assessments will be folded in to each school’s assessment calendar, and review of the pre-assessment data will be built into each grade-level team’s data review calendar to ensure ongoing planning of reteaching/intervention

<table>
<thead>
<tr>
<th>Interim Benchmarks for Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. At conclusion of midyear data review, based upon national benchmarking guidelines, the percentage of K students requiring Tier 2 and Tier 3 reading supports will decline from the winter 2019 levels of 17 percent and 7 percent, respectively, to 15 percent and 5 percent.</td>
</tr>
<tr>
<td>2. At conclusion of midyear data review, based upon national benchmarking guidelines, the percentage of grade 1 students requiring Tier 2 and Tier 3 reading supports will decline from the winter 2019 levels of 18 percent and 12 percent, respectively, to 15 percent and 10 percent.</td>
</tr>
<tr>
<td>3. The combined percentage of TTE students who score in the high or high-average categories on the winter math MAP test will rise by 10 percent for each cohort from winter 2019 levels (3rd, from 39 to 49 percent; 4th from 39 percent to 49 percent; 5th from 31 percent to 41 percent)</td>
</tr>
<tr>
<td>4. The combined percentage of TTE students who score in the low or low-average categories on the winter math MAP test will decline by 10 percent for each cohort from</td>
</tr>
</tbody>
</table>
winter 2019 levels (3rd, from 35 to 25 percent; 4th percent from 35 to 25 percent; 5th from 45 percent to 35 percent)

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.

<table>
<thead>
<tr>
<th>MAGs for Student Achievement</th>
<th>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. See Appendix A. See the following additional MAGs: TA Practice 1, #’s 2, 3 and 4 TA Practice 2, #s 5, 8, 9 and 12</th>
</tr>
</thead>
</table>

Interim Benchmarks for Teachers/Practitioners

1. Before the end of the year, ILT will work through identified questions about the RTI model, and establish the model for 2019-2020
2. As part of PD before the school year begins, all staff receive re-training on RTI, and training on the nuts and bolts of how RTI will be implemented at their school this school year: what data will be used for planning; when will teachers meet to review it and to plan interventions/reteaching/enrichments; who will provide which; when will it be provided and for how long each day/week; how will effectiveness of the interventions be gauged; etc.

Interim Benchmarks for Students

- The total number of student behavioral incidents requiring main office/behavioral specialist intervention will fall by 5 percent by January 8th:
  - At Memorial, from 105 as of January 8th 2019, to 99 as of January 8th, 2020.
  - At TTE, from 129 as of January 8th 2019, to 122 as of January 8th, 2020.

Turnaround Practice #4: School Culture and Climate
A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.
### MAGs for Student Achievement

We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group. See Appendix A.

### Other MAGs

7 required by statute:

1. Parent and family engagement
2. Building a culture of academic success among students
3. Building a culture of student support and success among school faculty and staff
4. Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items)
5. Student safety and discipline
6. Student promotion and dropout rates
7. Graduation rates (high schools only)

**Numbers in parentheses at end of MAGs indicate into which statutorily required category the MAG falls**

1. Together, the two buildings will redesign or create one event that exposes parents to students’ core academic work. (1,2)
2. During the summer, the District Leadership Team will identify 3-5 families that have pulled their children from the district and reach out to them to find out why. As indicated, DLT will devise strategies to address concerns that arise from these discussions.
3. Together, the two buildings will redesign or create one event that promotes students’ social/emotional health and well-being. At this event, leaders will Faculty in both buildings will receive initial PD on growth mindset at January 17th PD session (2)
4. On at least three subsequent occasions before the end of the school year, faculty in each building will have time to develop and share strategies to incorporate growth mindset messaging into their instruction. (2) also introduce growth mindset concepts and approaches parents can use to promote a growth mindset at home. 25 percent of our families will attend (2,3)
5. Together, the two buildings will redesign or create one event that promotes students’ social/emotional health and well-being. 25 percent of our families will attend (3)
6. Memorial and TTE will establish consistent timelines and action steps for addressing student absences prior to the start of school and document these commitments in the student handbook. (4, 6)
7. Memorial and TTE will establish consistent timelines and action steps for addressing student dismissals prior to the start of school and document these commitments in the student handbook prior to the start of school. (4)
8. The total number of student behavioral incidents requiring main office/behavioral specialist intervention will fall by 5 percent:
   a. At Memorial, from 267 as of May 15, 2019 to 254 as of May 15, 2020
   b. At TTE, from 224 as of May 15, 2019 to 213 as of May 15, 2020 (5)
9. The total number of incidents of physical aggression at Memorial will decrease from 137 as of May 15, 2019 to 123 as of May 15, 2020 (5)
10. The total number of incidents of physical aggression at TTE will decrease from 58 as of May 15, 2019 to 53 as of May 15, 2020 (5)

11. The number of students who have 5 absences or more will decrease from 184 in June 2019 to 140 in January 2020 (6)

| Interim Benchmarks for Teachers/Practitioners | 1. Sufficient time will be built into each school’s calendar to allow for ongoing PD on trauma, trauma-informed practice, and key SEL topics
2. Initial PD on these topics delivered to all staff by no later than November 1st, with ongoing sessions included in calendar as appropriate
3. By February 1st, the students at risk of retention will be identified.
4. By March 1st, interventions for each of these students will have been reviewed and updated to meet each student’s needs and reduce the likelihood of retention. |
| Interim Benchmarks for Students | ● The total number of student behavioral incidents requiring main office/behavioral specialist intervention will fall by 5 percent by January 8th:
   ○ At Memorial, from 105 as of January 8th 2019, to 99 as of January 8th, 2020.
   ○ At TTE, from 129 as of January 8th 2019, to 122 as of January 8th, 2020. |
## Appendix A

### Achievement Targets

<table>
<thead>
<tr>
<th>Group</th>
<th>2018 ELA Achievement Baseline</th>
<th>2019 ELA Achievement Target</th>
<th>2018 Math Achievement Baseline</th>
<th>2019 Math Achievement Target</th>
<th>2018 Science Achievement Baseline</th>
<th>2019 Science Achievement Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>492.6</td>
<td>494.5</td>
<td>490.1</td>
<td>491.7</td>
<td>71.5</td>
<td>74.60</td>
</tr>
<tr>
<td>Lowest Performing</td>
<td>472.3</td>
<td>477.4</td>
<td>462.6</td>
<td>466.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Needs</td>
<td>490.0</td>
<td>491.9</td>
<td>486.2</td>
<td>488.2</td>
<td>65.8</td>
<td>69.10</td>
</tr>
<tr>
<td>Econ. Disadvantaged</td>
<td>491.4</td>
<td>492.5</td>
<td>487.4</td>
<td>489.2</td>
<td>68.2</td>
<td>71.30</td>
</tr>
<tr>
<td>Students w/Disabilities</td>
<td>472.8</td>
<td>474.9</td>
<td>473.5</td>
<td>475.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>491.4</td>
<td>492.8</td>
<td>485.8</td>
<td>487.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>492.0</td>
<td>493.5</td>
<td>489.7</td>
<td>491.5</td>
<td>71.3</td>
<td>74.60</td>
</tr>
</tbody>
</table>

### Attendance targets

<table>
<thead>
<tr>
<th>Group</th>
<th>2018 Chronic Absenteeism Rate Baseline (1-8) (%)</th>
<th>2019 Chronic Absenteeism Rate Target (1-8) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>12.2</td>
<td>10.0</td>
</tr>
<tr>
<td>Lowest Performing</td>
<td>10.3</td>
<td>5.4</td>
</tr>
<tr>
<td>High Needs</td>
<td>17.7</td>
<td>15.2</td>
</tr>
<tr>
<td>Econ. Disadvantaged</td>
<td>19.8</td>
<td>17.1</td>
</tr>
<tr>
<td>Students w/Disabilities</td>
<td>22.7</td>
<td>18.4</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>13.0</td>
<td>9.2</td>
</tr>
<tr>
<td>White</td>
<td>12.6</td>
<td>9.7</td>
</tr>
</tbody>
</table>