

District: North Adams Public Schools
School: Drury High School
Level 3 School Turnaround Plan Update
Year 3: 2019-2020

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Section I: Executive Summary

During the first two years of Turnaround, Drury High School experienced major changes to its leadership team and structure of the school. The first change was the addition of the 7th grade to the school, which resulted in the creation of a 7/8 team and a rebranded “middle school” approach in the form of the Drury 7/8 Academy. The second change was the streamlining of the Instructional Leadership Team (ILT) from 15 members to six members and refining the team leader role to reflect a focus on leading collaboration, instructional improvement, and data-driven decision-making. The third change was a revised bell schedule, creating a rotating schedule with 41-minute periods and a 90-minute double block once every seven days.

Once the restructuring in year one was completed, the Turnaround Plan heavily focused on the use and implementation of our Instructional Guide in classrooms, including the use of learning targets, Do Nows, higher-order thinking, and exit tickets. Professional development was provided to support this work, and team leaders prioritized classroom visit feedback on improving instruction. All teachers were trained in the Harvard Data Wise cycle, and the use of data was incorporated into collaborative sessions in each department to allow teacher teams to analyze student data and use their conclusions to inform their daily lesson plans.

At the end of year one and throughout year two of the Turnaround Plan, professional development was provided to teachers that heavily focused on social-emotional learning and behavioral consistency. Outside consultants, including Polly Bath and Jeffrey Bensen, provided PD support to the faculty. As a result, the Instructional Leadership Team revised the student disciplinary referral form and grading policy and created an Engagement in Learning rubric for use in every classroom. Additionally, tiered behavioral responses and student behavioral expectations were clarified and implemented with the full faculty.

As Drury moves into year three of the Turnaround Plan, we continue to enhance many of the practices we put into place during year one and year two, including: more professional development around content-specific instructional best practices; revisions to the Instructional Guide more closely tailored to math and literacy based courses; a refined menu of consequences for behavioral infractions; and the implementation of student goal setting, data analysis, targeted feedback, and the use of common interim assessments. The bell schedule has been revised for next year to provide longer class periods more conducive to higher-order thinking tasks, following a model 4x4 block schedule and 84-minute semester classes, based on research conducted by the Turnaround Scheduling Team and recommendations from the Statewide System of Support. Using the methods identified in *Get Better Faster* and *Leverage Leadership 2.0*, coaches – in the form of team leaders, the director of curriculum and instruction, and the principal – will provide feedback to the individual teacher regarding rigor and classroom management

The Turnaround Team crafted the following vision statement to guide our work next year: Through a tenacious focus on continuous improvement, Drury High School will be a safe and positive learning environment with consistent routines, high expectations, and effective instructional strategies to guide all students to overcome barriers through goal setting, targeted feedback, and the formation of supportive relationships.

Section II: Turnaround Practices

Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration

Leadership and teacher teams are established and being actively used to: (a) improve teaching and learning and (b) monitor the effectiveness of turnaround strategies.

Narrative: Data Analysis and Challenges, Strategies and Rationale

During the 2018-2019 school year, the Turnaround Plan for Turnaround Practice 1: *Leadership, Shared Responsibility, and Professional Collaboration* predominantly focused on establishing a more detailed Instructional Guide to increase the level of rigor in the classroom, making instruction the priority during collaboration sessions in the core content areas, and providing opportunities to teachers so that they could reflect on their instructional practices. As such, the following benchmarks were established:

- Benchmark 1: By December 1, 2018, 100% of teachers will demonstrate reflective practice in the use of the revised Instructional Guide and apply this practice in classroom instruction and collaboration within teams as measured by Instructional Leadership Team (ILT) observations, teacher surveys, and focus groups.
- Benchmark 2: By December 1, 2018, 100% of teachers will demonstrate leadership during collaborative meetings by developing agendas, facilitating meetings, and reflecting on norms and meeting outcomes. This will be assessed through meeting minutes and teacher survey feedback.
- Benchmark 3: By June 2019, 85% of students will report they have engaged in regular (as defined by 3 or more discussion per class per week) classroom discourse in all of their classes as evidenced by the student survey.

To address these areas of focus, in the summer of 2018, the Drury High School ILT planned a sequence of collaborative sessions for teacher teams to address the three areas of priority focus for the 2018-2019 Turnaround Plan, identified internally by the prefix “DHS” followed by a four-digit number: (DHS1801) Creating a positive school culture and climate, (DHS1802) Improving the quality and quantity of higher-order tasks, and (DHS1803) Developing intervention and differentiation strategies.

The ILT embedded the three priorities into the schedule of monthly faculty meetings, dedicated professional development sessions in the fall and spring, and daily collaborative time. However, this schedule was inconsistently followed throughout the school year, as other departmental priorities emerged to compete for the faculty meeting and collaborative time. For example, an increase in student disciplinary issues in Grades 7-8 occurred, with incidents of severe cases of noncompliance and disrespect increasing from 32 reported incidents in 2017-2018 in Grades 7-8 to 306 reported incidents in the same grade levels in 2018-2019. As a result, the 7/8 Academy collaborative time focus shifted away from DHS1802 and DHS1803 as the team leader worked with the Grade 7-8 teachers to address classroom management and student behavioral interventions.

At the start of the year, the STEM team divided into content-specific pairs or small groups to collaboratively plan instruction and content assessments, while the team leader focused on backward design efforts and aligned assessment planning with the biology teacher. Because the STEM team leader could not facilitate every collaborative session for each concurrent meeting of content-specific pairs or small groups within the STEM team, the focus across the team remained inconsistent.

The Humanities team shifted their focus from the three priority areas to a cross-disciplinary approach to writing, based on a root cause analysis of underperformance on internally-developed interim assessments and a drop in proficiency levels on the 2018 high school ELA MCAS. The focus on writing instruction and aligned writing assessments in ELA and history classes became the priority of collaborative planning time in the Humanities team for the second half of the school year.

In spite of these shifts, members of ILT continued to measure Drury's progress toward the written Turnaround benchmarks by visiting more than 96 classrooms during Q1 and Q2 and providing teachers with targeted feedback on their use of the Instructional Guide. In addition, students and teachers took a survey in June 2019 in which they provided additional feedback to the Turnaround Team. Below are some of the data findings from classroom visits in Q1 and Q2 and administered surveys:

Classroom Visits: Q1	Classroom Visits: Q2
Classrooms with a posted Learning Target 88.6%	Classrooms with a posted Learning Target 92.3%,
Learning Target was standards-based 74.3%	Learning Target was standards-based 64.1%
Learning Target included a success criteria 54.3%	Learning Target included a success criteria 35.9%
Students observed using strategic or extended thinking 45.7%	Students observed using strategic or extended thinking 28.2%
Students engaged in classroom discourse 25.7%	Students engaged in classroom discourse 23.1%
Survey Results	
Teacher Survey	Student Survey
52.8% of teachers reported having academic discourse in their classrooms 3+ times per week, per class	50% of students reported having academic discourse in their classrooms 3+ times per week, per class
41.7% of teachers reported developing agendas for collaborative sessions	N/A
44.4% of teachers reported facilitating meetings	N/A

83.3% of teachers reported reflecting on norms or meeting outcomes	N/A
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Internal data showed there was a decrease in standards-based learning targets, success criteria, and rigorous tasks from Q1 to Q2 while there was an increase in posted learning targets. Furthermore, while team leaders observed a slight decrease in student discourse, both teachers and students reported regular student discourse in their classrooms approximately 50% of the time.

In addition to Drury's internal data, findings #1, #4, #5, and #6 from the Turnaround Site Visit, administered by SchoolWorks on March 11-12, 2019, indicate four major needs regarding Leadership, Shared Responsibility, and Professional Collaboration:

- Teacher teams do not have a shared understanding of how to improve instruction for all students.
- The system to provide formative feedback does not lead to targeted support to individual teachers.
- Teacher teams inconsistently use student data to adapt and improve instructional strategies.
- The current assessment system neither identifies student-specific needs nor allows for close monitoring of student progress.

The 2019 Turnaround Site Visit report parallels the internal findings regarding the lack of measurable impact on instructional practices from the use of collaborative time: "Teachers noted that while some department teams (and content areas within teams) are working to develop vertically aligned curriculum and assessments, others are not and that they are not seeing consistently improved instruction as a result of these efforts." To address this issue for 2019-2020 the Turnaround Team, in collaboration with the Instructional Leadership Team, created...

- A professional development resource binder that will inform all professional development for the upcoming school year that includes:
 - An Instructional Vision Statement and motto
 - A new bell schedule and planning resources (four 84-minute blocks with an advisory)
 - A revised Instructional Guide, to add specificity about content-based instructional strategies with an effect size greater than .40 (effect sizes noted in parentheses for each strategy, as identified by Hattie (2012) in *Visible Learning for Teachers* and Hattie (2017) in *Visible Learning for Mathematics*):
 - Top five instructional strategies for literacy - Annotating/note-taking (.63), concept mapping (.60), academic discourse (.82), reciprocal teaching (.74), and conceptual knowledge (.85)
 - Top four instructional strategies for math - mathematical talk (.64), appropriate tasks (.71), making connections (1.23), and transforming understanding (.61)
 - Increased time for team leaders to provide coaching, with teaching obligations reduced for core content team leaders to ensure they have additional time to visit

classrooms and provide directed feedback to teachers using *Get Better Faster* and *Leverage Leadership* resources

- Ex: Reteach methods - guided discourse, modeling
- See It, Name It, Do It - providing teachers with very specific and targeted management or rigor feedback
- Guidelines/resources for collaborative lesson planning
- Guidelines for quarterly data meetings to analyze assessments during collaboration sessions
- Increased teacher efficacy (1.57) around frequency of targeted feedback to students and student goal setting (.75)

The professional development binder was given to teachers on June 4, 2019, and the Turnaround Team provided professional development on the resources in the binder on June 6, 2019, June 11, 2019, and June 13, 2019.

In addition, team leaders have created a standards-based interim assessment calendar based on identified power standards and will develop these interim assessments using MyPerspectives and Envision software to ensure consistency across all content areas. Core content courses will assess students three times over the semester/year with the use of common interim assessments:

Assessment	S1	S2	Full Year
Baseline	Early September	Late January	Early September
Mid-term	Early November	Early April	Late January
Final	January	June	June

While team leaders were able to observe more than 100 classrooms during the 2018-2019 school year, feedback to teachers was inconsistent and didn't lead to overall improved instruction. To address this concern, team leaders will attend a summer calibration session in which they will be trained on providing teachers with calibrated targeted feedback during classroom visits and coaching sessions. They will use the *Get Better Faster* scope and sequence for management and rigor trajectory. In addition, team leaders in core content areas will teach one fewer class during the 2019-2020 school year to provide more time to observe and coach teachers on a regular basis while the Instructional Leadership Team will create and adhere to a classroom visit/observation schedule to ensure visits are made consistently and with fidelity. Also, to address continued concerns about student skills in mathematics, instructional time in Math 7 and Math 8 has been doubled, with full-year 84-minute mathematics courses to provide increased math instruction in those two foundational years.

Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration

Action Steps	Responsible Party	Target Date	Completed Date
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1. Research best practices with high effect sizes and select instructional strategies for math and literacy-based courses	Turnaround Team	May 15, 2019	May 27, 2019
2. Draft vision statement and share with faculty for feedback	Turnaround Team ILT	May 15, 2019	May 21, 2019
3. Research new bell schedules, visit schools, and make a recommendation to the Turnaround Team	Scheduling Team	May 15, 2019	May 20, 2019
4. Draft new bell schedule and sample teacher/student schedules. Verify schedule is feasible with current staff levels	ILT	May 31, 2019	May 31, 2019
5. Create Turnaround professional development binder with identified instructional strategies and research behind the selected best practices	ILT	May 31, 2019	June 3, 2019
6. Provide all staff with Turnaround outline and professional development binder	ILT	June 15, 2019	June 15, 2019
7. Provide staff with professional development on materials in the binder for Turnaround Practices 1 and 2	Turnaround Team ILT	June 15, 2019	June 15, 2019
8. Provide staff with professional development on materials in the binder for Turnaround Practice 4	Turnaround Team ILT	June 15, 2019	June 15, 2019
9. Provide staff with professional development on materials in the binder for Turnaround Practice 3	Turnaround Team ILT	June 15, 2019	June 15, 2019
10. Implement 4x4 block schedule, with one additional period for core content Team Leader supervision, observation, and feedback and full-year Math 7 and Math 8	ILT	August 15, 2019	
11. Provide staff with ongoing professional development for Turnaround Practices 2 and 3	Turnaround Team ILT	Ongoing starting August 30, 2019	

12. Solicit feedback from teachers about the implementation of the Turnaround Practices at the end of each semester	ILT	January 2020 June 2020	
Turnaround Practice 1: Benchmarks			
1. By October 2019, all teachers will have received professional development in guided lesson planning for the 84-minute block as evidenced by ILT analysis of collaboration agendas	ILT	September 30, 2019	
2. By June 2020, 100% of classroom teachers will have planned lessons collaboratively using the revised Instructional Guide and incorporated the content-specific identified instructional strategies into their lessons as evidenced by team leader observations during collaboration sessions, classroom visits, and submitted teacher lesson plans	ILT	June 1, 2020	

**Turnaround Practice 2:
Intentional Practices for Improving Instruction**

The school has set clear expectations for high quality instruction and instructional practices, reinforced through a system for monitoring and supporting teachers in improving classroom instruction.

Narrative: Data Analysis and Challenges, Strategies and Rationale

During the 2018-2019 school year, the Turnaround Plan for Turnaround Practice 2: *Intentional Practices for Improving Instruction* predominantly focused on increasing the level of rigor and student discourse in classrooms. As such, the following benchmarks were established:

- Benchmark 1: By December 1, 2018, 100% of teachers will use best practices (engagement strategies, formative assessment, student discourse, increased rigor, etc.) in their instruction as measured by walkthroughs, team leader observations, lesson plan reviews including task analysis, teacher self-assessment (survey), and student surveys.
- Benchmark 2: By June 2019, 85% of students will report they have engaged in regular (as defined by 3 or more discussion per class per week) classroom discourse in all of their classes as evidenced by the student survey.

To address these areas of focus, the ILT built off of the Instructional Guide that was first created during the 2016-2017 school year in order to provide teachers with a common lesson structure in an attempt to create coherence for high-quality instruction. The Instructional Guide was adopted in 2017-2018 and then revised in 2018-2019 to include more specific and clear directives as to what is expected of teachers and students as well as suggested teaching strategies to increase student ownership of learning and classroom discourse.

After feedback from the 2017-2018 TSV and meetings with SSoS, ILT created and revised several versions of a classroom observation checklist designed to measure the implementation of the Instructional Guide, and in 2018-2019, conducted more than 100 classroom observations from September to March using the classroom observation form or through the educator evaluation process. In addition, members of ILT provided teachers (96 times) with targeted feedback based on non-evaluative classroom visits but, based on observational data and data collected from the 2019 TSV, this feedback did not lead to a change in instructional practice. Below are some of the data findings from classroom visits in Q1 and Q2 and administered surveys:

Classroom Visits: Q1	Classroom Visits: Q2
Students observed using strategic or extended thinking 45.7%	Students observed using strategic or extended thinking 28.2%
Students engaged in classroom discourse 25.7%	Students engaged in classroom discourse 23.1%

Survey Results	
Teacher Survey	Student Survey
52.8% of teachers reported having academic discourse in their classrooms 3+ times per week, per class	50% of students reported having academic discourse in their classrooms 3+ times per week, per class
75% of teachers reported using formative assessments 3+ times per week, per class	74.8% of students reported their teachers measured their learning through the use of quizzes, exit tickets, assignments or verbal check-ins at least 3 times per week

In addition, findings #2, #3, #4, and #5 from the Turnaround Site Visit, administered by SchoolWorks on March 11-12, 2019, indicate three major needs regarding Intentional Practices for Improving Instruction:

- Monitoring of improvement strategies is not directly linked to specific outcomes needed to adjust improvement strategies.
- There is not a shared understanding of how to provide rigorous instruction that is engaging and differentiated for all students.
- The system to provide formative feedback does not lead to targeted support to individual teachers.
- Teacher teams inconsistently use student data to adapt and improve instructional strategies.

As noted by internal data and the TSV, “Administrators and team leaders are working to monitor teachers’ use of instructional expectations through classroom observations...[however], the ILT also noted that their progress monitoring tools are not systematized to inform targeted decision making...which makes it difficult for department teams to assess whether lessons are effective.”

Furthermore, the TSV states, “Although teachers have a shared understanding of what a strong Do-Now and exit ticket consists of and how to structure the first and last five minutes of class, there was a great deal of discrepancy about what constituted quality and rigorous instruction during the bulk of the lesson.” To address this finding, the Turnaround Team revised the Instructional Guide to be more content specific, creating one for math and one for literacy-based courses. The 2019-2020 Instructional Guide now includes instructional strategies with effect sizes of .40 or higher. These strategies are expected to be used in classrooms during the rigorous portion of the lesson and should be observed during classroom visits. In addition, the professional development binder provided to teachers includes research on using each of the identified strategies as well as on how to start the lesson, how to plan for multiple activities during the heart of the lesson, how to provide feedback to students on their progress toward meeting the learning target(s), and how to close the lesson.

To address the other findings, during the 2019-2020 school year, team leaders will provide teachers with individual coaching during their collaboration period using the “See It, Name It, Do It” protocol from *Get Better Faster*. Team leaders will then use the coaching session to

develop the teacher’s management or rigor trajectory and provide feedback based on their progress through ongoing observations. This improvement to teacher efficacy (1.57) will enable teachers to provide the rigorous instruction, as noted in the Instructional Guide, in an effective manner while creating instructional cohesion across collaborative teams.

Another area identified for improvement is the use of student data to drive instruction. The TSV found, “[teachers] still do not have an aligned, consistent, and systematic suite of assessments and that teacher-created assessments do not yet produce the kind of data they need to measure and adjust improvement strategies.” Acknowledging the flaws in the assessment system, the Humanities team created interim assessments for ELA 10 after working closely with Heather Richard from Statewide System of Support. She helped the team use root-cause analysis to identify misalignment between the curriculum and assessments.

To address this finding, teachers in ELA Grades 9-12 have adopted a new curriculum resource, MyPerspectives, which includes standards-aligned interim assessments. The implementation of the MyPerspectives curriculum will be monitored by the Humanities Team Leader and the Director of Curriculum and Instruction through weekly classroom visits and follow-up meetings during collaborative time. In addition, the ILT focused time in May 2019 to identify the standards-based assessments that would be used for interim assessments in history, science, and math as well as created an interim assessment calendar for core content courses in Grades 7-12. In total, each content area teacher will assess students three times. Teachers will then analyze the data from these assessments in quarterly data meetings to inform and drive their instruction. During lesson planning, teachers will focus on the identified gaps and will plan collaboratively to address these gaps through the use of guided lesson planning protocols. Resources for collaborative lesson planning were given to teachers in their professional development binders and will be the focus of a professional development session in August 2019.

Turnaround Practice 2: Intentional Practices for Improving Instruction			
Action Steps	Responsible Party	Target Date	Completed Date
1. Research best practices with high effect sizes and select instructional strategies for math and literacy-based courses	Turnaround Team	May 15, 2019	May 27, 2019
2. Revise the Instructional Guide to include the new identified instructional strategies and adjust the timeframe of each section to account for the 84-minute block	ILT	May 30, 2019	June 2, 2019
3. ILT retreat to calibrate feedback to teachers using <i>Get Better Faster</i> and <i>Leverage Leadership</i> protocols	ILT	August 26, 2019	

4. Provide ongoing professional development to teachers around lesson planning for the 84-minute block in department collaboration and during professional development sessions	ILT	Ongoing starting August 30, 2019	
5. Provide teachers with ongoing instructional coaching using <i>Get Better Faster</i> rigor and management trajectory and <i>Leverage Leadership</i> protocols	ILT	Ongoing starting August 30, 2019	
6. Provide ongoing professional development to teachers on identified rigorous instructional strategies specific to their content area	ILT	Ongoing starting August 30, 2019	
Turnaround Practice 2: Benchmarks			
1. By June 2020, 100% of classroom teachers will have collaboratively planned lessons using the revised Instructional Guide and incorporated the identified content-specific instructional strategies into their lessons as evidenced by team leader observations during collaboration sessions and classroom visits	ILT	June 1, 2020	
2. By June 2020, 100% of classroom teachers will have received targeted coaching and feedback on their instruction and classroom management from members of ILT using the <i>Get Better Faster</i> and <i>Leverage Leadership</i> protocols as evidenced by teacher survey results and classroom visit calendars	ILT	June 1, 2020	

**Turnaround Practice 3:
Providing Student-Specific Supports and Instruction to All Students**

The school and teachers use a variety of ongoing assessments to identify student-specific needs, and a system to provide targeted, student-specific instructional interventions and supports to students.

Narrative: Data Analysis and Challenges, Strategies and Rationale

During the 2018-2019 school year, the Turnaround Plan for Turnaround Practice 3: *Providing Student-Specific Supports and Instruction to All Students* predominantly focused on increasing the use of data to inform instructional decisions in the classroom to support all learners. As such, the following benchmarks were established:

- Benchmark 1: By February 2019, 100% of teachers trained in FastBridge or local benchmark assessments will use the results of the fall and winter assessments to identify and implement Tier 2 and 3 interventions for identified students as measured by the intervention fidelity chart.
- Benchmark 2: By June 2019, 100% of students identified in fall and winter FastBridge assessments or local benchmark assessments as needing interventions will have received interventions in either the flex period, in-class intervention blocks, or after-school/Saturday sessions, and will have shown 10% growth on the spring FastBridge

To address these areas of focus, ILT continued its work with the Harvard Data Wise cycle as all classroom teachers were trained in Data Wise and participated in at least one data cycle during the 2017-2018 school year. Even though the training was completed by all classroom teachers, many noted they were still apprehensive about using data and that the cycle felt overwhelming. In addition, many teachers felt it was difficult to find data to analyze. For example, in Grades 7 and 8, FastBridge was administered three times per year in ELA and math as a benchmarking tool; however, data analysis around the results of FastBridge was used inconsistently to drive instruction or interventions.

To address this concern, in the summer of 2018, ILT participated in a data retreat where members analyzed early MCAS results and set goals for their teams for the 2018-2019 school year. ILT continued its data training with Data Driven Instruction, a professional collaboration between Drury, Hoosac and BART Charter schools led by Ben Klompus of Uncommon Schools. This work allowed for the allocation of collaboration time and professional development sessions to be used to analyze assessment results as well as look at student work examples. Members of ILT then led a half-day professional development session in the fall of 2018 where all teachers analyzed the MCAS results from the 2017-2018 school year and used the data to identify power standards specific to their content areas. From there, content teams diverged in how they would use data to identify student learning gaps and to improve their classroom instruction. While some content teachers co-taught with a special education teacher and used collaborative planning time to plan intervention blocks using the gap analysis protocol, others didn't have a co-teacher or common planning time with their co-teacher to create interventions and therefore used the school-wide differentiation form to implement interventions on an inconsistent basis. In addition, the gap analysis protocol proved ineffective at closing the gaps for all students.

In the 9-12 Humanities department, a root-cause analysis led the team to look more closely at its assessments. Team members identified a lack of standards-aligned assessments as a major problem in ELA classes, and this resulted in a recommendation to adopt a new curriculum, MyPerspectives, starting in the fall of 2019. In addition, knowing that they couldn't wait until September 2019 to have standards-aligned assessments, the team created a series of interim assessments and common lesson plans using released MCAS practice tests as well as paired readings from Common Lit and New York State Regents exams. The team created more than five weeks of common daily lesson plans to be given in ELA 10 classes that addressed the standards-gaps identified by the MCAS analysis professional development session, and used students' 2017 MCAS results to set student-specific goals. For example, students were shown their 8th grade scores and then worked with teachers to set specific growth goals, such as incorporating three more pieces of evidence in their writing or writing an additional paragraph with evidence from both readings. Teachers modeled how to write effective essays for all students and provided students with exemplars, a strategy identified in *Leverage Leadership 2.0* rather than grouping students by ability and using differentiation. Instead, the Humanities teachers provided all students with targeted, specific feedback on their progress toward their goals.

These one-on-one sessions allowed each student to reflect on his or her own progress while noting areas of growth and room for improvement. These sessions were held in both ELA and history classes every few weeks to promote teacher efficacy and to create consistency in reading and writing expectations across the content areas. This work was then replicated by the 7/8 Academy in both ELA and history classes. Early MCAS results show the methods used were successful in accelerating student learning. Preliminary Grade 10 ELA MCAS data currently shows an 84% and 60% increase on the two MCAS essays from when the same students took the ELA MCAS in 8th grade (2017).

In spite of the focus areas, findings #5, #6, and #7 from the Turnaround Site Visit, administered by SchoolWorks on March 11-12, 2019, indicate three major needs regarding Student-Specific Supports and Instruction to all Students:

- Teacher teams inconsistently use student data to adapt and improve instructional strategies.
- The current assessment system neither identifies student-specific needs nor allows for close monitoring of student progress.
- The school has not targeted intervention resources or systematically assessed the impact of interventions.

As a result, during the 2019-2020 school year, all core content classes will give interim assessments a minimum of three times per course and use the data from those assessments to drive their daily instruction through collaborative guided lesson planning. In addition, all teachers are expected to use data to set goals with students, as well as provide them with targeted feedback toward their goal progress, over the course of the semester or full-year class. Furthermore, the use of student data to drive instruction will be the focus of collaboration sessions in all core content areas during the 2019-2020 school year.

Also during the 2019-2020 school year, Drury High School will continue with a full inclusion model, and to meet student-specific IEP needs, co-teaching will continue in Grades 7 and 8 ELA and math. Co-teachers will share the same prep/collaboration time as the content teacher they are working with and will also receive professional development on co-teaching during their collaboration sessions. Co-teaching will not continue in Grades 9-12; instead, students in 9-12 on IEPs will have access to a resource room staffed by a certified special education teacher. Students with greater needs will be scheduled into the resource room based on their specific IEP needs. The purpose of the resource room will be to provide students with more targeted and individualized support to further progress toward meeting their IEP goals as well as to provide students with proper accommodations during testing.

Turnaround Practice 3: Providing Student-Specific Supports and Instruction to All Students			
Action Steps	Responsible Party	Target Date	Completed Date
1. Establish a clear assessment schedule using newly created or revised baseline, midterm, and final assessments for all core content courses	ILT	August 28, 2019	
2. Provide classroom teachers with content specific professional development around interim assessments and the assessment schedule	ILT	September 1, 2019	
3. Provide professional development on the 9-12 resource room	ILT Special Education Teacher	August 31, 2019	
4. Provide ongoing professional development to classroom teachers on using data from assessments to drive instruction	ILT Teachers	Ongoing starting September 1, 2019	
5. Provide ongoing professional development to classroom teachers on student goal-setting and targeted feedback	ILT Teachers	Ongoing starting September 1, 2019	
6. Provide ongoing professional development on co-teaching to those working with a co-teacher	ILT Teachers	Ongoing starting September 1, 2019	
7. Coach teacher teams through weekly	ILT	Ongoing	

data analysis meetings and record observations on data usage to drive instruction		starting September 1, 2019	
Turnaround Practice 3: Benchmarks			
1. By January, 2020, 80% of students will demonstrate proficiency in each core content class on the midterm (for full year courses) or final (for semester courses) assessments	ILT	January 30, 2020	
2. By June 2020, 100% of teachers will report using interim assessment data to drive their instruction as evidenced by team leader observations during collaboration data analysis sessions	ILT	June 1, 2020	
3. By June 2020, 100% of students will report they set and monitored progress toward their goals and received targeted feedback from their teachers toward their student learning goals as evidenced by the student survey	ILT	June 1, 2020	

Turnaround Practice 4: School Climate and Culture

The school has established a positive culture and climate for teachers, students, and families that includes shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive.

Narrative: Data Analysis and Challenges, Strategies and Rationale

During the 2018-2019 school year, the Turnaround Plan for Turnaround Practice 4: *School Culture and Climate* predominantly focused on creating consistency through Tier I behavioral interventions as well as the establishment of student non-negotiables. As such, the following benchmarks were established:

- Benchmark 1: By June 2019, 100% of teachers will report using universal language, routines, and responses to behavioral disruptions, as evidenced by walkthrough data, ILT observations, and the teacher survey.
- Benchmark 2: By June 2019, 100% of students will report receiving universal language, routines, and responses to behavioral disruptions, as evidenced by the student survey.

To address these areas of focus, during the summer of 2018, the Student Support Team worked with consultant Polly Bath to clarify expectations around the purpose and procedures for the Student Support Center as well as draft a menu of consequences for students based on a tiered system of behavior. The result of that session was an updated Student Support Center handbook, an Engagement in Learning rubric tied to the school's 3 R's (Respect, Responsibility, and Resilience) that would be used in class to measure participation and behavioral expectations, and a set of student non-negotiables. Members of the Student Support Team then led a professional development session for all staff, teachers and support, on the second day of school to provide training around the new student non-negotiables, Engagement in Learning Rubric, and the procedures of the Student Support Center to facilitate universal language around behavior. In addition, the first faculty meeting of the month would be dedicated to school climate and culture as a way to check in on Drury's progress toward maintaining consistency around behavior.

However, as the year went on, the universal language around behavior was inconsistently implemented by teachers and staff. In addition, teacher interventions for behavioral consequences were also inconsistent, resulting in an increase in Student Support and Tier III referrals. To help address the increased student behavioral needs while providing students with additional social-emotional support, a 7/8 school adjustment counselor was hired to work exclusively with that population. In addition, a 7/8 transition room staffed by a special educator was created to provide an additional layer of Tier III support to students who were having a difficult time maintaining their behavior over the course of the day in a traditional classroom setting. Students were identified for behavioral interventions by the Student Support Team based on the number of Student Support Center referrals and by recommendations of the Student Support Center staff. These students were placed on an intensive monitoring list, and the school adjustment counselor created behavioral contracts that would be used when a student returned to school after a suspension. Furthermore, to help foster positive relationships with the students on

the intensive list, a Monday “after-school engagement” program was created to provide students with opportunities for restorative circles and game play, which allowed students to work on developing social skills in a positive environment in lieu of a traditional detention.

In spite of all the changes that occurred during the school year to support students, Tier II and Tier III referrals continued to increase. Students reported they didn’t care about the assigned consequences for behavior or that teachers were not holding students consistently accountable for their actions. Teachers also reported not feeling supported when it came to student consequences and that students received different levels of consequences for the same infractions. Below are some of the data findings from the administered surveys and focus groups:

Survey Results	
Teacher Survey	Student Survey
77.8% of teachers reported using common language in regard to student behavior	59.7% of students reported teachers using common language in regard to student behavior 3+ times per week
55.6% of teachers reported the effective use of rules, rituals, and expectations	30.7% of students reported other students using common language in regard to their behavior 3+ times per week
63% of teachers reported using the school-wide approach to Tiered behavior	66.9% of students reported teachers created a safe and orderly classroom environment for learning
Focus Group Results	
Teacher	
Teachers noted discipline procedures were problematic and that the rules were created without consistent feedback	
Teachers noted an increased role in attending to discipline problems and in being told not to use the student support center regularly.	
Teachers expressed frustration by having to retain students in class rather than have them work in the Student Support Center. They felt that students were returning to class quite quickly with a recognition that the teacher cannot control them and that the students have the upper hand.	

In addition to the internal data, findings #8, #9, and #10 from the Turnaround Site Visit, administered by SchoolWorks on March 11-12, 2019, indicate three major needs regarding School Climate and Culture:

- The school has established expectations for student behavior that support most students’ learning.

- The school is working to provide some social-emotional supports to students across all grades; however, adult capacity continues to be a challenge in providing sufficient support to all students.
- The school has established a collegial and respectful professional environment and provides some leadership and out-of-school opportunities for students.

To address these concerns, during the 2019-2020 school year, Drury High School will use the Rethinking Discipline approach to behavior, which consists of staff scripted, open and transparent consequences for students. Rule violations will be included in the school's student handbook, which will outline the consequences and interventions tied to the behavioral infraction. For example, if a student violates the rule of "Out of Class without Permission" for cutting class, the teacher would submit a Tier III referral to the dean of students. The consequence for the first offense would be a documented warning in PowerSchool; the intervention would be an educational talk with either the dean of students, principal, or school adjustment counselor. If the student continued to violate the rule, the consequences would escalate, leading up to a suspension hearing with the parent and a possible out of school suspension. The clearly defined consequences, modeled after work presented at the Rethinking Discipline workshops in 2018-2019 facilitated by Engaging Schools, provide clarity and consistency for students, teachers, and administrators. Each consequence for Tier III behavioral infractions will be coupled with a corresponding behavioral intervention. To increase the opportunities for behavioral interventions, a transition room for Grades 9-12 has been created to parallel the Grade 7-8 transition room model. Each transition room will be staffed by a special educator and a teaching assistant, who will work in close collaboration with the school adjustment counselor. Additionally, a behavior technician has been hired to work under the supervision of a board certified behavioral analyst to assess behavioral needs and help plan for appropriate interventions in all grades.

In 2019-2020 Drury will expand its partnership with the Brien Center, Berkshire County's largest provider of behavioral health and addiction services, to increase student access to the Brien Center's substance abuse educator on site at Drury one day per week. Additionally, the district has collaborated with the Brien Center to develop grant-funded School and Community Based Intervention Services for the next three years. The services will provide a clinical supervisor and case managers based at the high school to provide clinical and support services at the school, home, and in the community. The case managers will work with up to 30 families in need of services as identified by the Drury Student Support Team.

One additional strategy to build a more positive climate and build stronger relationships between students and staff at Drury is the adoption of the 4x4 block schedule that includes a 17-minute advisory period each day. Additionally, field days and school-wide celebrations will be included in the fall calendar instead of just the late spring. The Student Support Team will also use strategies to monitor and improve school culture from *Leverage Leadership 2.0* by Paul Babrick-Santoyo (2018), including developing a clearer vision of student culture and naming and building plans for routines and procedures that define that culture.

Student opportunities for leadership and participation continue to expand, with an increase in student council applications for 2019-2020; continued after-school extracurricular activities,

including traditional athletics, theater, role-playing games and math club; Drury student participation in the 1Berkshire Youth Leadership Project; and mentoring programs in collaboration with the YMCA.

Turnaround Practice 4: School Culture and Climate			
Action Steps	Responsible Party	Target Date	Completed Date
1. Deans and principal attend four Rethinking Discipline professional development sessions	Deans of Students Principal	May 30, 2019	
2. Draft rule violations sheets	Deans of Students SAC Principal	August 15, 2019	
3. Revise student non-negotiables	Deans of Students SAC Principal	August 15, 2019	
4. Schedule 17-minute advisory block for every student in the master schedule	ILT	August 15, 2019	
5. Implement transition room model in Grades 9-12	Deans of Students Special Education Coordinator	September 1, 2019	
6. Provide professional development to teachers and staff on transition room, responses to behavior, and revised student non-negotiables	Deans of Students SAC Principal	September 1, 2019	
7. Provide updates to staff and follow-up professional development to teachers to ensure consistency of consequences and use of student non-negotiables	Deans of Students SAC Principal	Monthly beginning in October 2019	
8. Launch partnership with the Brien Center to provide school and community based intervention services	Principal Student Support Team	October 1, 2019	
9. Pilot school culture strategies from <i>Leverage Leadership 2.0</i> and monitor the implementation of the pilot	Student Support Team Deans of Students	January 2020 June 2020	

Turnaround Practice 4: Benchmarks			
1. By June 1, 2020, 100% of students who received a consequence for behavior will report clear and consistent responses from teachers and administration when being disciplined as evidenced by the student survey and discipline tracking data	ILT	June 1, 2020	
2. 10% reduction in harassment, fighting, and dangerous behavior incidents from Q3 2019 to Q3 2020	ILT	April 15, 2020	
3. 10% reduction in student suspensions from Q3 2019 to Q3 2020	ILT	April 15, 2020	

Appendix A: School Works Ratings and Trends 2017-2019

School Works Ratings and Trends:

	2017	2018	2019
	Drury	Drury	Drury
Teaming, Shared Leadership and Responsibility, and Collaboration	Developing	Developing	Developing
Using Teams, Shared Leadership, and a Collaborative and Trusting Environment	Initial	Developing	Developing
Defined Expectations for High-Quality Instructional Practices	Initial	Developing	Developing
Administrative Observations Leading to Constructive, Teacher-Specific Feedback, Supports, and Professional Development	Initial	Developing	Developing
Teachers and Teacher Teams use Student Data to Adapt and Improve Instructional Strategies	Initial	Initial	Developing
Using Data to Identify Student-Specific Academic and Non-Academic Needs	Initial	Initial	Initial
Providing Targeted Interventions and Supports to Students and Monitoring for Effectiveness	Initial	Initial	Initial
Shared Behavioral Expectations that Support Student Learning	Developing	Initial	Developing
Targeted and Effective Social-Emotional Supports	Developing	Developing	Developing
Establishing a Collegial, Respectful, and Trusting Professional Environment	Developing	Developing	Developing
Instructional Coherence	Initial	Developing	Developing

Percent of SchoolWorks Classroom Observations That Scored a 3 or higher (Effective)			
Indicator	2017	2018	2019
Common Core Literacy Alignment	44%	26%	45%
Common Core Math Alignment	43%	80%	20%
Behavioral Expectations	63%	68%	76%
Structured Learning Environment	31%	47%	62%
Supportive Learning Environment	26%	84%	75%
Focused Instruction	6%	42%	31%
Instructional Strategies	19%	27%	19%
Participation and Engagement*	25%	42%	76%
Higher-order Thinking	6%	33%	19%

Assessment Strategies	6%	21%	31%
Feedback	6%	21%	26%
N of Observations	16	19	16
*In 2017 this was called cognitive engagement			