2016 Massachusetts Turnaround Practices Field Guide

A Research-Based Guide Designed to Support District and School Leaders Engaged in School Turnaround Efforts

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Introduction to the 2016 Massachusetts Turnaround Practices Field Guide

Since 2010, the Massachusetts Department of Elementary and Secondary Education (ESE) has classified schools into Levels 1 through 5, based on absolute achievement, student growth, and improvement trends as measured on standardized state assessments. Level 1 represents schools in need of the least support—those that have met their gap-closing goals—and Level 5 represents the lowest performing schools, in need of the most support (and, in fact, have been placed under state receivership). ESE's District and School Assistance Centers and Office of District and School Turnaround, in particular, provide ongoing targeted support to Level 3, 4, and 5 districts and schools. In addition, for the past several years, ESE has committed substantial resources to developing research-based tools specifically designed to support continuous school improvement in the state's lowest performing schools and districts (see Appendix A). This guide adds to the state's existing catalog of tools and resources available to schools and districts either embarking on or in the midst of turnaround.

The **2016 Massachusetts Turnaround Practices Field Guide** is based on the premise that knowing precisely how to implement and sustain turnaround efforts can be difficult, especially when schools and districts are faced with multiple challenges. This guide provides educators with examples of school-specific practices, in authentic school contexts, which have contributed to turnaround success, so that those engaged in turnaround can apply these practices in their own schools and accelerate turnaround efforts.

Organization of the 2016 Massachusetts Turnaround Practices Field Guide

Part 1: Turnaround Practices at-a-glance provides a two-page overview of the Massachusetts Turnaround Practices. For each practice, it provides details and evidence drawn from the Level 4 schools that have successfully been turned around. Part 1 is a good starting point for new and experienced users of the Turnaround Practices and can serve as a guide for locating certain practices and strategies to explore in greater detail.

> The **2016 Massachusetts Turnaround Practices Field Guide** builds upon the 2014 Turnaround Practices in Action report, which documented four interconnected practices used in Level 4 schools (priority schools in the lowest 5%) that increased student achievement and exited Level 4 status, and the 2016 Evaluation of Level 4 School Turnaround Efforts in Massachusetts, which illustrated specific practices that are characteristic of improving and exited schools.
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> For more information on accountability and assistance in Massachusetts, please visit: http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/.

Part 2: Cross-Practice Themes highlights three themes that emerged as we analyzed data for the 2016 Evaluation of Level 4 School Turnaround Efforts. The cross-practice themes—which highlight the value of (1) specific turnaround leadership attributes, (2) an improvement mind-set, and (3) a tightly aligned approach to curriculum and instructional practices—cut across the four individual turnaround practices described in Part 1.

Part 3: Strategic Turnaround Actions describes what the first year, and particularly the first 100 days, of turnaround often looks and feels like, including a set of strategic actions and decisions that characterize how some successful leaders and schools have navigated the challenges of school turnaround. Although there is no linear set of steps that will necessarily work for all schools or all contexts, there are a number of strategic actions, processes, and structures that can better prepare a school for the difficult and stressful work that is required in the first year of turnaround.

Part 4: Examples of Turnaround Practices in Action details how four schools implemented certain Turnaround Practices and school-specific strategies that contributed to successful turnaround. Each school profile provides a detailed snapshot of what the practices mean and look like for leaders, teachers, and students. In each profile, we see how school staff cultivated and used the turnaround practices, along with the cross-practice themes, to address specific problems of practice. Each school—functioning as a true learning organization—continuously improves its ability to provide students with rigorous instruction and student-specific supports, including social-emotional supports in particular.

Site Selection and Methodology

We identified a purposeful sample of exited Level 4 schools to serve as the basis for the 2016 Massachusetts Turnaround Practices Field Guide. Three criteria guided our selection process:

(1) **Sustained improvement**: We included only schools that showed sufficient gains to exit Level 4 status and that continued to demonstrate strong gains in student achievement after exiting.

(2) **Diverse settings**: We included schools from districts of different sizes and settings to better understand potential differences in how schools from different types of districts engaged in turnaround.

(3) **Effective and targeted practices from which we could learn:** We included schools that are using practices that are exemplary and from which other districts and schools could learn and then apply to their own context. In addition, we included examples that, taken together, represent all four Turnaround Practices.

Selection of Schools

The project team first administered a survey (the "Exited School Survey") to current and past principals of 18 exited Level 4 schools. Survey responses were analyzed to identify potential exemplary practices among a range of Level 4 schools. Based on these initial analyses, seven schools were identified as potential sites. We conducted initial phone calls with the principal of each of the seven schools to discuss the purpose of the 2016 Massachusetts Turnaround Practices Field Guide and to identify and clarify potential practices for further exploration via semistructured, in-person interviews. Subsequent to the phone conversations, four schools were identified for inclusion (see Table 1). The project team conducted a half-day school visit to each school, to conduct interviews with the principal, administrators, instructional leaders, and classroom teachers, and to observe selected team meetings.

Table 1. Districts and schools profiled in the 2016 Massachusetts Turnaround Practices Field Guide

District	School	Grades	Students	Selected Demographics				
				Hispanic	African American	English language learner	Students with disabilities	Economically disadvantaged
Lynn	Connery Elementary	PreK-5	635	73%	6%	34%	6%	54%
Worcester	Union Hill Elementary	K-6	492	57%	11%	49%	17%	71%
Boston	Jeremiah Burke High School	9-12	532	24%	72%	31%	15%	52%
Lawrence	UP Academy Leonard	6-8	352	96%	1%	33%	17%	65%

Analysis

The information contained in the 2016 Massachusetts Turnaround Practices Field Guide is broadly informed by three data sources: an Exited School Survey administered in fall 2015, which asked exited school leaders to reflect on the most impactful improvement strategies implemented while designated Level 4 and after exiting; the 2016 Level 4 Evaluation of School Turnaround Efforts report, which showcases key improvement strategies that are characteristic of successful turnaround schools; and our ongoing review of current and past monitoring site visits, which resulted in the four key turnaround practices now guiding much of this turnaround work. Specifically, the 2016 Massachusetts Turnaround Practices Field Guide represents information gathered from telephone and on-site interviews conducted with leaders and teachers from the four schools profiled herein: Connery, Union Hill, Burke, and UP Academy Leonard. Customized protocols were used for each on-site interview session, and interviewee responses were recorded and transcribed. In addition, each school provided artifacts that illustrated the practices described during the on-site conversations.

Project team staff conducted a thorough review and analysis of the transcripts, highlighting common themes and characteristics across schools and documenting the specific practices used in each school. These data informed initial drafts of each school profile. Additional detail, including artifacts, organizational charts, and sample lesson plans, was requested from each school to supplement the narrative. To ensure the accuracy of each profile, each principal reviewed his or her school profile and provided final suggestions.

Part 1: Turnaround Practices at-a-glance

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

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Using autonomy and authority to improve teaching and learning

School leaders make strategic use of staffing, scheduling, and budgeting autonomy to focus work on implementing their turnaround plan or other improvement efforts to improve the quality of teaching and learning at the school.

Teaming, shared leadership and responsibility, and collaboration

Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.

Using teams, shared leadership, and a collaborative and trusting environment to accelerate improvement

Administrators and teachers (through teacher teams or involvement in an instructional leadership team) are actively monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement.

Turnaround Practice 2: Intentional Practices for Improving Instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

Defined expectations for rigorous and consistent instructional practices

School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs.

Administrative observations leading to constructive, teacher-specific feedback, supports, and professional development

There is a defined and professionally valued system for monitoring and enhancing classroom-based instruction across the school and for individual teachers. The system includes frequent observations of instructional practice and the impact of instruction on student work, team-based and job-embedded professional development, and teacher-specific coaching, when needed.

Teachers and teacher teams use student data to adapt and improve instructional strategies

Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction to meet their students' needs as identified.

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

The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.

Using data to identify student-specific academic and nonacademic needs

Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.

Providing targeted interventions and supports to students and monitoring for effectiveness

The school employs a system (structures, practices, and use of resources) for providing targeted instructional interventions and supports to all students, including the ongoing monitoring of the impact of tiered interventions and the ability to adapt and modify the school's structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.

Turnaround Practice 4: School Climate and Culture

The school has established a climate and culture that provide a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Shared behavioral expectations that support student learning

Administrators and teachers have clearly established and actively reinforce a set of behavioral expectations and practices that supports students' learning and efforts to increase student achievement.

Targeted and effective social-emotional supports and expanded learning opportunities

The school has identified and established and proactively provides effective social-emotional resources and supports and expanded learning opportunities for students in need of such supports and assistance.

Establishing a collegial, respectful, and trusting environment for staff and families

A climate of respectful collegial communication, relationships, and leadership has been established by leadership, teacher leaders, and teachers, thus allowing for a positive, productive, and collective effort to increase family engagement and student achievement throughout the school.

The Turnaround Practices and the Conditions for School Effectiveness

Massachusetts' Turnaround Practices and the Conditions for School Effectiveness Self-Assessment are closely aligned, with the Turnaround Practices providing additional detail on precisely how Level 4 schools have engaged in successful turnaround. The following display illustrates the relationship between the two frameworks. A comprehensive list of related resources and tools, including the District Standards and Indicators, the Conditions for School Effectiveness, the Turnaround Practices, the Tiered System of Support Blueprint, and the Turnaround Practices in Achievement Gain Schools video series, is provided in Appendix A.

Display 1. Relationship between the Conditions for School Effectiveness and the Turnaround Practices

The **Conditions for School Effectiveness** and the **CSE Self-Assessment** provide a comprehensive and research-based foundation for designing, assessing, and continually improving schools across the Commonwealth.

The **Turnaround Practices** provide a more finely grained and integrated look at key practices and actions taken by Level 4 and Level 3 schools that have made significant improvement in increasing student achievement.

Effective district systems for school support and intervention.

Effective school leadership.

Aligned curriculum, effective instruction, and a balanced system of formative and benchmark **student assessments.**

Principal staffing authority to make staffing decisions, subject to district policies and superintendent approval; and **budget authority to make effective use of district and school resources.**

Professional development and structures for collaboration that include individually pursued activities and school-based, job-embedded approaches.

Tiered instruction and adequate learning time to provide adequate learning time for all students in core subjects.

Students' social, emotional, and health needs are met through the effective use of a system for addressing student needs.

Family-school engagement through the development of strong working relationships with families and community partners.

Strategic use of resources and adequate budget authority.

Leadership, Shared Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Intentional Practices for Improving Instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

Student-Specific Supports and Instruction to All Students

The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.

School Climate and Culture

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Part 2. Cross-Practice Themes

Cross-Practice Themes

1. Turnaround leaders who have a sense of urgency, expertise, and relational leadership skills
2. An improvement mind-set that permeates all school behaviors, decisions, discourse, and actions
3. Highly consistent, aligned, and rigorous instructional practices

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Although the turnaround practices offer a useful structure for organizing the key activities and strategies that successful turnaround schools often implement, our ongoing analysis of how schools engage in successful and sustainable turnaround highlighted three themes that cut *across* the four practices. These themes tend to characterize successful turnaround schools. Although findings from the *2014 Turnaround Practices in Action* report suggest that *district* actions and systems of support impact a school's ability to achieve successful turnaround as well, these themes focus at the school level.

The cross-practices themes exemplify the overarching culture of successful turnaround schools and may provide another useful lens for thinking about what successful turnaround requires, beyond implementing discrete structures, policies, and practices.

> **District Role in School Turnaround**
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> The *2014 Turnaround Practices in Action* report noted that districts play a central role in supporting and monitoring school turnaround efforts and, in recent years, have become more thoughtful and strategic about how they work with schools. However, there is still some variation in how districts use authority, provide autonomies, and develop support and monitoring systems that may impact a school's turnaround efforts (Lane, Unger, & Souvanna, 2014).

Theme 1: Turnaround Leaders who have a sense of urgency, expertise, and relational leadership skills

Leadership in successful turnaround schools is characterized by certain attributes, features, and actions that, according to the research on leadership and school improvement (Hallinger & Heck, 2010; Seashore Louis, Leithwood, Wahlstrom, & Anderson, 2010), appear to be particularly important in turnaround schools working to dramatically improve student achievement. What is equally important for those engaged in turnaround is to consider these attributes as crucial ingredients for a successful turnaround effort, and to ensure that such leadership attributes are in place and are actively supported by district and state policies.

Core Turnaround Leadership Attributes

- ✓ **Sense of urgency**: The new principal (and, often, a new leadership team) comes fresh to the school, willing and eager to take on the challenge of turnaround. The principal and leadership team have a strong sense of urgency to change the lives of students in the school and are willing to "do whatever it takes" to improve. The principal has a mantra of high expectations and no excuses and communicates this clearly and consistently to staff, ensuring that all teachers believe that they can directly impact their students' achievement regardless of the students' circumstances.

- ✓ **Expertise**: The principal and leadership team come to the school with a strong understanding and knowledge of what an effective school looks and feels like, organizationally and instructionally, and a proven track record of success in similar situations. They have expertise in educational best practice, especially regarding what rigorous instruction looks like and requires, and they know that a major part of the work involves infusing this knowledge among and across the entire school community. Building off their understanding of educational best practices, the principal and leadership set a few key non-negotiables and expectations for instructional practices and student behavior. The principal and administration are in classrooms daily, providing feedback to teachers in terms of non-negotiable instructional expectations. Giving and receiving feedback is valued by all instructional staff and part of what it means to be a professional.

- ✓ **Relational**: The principal has a deep understanding of leadership as relational and involving the building of trusting and collegial relationships across the school community. The principal understands that a key piece of the work is to build an organization in which leaders and teachers "like to work together," where there is shared ownership of students, and where teachers are empowered to learn from one another as colleagues.

This is accomplished by providing teachers with the skill, time, and trust to bring their own issues, or problems of practice, to the surface and work through these issues collectively.

School Profiles that illustrate this theme:

- Connery Elementary School
- Union Hill Elementary School
- Burke High School
- UP Academy Leonard Middle School

Theme 2: Improvement mind-set that permeates all behaviors, decisions, discourse, and actions

Successful turnaround schools are characterized by an "improvement mind-set." This is a schoolwide culture in which leaders and teachers work closely with one another to actively identify and address specific problems of practice. (Different schools use different terminology, e.g., learning mindset, and may define the broad concept slightly differently.) Successful turnaround schools integrate this improvement mind-set into the core functions of teaching, such as developing and modifying lesson plans, providing rigorous core and tiered instruction, and using data to provide students with targeted interventions. When schools identify and then address a problem of practice, it is imperative that they have and maintain an improvement mind-set, so that teachers work collectively to improve their individual and joint efforts to improve instruction and practice. This way, they learn from each other through the process, rather than trying to improve in isolation from one another, with classroom doors closed.

Approaching problems of practice with an improvement mind-set happens when leaders and teachers identify key issues or challenges that are influencing their ability to improve student learning (e.g., schedules and staffing challenges, students having trouble with open-response questions, academic vocabulary, or evidence-based argumentation, and lack of instructional alignment) and then work collectively (in grade-level teams, in vertical teams, or across the entire school community) to solve this problem. Some school leaders use an *adaptive leadership model*, which the original theorists define as a "the practice of mobilizing people to tackle tough challenges and thrive" (Heifetz, 2009, p. 14).

Cultivating and then using an improvement mind-set is not, however, something that happens overnight or that can be left to chance. Cultivating an improvement mind-set requires a leader with turnaround leadership attributes, such as expertise, relational trust, and a sense of urgency, as well as a commitment to setting high expectations for teachers and creating the conditions in which teachers are willing and eager to work together to solve a common problem, are trusting enough to acknowledge that they may not individually have the answers to every challenge, and take ownership for the success of *all* students. It is also important that school leaders develop multiple teaming structures—a matrix of grade-level teams, vertical teams, and student support teams—and support teachers in using these structures effectively. Developing a system of high-functioning teaming structures and communication channels often accelerates problem diagnosis; the development, implementation, and testing of new practices; and the sharing and spread of practices that work.

> *There's too much for one person to do, there's too much for two people to do. We had to go at it from a team approach from the very beginning. The way I understand the adaptive model is that, presenting issues come in, you vet out and decide what's the most important thing that is pressing upon the success of the organization. Then you, as a team, come up with solutions and ideas to try to resolve those issues, and you try it out. If it works and it's a positive contribution to the outcomes and the goals, then you institutionalize the effort across the school or across different grades.*
>
> —Union Hill Principal

> *I think there's a tremendous learner mind-set here, particularly embodied by the team leaders, the team facilitators. Folks are really okay admitting, "We don't know this," or identifying weak spots in their practice, and digging into how to fix it...or not fix it… I think that everyone seated around this table has ownership over the process in a way that's really exemplary.*
>
> —Burke High School Principal

School Profiles that illustrate this theme:

- Union Hill Elementary School: Establishing an improvement mind-set
- Burke High School: Cultivating a learner mind-set

Theme 3. Highly consistent, aligned, and rigorous instructional practices

Successful turnaround schools have developed tightly aligned and consistent curricula, expectations, instructional strategies, and assessment tools. What is potentially new about this theme is the extent of the alignment and consistency and the ways in which teachers (often with the support of administrative leaders) are working together to develop vertically and horizontally aligned instruction and instructional strategies, which have clear implications for schools engaged in accelerated improvement and turnaround.

What do consistency and alignment mean in practice? Although the degree of consistency varies from one school to the next, successful turnaround schools are places in which teachers in each grade level have developed common units and lesson plans and are teaching the same lesson to their students within the same week, if not the same day. Within each lesson, teachers have developed and are using similar prompts, note-taking techniques, and common strategies to support students in accessing the content of the lesson. Across grades, teachers have analyzed the standards and not only know precisely what students need to know and be able to do from one grade level to the next, but also intentionally use standards-aligned key words, phrases, and essential questions, taught and reinforced in earlier grades, to support students. Each lesson, within and across grades, is similarly structured (e.g., entry work, activators, exit tickets), and behavioral expectations are the same, across the entire school. Rigorous instruction, aligned to the Massachusetts Curriculum Frameworks is, by definition, consistent and aligned across content and grade levels. Students then know exactly what to expect in each class and can employ the same tools to access information. According to leaders and teachers in exited Level 4 schools, consistency in instructional strategies, language, and general classroom management removes barriers to learning for English language learners (ELLs) and high-need students, in particular, who may struggle with academic language.

To an outside observer, the work in such schools may appear highly routinized and prescriptive. However, teachers collectively have a great deal of autonomy, and the work is often perceived as more "owned" and more valuing of teacher expertise, because teachers have developed common lessons, routines, and instructional strategies collaboratively rather than individually. Often, grade-level, team-developed strategies are rolled up to the school after testing, reflection, and evidence of impact. Tight alignment and consistency of instructional practices reduce instructional variability across the school, making it easier to develop, implement, and test new instructional strategies, and to then scale up effective strategies across the entire school. These schools are effective learning organizations with the infrastructure and know-how to quickly and effectively implement proven instructional and organizational improvements.

> **Sustained and Stable Staffing**
>
> Sustained staffing is another essential aspect of a successful turnaround effort, contributing to teachers' willingness to work intensively and deeply on core problems of practice and to fully implement a consistent and aligned system of instruction and assessments. It is particularly important for ensuring that the school is not hindered by policies that might lead to unintended shifts in staff that would, in turn, undermine efforts to develop and maintain highly consistent and aligned instructional practices.

School Profiles that illustrate the following themes:

- Connery: Using teaming structures to vertically and horizontally align instructional strategies
- Union Hill: Calibrating and improving instructional practice
- Burke High School: Improving instructional practice through the data inquiry cycle process
- UP Academy Leonard: Employing a sophisticated, consistent, and student-specific system for monitoring and reinforcing behavioral expectations

Part 3. Strategic Turnaround Actions: The First 100 Days

Through multiple interviews and focus groups with school administrators, instructional coaches, teachers, and external partners, some initial steps and strategic actions emerged as important processes in starting to turn a school around.[1]

What schools did in the initial 100 days of turnaround and the remainder of Year 1 and beyond is important to understand and consider. How schools used resources and employed certain strategies prior to and during the first year is presented here as a set of **strategic actions** taken by leaders, often in response to a myriad of needs and challenges facing the school. These actions are not a step-by-step recipe for success; however, it does seem that there is a flow to the work and certain issues that must be addressed for any turnaround school seeking to pursue similar immediate and sustained gains.

The Context for School Turnaround

To understand the *why* and *how* of school turnaround, it is important to have an accurate picture of what leaders and teachers are often faced with when they begin their work. Compared to continuous school improvement, which involves incremental changes, a successful turnaround effort often requires a rebuilding of the entire school community. Why must the school community be rebuilt? Because even when an entirely new leadership team and staff comes into a school, the teachers, parents, and students in that school only know what they experienced the previous year, and they bring these expectations and culture with them into the school.

- If parents were not respected or welcomed in the previous year, would they expect anything different in the first year of turnaround?

- If students knew that there were no consistent repercussions for misbehaving or not doing their best schoolwork, would they expect something different?

- If teachers had not been provided with support from the principal, coaches, or their peers and had not been expected to plan collaboratively, would they know how to do so even when given that opportunity?

When new leaders and new (and existing) teachers begin their work in Year 1 of a turnaround effort, they often enter a school environment characterized by chaotic, disruptive behaviors where behavioral expectations, and associated rewards and consequences, are not consistently implemented. Lacking sufficient behavioral management or social-emotional or guidance supports, students do not know what is expected of them, and teachers are unable to rely on common practices; rather, these systems and practices must be developed anew. Teachers may have been isolated in their classrooms, having been provided with little to no instructional guidance, training, or support in previous years. As a result, the instruction may be ineffective and insufficient to accelerate student achievement. Furthermore, student achievement, for the vast majority of students, is far below grade level (with students often three or four grade levels behind), making it difficult to provide core instruction. At the same time, some existing teachers may have, over time, internalized low expectations for students and do not believe that all the students in the school, with the proper support and instruction, can achieve at high levels. This context of school turnaround—what the whole school community is faced with—serves as a rationale for what happens next.

> **Typical Turnaround School**
> - Initially, an often chaotic school environment, behaviorally and instructionally
> - Potentially distrustful relationship with parents and the community
> - Teachers are isolated, with little support and minimal expectations for working together
> - Student achievement far below grade level
> - Low teacher agency

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[1] As a reminder, the observations and strategic actions presented in this section stem from detailed conversations with four schools and a review of current and past monitoring site visits. These actions are presented as a guide rather than a recipe for success.

Moving forward: Strategic actions taken during the First 100 Days

Successful turnaround efforts are characterized by the following actions, taken by leaders and teachers in the school and are directly linked to the context, or situation, that leaders and teachers face when they begin their turnaround effort. Multiple issues are being attended to, and actions are being taken simultaneously, all while the school leadership focuses its efforts on quickly improving instructional strategies so that all students have access to high-quality and rigorous instruction aligned to the MA Curriculum Frameworks.

First, the district must get the right leaders and teachers in the building.

Then, school leadership and teachers must prioritize and tackle the following key actions: (1) establish teacher agency and ownership by recalibrating the mind-sets of teachers through, for example, targeted professional development and professional learning communities; (2) establish collaborative teaming structures to improve instruction; (3) ensure a safe and secure environment for students; and (4) provide leadership and collegial support to teachers. These actions—all in the service of improving instruction—occur simultaneously, in an ebb and flow that is context- and school-specific. But whereas the order and intensity of effort in each of these actions may be school-specific, what is clear is that schools must attend to these issues to move forward successfully.

Moving forward, schools that take these actions put in place the conditions for a successful Year 1 and ongoing work, through collaborative teaming, targeted professional development, and collective work on key problems of practice.

The following pages provide succinct overviews of each strategic turnaround action, including evidence from the schools profiled.

**Turnaround:
The First 100 Days**

Get the right leaders and teachers in the building by hiring a proven principal, who in turn has the autonomy to bring in an administrative team and hire teachers.

Establish teacher agency, ownership, and urgency, by intentionally shifting teachers' mindset and making the school a different place for teachers, students, and parents.

Establish collaborative teaming structures to improve instruction, coupled with instructional supports and guidance (e.g., frequent classroom visits).

Ensure a safe and secure learning environment for students by immediately establishing clear behavioral expectations that both students and educators consistently follow.

Provide leadership and collegial support by attending to and supporting leaders and teachers as they engage in the hard work of turnaround.

Sustain and maintain turnaround efforts long-term through collaborative teaming, targeted professional development, and collective work on key problems of practice.

Get the right leaders and teachers in the building…and keep them

The start of any turnaround work requires hiring a principal who can determine what needs to be done and who has been successful in leading a school with a similar population of students. Cross-practice theme 1 describes a turnaround leader as a person with:

- a strong sense of urgency to do what it takes to improve the lives of students in the school;

- an exceptionally strong understanding and knowledge of what an effective school looks and feels like, organizationally and instructionally;

- a deep understanding of high-quality, rigorous instruction;

- a deep understanding of relational leadership that builds trusting and collegial relationships across the school community; and

- an ability to continually reflect and adjust practice as needed.

Second to the hiring of a proven principal who possesses turnaround leadership attributes is ensuring that the principal has the autonomy to build a leadership team (often including colleagues with whom he or she previously worked and who share a common vision) and to select and hire staff willing to engage in the hard work of turnaround. Screening and hiring might involve the new principal interviewing all potential returning staff and asking hard questions to assess the degree to which the teachers in the school believe that their students can achieve, and also the degree to which they want to take on the challenge of working in a turnaround school.

Developing a strong administrative team and a core group of teachers provides an initial reservoir of capacity and expertise. These core staff can model effective practices, provide guidance to teachers on their instruction in the classroom, and lead and model effective use of common planning time.

Third, districts must ensure that principals are able to keep the teachers who have both the skill and will to do the work, and that teachers are secure in their positions and not faced with the uncertainty of being discharged from the school – teachers who want to work together should be able to continue to do so.

> *I was a principal before in another school. We did okay—really well, actually. We were a "blue ribbon" nominee, and we had a challenging demographic. I figured, I'm principal here; I can be principal there. I can just take my skills that I have and bring them there; we'll be good. Good to go. Boy, was I wrong, because I walked in the door here, and I saw such need and so much to do all at once.*
> —Union Hill Elementary School Profile

> *She [the principal] came in and completely tried to change [the school], and it worked successfully…during that turnaround process, everyone re-interviewed with the leadership, and you decided whether or not you wanted to be here because it was going to be a lot of extra work and extra time.*
> —Union Hill Elementary School Profile

> *I think after the second year going into the third year, we really have been consistent with the teachers, and the majority of us have stayed knowing that this is not a 7-to-2 job; this is a job where you are going to put extra hours into it. You're going to come in to school early; you're going to leave school late.*
> —Connery Elementary School Profile

**Turnaround:
The First 100 Days**

Get the right leaders and teachers in the building by hiring a proven principal, who in turn has the autonomy to bring in an administrative team and hire teachers.

Establish teacher agency, ownership, and urgency, by intentionally shifting teachers' mindset and making the school a different place for teachers, students, and parents.

Establish collaborative teaming structures to improve instruction, coupled with instructional supports and guidance (e.g., frequent classroom visits).

Ensure a safe and secure learning environment for students by immediately establishing clear behavioral expectations that both students and educators consistently follow.

Provide leadership and collegial support by attending to and supporting leaders and teachers as they engage in the hard work of turnaround.

Sustain and maintain turnaround efforts long-term through collaborative teaming, targeted professional development, and collective work on key problems of practice.

Establish teacher agency, ownership, and urgency: Start building the community immediately

Once the leadership and teachers are hired for the opening of the school year, it is important to immediately start building a community of practitioners who will be able to overcome challenges and work together productively. To do so, the principal and leadership team start the year by providing a formal opportunity—a summer retreat, for example—for community building, reinforcing teachers' collective agency, and focused work on developing curriculum and instruction (and other issues, as the work progresses).

The initial summer retreat may be 2 or even 3 weeks, focused on specific planning for the coming year (e.g., identifying an instructional focus, developing behavioral expectations) *and* on building community. A summer retreat held away from the school grounds provides an environment that supports relationship building, where plenty of time is given for small groups to work together outside (e.g., at the beach, at a retreat setting) as they plan for the upcoming year. In the process, staff get to know one another and begin to build a sense of community.

> *[The Retreat is] overnight. It's not mandatory. We invite folks to come, and usually folks will say, "When's the summer retreat?" It's such a good way to build relationships, to build community. To understand the goals, the mission, the objectives for the school year, and for each of us to learn from each other. Our content teams will have their meeting walking the beach. The math team can plan to have their meeting by a bonfire. It's not like we're stuck in a conference room. We usually take a space that is open and beautiful and natural, and we respect one another in that process and honor the role of teaching.*
>
> —Burke High School Profile

> *We had a summer institute the summer before we began, so we had 3 weeks to work together and get to know one another. One of the initiatives was to reset mind-sets. [At the time, some teachers] really believed it was external environmental conditions that were the biggest issue. We did a book study with 40 teachers, and it was very powerful and there was a lot of—let's talk about excuses we make, let's talk about things we have control over, things we don't have control over.*
>
> —Union Hill Elementary School Profile

> *Nobody had worked together. And we, the school district, decided that the two Level 4 schools, if we wanted to start some professional development and organize a new plan for the building, it would be nice to have an outdoor event with everybody to meet. That's what we did. We had some professional development inside. We had some group work outside. We had lunches. We wrote our school pledge for the building. We came up with thoughts on how we would run classes with interventionists coming in. We worked on schedules. We planned our first year out during that week.*
>
> —Connery Elementary School Profile

Part of summer planning also involves considering ways to change the physical look and feel of the school prior to the school year, or other "quick wins." Giving the school a face-lift by cleaning and painting hallways and classrooms, developing "model" classrooms, and ensuring that students and parents are welcomed on the first day (and going forward), for example, are equally important actions that can instantly cultivate support both from and with the school community.

**Turnaround:
The First 100 Days**

Get the right leaders and teachers in the building by hiring a proven principal, who in turn has the autonomy to bring in an administrative team and hire teachers.

Establish teacher agency, ownership, and urgency, by intentionally shifting teachers' mindset and making the school a different place for teachers, students, and parents.

Establish collaborative teaming structures to improve instruction, coupled with instructional supports and guidance (e.g., frequent classroom visits).

Ensure a safe and secure learning environment for students by immediately establishing clear behavioral expectations that both students and educators consistently follow.

Provide leadership and collegial support by attending to and supporting leaders and teachers as they engage in the hard work of turnaround.

Sustain and maintain turnaround efforts long-term through collaborative teaming, targeted professional development, and collective work on key problems of practice.

Establish collaborative teaming structures to improve instruction

Crucial to initiating and maintaining momentum is establishing collaborative teaming structures both to improve instruction and to build collective responsibility and capacity across the school. Specifically, this entails establishing vertical and horizontal teams and sharing practices and expectations across teams, as well as linking grade-level and vertical teams with the school's overall leadership team. More generally, leadership "builds a collective learning organization" by establishing a schedule, structure, and strategic use of resources that allow for the ongoing collaborative teaming necessary to ensure a schoolwide focus on curriculum, instruction, and assessment. A robust teaming structure, coupled with instructional supports and frequent classroom visits, is the mechanism through which instructional strategies are quickly implemented, shared, evaluated, and calibrated.

> *We were taught how to common-plan correctly from the beginning, and it was governed, and [the principal] and the coaches walked around to make sure that it was data driven…but what was important about common planning was that the structure was fluid. It was adaptable. At first it was like, "Okay, on Mondays we need you to do this. Tuesdays we need this." I think it got to the point where the teachers took ownership and told the administration, "We need you to step back a little bit so that we can now do CPT [common planning time] the way we need to specifically in our grade." When we first started, common planning was really structured, and now, as the years [have] gone by, the teachers are already aware of what has to get done, so there's no way we'd work without CPT. The teachers need that time.*

—Union Hill Elementary School Profile

Although developing highly effective and efficient teams (e.g., teams that use data, improve instruction, target supports) often takes multiple years to develop and refine, there are a few early actions that can help a school become expert collaborators, implementers, and learners.

- Establish a vertical and horizontal teaming structure. In elementary and middle schools, this may involve daily, grade-level common planning time, whereas high schools may use a combination of content- and grade-level team structures.

- Set clear expectations for how the team time is used, including expected outcomes from each meeting. Ensure that key specialist staff (e.g., coaches, ELL and Special Education staff, guidance counselors) participate in relevant teams, establish norms for collaboration, and provide teachers with training on teaming practices and facilitation.

- Initially, leadership and/or coaches may play a more prominent role in teachers' team meetings, but over time the team meetings must become teacher-driven and teacher-owned, to the extent that administrators rarely take the lead in any grade-level or vertical team meetings, including instructional leadership team meetings.

- Organize and staff leadership teams so that they are informed by the participation of their members in all other meetings, and information regarding any needs or challenges can move freely between the leadership team and the other teams.

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Ensure a safe and secure learning environment for students

At the beginning of the school year, it is likely that school climate and student behavior in particular will be the very first challenge that needs to be addressed so that teachers can teach and students can learn. It is crucial to begin the school year with a clear set of behavioral expectations that both students and educators understand and follow consistently.

To ensure that the hard work of the summer, including planned instructional interventions, is not derailed during the first year, leadership must recognize that student behavior may require immediate attention, especially in Year 1. Leadership must prioritize setting clear behavioral expectations, applying consistent consequences, implementing strategies to build and maintain positive adult-student relationships, and providing students with rewards and additional supports to help them regulate their own behavior.

> *We did begin to build strategies and ideas of how to handle disruptive behaviors in a whole, schoolwide way, so rather than having emergencies only here, we were able to not have emergencies all day long, so the teachers were able to have control within the classroom.*
>
> —Union Hill Elementary School Profile

> *Within a few weeks, it was known, there's no more nonsense here. You're coming to work. You're coming to learn. The new principal is not putting up with any behavior issues. If you are, apparently no parent was called. We needed to get parent involvement down here so that the kids knew if they were disrupting their classroom, they were interfering with others' learning, and their parents were coming down. I think that was a key change for some of the families here. They were interrupted in their days. They were forced to meet with me and the teachers. We basically turned the climate around. This is a safe place. It's going to be a safe place. And it became a safe place.*
>
> —Connery Elementary School Profile

> *I did not anticipate the volume of behavior issues that we would have. I came in and I said, "We're about academics." False. The whole first year was [about] rebounding from the misconceptions I had about the needs our school would have. During the first year, we realized we had to do more. Midyear, we used a lot of these structures, like professional development time and coaching, to try to rebound and train up teachers.*
>
> —UP Leonard Middle School Profile

Prior to the first year:

- Develop a system to clearly communicate behavioral expectations (among students and between teachers and students) and to address situations when these expectations are not followed.

- Be diligent about setting expectations and deliberate in ensuring that responses and supports are consistent throughout the school, across all staff and all classrooms.

- Provide all staff with adequate initial training on how to implement a student behavior system and ongoing and targeted support for implementation throughout the year.

- Consider whether consistent implementation of the behavior system will require any staffing or structural changes, and hire or reallocate staff as needed. Use data to monitor implementation.

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Provide leadership and collegial support

Turnaround is hard work. It is not just about implementing a set of practices in a predetermined manner, or implementing a research-based practice with fidelity. Turnaround involves individuals and teams of professional educators attending to daily challenges that, if left unaddressed, would undermine their ability to fully meet the academic and social-emotional needs of all students. The reality of turnaround is that some initiatives, no matter how well planned, may not be successful. Recognizing the difficulty of this work and being resilient in the face of challenges is a common characteristic of exited Level 4 schools and the schools profiled in this guide.

Leaders of successful turnaround schools know that the work is hard, and that it is part of their job to provide staff (teachers and leaders alike) with positive support and continual encouragement. Without positive reinforcement, some teachers may not be able to weather the constant pressure and workload. Effective turnaround leadership involves listening to colleagues, actively providing support, and posing suggestions and offering feedback to improve instruction. It requires distribution of leadership, mainly because there is so much to do that the work could not be accomplished by a single leader, administrative team, or two or three eager teachers.

> *She [the principal] supported us as the classroom teachers to make that happen. She was in every day; she and [the assistant principal] were in all the time. If a student needed to be talked to, if we needed advice, she was always in providing feedback. Always. She's a listener; she's a great leader.*
> —Union Hill Elementary School Profile

> *Everyone at this school has an ownership to the process. You're not afraid to say, "Oh, let's do this and see what kind of improvements we will bring," because you know that if it makes sense, she's not going to tell anybody, "You can't do that because it was not my idea," so let's go with it and see what it takes. That's the type of mentality that every staff member has in this organization.*
> —Burke High School Profile

The leaders of the schools profiled in the 2016 Massachusetts Turnaround Practices Field Guide each had a keen awareness of the importance of relationships and the relational trust among leaders and teachers, and in providing support to teachers as professionals with the expertise to identify issues (e.g., problems of practice) and to develop solutions, when given the time and skills to do so.

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Sustain and maintain turnaround efforts long-term

The first 100 days of turnaround may look different from school to school, but schools that establish effective methods of working together are well-positioned to move forward to quickly improve core instruction and raise student achievement. In the first year, intensive training for teachers on priority practices (e.g., teaming practices, core instruction, and student behavioral systems), coupled with frequent classroom visits and feedback by administrators, sets the stage for ongoing, focused work on improving and providing rigorous, high-quality core instruction.

Moving forward, specific problems of practice are identified, addressed, and solved by teacher teams, building teachers' capacity to continue to look at their evolving needs. Establishing an agreed-upon problem of practice sets clear expectations for improving core instructional practices. The problem of practice then becomes the content—the *what* and the *how*—that is discussed within and across grades, as teachers assess the impact of various. In the first 100 days, work to identify some of the long-term problems of practice that will take years of applied work to solve. What distinguishes this work from traditional continuous improvement is the intensity of the efforts and number of problems of practice that must be addressed simultaneously; for example, there may be far more frequent team meetings needed, and changes to strategies may need to take place more often and more quickly.

Much of the work that is done early will be continued (and built on) throughout the turnaround effort, and a focus on establishing these ongoing strategies can help set the stage for long-term gains. Ongoing strategies for successful turnaround include the following:

- **Using multiple data sources to collectively identify a problem of practice.** Ongoing analysis of data and observations, reflection, and assessments continue to help identify problems of practice. Becoming skilled and efficient in this approach early in the turnaround process will yield dividends for years to come.

- **Training up through aligned and intensive professional development**. With the identification of a problem of practice, a summer institute or retreat allows for extensive professional development and the crafting of shared expectations in pursuit of that focus across the school. Starting this process quickly—but methodically, with an eye to the future— helps to ensure valuable effort and resources are not wasted.

- **Designing, examining, and improving core and targeted instruction**. As the school year unfolds, grade-level team meetings, vertical team meetings, and content area team meetings, along with targeted training during the school year for key staff, focus on how to address the problem of practice, by incorporating new strategies or practices into planning and co-constructing solutions.

- **Using collaborative teaming structures to accelerate improvement**. Throughout the school year, leadership and teacher teams use inquiry cycles or a version of the plan-do-check-act (PDCA) process to quickly assess how well the strategies are working.

- **Leadership to support, monitor, and reinforce the joint effort**. Leadership uses ongoing classroom observations, review of student work, and formative assessments to constantly monitor and assess progress in the identified priority area.

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Part 4. Examples of the Turnaround Practices in Action

The following profiles explore how four schools that exited Level 4 status implemented certain practices and strategies that contributed to successful turnaround. The profiles provide a context-specific description of how particular strategies were implemented and how they contributed to increased student achievement in each school. The specific strategies profiled here are characteristic of successful turnaround schools described in the *2016 Evaluation of Level 4 School Turnaround Efforts in Massachusetts* report. Not all strategies profiled will be appropriate or relevant for all schools, but at least some of the strategies should speak to common challenges any school is facing. Profiles are *not* intended to represent all of the work undertaken by each school; rather, profiles are intentionally focused on two or three impactful strategies per school. In some cases, the same or similar strategies were implemented across more than one of the schools profiled. For example, since each school profiled received federal School Redesign Grant funds, all hired a new, proven principal who embodied the turnaround leadership attributes described in Part 2. In addition, each profile illustrates one or more of the cross-practice themes along with several of the "First 100 Days" strategies.

The profiles are written to be read and used in two (and potentially more) ways:

- Each profile can be read individually, as a stand-alone "mini-case study" of how a school has implemented certain strategies, that includes: a brief summary of the context and rationale for strategies illustrated in the narrative, a description of school-specific strategies, how the strategies complement each other and relate to the overarching Turnaround Practices, and links to artifacts and additional examples. Appendix B provides a summary of the Turnaround Practices in action, by school profile.

- Each Turnaround Practice can be explored from multiple profiles. Table 2 cross-references the strategies described in the profiles with the Turnaround Practices, so that readers may quickly review multiple examples of how schools addressed a certain Turnaround Practice.

Table 2. School-Specific Examples of the Turnaround Practices in Action Within the Four School Profiles

Turnaround Practices	School-Specific Strategy
Leadership, Shared Responsibility, and Professional Collaboration The school has established a community of practice through leadership, shared responsibility, and professional collaboration	**Union Hill:** Establishing an improvement mind-set **Union Hill:** Using common planning time to drive turnaround efforts **Jeremiah Burke:** Cultivating a learner mind-set **Jeremiah Burke:** Creating integrated teaming structures for collective inquiry
Intentional Practices for Improving Instruction The school employs intentional practices for improving teacher-specific and student-responsive instruction	**Connery**: Using teaming structures to vertically and horizontally align instructional strategies **Union Hill:** Conducting classroom walk-throughs and instructional rounds **Union Hill**: Calibrating and improving instructional practice **Jeremiah Burke:** Improving instructional practice through the data inquiry cycle process **UP Leonard:** Building teachers' instructional and organizational capacity to meet the needs of all students
Student-Specific Supports and Instruction to All Students The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.	**Connery**: Employing customized solutions so that all students receive the supports and instruction needed to succeed **UP Leonard**: Using teams to diligently monitor and use student behavior data to support students
School Climate and Culture The school has established a climate and culture that provides a safe, orderly, and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.	**Union Hill:** Establishing clear behavioral expectations and encouraging positive behaviors **UP Leonard**: Employing a sophisticated, consistent, and student-specific system for monitoring and reinforcing behavioral expectations **UP Leonard**: Linking behavior and student support teams to provide ongoing and school-based social-emotional supports to students

Profile 1: Connery Elementary School (Grades PreK–5, 635 students), Lynn Public Schools

Strategy: Using instructionally focused teams to provide aligned core and tiered instruction to all students

Connery Elementary School's leadership team has developed streamlined and tightly focused teaming processes built around grade-level, vertical, and instructionally focused leadership teams throughout the school. A team of two curriculum instructional teachers, a math specialist, and an English as a Second Language (ESL) specialist work with grade-level teams (meeting daily) and with content-specific vertical teams (meeting weekly). The team focuses on the development, review, and assessment of curriculum and instruction throughout the year, ensuring consistency and efficacy of instruction across content areas and grade levels. Vertical and horizontal alignment of curriculum and instruction and ongoing use of assessments and tiered interventions (individually and in groups) in the classroom, along with targeted professional development, has brought significant academic gains.

In talking to the staff, it is clear that everyone at Connery feels that they are part of the process of planning, assessing, refining, and improving their instruction—at the classroom level and throughout the school.

> *There's no island here. We have reading teachers and specialists and math teachers and English language learner teachers. Everybody has to be on board with the same curriculum. All of the planning is done across the board.*

—Principal

Profiled Turnaround Practices: Connery uses teaming structures to ensure that instructional strategies are aligned. The school also emphasizes student-specific supports that are tailored to individual student needs. These strategies contribute to effective instruction and the ongoing improvement of that instruction.

For the Connery Elementary School video profile, go to:
Turnaround Practices in Achievement Gain Schools Video Series

Turnaround Practices and Components	**Connery Evidence of Practice**
Turnaround Practice 2: Intentional Practices for Improving Instruction The school employs intentional practices for improving teacher-specific and student-responsive instruction.	**Using teaming structures to vertically and horizontally align instructional strategies** Grade-level and vertical teams of teachers, aided by the instructional support team, develop highly consistent lesson plans and units that are vertically and horizontally aligned, using shared academic language, instructional strategies, and interventions.
Turnaround Practice 3: Student-Specific Supports and Instruction to All Students The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.	**Employing customized solutions so that all students receive the supports and instruction needed to succeed** The school relies on customized approaches to lesson planning, formative assessments, and other student support tools that are developed and tested by teams before being scaled up to the whole grade or school.

Connery's Journey: A community working collaboratively to improve instruction

When Dr. Mary Dill came on board as the new principal of the Connery School in 2010, she told current staff that there was going to be a collective effort to significantly increase student achievement, and that the school would be much different than it had been in the past. She kept a few core staff members, but hired many outside teachers willing to join in the work and embrace the challenge. The principal focused first on establishing and enforcing consistent behavior and learning expectations, in a school in which students were used to limited consequences, and her team established high expectations for family involvement.

Then the leadership team tackled the significant work necessary to improve instruction. They created vertical and horizontally aligned curriculum, instruction, and assessments as a way to ensure rigorous core and tiered instruction. The school's leaders also worked to build collaborative teaming structures through which teachers could work together and build relationships that would help sustain the turnaround efforts.

Using teaming structures to vertically and horizontally align instructional strategies

The teaming structures at Connery Elementary are tightly integrated and mutually supportive; they include a leadership team, an instructional support team, and grade-level and vertical teams.

Connery's **leadership team** meets weekly to review progress across the school's other teams, address any issues or challenges identified through team meetings or classroom visits, and monitor the professional development activities of the school. The school has a program specialist who serves as a manager, helping to facilitate meetings and provide instructional guidance and feedback through classroom visits.

The **instructional support team** is the instructional "glue" of the school, attending most of the grade-level team meetings to assist with lesson and unit planning, ensuring that instructional supports are keyed to specific units and activities. Beyond the typical role this type of team would typically play (e.g., providing ideas and resources to instructors), Connery's instructional support team members serve as the first line of instructional assistance, which most schools would consider their tier 2 supports. For example, when students are identified as needing additional support, the team's curriculum instructional teachers and math specialist are the ones providing assistance, either working with small groups or individual students.

The instructional support team relies on data from teachers' frequent, "quick check" assessments and end-of-lesson assessments ("summarizers") to monitor student progress. The team's curriculum instructional teachers or math specialist can use the data to provide additional instructional guidance to teachers so that students master the targeted lesson objectives.

> *We have a "quick check" assessment. You can already flag some kids that need help right there, so they might do some independent work. As you're seeing the kids struggling, the special education or ESL or curriculum support person might pull certain kids… If they're still struggling after the summarizer, there's an opportunity the next day.*

—Teacher

> **Example in Practice: Unit Lesson Planning**
>
> Several years ago it became apparent that filling out the district unit planner was taking teachers a great deal of time and was sometimes overwhelming. A school leader proposed a more practical unit planning tool that would enable teachers to hone in on the objectives, activities, and assessments of a unit and that could then inform grade-level and vertical team planning.
>
> Now all of the grade-level teams and the vertical team use this planning tool (see Appendix C1 for an example). The tool includes quick checks, independent practice, and a summarizer. The quick checks are short, formative assessments; the "summarizer" is a simple, end-of-class assessment handed in to the teacher that lets the teacher know how the class is doing and which students might need additional assistance and support the next day.

Grade-level teams meet daily to co-plan lessons and units, review curriculum, and assess student outcomes and needs. Each grade-level team includes grade-level teachers, a curriculum instructional teacher, a math specialist from the instructional support team, a special education teacher, and an English as a second language teacher.

The **vertical teams meet weekly** to plan, review curriculum and instruction, and assess outcomes and needs within content areas across multiple grades. These teams provide a mechanism for developing common instructional practices and language, and for ensuring that common instructional practices are consistently used and implemented across the grades. Teachers and specialists review data together and use these to adjust instruction. They also work together to make sure that lessons for different grades use similar instructional tools, such as concept maps, and contain consistent academic vocabulary so that students can build on their existing knowledge as they progress through the grades. The vertical teams become a central clearinghouse for developing and calibrating common language, instructional strategies, and assessments that can be used throughout the school.

The Connery system of ongoing daily and weekly interactions across all staff ensures aligned curriculum and instruction from grades K–5. Teachers use similar instructional strategies, prompts, and vocabulary within and across grades. The team structures also ensure that a focus on improvement is being pursued throughout the school; the entire school community pursues practices that better promote their students' ability to achieve, and that mirror and reinforce the efforts of the school's other teachers and leaders.

Employing customized solutions so that all students receive the supports and instruction needed to succeed

The collaborative teaming structures at Connery Elementary help the school continue to improve and better meet the needs of all students. The efforts put in by the teams have resulted in a body of carefully fine-tuned instructional practices the staff can draw on to ensure that all students are given the opportunity to achieve.

> **Example in Practice: Using Vertical and Grade-Level Teams to Align Instructional Strategies and Language**
>
> Facilitated by the math specialist, the vertical team examined how students are exposed to base 10 numbers at the earlier grades and how they are taught to perform addition/subtraction and multiplication/division with base 10 numbers in the later grades (see Appendix C2). Starting with the specific strategies that teachers in early grades used with students to work with base 10 numbers and number operations, the team highlighted key concepts and vocabulary being used, so that teachers of later grades could reinforce and build on this learning.
>
> This example illustrates how the conclusions of the vertical team are reported back to each grade-level team, who then use the information to ensure that all teachers within each grade use the same approach when teaching the same material.
>
> Through these vertical and grade-level alignment efforts, the entire school can ensure that student learning—vocabulary, skill development, and content knowledge—is built coherently year by year, regardless of which teacher a student has in each grade. This overall approach to all instructional content has been particularly useful in providing supports to students in the later grades who are struggling.

Using formative assessments for immediate response to student needs. Early on in Connery's turnaround efforts, the school struggled to find ways to identify student needs and respond effectively. For example, the school found that its periodic assessments did not always allow for the responsive in-class assistance that they felt was needed to support all students on a daily basis.

> *We were teaching and we were checking in at 2-, 4-, [and] 6-week intervals. By the time we got to that checkpoint, we're realizing that they missed something 5 weeks ago, and because of that, [the problems] just snowballed.*
>
> —Teacher

The school's new awareness of this gap in its assessment approach coincided with a district professional development offering on the use of formative assessments. Instead of simply requiring that teachers attend the district professional development, Connery's leaders asked the teachers whether it would be useful to make formative assessments the focus for the year. Once the full teaching staff bought in to this year-long commitment, the school participated in the district training

One of the practices demonstrated during this professional development was using quick assessments during class to identify whether or not students understand the content. To implement this strategy, teachers started using a new iPad-based tool that allowed them to easily identify each day whether a student needed additional guidance or instruction on the day's material. As the school's program specialist described it, the tool allowed staff to ask students a question "halfway through a lesson." The specialist explained, "Doing the formative assessments on a daily basis [identifies] a different kid every day…. That immediacy is very helpful:—'Look, we have these problems; we can fix this right now.'" The tool has allowed teachers to "check in" with students and then immediately use small-group or individually targeted assistance to meet the students' instructional needs.

> **Using formative assessments for immediate instructional responses to students' needs**
>
> Each student has a QR (Quick Response) card that can represent a different answer to a question provided by the teacher.
>
> After posing a question, the teacher quickly scans the room as each child holds up his or her answer card, and the teacher immediately identifies students who are correctly or incorrectly responding to the question.
>
> Depending on how students respond:
>
> The teacher might decide to review the material with all students once again, with full knowledge of the various ways in which his or her students answered.
>
> Or the specialist can work with only those students who were identified as needing further assistance, as preplanned during grade-level meetings and as specified in the lesson plan.

> *We focused on not just creating worthwhile formative assessments, but where to strategically place them with the unit so we could use them to readjust practice or adjust practice.*
>
> —Teacher

Decoding standards-based lesson objectives. As is common practice in many schools, early in their turnaround effort, Connery Elementary teachers were required to post their standard-based objectives on the board and review them with students at the beginning of each lesson. The teachers began to realize that these objectives needed to be explained to students—especially English learners—in more student-friendly terms. To address this challenge, fifth-grade teachers at Connery piloted a strategy focused on ways to make the "decoding" of objectives more user-friendly. For example, consider the following objective:

> Students will be able to make inferences about the sequence of events of the Jr. Iditarod race by identifying words that signal chronology. (RI5.5)

Fifth-graders may not know or understand some of these key terms, and thus may not understand the objective at all. The teacher would ask the students whether there were any words they did not understand, and then ask the class to try to define that term in their own words. In this case, the class decided, for example, that *inferences* were akin to "best guesses," *sequence* meant "order," *events* meant "things that happen," and *chronology* was "time order."

After the fifth-grade team's experimentation with the strategy, other grade-level teams began to use it, and eventually the school community decided to formally adopt this practice schoolwide. Now every student, regardless of grade level or classroom, is familiar with this practice, and teachers can be certain that all students understand what the learning objectives mean.

Reading Objective
(RI.5.5)

I will be able to make inferences about the
sequence of events of the Jr. Iditarod race by
identifying words that signal chronology.

best guesses / order / things that happen / naming / show / time order

> *When you get into the classroom, it's not just, "All right, boys and girls, let's read this objective out loud."… Now the kids are forced to really dig deep and own*

when they're learning for that day and for that unit. It gives them a deeper understanding throughout the lesson and throughout the week and the month that "I own this objective. I really know what I'm learning, what I need to learn."… They like looking at those big words and saying, "I know what that means, I understand that, I can explain that to my friend." As the kids come up through the grades, they know in September, "All right, boys and girls, we're going to code our objectives."

—Program Specialist

Today at Connery Elementary, the standards-based objectives are posted at the beginning of each lesson, coded by students, and then used and referred to during the lesson. Over time, students become familiar with the practice, and become fluent in using that practice in the classroom.

Several other practices have been investigated and eventually adapted or developed to serve the staff and students in the school. Examples include common and schoolwide use of **academic language**, **higher order thinking** in the classroom, **concept maps** for developing and presenting units, and **success criteria** for students (see Appendix C3: Connery at a Glance for a comprehensive list of teaming structures and interventions).

Discussion

Connery leaders established multiple purposeful teaming structures designed to improve instruction by creating consistency across grade levels and content areas. The teams meet regularly to provide staff structured opportunities to share knowledge and reflect on promising instructional practices. Each year, leaders and teachers develop a coordinated plan for using unit planning, grade-level, and vertical team meetings to implement and refine new strategies and supports. These collaborative structures help the school continuously improve achievement schoolwide.

It's really deciding as a school, "What's going to help us get better? What's going to help us improve learning?"
—Program Specialist

Based on the problems of practice Connery Elementary School identified and addressed, and the lessons the school community took away from those challenges, consider these discussion questions about your own experience:

❖ To what extent do staff in your school share a common understanding of expectations for instruction? To what extent do those expectations vary across the school? How would you describe the impact of any variation you notice?

❖ What ideas from Connery's experience can you apply to improve the consistency of expectations?

❖ What systems or structures, e.g., regular vertical team meetings, are already in place at your school to ensure consistent alignment of instruction across grade levels and content areas?

❖ Based on what you learned from the Connery profile, what specific steps could staff (school leaders, teachers, and other staff) take to improve consistency in instruction across grade levels and content areas?

Profile 2: Union Hill Elementary School (Grades K–5, 492 students), Worcester Public Schools

Strategy: Using an adaptive leadership model to create a high-performing school

The Union Hill Elementary School principal and leadership team have engaged teachers in addressing high-priority issues. The principal describes this as "adaptive leadership"; the school's leaders have used this approach in implementing new evidence-based practices, such as daily common planning time, frequent professional development focused on specific problems of practice, and classroom walk-throughs focused on instruction and behavior. As the school has rolled out these practices, teachers have been given meaningful roles in identifying challenges as they appear, and in deciding how to address those challenges.

> *You [identify] the most important thing that is pressing upon the success of the organization. Then you, as a team, come up with solutions and ideas to try to resolve those issues, and you try it out. If it works and it's a positive contribution to the outcomes and the goals, then you institutionalize the effort across the school or across different grades.*
>
> —*Principal*

For the Union Hill Elementary School video profile, go to:
Turnaround Practices in Achievement Gain Schools Video Series

Profiled Turnaround Practices: The strategies described in this profile illustrate how Union Hill has strategically engaged teachers as a way to accelerate improvement efforts.

Turnaround Practices and Components	Union Hill Evidence of Practice
Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration The school has established a community of practice through leadership, shared responsibility, and professional collaboration.	**Establishing an improvement mind-set** Bringing in new leaders and teachers created a sense of teamwork and cooperation among this core group as the group worked together to address urgent behavioral and instructional issues, especially in Year 1. **Using common planning time to drive turnaround efforts** Daily common planning time provides a specific time for teachers to work together in teams. School leaders initially led and facilitated the planning time, but gradually turned responsibility over to the teachers themselves, encouraging teams to develop their own agendas and pose problems of practice to solve.
Turnaround Practice 2: Intentional Practices for Improving Instruction The school employs intentional practices for improving teacher-specific and student-responsive instruction.	**Conducting classroom walk-throughs and instructional rounds** The school provided professional development on math and literacy instruction through which teaching practices were rehearsed and modeled, and then observed and fine-tuned through classroom walk-throughs and peer-based instructional rounds. The school continues to use walk-throughs and instructional rounds to provide useful guidance to school staff. **Calibrating and improving instructional practice** When Union Hill undertakes a new instructional strategy, the school commits to long-term, intensive work to integrate the strategy into the school's practice. This ongoing effort ensures that promising ideas are refined and optimized, and that the initial investment of resources pays off in student achievement.
Turnaround Practice 4: School Climate and Culture The school has established consistent, schoolwide behavioral expectations that support student learning and provide targeted and effective social-emotional supports.	**Establishing clear behavioral expectations and encouraging positive behaviors** The school uses a behavior system with three color-coded levels; students can earn points for specific positive behaviors. Through building relationships with students, increasing trust between teachers and students, and getting students to believe in their own ability to succeed, the system reinforces positive behaviors and discourages disruptive ones. The school leaders also encourage regular communication with parents about student behavior, both positive and negative.

Union Hill Elementary School's Journey: Leadership for Turnaround

When Marie Morse came on board as the new principal, she interviewed the staff and observed what was happening throughout the school. It became clear that there were too many issues for any one person to address—it would take a team approach. The principal quickly recruited staff she already knew and respected, including an assistant principal, an instructional coach, and a lead teacher, urging them to transfer their knowledge, skills, and experience to a low-performing school that needed them. Together, these staff would be jointly responsible for modeling the mind-set, beliefs, and practices needed to make a significant impact in the school.

Establishing an improvement mind-set[2]

Prior to the beginning of the first year of turnaround, the principal interviewed all of the staff. She emphasized that the work would be difficult, and asked teachers for their take on their students' capacity to achieve. These interviews revealed a pervasive "deficit model" attitude toward the school's students; getting rid of this mentality and instilling a "can do" culture became a top priority.

The principal used a 3-week summer institute before Year 1 to set the stage for the first year. She used the time to develop her relationship with the staff and their relationships with each other, and to establish a collective mind-set that every student could, and would, achieve at high standards. One activity was a book study of *Quiet Strength,* by former NFL coach Tony Dungy. Some teachers questioned the importance of a "football book," but staff later cited the exercise as a critical first step. Conversations about the theme of the book—that an organization with a "can do" and "no excuses" attitude can overcome adversity—coupled with the intentional relationship-building among teachers and between administrators and teachers, laid the groundwork for the staff to work together and persevere through a difficult first year. (Subsequent summer institutes continued to motivate staff and emphasize improved instruction; see Appendix D1 for a sample document from the 2015 institute).

According to the principal, staff members were "good, caring, loving teachers who wanted to make a difference" who had not had access to the needed "tools and ideas and ways to teach the kids that we have in front of us today." From the vantage point of the teachers, the empathy and support the principal displayed at the institute and throughout Year 1 were critical—she "listened" to the teachers and understood their needs, resulting in a tailored approach that staff could rally behind.

> *She came in and she listened to [us]. That was her first step. She didn't come in with all these changes….By listening... she [found out] what needed to be changed…. Providing support for her teachers led to success for the kids.*
>
> —Teacher

As another teacher put it,

> *[Our principal] has a vision, and her vision is very simple. Her vision is that all children can learn. They may learn differently, but all children can learn.… If everyone believes that all children can learn, including the children themselves, then they will learn.*
>
> —Teacher

Establishing clear behavioral expectations and encouraging positive behaviors

The school leaders sought to address behavioral challenges immediately and create an environment where teachers could teach and students could learn. The school implemented a color-coded system with three levels—dependent, almost there, and independent—that lets students earn points for specific positive behaviors. Through building

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[2] See page 6 for a general definition of improvement mind-set. Individual schools may develop their own nuanced working definition, or may use a different term for a similar concept.

relationships with students, increasing trust between teachers and students, and getting students to believe in their own ability to succeed, the system was intended to reinforce positive behaviors and discourage disruptive ones.

If you were a 'dependent,' that means that our trust level was at the point where you had to depend on me and I had to depend on you in order to get through the day. 'Independent' means I can step away from you a little bit more. I trust that you can make good decisions and so I can back away. And then there were certain privileges that they could get with each of those levels.

—Teacher

To help teachers adapt to this new system, the principal provided professional development on "what disruptive behaviors mean, and what lies beneath," and how to give feedback to students about their behavior. The school leaders also encouraged regular communication with parents about student behavior, both positive and negative. Students were sent home with behavioral notices to remind parents of the school's student learning and behavioral expectations and to reiterate that positive behavior leads to privileges and misbehavior has consistent consequences. With a system in place that the staff understood and could help enforce, behavioral challenges began to subside, allowing the focus to turn to improving instruction.

Using common planning time to drive turnaround efforts

Establishing formal, daily common planning time was one of the first structural changes made by the principal and leadership team. This time was fundamental in supporting the teachers in planning instruction, aligning teaching strategies with other staff, and providing tiered instruction and student-specific supports. To make the time useful, the leadership team initially provided significant oversight and structure; many teachers had never had this time built in to their schedule, and had little knowledge of how to use it.

The lesson planning part was going to [happen] anyway, but it was really the conversation and the sharing of great ideas that I think the teachers needed in order to stay creative and stay on top of things. We had to show that, and teach that. In the beginning, I had to give them ideas and topics. Then we also had to look at student work. It initially had to be that kind of guidance because it was difficult for them to understand that they had such autonomy.

—Principal

The eventual goal was for the teachers to take ownership of this time together. To this end, norms and teaming practices were established and modeled, both during the common planning time and through professional development. Teachers gradually took ownership of the time as their comfort level increased and as they became more adept at using the time as a resource.

Common planning time became the primary vehicle for improving instruction. Because the school's targeted professional development was a major focus, with significant amounts of time set aside for it, it did not need to be explicitly integrated into the common planning time. This allowed the planning time to focus on other important topics. There were three major uses of the planning time:

- Engaging in specific planning, such as joint lesson planning and developing and aligning curriculum and instructional strategies

- Analyzing data and formally assessing student work (see Appendix D2) to gauge the effectiveness of strategies and adjust instruction as needed

- Sharing instructional strategies, including information gathered by team members during instructional rounds

> **Common Planning Time**
> - Grade-level teams meet daily at 7:40 a.m. for 45 minutes.
> - Teams are trained in teaming practices, common norms, and standard protocols.
> - Teachers set the agenda, aligned with relevant grade-level issues and schoolwide instructional priorities.
> - Teams focus on a specific category of practice on the same day each week (e.g., "Looking at Students' Work Wednesdays"; "Tech Thursdays").

The precise role the common planning time played in the turnaround effort is illustrated in the following examples of practice. As one teacher saw it, the planning time "is one of the [most], if not the most important" practices the school implemented, allowing time

every day for teachers to discuss "those students in front of you and in the class next door to you" and compare notes on "what worked and what didn't, and what their day looks like, and what everyone's day looks like."

Conducting classroom walk-throughs and instructional rounds

Union Hill's leaders—the principal, assistant principal, lead teacher, and instructional coach—started visiting classrooms daily. The principal and assistant principal visited seven to nine classrooms each day, using a Walk-Through and Teacher Reflection Form (Appendix D3) to provide teachers feedback and individualized, targeted support.[3] During the challenging first year, feedback was intentionally positive:

> *I tried to stay very positive because they were on the point of cracking in my first year… You had to encourage and help them thrive and believe in themselves…. Whatever was wrong, I tried to say, "Well, this might not have gone as well as you wanted it to, but I saw this, and this was something very encouraging." I tried to be positive.*
> —Principal

As the leaders developed rapport with teachers, and as the school's environment improved, they could then be more specific about their expectations.

> *I had to give them time to rehearse it, practice it, get better at it, without being evaluated on it because it was all brand new. I couldn't be evaluated on something I was just learning, either, but I could be expected to be coached. I gave them a lot of stuff: "Try this. Careful with your teacher talk; I'm not sure if you noticed, but when the kids are sitting on a rug for 30 minutes, that's a little bit long, because they're only five."*
> —Principal

In the first two years, the school was inundated with new approaches and systems. To address the problem of practice this presented—the challenge of implementing multiple programs simultaneously—only certain grades or groups of teachers would pilot each new program for two to three weeks. Other teachers would participate in focused instructional rounds, modeled after the "grand rounds" used in the medical profession, to observe the strategy. These rounds allowed teachers to see a strategy and ask questions before implementing it in their own classroom; the discussion of what teachers had observed often took place during the common planning time.

> *One week would be vocabulary, and three or four people would be set up where you would actually go around into their class and watch them teach the vocabulary. Or maybe we would implement Making Meaning or another program, Go Math, and you would go around and watch three or four teachers teaching Go Math.*
> —Teacher

The rounds also gave the school a chance to work through any challenges with the pilot teachers, rather than having the entire school struggle. According to the principal, "It brought together all kinds of ideas for you, and gave you a way to start with implementing that program, because we had so many [programs] at one time, you couldn't possibly get through all of them." The rounds allowed the school to scale up programs that worked and to discontinue those that did not work, without undergoing a whole year of trial and error.

Eventually, instructional rounds became a general-use tool—not just for new program implementation. The rounds let teachers regularly experience how others teach, and let teachers build capacity in practices of their own choosing.

Calibrating and improving instructional practice

For Union Hill, establishing trust, cultivating teacher agency, and instituting key structures like common planning time and instructional rounds provided the foundation for intensive work toward improving instruction and meeting

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[3] The statewide model system for educator evaluation also hinges on regular constructive feedback from evaluators, coupled with opportunities to reflect on and improve practice.

the needs of all students. One example of this focus on improved instruction is the professional development on writing instruction that was provided in Year 1, and the series of events that followed it.

After the professional development had taken place, school leaders noticed the student work posted in classrooms and hallways—displayed because it received high marks on the scoring rubric—was of inconsistent quality, both in terms of student writing and in the feedback provided by the teacher. As the lead teacher recalled, "When we entered the building and we saw the writing that was on display, it was a little alarming to us." To address the lack of consistency in scoring and feedback they were seeing, the leadership team sought age-appropriate examples of good writing from peers at other schools.

> *What we ended up doing was looking back to our peers and colleagues that were at our other school and asked for some exemplars from kindergarten, first-, second-, third-, fourth-, fifth-, and sixth-grade writers.*
> —Lead Teacher

> *I called some of my principal friends at high-performing schools and said, "It's an emergency; I need you. Can you in two weeks please send me a copy of an advanced writer's work or a proficient writer's work?*
> —Principal

Then the school leaders set up multiple opportunities for teachers to review their students' writing and compare it to these examples from other schools. In a series of three after-school faculty meetings, teachers first reviewed and scored their own students' writing (frequently giving a score of 3 or 4 out of 4). Then the teachers reviewed the exemplars. This was followed by discussion of the differences in content and ratings, and what these meant for the teachers' own expectations of student work. In the context of the provided benchmarks, teachers were able to see ways their students' writing could be improved. (See Appendix D4 for an example of guidance that was provided to the teachers in one of these meetings.)

> *I'm going to tell you, it set a fire, because what we've learned about our staff is, they are a competitive group of individuals. If I'm going to tell them that what they have in front of them is probably a 1 or a 2 according to the state, they are not going to accept that because we've already changed that mind-set. They do not believe in a child scoring a 1 or 2. They are certainly going to do whatever it takes.*
> —Principal

> *They took those exemplars back into their classrooms, and they projected those on those walls to those kids. They showed them exactly what was being scored a 3 or 4 and what we as a school were doing. They said to their kids, "We will not turn in a 1 or a 2. We will be scoring 3s and 4s."*
> —Lead Teacher

The meetings also led to continuing discussions about instructional strategies the teachers could use to help their students write better, and teachers visited one another's classrooms to observe how their peers employed the practices identified. The ultimate outcomes were changed instructional strategies, better feedback, and improved student writing.

In addition to this writing-instruction example, Year 1 professional development also focused on organizing and running centers, use of assessments, and raising student reading and writing achievement. In subsequent years, teachers themselves began to create professional development activities for the school, and the annual summer institute and monthly staff meetings evolved into opportunities for teachers to learn from and with one another. The teacher-centered, practice-based work helped drive the school's continued improvement efforts.

Discussion

The principal's guiding belief is that all students can learn. On top of this foundation, the principal's development of the school community and her use of teams to mobilize and assist all of the teachers in the building were important factors in Union Hill's successful turnaround. She has also ensured that staff are equipped with the tools and supports necessary to facilitate learning. Extensive use of specific strategies such as classroom observations and

instructional rounds have also helped ensure continuous opportunities for improvement. As a direct result of these efforts, Union Hill Elementary School now provides a supportive and effective learning environment for all students. Based on the problems of practice Union Hill identified and addressed, and the lessons the school took away from those challenges, consider these discussion questions about your own experience:

❖ To what extent has your school implemented a culture of high expectations for all students? What are some obvious signs, particularly for students and families, that this culture exists? What more might be done to extend this culture of high expectations?

❖ What systems or structures (e.g., common planning time, peer-based classroom observations, etc.) are already in place at your school to support continuous individual and collective improvement? And how do those systems or structures function to support that? What more might be done to encourage continuous individual and collective improvement?

❖ Based on what you learned from the Union Hill profile, are there any new programs or strategies your school could *pilot* in a few classrooms, and use as a learning opportunity for all staff, instead of rolling out all at once to the whole school?

❖ Union Hill used student writing samples and scores from other schools to calibrate teacher expectations. What specific problems of practice could your school investigate by calibrating with other schools?

Profile 3: Jeremiah E. Burke High School (Grades 9–12, 532 Students), Boston Public Schools

Strategy: Empowering teachers to engage in teacher-driven, collective inquiry

Jeremiah E. Burke High School's approach is based on the belief that real change requires an organization in which all members are always involved in the learning process and moving toward a common goal. To accomplish this, the school has, under the leadership of Principal Lindsa McIntyre, developed integrated teaming structures and has cultivated an environment of psychological safety in which all staff feel comfortable taking risks. Over time, through continual refinement and with support from external partners, staff at Burke have become empowered to engage in collective, deliberate inquiry focused on developing and improving instructional practice and student learning. The principal has also prioritized creating culturally relevant learning experiences and a psychologically safe environment for students, described in more detail as part of the Burke High School video profile. Taken together, these efforts have resulted in increased student achievement and sustainable improvement structures within the school community.

> *How do we break the barriers that exist between administrators, teachers, and other members of the school community, so that we're collective in our work, collective in our thinking, and collective in our organization—so that we can share with one another what we know in terms of best practices, but more than that, we can learn from each other in a safe environment—that was the question.*
>
> —Principal

Profiled Turnaround Practices: Burke High School has developed a collective learning organization that is built around thoroughly integrated teams and strategic partnerships, which has accelerated the design and implementation of effective practices.

Turnaround Practices and Components	Burke High School Evidence of Practice
Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration The school has established a community of practice through leadership, shared responsibility, and professional collaboration.	**Cultivating a learner mind-set** Burke High School has established the teaming structures, communication, and psychological safety that allow the entire staff to work collectively to learn and improve, with a focus on improving student learning. **Creating integrated teaming structures for collective inquiry** The school uses teaming structures that are valued by the teachers and that provide vertical and horizontal alignment of instructional practices and strategies, including job-embedded professional development.
Turnaround Practice 2: Intentional Practices for Improving Instruction The school employs intentional practices for improving teacher-specific and student-responsive instruction.	**Improving instructional practice through the data inquiry cycle process** Burke High School's teachers take ownership of school improvement. The staff collaboratively work to define a schoolwide problem of practice, and then address the issue through implementing teacher- and student-relevant practices, evaluating their impact, and fine-tuning the practice. The cyclic nature of the process ensures that the new practice is refined as it is used.

Burke High School's Journey

The first few years of Burke High School's turnaround effort were not unlike those of other schools. With a new principal on board, an increased sense of urgency, and heighted scrutiny from both the district and the state, the school experienced significant staff turnover (more than 50% of the staff), and opened up its doors to outside observation and inspection. The initial turnaround plan called for an immediate move to block scheduling; the school's leaders delayed the change so that teachers could first be trained on how to take advantage of the 80-minute blocks, and so that the school leaders could take the time to build in the teaming structures necessary to leverage the new format. Once the new schedule was in place, the school focused on developing a collective learning organization.

Cultivating a learner mind-set[4]

Burke's leaders believe that the foundation for improving teaching and learning lies in providing opportunities for teachers and staff to have open, two-way conversations in which they can speak freely. Having teachers engage in authentic, deliberate inquiry focused on real problems of practice related to teaching and learning is the essence of what Burke calls a "learner mind-set."

> *We started off just building the methodology around what a collective [learning] organization should look like and how we should situate ourselves within that, so that we can embed supports for one another.*
>
> —Principal

Creating a "safe space" for teachers, cultivating what school staff refer to as psychological safety, was paramount for facilitating conversations and reflection that could lead to change in practice. Psychological safety allows teachers to openly acknowledge when they are having difficulty, and to ask for help without worry of judgment or recourse, so that staff can problem-solve together.

> *I think in the heart of that psychological safety is creating spaces for people to be open, honest, transparent, and [to] struggle and grapple without being evaluated.*
>
> —Principal

Creating psychological safety and a culture of collective inquiry were important for the school to move forward, but this did not happen overnight. There were several processes that contributed to Burke's now well-established learner mind-set:

- Leaders continuously modeled behaviors (e.g., listening, asking open-ended questions, granting teachers autonomy to identify and solve problems, developing effective teaming structures) that reflected a belief in the power of cultivating a learner mind-set.

- Teachers received extensive training on teaming practices, and received training on common language and questioning strategies from an outside consultant. Teachers were given enough exposure to the concepts that teaming practices are now institutionalized, and are used widely across all teams.

- Burke High School held annual summer retreats to build relationships and community, in addition to setting goals and focus areas for the coming year.
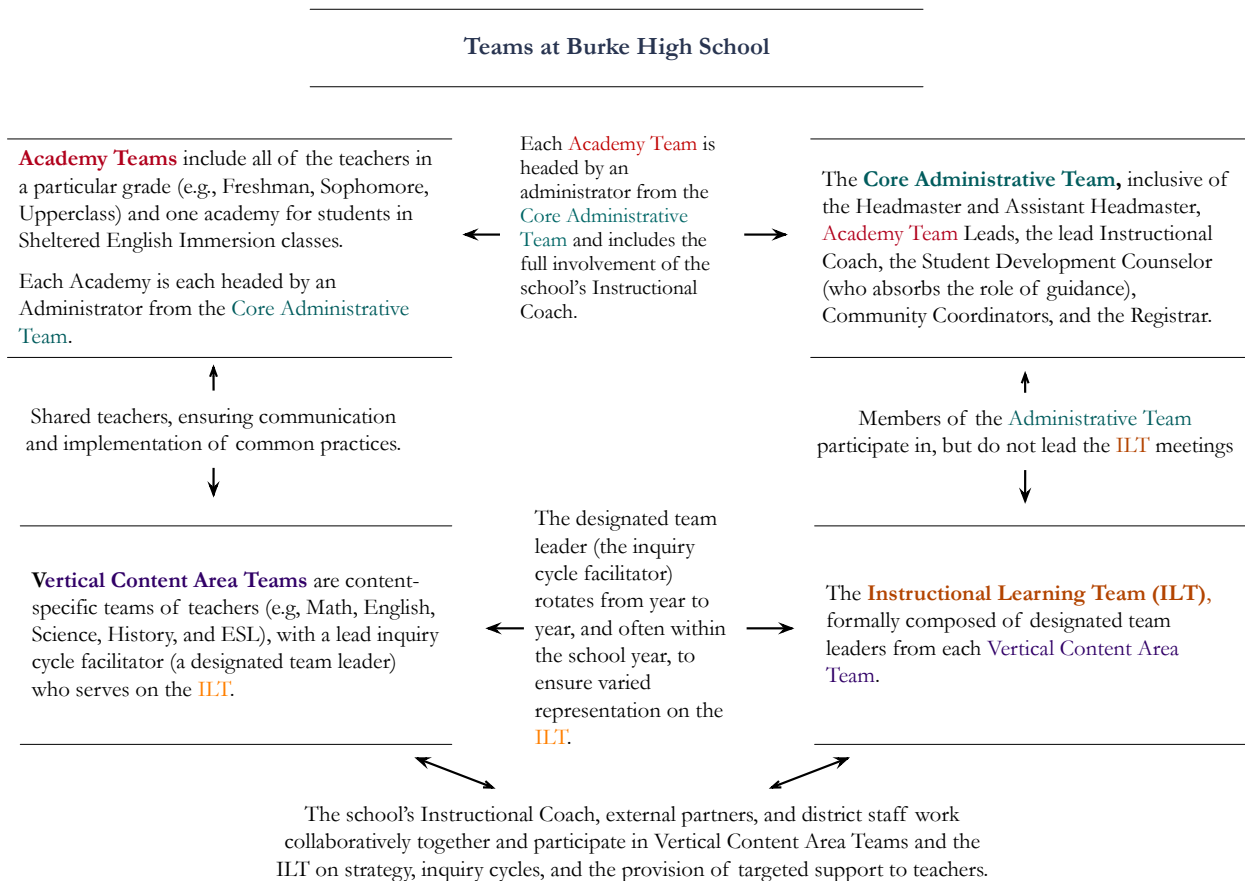
The accountability pressures that came with being identified as a Level 4 school influenced the school's staff in two ways: First, staff who may not have shared the vision of the school's leaders left, and over time a staff with shared beliefs about students' potential filled the roster, which set the stage for integrated teaming structures comprised of like-minded and committed staff. Second, the district and state visits and walk-throughs required that teachers open their doors to visitors, readying teachers for peer-based observations and instructional rounds.

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[4] See page 6 for general definition of improvement mind-set. Burke uses the term "learner mind-set" to refer to a similar concept.

Creating integrated teaming structures for collective inquiry

Multiple types of teams in the building meet regularly, with the goal of improving instruction and outcomes for students and ensuring that students' social-emotional needs are met. The teams have different functions, but are highly integrated across team types, which promotes consistent, multi-directional communication among staff and teams, and between leaders and teachers. Although many high schools have similar teams, the way Burke overcame common high school scheduling challenges and the way these different types of teams work together to address schoolwide and content-specific problems of practice distinguishes Burke from other schools.

Data inquiry cycles. Much of the work of the school's teams is structured around a "data inquiry cycle." Developed in partnership with a local university, the data inquiry cycle gives the school's vertical content area teams a formal, time-bound, data-based process for improving teaching and learning. In a typical cycle, teachers analyze student learning data related to a specific instructional focus and examine their current instructional practice. They generate hypotheses for how their instructional practice impacts student learning, develop strategies for improving practice or implementing appropriate interventions, and then implement these strategies. They gather evidence about changes in student learning and teacher practice and then modify instructional practices accordingly. Weekly data inquiry cycle meetings provide a formal and facilitated time for content area teams to meet; teams can then use their common planning time during the week to work on implementing the strategies introduced in those meetings (e.g., by developing shared units and lessons, or refining shared instructional strategies to be tested).

Teams at Burke High School

Academy Teams include all of the teachers in a particular grade (e.g., Freshman, Sophomore, Upperclass) and one academy for students in Sheltered English Immersion classes.

Each Academy is each headed by an Administrator from the Core Administrative Team.

Each Academy Team is headed by an administrator from the Core Administrative Team and includes the full involvement of the school's Instructional Coach.

The **Core Administrative Team,** inclusive of the Headmaster and Assistant Headmaster, Academy Team Leads, the lead Instructional Coach, the Student Development Counselor (who absorbs the role of guidance), Community Coordinators, and the Registrar.

Shared teachers, ensuring communication and implementation of common practices.

Members of the Administrative Team participate in, but do not lead the ILT meetings

Vertical Content Area Teams are content-specific teams of teachers (e.g, Math, English, Science, History, and ESL), with a lead inquiry cycle facilitator (a designated team leader) who serves on the ILT.

The designated team leader (the inquiry cycle facilitator) rotates from year to year, and often within the school year, to ensure varied representation on the ILT.

The **Instructional Learning Team (ILT)**, formally composed of designated team leaders from each Vertical Content Area Team.

The school's Instructional Coach, external partners, and district staff work collaboratively together and participate in Vertical Content Area Teams and the ILT on strategy, inquiry cycles, and the provision of targeted support to teachers.

Vertical content area teams are composed of teachers who teach the same subjects in different grades. In addition to participating in a weekly data inquiry cycle meeting, team members meet together in daily common planning time for 65 minutes. Depending on the content area, teams often use this common planning time to accomplish the following:

- Review upcoming units and lessons and discuss how teachers could enhance them with specific instructional strategies drawn from professional development

- Consider teachers' observations or student work to share and debrief

- Review videos of one another's practices, as predetermined by the team

The work of vertical content area teams is not performed in isolation. For instance, each vertical content area team has a designated team leader who facilitates common planning time and data inquiry cycle meetings, and represents the team on the schoolwide instructional learning team discussed below. These team leaders share information from the vertical content area teams to the entire school and back, thus ensuring consistency and the spread of best practices. For example, prior to an instructional learning team meeting, during vertical content area team planning time, the team leader may ask, "Am I representing our viewpoint well when I attend the instructional learning team meetings? Does anybody need to add anything to make sure the information we are sharing is accurate? Are there any outliers or caveats that might be important to mention?" With this feedback and input, the team leader ensures clear, thorough communication between the vertical content area team and the instructional learning team and other school teams.

The **instructional learning team**, composed of these vertical content area team leaders and school administrators, meets twice a month after school to review the work of the school in relationship to the vertical content area teams' data inquiry cycle processes. The instructional learning team reviews data, discusses progress made in data inquiry cycle groups, and considers issues related to resources and ongoing professional development. As a result, the work of the entire school is closely coordinated, and the resources and professional development that are needed to support the efforts of the school are kept up to date and relevant. According to one staff member, the vertical content team leaders, through their role on the instructional learning team, are "calibrating what's going on across the school."

The **academy teams** (freshman, sophomore, upper class, and sheltered English immersion [SEI]) are cross-content area teams that include all teachers and the school's social worker, instructional coach, student engagement counselor, and community coordinator. Each academy has its own Early Warning Indicator (EWI) data review meeting once a week; these meetings are the basis for identifying the academic and social-emotional support that students need. Academy team meetings are used to address day-to-day issues, but they are also a means of learning and problem-solving within grade levels, reinforcing strategies developed through vertical content area teams.

Collective teacher inquiry focused on improved instructional practices. Burke High School has spent multiple years refining its use of teams, setting expectations for multi-directional communication, and cultivating trusting relationships and ways of working together. Through this hard work, Burke has become a learning organization in which formal opportunities for sharing, observing, and collective discussion of teacher practice are expected and welcomed by teachers, and have become defining features of what it means to be an educator at Burke High School.

Burke's teachers can identify specific practices or strategies that they want to improve upon, implement these in their own classrooms, collect data on the results, and then share and reflect with others during vertical content area team meetings. Sometimes this means revisiting the results from a formative or summative assessment after having employed a particular strategy or activity, or discussing observations of students responding to an activity and identifying how well the strategy worked. Other times, members of vertical content area teams might examine and share their teaching by showing a video of themselves using a particular strategy or practice. In addition, the instructional learning team organizes opportunities for teachers to participate in instructional rounds, in which they observe one another using a specific practice in the classroom.

Improving instructional practice through the data inquiry cycle process

Burke's team-driven processes permeate everything the school does. One example that illustrates this well is how the school approached teaching its students higher order reasoning skills. A few years into the school's turnaround implementation, Burke's vertical content area teams were becoming more sophisticated in how they shared information through the instructional learning team and in their use of the data inquiry cycle process. Since data from the ILT showed that several vertical content area teams were grappling with similar issues related to students' capacity to use logical arguments in their writing and thinking, the entire Burke community engaged in a series of

instructional rounds, and reviewed student work and data in their vertical content area teams. This exploration made it clear that a schoolwide focus on higher order reasoning, across all content areas, would be useful; students were not consistently creating effective problem statements or using evidence to support their arguments. In the summer retreat leading up to the following school year, the Burke community came back together to examine its data from the previous year regarding this focus on reasoning skills.

> *The next item of work was to engage students in real discourse…. How will they engage with the content? Ask them questions, questions, and questions. That's where "evidence-based argumentation" came from.*
>
> —Principal

The issue was framed as a **problem of practice** that became the focus of the work for the coming year:

> Problem of practice: Teachers do not give students at different levels of readiness (including English learners and students with disabilities) the appropriate supports to engage in reasoning in equitable ways.

Accessing external expertise to provide practice-based professional development. Recognizing that external expertise would be needed, Burke obtained a coach through its partnership with a local debate league. This coach supported the vertical content area teams, worked with individual classroom teachers, and provided professional development on strategies to improve students' evidence-based argumentation. Burke also relied heavily upon a district instructional coach to support the data inquiry cycle process and serve on the instructional learning team. The coach from the debate league, the district, and an instructional coach at the school all worked together to support teachers in fine-tuning instruction related to the problem of practice.

Instructional rounds to measure progress. To assess progress in addressing the problem of practice, the school organized a set of instructional rounds, looking for specific evidence of practices that supported students' use of evidence-based argumentation. Substitutes and teacher coverage were used throughout the day so that multiple teachers could spend an entire period in a classroom. At the end of the instructional rounds, the instructional learning team engaged the entire school community in a formal debriefing structure to share observations and discuss the findings made by all throughout the rounds.

What happened as result of the instructional rounds? These instructional rounds resulted in teachers and leaders reflecting on the role of how teachers scaffold support for students. As the principal noted, "The rounds made clear that opportunities [for students to practice and receive feedback on evidence-based argumentation] are there, but the proper supports are not always in place." Targeted support for teachers related to scaffolding was still needed.

Additional problems of practice were investigated by Burke, using the same team-based approach, formal data inquiry cycle process, and instructional rounds:

- What structural supports are in place to support effective engagement of all learners?
- What tasks are students engaged with, and how do these tasks allow students to demonstrate and develop their reasoning skills?
- Is there equitable student voice and participation, and how is this attained?
- In what ways are academic and behavioral expectations being communicated?
- What opportunities do students have to demonstrate their reasoning?

Discussion

Burke's experience illustrates how collaborative, teacher-led mechanisms can be used to focus on a particular problem of practice. In the specific case discussed in this profile, the school community used all of its resources in an attempt to improve students' ability to draw from evidence to construct and present evidence-based arguments. The work of the teams, the ongoing practice-based professional development, the coaching support, and the use of instructional rounds and other sources of classroom data were largely designed and implemented by the staff members themselves. In addition to the specific supports each strategy provides, they all work together to help

reinforce the collective learning environment that is central to Burke's turnaround process. With this example in mind, ask yourself the following questions about your own school and its specific context:

- ❖ "What specific strategies do school leaders already use (e.g., collective inquiry cycles) to cultivate a learner mind-set" among staff? What else could school leaders do to cultivate a learner mind-set among staff?

- ❖ To what extent is your school's current schedule conducive to frequent and effective teaming? How, if at all, could the schedule be changed to better accommodate frequent and effective teaming?

- ❖ What systems and structures (e.g., instructional rounds, data inquiry cycles) are already in place at your school to support collaboration specifically focused on improving instruction?

- ❖ Burke used an external partner to support the school's data inquiry cycle process. In what ways, if any, could your school use an external partner to help improve existing strategies or implement new strategies?

Profile 4: UP Academy Leonard (Grades 6–8, 352 students), Lawrence Public Schools

Strategy: Creating a safe learning environment and meeting students' social-emotional needs in order to create a foundation for providing rigorous instruction to all students.

Early in the turnaround process, the UP Academy Leonard principal used her budget autonomy to build a school-based team composed of a school psychologist, a social worker, and a liaison between UP Academy and Lawrence Public Schools responsible for ensuring compliance with special education laws. Under the leadership of Principal Komal Bhasin, the school also developed an integrated system for setting, monitoring, and reinforcing consistent behavioral expectations, and linked this system to an in-house approach to meeting the social and emotional needs of students. The school's staff and leaders all understand that behavior is a form of communication, and is important to learning, and the school depends on data related to schoolwide behavior and learning expectations to identify and provide targeted supports to high-risk students.

> *There's no yelling at all. We are really aware of tone and especially our population; we've got a lot of students that have trauma in their history, and we know that yelling activates trauma.… If there is a situation that escalates, the relationship repair of that is really important. We talk about making sure that students don't go home angry. Following up with them, asking for their side of the story, letting them tell their side, and then giving them your perspective—those are really important conversations, where teachers and students can set goals going forward, so kids can feel really supported.*

—Principal

Profiled Turnaround Practices: UP Academy Leonard has developed an integrated approach to monitoring and reinforcing behavioral expectations and addressing students' social and emotional needs. This results in students being better able to self-regulate their own behavior, and provides the foundation for the school to provide high-quality instruction to all students.

Turnaround Practices and Components	UP Academy Leonard Evidence of Practice
Turnaround Practice 2: Intentional Practices for Improving Instruction The school employs intentional practices for improving teacher-specific and student-responsive instruction.	**Building teachers' instructional and organizational capacity to meet the needs of all students** The school uses research-based "pathways" for teachers' professional growth, provides ongoing support to teachers through coaching, and conducts frequent observations of teacher practice, followed by feedback and support.
Turnaround Practice 3: Student-Specific Supports and Instruction to All Students The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.	**Using teams to diligently monitor and use student behavior data to support students** Cohort grade-level teams, the mental health team, deans, and leadership actively use daily, classroom- and student-specific behavior and academic data to examine the impact of strategies and provide support to students.
Turnaround Practice 4: School Climate and Culture The school has established shared behavioral expectations that support student learning and provides targeted and effective social-emotional supports.	**Employing a sophisticated, consistent, and student-specific system for monitoring and reinforcing behavioral expectations** Setting clear and precise expectations for behavior, ensuring that all students and teachers understand expectations and have the skills necessary to work effectively together, and reinforcing expectations through an emphasis on positive rewards and creating a culture of "joy" among students **Linking behavior and student support teams to provide ongoing and school-based social-emotional supports to students** The in-house mental health/student support team works closely with deans and grade-level teams to provide integrated and targeted support.

UP Academy Leonard's Journey

In 2012, the James F. Leonard School was in need of a significant turnaround. The school climate was not conducive to student learning, with students often acting out, leading to more management of student behavior than teaching and learning. Students' needs were not being met, either academically or with respect to social and emotional learning. When the school's district came under state receivership, the school gained the autonomy to make significant changes. In fall 2012, the James F. Leonard Middle School was closed, and restarted as UP Academy Leonard, with a new principal and staff, and operated by Unlocking Potential, a proven school turnaround operator. Having had the opportunity to observe the school in 2011–12, the incoming principal identified three interrelated issues—significant behavioral issues, a lack of effective instruction, and students' social-emotional needs—that needed to be immediately addressed. The first priority was to get a handle on student behavior—what the principal and staff called "the ground floor" of the needed changes.

Upon her arrival at the school, the incoming principal used her school's autonomy and budget flexibility to institute specific teaming structures, and hired key staff to create a school-based mental health and student support team. The principal implemented schoolwide practices to improve student behavior and to proactively provide students the degree of social-emotional support they needed. The school put in place a sophisticated system of behavioral reinforcements and consequences, built on self-regulation, student reflection, and staff-student relationships.

Employing a sophisticated, consistent, and student-specific system for monitoring and reinforcing behavioral expectations

The first priority was to ensure that the entire staff used a consistent set of common behavioral expectations for all students, across all classrooms (see Appendix F1 for the school's Behavioral Intervention Plan Overview). The school took pains to make sure that *every* teacher responded the very same way to the same student behavior. Consistency was, and is, considered essential.

UP Academy Leonard's students are expected to be attentive and engaged in the classroom: eyes forward, actively listening, responding to questions, doing one's work, and collaborating with peers constructively when asked. In the classroom and throughout the building, staff actively monitor and reinforce these expectations and address issues through a variety of rewards, responses and supports as necessary. At the beginning of each school year, new and existing students participate in a multiday orientation, where they review student behavioral expectations (see Appendix F2) to ensure that all students and teachers understand what is expected. All new teachers receive training on specific techniques, hand signals, and ways of speaking with students. During the school year, the principal and administrators visit classes every day to observe and provide support to teachers on their execution of the academic and behavior-oriented routines and responses, focusing on consistency within and across grades.

> **General Behavior and Learning Expectations**
> - Eyes on the teacher
> - Responding when asked
> - College posture
> - Positive interactions with peers
> - Engaged in the lesson

UP Leonard's system awards "merits" to reinforce positive behavior, and uses "demerits" to signify to students when behavioral expectations are not being met. The school grants merits (through a system called "Pride Points") for positive behaviors such as following classroom norms and helping other students. The emphasis is on reinforcing the positive behaviors, and on "nurturing joy" in the building. The school aims to award three times as many merits as demerits; ending up with more demerits than merits over the course of a day or a week is unusual.

> *We focus a lot on joy… celebrating the work that we do together. The easiest way to turn around the culture of the room is to get kids feeling positive, feeling invested, feeling excited about what they're doing. I think recognizing the work that they do is part of what builds that.*
>
> —Principal

Each Friday afternoon, students throughout the school participate in a "reward activity," which may involve an activity such as dodgeball, basketball, or a dance competition. Each student begins the week with 90 "pride points,"

and if by the end of the week the student has at least 70 points, he or she can participate in the reward activity. In addition, there are monthly "Joy" events, which can range from academic events (such as a spelling bee) to parent-engagement activities (for example, a family block party). These activities are intended to boost student investment in the school (see Appendix F3 for the school's "Joy Calendar").

What happens if a student is *not* following expectations? The teacher simply tells the student that he or she has a demerit for the specific behavior. This statement is carefully delivered in a manner that is not disrespectful or unkind, and without a raised voice. The teacher and the student take note of the demerit and quickly return to the lesson content, without taking up much instructional time or emotional space. This is a very important tenet of the system—provide demerits and feedback without additional fanfare while being as neutral as possible. In the majority of cases, the classroom lesson simply carries on. Over time, the behavior system feels more natural to students and becomes simply part of the way the school operates.

> **Setting and Maintaining Behavioral Expectations**
>
> *There is a family handbook that has it all written out, but in class you are sitting up straight; you are tracking or looking at the person who's speaking. Those are [the same] for every classroom for every teacher in every setting; we see our students who really struggled with behavior in their last school feeling pretty empowered by those. I think for sixth graders there's a month-long adjustment period, but once those kids master those rules, they have a lot of control over what happens because it makes the school environment more predictable.*
>
> —Support Team Leader

Using teams to diligently monitor and use student behavior data to support students

UP Academy Leonard goes beyond just expecting fidelity across classrooms. Staff actively monitor the assigning of merits and demerits to identify issues at either the staff or the student level. Every Monday, grade-level team leaders meet to review the numbers and kinds of merits and demerits given across teachers and students throughout the week, through an online **data dashboard**. The dashboard allows the team to review whether an atypical number or ratio of merits or demerits is being given by a particular teacher, or in a particular class, or to a particular student. Cohort leaders can then investigate any of these cases. This system ensures that there is consistency in how behavior is being monitored and reinforced throughout the school, across all teachers and classrooms, and it is also a way to identify whether a particular student may be in need of additional support.

Providing tiered and targeted responses to students' behavioral needs. Upon a review of student needs in a cohort meeting, the team may decide to move forward with student-specific interventions, using a tiered approach. In keeping with the focus on positive reinforcement and rewards, a Tier 2 response includes a clearly articulated set of expectations regarding how the student can accumulate merits day to day (see Appendix F4). In some cases, the team might decide that a more nuanced approach might be necessary to ensure that a student remains engaged in the classroom and does not act out negatively. In these cases, the team, with assistance from one or more members of the in-house student support team, may develop a more detailed plan to help the student, with specific guidance on how the student can adjust his or her responses and behavior and how the teachers can more directly assist the student when certain behaviors are occurring.

The Deans of Students: Maintaining consequences while building relationships. Along with the classroom-specific responses, students may be referred to one of UP Academy Leonard's two Deans of Students. The Deans of Students focus on supporting student behavior and providing behavioral assistance throughout the school. Directing a student to the Dean's office is done in a respectful manner to avoid escalating the misbehavior of the student.

In the Dean of Students' office, the student is given a reflection packet, which asks the student to reflect on what he or she did and how he or she could have responded more appropriately. The Dean of Students reviews and discusses the completed packet with the student. Then the Dean of Students and the student make a plan regarding what the student could do next time to better reflect the expectations of the school. After this conversation, the student returns to class. According to one of the Deans of Students, this "processing" is "really powerful," and is "something that they didn't get in their last school" that helps "teach them in the moment."

In this way, the student is afforded the opportunity to reflect upon and review his or her behavior with the Dean of Students outside the classroom environment. At the same time, the Dean of Students is able to build a personal relationship with the student and to better help the student with his or her behavior in the future.

Upon return to the classroom, the student gives the teacher a written apology and resumes work. The teacher is to formally "check in" with the student within the next 24 hours to (1) acknowledge the behavior and (2) check in about the behavior and expectations moving forward. This is an opportunity for the student and teacher to acknowledge what happened and to ensure that the student is able to continue in a positive manner in class; it helps the teacher build a relationship with the student that is focused on providing continued support and assistance.

Building teachers' instructional and organizational capacity to meet the needs of all students

UP Academy Leonard's initial efforts to establish a safe and secure learning environment for students and teachers laid the foundation for teachers to provide ongoing rigorous and high-quality instruction to students. Once again leveraging the school's autonomy, the school staff developed a customized approach to building teachers' instructional capacity, described as a professional "pathway" for teachers.

The pathway uses locally identified and vetted research-based resources (e.g., practices, materials, examples, research synthesis, school-based materials) located on a dedicated web portal and organized in different categories (or components), as determined by the school. The pathway begins with ensuring that teachers have mastered the fundamentals of the school's system for monitoring and reinforcing student behavior. Once a teacher has mastered behavior (based on outcomes and tracked by the principal and teachers), the principal and the school's two instructional coaches provide training to ensure that each teacher is using high-quality instructional materials with students. Each subsequent component of the pathway focuses on specific aspects of high-quality and rigorous instruction (e.g., differentiated instruction, checking for understanding, effective use of time) that collectively define what high-quality and rigorous instruction means at UP Academy Leonard.

Having two dedicated instructional coaches is, in the words of the principal, a "game changer." The instructional coaches' only job all day is to support teachers. At a minimum, each teacher is observed once every two weeks, for 40 minutes, followed promptly by a debriefing. The coaches also play a key role in supporting lesson planning, through their participation in weekly teacher-led unit planning meetings to develop instructional lessons and units. (The lessons are informed by UP Academy's use of the Unlocking Potential suite of benchmark assessments.) The coaches attend weekly department-specific professional development meetings, to reinforce instructional expectations and vertical alignment of instructional strategies, and also attend weekly schoolwide professional development that focuses on common instructional practices and issues, such as tiered interventions or inclusion. The instructional coaches play a prominent role in all of these meetings, working closely with teachers and building teachers' instructional and organizational capacity to meet the needs of all students.

Linking behavior and student support teams to provide ongoing and school-based social-emotional supports to students

To give every student the opportunity to be successful, UP Leonard established a full-time student support team—composed of a school psychologist, social worker, and liaison between the school and the district—that meets together regularly and works hand in hand with teachers and leaders to ensure that nonacademic needs are met.

As a full-time, school-based team, the student support team can provide a great deal of individual and collective support to students identified as needing additional non-academic support, and work closely with teachers, deans, and with the principal. Although many schools have guidance and in-house supports for students, what distinguishes UP Leonard is the real-time support that they are able to provide to *all* students. The behavioral management system provides detailed student-level data that allow the student support team to work closely with deans and cohort teams in real time to develop and implement student-specific interventions and tiered supports.

In addition to overseeing special education compliance, the special education specialist works across grade levels and content areas to identify accommodations, and works closely with the school's Response to Intervention (RTI) team to develop interventions and assist with the tiered system of supports. The social worker works with students and families

and assists in developing interventions. In addition to providing traditional evaluations, the school psychologist provides a significant amount of counseling and crisis management, and works regularly with teachers as well as the RTI team.

The homework club—a simple yet powerful example of an integrated approach. The student support team also creates opportunities to work with and develop supportive relationships with students. One example is the "homework club," designed as an alternative to detention. Student support team members assist these students with their homework and use the time to informally monitor the students' behaviors and engagement in school as a whole. In addition, of the students assigned to the homework club, the support team identifies those who would benefit from additional support in a one-to-one or small-group setting. Staff collect and review data to assess the degree to which the homework club is having a positive impact: school leaders track whether students in the homework club experience a decrease in demerits, as well as whether homework is turned in more often and whether grades have improved. Some students now *choose* to stay after school and go to homework club, either because they recognize that they need the help, want the help, or perhaps because they find the homework club to be a safe and supportive after school environment.

> *Last year [a student came to our school from a large urban city], really disengaged. Very low skills. A lot of emotional regulation issues sort of mixed in with that…. The biggest thing that has helped him improve is relationships. If he didn't have the relationships he has with myself, with Emily, and with José, and his teachers, I don't think we'd be seeing the success that we're seeing now. He's staying in class. He's getting homework done. He's asking for extra help, which he never did last year…. [Realizing] that he has this own team behind him is what has really pushed him to want to be successful.*
>
> —Support Team Leader

Discussion

UP Leonard's system for monitoring and reinforcing behavioral expectations—and its particular emphasis on providing positive reinforcements and a sense of "joy" in the school—showcases one way a school can quickly and effectively create a climate that is safe, orderly, and respectful. Furthermore, UP Leonard provides an example of how a school community can support positive student behavior and work together to respond to the social-emotional needs of its students. The safe environment and the social-emotional supports allow teachers to focus on rigorous instruction, and allow students to focus on learning.

Reflecting on the lessons provided by UP Leonard Academy's journey, ask yourself the following discussion questions about your own school:

❖ What staffing changes or additions, if any, would help your school be able to more fully address students' academic *and* non-academic needs, including social-emotional needs?

❖ What systems and structures are already in place at your school to support a safe and respectful learning environment?

  o What tools and training have teachers been provided?

  o What supports have students been provided?

  o How is behavior data used to make decisions about additional teacher training and/or student supports needed?

❖ Based on what you learned from the UP Academy Leonard profile, what other specific steps could your school take to create and maintain a safe and respectful learning environment conducive to teaching and learning?

  o What more could teachers and students in your school achieve in teaching and learning through a safer and more respectful learning environment?

References

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Seashore Louis, K., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). *Investigating the links to improved student learning: Final report of research findings.* New York, NY: The Wallace Foundation.

Appendix A: List of Massachusetts Resources and Tools

Resources and Tools

The majority of the resources and tools listed here can be accessed from the Accountability, Partnership, and Assistance < http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/> web page of the Massachusetts Department of Elementary and Secondary Education. Direct access to each tool is provided through the hyperlinked text.

District and School Improvement Frameworks and Practices[5]

- District Standard and Indicators
- Conditions for School Effectiveness
- Turnaround Practices
- Tiered System of Support Blueprint/Framework

Planning templates and guidance aligned with the Conditions for School Effectiveness and the Turnaround Practices.

- Guidance for Level 3 Districts: Focused Planning for Accelerating Student Learning
- Guidance for Level 4 Districts: Focused Planning for Accelerating Student Learning
- Guiding Principles for Effective Benchmarks
- Level 4 School Turnaround Plan Template and Guidance
- Planning for Success

Organizational and Self-Assessment processes, rubrics, and indicators based on the above-listed Frameworks and Practices:

- Conditions for School Effectiveness Self-Assessment
- District Standards Self-Assessment
- MTSS Self-Assessment
- Level 3 Professional Development Self-Assessment
- Turnaround Practices Organizational Assessment

Monitoring Tools

- Monitoring Site Visit Protocol
- Massachusetts Monitoring Site Visits Turnaround Practices Indicators and Continuum Rubric
- District Review Protocol

Additional tools, processes, and guidance:

- Turnaround Practices in Achievement Gain Schools video series
  - Connery Elementary School
  - Union Hill Elementary School
  - Oliver Partnership School
  - Jeremiah E. Burke High School
  - John J. Doran Community School
  - William Monroe Trotter Innovation School
  - Alfred G. Zanetti School
- Wraparound Zone Initiative
- Massachusetts Curriculum Frameworks
- Educator Evaluation Rubrics
- Learning Walk-Through Guidance
- Academic Tiered Systems of Support
- District Data Team Toolkit

Data Resources

- School and District Profiles
- District Analysis and Review Tools (DARTs)
- Edwin Analytics

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[5] Each of these is based on research, with the *CSE Research Guide* and the *Turnaround Practices in Action* as source documents.

Appendix B: Summary of the Examples of Turnaround Practices in Action, by School Profile

Profile 1: Connery Elementary School

Using teaming structures to vertically and horizontally align instructional strategies

Grade-level and vertical teams of teachers, aided by the instructional support team, develop highly consistent lesson plans and units that are vertically and horizontally aligned, using shared academic language, instructional strategies, and interventions.

Employing customized solutions so that all student receive the supports and instruction needed to succeed

The school relies on customized approaches to lesson planning, formative assessments, and other ways student support tools that are developed and tested by teams before being scaled up to the whole grade or school.

Profile 2: Union Hill Elementary School

Establishing an improvement mind-set

Bringing in new leaders and teachers created a sense of teamwork and cooperation among this core group as the group worked together to address urgent behavioral and instructional issues, especially in Year 1.

Establishing clear behavioral expectations and encouraging positive behaviors

The school uses a behavior system with three color-coded levels; students can earn points for specific positive behaviors. Through building relationships with students, increasing trust between teachers and students, and getting students to believe in their own ability to succeed, the system reinforces positive behaviors and discourages disruptive ones. The school leaders also encourage regular communication with parents about student behavior, both positive and negative.

Using common planning time to drive turnaround efforts

Daily common planning time provides a specific time for teachers to work together in teams. School leaders initially led and facilitated the planning time, but gradually turned responsibility over to the teachers themselves, encouraging teams to develop their own agendas and pose problems of practice to solve.

Conducting classroom walk-throughs and instructional rounds

The school provided professional development on math and literacy instruction through which teaching practices were rehearsed and modeled, and then observed and fine-tuned through classroom walk-throughs and peer-based instructional rounds. The school continues to use walk-throughs and instructional rounds to provide useful guidance to school staff.

Calibrating and improving instructional practice

When Union Hill undertakes a new instructional strategy, the school commits to long-term, intensive work to integrate the strategy into the school's practice. This ongoing effort ensures that promising ideas are refined and optimized, and that the initial investment of resources pays off in student achievement.

Profile 3: Jeremiah Burke High School

Cultivating a learner mind-set

Burke High School has established the teaming structures, communication, and the psychological safety that allow the entire staff, administrators, and teachers to work collectively to learn and improve, with a focus on improving student learning.

Creating integrated teaming structures for collective inquiry

The school uses teaming structures in a high school that are valued by the teachers and that provide for vertical and horizontal alignment of instructional practices and strategies, including job-embedded professional development.

Improving instructional practice through the data inquiry cycle process

Burke High School's teachers take ownership of school improvement. The staff collaboratively work to define a schoolwide problem of practice, (student supports to engage in reasoning) and then employing key improvement mechanisms to directly address the issue, through implementing teacher- and student-relevant practices, examining instructional practices, evaluating their impact, and modifying fine-tuning the practices. The cyclic nature of the process ensures that the new practice is refined as it is used.

Profile 4: UP Academy Leonard

Employing a sophisticated, consistent, and student-specific system for monitoring and reinforcing behavioral expectations

The school has set clear and precise expectations for behavior, ensuring ensures that all students and teachers understand those expectations and have the skills necessary to work effectively together, and reinforcing reinforces the expectations through an emphasis on positive rewards and creating a culture of "joy" among students and adults.

Using teams to diligently monitor and use student behavior data to support students

Cohort grade-level teams, the mental health team, deans, and leadership actively use daily, classroom- and student-specific behavior and academic data to examine the impact of strategies and to provide support to students.

Building teachers' instructional and organizational capacity to meet the needs of all students

The school uses research-based "pathways" for teachers' professional growth, provides ongoing support to teachers through coaching, and conducts frequent observations of teacher practice followed by feedback and support.

Linking behavior and student support teams to provide ongoing and school-based social-emotional supports to students

The in-house mental health/student support team works closely with deans and grade-level teams to provide integrated and targeted support.

Appendix C: Connery Elementary School Artifacts and Examples

Unit 9 – Adding and Subtracting Fractions w/ Unlike Denominators (12 days) 2015–2016

EQ: Why is it important to add and subtract fractions with unlike denominators? (Measuring, baking – doubling or halving recipes)

Content Standards:

5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12.*
(In general, a/b + c/d = (ad + bc)/bd.)

5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < ½.*

Practice Standards

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

Big Ideas:

1. Create equivalent fractions using visual area models.
2. Find common denominators by creating visual area models.
3. Add and subtract fractions with unlike denominators by creating common denominators.
4. Add and subtract mixed numbers with unlike denominators by creating common denominators.

- Use visual fraction models and equations to represent problems involving fractions and mixed numbers
- Estimate the sum or difference of fractions and assess the reasonableness of answers
- Add fractions (including mixed numbers) with unlike denominators using equivalent fractions
- Subtract fractions (including mixed numbers) with unlike denominators using equivalent fractions
- Solve word problems involving addition and subtraction of fractions

Assessment:

District Unit 9 Assessment

Content/Academic Vocabulary:

Fraction, numerator, denominator, partition, common denominator, mixed number, improper fraction, equation, fraction area model, benchmark fraction, estimate, equivalent fractions, simplify

Go Math: Chapter 6

Estimation

Benchmarks

Relative size of fractions

https://www.illustrativemathematics.org/content-standards/5/NF/A/1/tasks/859 Great example of bar modeling

Day 1 – Fri 3/4 • **4 Corners ¾**	Day 2 – Mon 3/7 **Equivalent Fraction**	Day 3 – Tue 3/8 **Common Denominators**	Day 4 – Wed 3/9 **Adding fractions w/ unlike denominators**	Day 5 – Thu 3/10 **Adding Mixed Numbers**
• **4 Corners ¾** • Visual, decompose, equivalent fractions, different representations • Practice: "Day 1 Super Teachers Equivalent Fractions" • Common Core Sheets "Finding Equivalent Fractions" worksheet **Questions:** • Finding CD with math • Review Adding / Subtracting Fractions with LIKE denominators • Simplifying fractions • Mixed and Fractions Greater than 1 REVIEW PACKET!!! MID UNIT	• **Objective:** 1 • **Activator:** 3/6 = 4/8? Agree or disagree? • **Lesson:** NB Lesson 1 v2016 Equivalent Fractions • **Guided Practice**: in NB • **Quick Check**: Match area model to correct equation • **Independent Practice:** Equivalent Fractions Wksht • **Summarizer:** Find equivalent fractions • **HW:** Equal Fractions Area Models Match	• **Objective:** 2 • **Activator:** Are 4/5 and 8/10 equivalent? • **Lesson:** NB Lesson 2 v2016 Common Denominators • **Guided Practice:** in NB • **Quick Check:** Possible CD for ½ and 4/5 • **Independent Practice:** On Core pg 104 # 1-7 • **((Find Common denominator fun activity))** • **Summarizer:** Find the common denominator of 1/3 and ¼. • **HW:** On Core pg 104 #8-11	• **Objective:** 3 • **Activator:** 4 Corners: Jog-A-Thon. Is 5/8 plus ½ greater than 1? • **Lesson:** NB Lesson 3 v2016 Adding Fractions with Unlike Denominators • **Guided Practice:** In NB • **Quick Check:** Denominators act like a unit • **Independent Practice:** Carson Dellosa Worksheet Page 43 ***White out top explanation part to avoid confusion. • **Centers:** Partner work with "Adding Fractions", Word Problem Explanation from Howard County • **Summarizer:** Add 2/3 + ¼ and 2/5 + 2/3. • **HW:** On Core pg 116	• **Objective:** 4 • **Activator:** Add 2 + 3, ¼ + 2/3 • **Lesson:** NB Lesson 5 v2015 Add Mixed Numbers with Unlike Denominators • **Guided Practice:** In NB • **Independent Practice:** Go Math pg 384 # 8-10, 14-17 • **Centers:** Adding Mixed Numbers (Unlike Denominators) Word Problem Pack in partners • **Summarizer:** 5 2/3 + 2 ¼ and 1 4/5 + 4 2/3. • **HW:** Carson Dellosa worksheet page 44 ***white out top to avoid confusion. Need whole sheet?
Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions	Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions	Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions	Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions	Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions

Day 6 – Fri 3/11 Centers / Practice / Mid-Unit Assessment	Day 7 – Mon 3/14 Subtracting fractions w/ unlike denominators	Day 8 – Tue 3/15 Subtract Mixed Numbers	Day 9 – Wed 3/16 Centers / Practice / Review	Day 10 – Thu 3/17
• **Adding Fractions with Unlike Denominators** • **Centers:** Partner work with "Adding Fractions" wksht and wipe boards/Word Problem Explanation from Howard County • **Centers:** Adding Mixed Numbers (Unlike Denominators) Word Problem Pack in partners **MID-UNIT**	• **Objective:** 3 • **Activator:** Subtraction basics (4-3, 4 apples – 3 apples, etc…) • **Lesson:** NB Lesson 4 v2015 Subtracting Fractions with Unlike Denominators • **Guided Practice:** Creating Equivalent Fractions to Subtract Unlike Fractions Wksht w/Area Models • **Independent Practice:** Go Math pg 361- they could do the whole page • **Centers:** Adding AND Subtracting Unlike Fractions Missing Digits Wksht in partners • **Summarizer:** Subtract 2/3 – ¼ and 4/5 – 2/3. • **HW:** Subtracting Fractions Supper Teachers Wksht	• **Objective:** 4 • **Activator:** • **Lesson:** NB Lesson 6 v2015 Subtract Mixed Numbers with Unlike Denominators • **Guided Practice:** Go Math pg 385 #5-7 • **Independent Practice:** Go Math pg 385 #11-13, 18-21 • **Centers:** Subtracting Mixed Numbers (Unlike Denominators) Word Problem Pack in partners/Fraction Map from Howard County • **Summarizer:** • **HW:** Subtracting Mixed Numbers wksht from Super Teachers	• **Centers:** Adding AND Subtracting Unlike Fractions Missing Digits Wksht in partners • **Centers:** Subtracting Mixed Numbers (Unlike Denominators) Word Problem Pack in partners/Fraction Map from Howard County	**Assessment**
Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions	Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions	Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions	Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions	Vocabulary: ***Benchmark Fractions, fraction, numerator, denominator, mixed number, equation, visual fraction model, estimate, equivalent fractions

Unit 12: Geometry (approx. 15 days) 2015–2016

Content Standards:

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line symmetric figures and draw lines of symmetry.

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Practice Standards:

5. Use appropriate tools strategically

7. Look for and make use of structure

IWBAT

1. Identify geometric figures by drawing and labeling them.
2. Classify 2D figures by identifying their attributes.
3. Recognize, draw, and identify right angles and right triangles by drawing and labeling them.
4. Recognize lines of symmetry by drawing them.
5. Identify symmetric figures by drawing them.
6. Generate a shape pattern by following a given rule.
7. Identify the rule and features of a shape pattern by analyzing the pattern.

Content/Academic Vocabulary: points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule

Day 1 Thu – 4/14 Geometric Figures	Day 2 Fri - 4/15 2-D Tangrams	Day 3 Mon Reentry with Geometric Figures 4/25	Day 4 Tue - 4/26 Classifying 2-D Shapes	Day 5 Wed – 4/27 Lines of Symmetry
• **Objective**: 1 • **Activator:** Word Splash / Geometric Figure Match • **Learning Activities: NB Lesson Day 1.** • **Guided:** Numbered Heads **-** geometric figures in the real world • **Quick Check**: Which best describes the side length of a polygon? • **Independent:** Street Smart as group / with partner*(ctr activity day 2) • **Summarizer:** Correct order of geometric figures? • **HW:** Find at least 2 examples of parallel and perpendicular lines in the real world	• Exploring Shapes • ==KATIA==	• **Objective**: 1 • **Activator:** • **Finish Learning Activities: NB Lesson Day 1.** • **Quick Check #2:** What is the relationship of sides in a square • **Ind. Work**: centers: Lesson 43 make it work and put it together, angle barrier game (no protractors, angles on the geo-board, 4.G.1 worksheet with shapes, determining line info and identifying lines • **Summarizer #2:** Which shape has exactly 1 pair of parallel sides? • **HW: Review Packet 1-4**	• **Objective**: 2, 3 • **Activator:** Attributes of a shape • **Learning Activities: NB Lesson Day 2**. • **Guided Practice:** • **Quick Check:** Which shape contains perpendicular and parallel lines? **Centers:** ==Sometimes, Always, Never (new),== shape memory, classifying 2-dimensional figures, Howard county sorting paper, Street Smarts*, identifying triangles lesson 46 • **Summarizer:** Attributes of a shape **HW: Review Packet 5-8**	**Objective**: 4, 5 • **Activator:** give shape and have students draw lines of symmetry • **Learning Activities: NB Lesson Day 3.** • **Guided Practice:** Lesson 47 to put in notebooks Jeff is cutting out block letters sheet • **Hands on:** Use Ellison shapes to explore symmetry • **Quick Check:** What shape results? • **Summarizer:** jump journal **HW: Review Packet 9, 10, 13** ==PARCC Testing ELA==
Vocabulary points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule	**Vocabulary** points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule	**Vocabulary** points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule	**Vocabulary** points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule	**Vocabulary** points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule

Day 6 Thu - 4/28 Shape Patterns	Day 7 Fri – 4/29	Day 8 Mon 5/2	Day 9 Tue – 5/3 TEST	
• **Objective: 6, 7** • **Activator:** give pattern, state a rule and extend it (shape pattern) • **Learning Activities: NB Lesson Day 4.** How do you solve it cards #17+18, lesson 7 writing a rule and put it together (front/back), square numbers, review domain 5 and Success Maker • **Summarizer:** Create a shape pattern with at least 6 terms. • **HW: Review Packet 11-12**	• **Objective:** 1-7 • **Activator:** Review objectives from unit planner • **Learning Activities:** • **Centers:** <mark>Sometimes, Always, Never (new),</mark> Review centers from whole unit, Review packet, create shape riddle • **Summarizer:** Create a shape pattern. • **HW:** Finish Review Packet • **HW: Review Packet**	• Objectives 1-7 • Unit 12 Review NB Lesson <mark>Katia PT</mark> • Shape Riddles • Square Numbers • Pascal's Triangle	• **ASSESSMENT Unit 12** • **HW:**	
Vocabulary points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule	**Vocabulary** points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule	**Vocabulary** points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule	**Vocabulary** points, lines, line segments, rays, angle, right angle, acute angle, obtuse angle, perpendicular lines, parallel lines, two-dimensional figure, right triangle, quadrilateral, parallelogram, trapezoid, rectangle, rhombus, square, symmetry, line of symmetry, generate, pattern, rule	

Promoting Alignment: Investigating Learning Trajectories
Number and Operations Base Ten (NBT)

Descriptor	Standard	Language	Prerequisite Skill	Notes (Questions or Comments)
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using **objects** or **drawings**, and record each **composition** or **decomposition** by a drawing or **equation** (e.g., **18 = 10 + 8**); understand that these numbers are **composed** of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Objects • Drawings • Compose • Decompose • Understand (create viable arguments SMP3) • Equation	• Number sense • Subitizing (begins in Pre-K)	• All numbers built from 0 – 9 digits • Place value = unit 3 hundreds, 3 tens, 3 ones 5 hundreds – 2 hundreds = 3 hundreds (5-2=3) • K-2 moving from concrete to semi-concrete to abstract **Digit:** missing in K **Place Value:** In cluster, not this particular standard **Digit:** K map Unit 10 (first time used) **Strategies vs. Algorithms** (see sidebar Progressions doc) Conceptual vs. Procedural **Parent Guides** in English and Spanish on S drive / Math / Parent Guides (find links and share at beginning of year at Open House) **Math Vocabulary** Anchor Chart for desk AND homework folder Understand to Recognize to Explain based on place value How do you assess "recognize or understand" vs. explain? Error analysis PARCC Gr.3/ 4/5
1.NBT.2	**Understand** that the two digits of a two-digit number **represent** amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a **bundle** of ten ones—called a "**ten**." b. The numbers from 11 to 19 are **composed** of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	• Understand (create viable arguments SMP3) • Bundling • Making 10 • Represents (objects and drawings)	• 1 ten and some ones = "teen" • Count to 100 (by ones and tens)	
2.NBT.1	**Understand** that the three **digits** of a three-digit number **represent** amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. **Understand** the following as special cases: a. 100 can be thought of as a **bundle** of ten tens—called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	• Understand (create viable arguments SMP3) • Bundling • hundreds, tens, and ones as "units"	• Counting through 120 starting at any number • Bundling 10 tens to make 100 and 10 ones as 10.	
3.NBT.2	Fluently add and subtract within 1000 using strategies and **algorithms** based on **place value**, **properties** of operations, and/or the **relationship** between addition and subtraction.	• Place value • Properties of operations • Relationship between addition/subtraction	• Bundling 10 hundreds to make 1,000 • Counting through 1,000 • Addition/Subtraction within 1,000 (models, drawings, representations – NOT "standard" algorithm)	

4.NBT.1	**Recognize** that in a **multi-digit** whole number, a **digit** in one **place** represents **ten times** what it represents in the **place to its right**. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	• Place • Digit • Multi-digit • Place value within 999,999 • Ten times the value of… • Place to the right	• Addition/Subtraction within 1,000 WITH a range of algorithms • Regrouping • Subtracting across 0s	
5.NBT.1	**Recognize** that in a **multi-digit number**, a **digit** in one **place** represents **10 times** as much as it represents in the **place to its right** and $1/10$ **of** what it represents in the **place to its left**.	• Digit • Place • $1/10$ **of** • Ten times the value of… ○ Place to the right and left	• Ten times the value of… • Place to the right	
5.NBT.2	**Explain patterns** in the number of zeros of the product when multiplying a number by **powers of 10**, and **explain** patterns in the placement of the **decimal point** when a **decimal** is multiplied or divided by a power of 10. Use whole-number **exponents** to denote powers of 10.	• Decimal Place Value • Exponents		

Connery at a Glance
2015–2016

Partners

- Research for Better Teaching (Formative Assessment for Results Initiative)
- Greater Boston Food Bank
- GE (tutoring – Grade 4)
- LCHC
- Cradles to Crayons

Building Priorities (based on School Improvement Plan 2015-2016)

- **FAR (Formative Assessment for Results)** with a focus on Concept Maps, Success Criteria, and Feedback
  - Professional development:
    - Summer Retreat (2014) – district PD
    - School Year 2014-2015 Professional Development Days and Monthly FAR PD with RBT
    - School Year 2015-2016 12 hours continued work on FAR (in-house, self-led)
  - Vertical Team meetings – weekly
  - Professional Learning Times with lead teachers and curriculum support staff (long blocks every other week)
- **Vertical Alignment** – focus on agreed upon common understandings, language, and strategies in all content areas.
  - Vertical alignment work during faculty meetings, Vertical Team meetings, PLT meetings, Teacher Collaboration Meetings, and Reach meetings for Grades K-2

Decision-Making and Communication of Priorities:

- **Decision-Making:** Built through consensus by Principal with input from Program Specialist, Leadership Team, Vertical Team, SIP Team, and teachers.
- **Communication:** Staff meetings, PD, Monday Minutes, Vertical Team Meetings, PLT, and TCM

Teams

- **Leadership Team:** Dr. Mary Dill, Jim Kennison, Rita Gallo, Katia Spiess, Nicole Oak, Karen Lospennato, and Laura McGaughey
- **Vertical Team/Lead Teachers**: Tracy Greenfield, Lilian Berry-Rogers, Colleen Bransfield, Bill Logue, Colleen Flick, Kerri Katsos, Shannon Walsh, Liz Dunnigan, Katie Metivier (or Erin Cooke)
- **SIP Team**: Dr. Mary Dill, Jim Kennison, Rita Gallo, Katia Spiess, Nicole Oak, Karen Lospennato, Colleen Flick, Kerri Katsos, Shannon Walsh, Liz Dunnigan, and Laura McGaughey
- **Other Teams:** Student Study: Chaired by Joann Beddia and Mentoring: Chaired by Katie Metivier

PD Schedule

- 3-Day FAR Retreat (August 2015) – district initiative started in May 2014
- PD once monthly FAR Initiative (originally by RBT, currently by school staff, lead teachers)
- Other PD attended by staff include: Standards of Math Practice, Math Content, Reach, RETELL

School Council Members

- Principal
- Program Specialist
- Social Worker
- Parents
- Teachers
- LCHC

Assessment / Data Sources

- DIBELS
- DDMs
- Common Unit Assessments
- MCAS / PARCC
- ACCESS
- Common Formative Assessments
- Progress Monitoring
- Prescriptives (ELL / Reading)
- DAZE (3rd grade), Maze (2nd grade), & Spelling Inventories (1 & 2) fall, winter & spring

Core Instructional Programs and Resources

- **ELA:** Reach, Anchor Books, Mentor Text, Six Traits Writing, iRead K-2, Curriculum Mapping Documents, SuccessMaker 3-5, District Supplemental Materials
- **Math:** GoMath, Curriculum Mapping Documents, First in Math, SuccessMaker 3-5, District Supplemental Materials, Teacher-Created Smart Notebook Lessons (Gr. 4/5)
- **Science:** District materials include Smart Notebook lessons for Gr. 1-5, science kits, and Science A-Z for Gr. 3-5

Lesson Plan/ Instruction Delivery

- Communicating, coding (explaining), and referencing objectives
- Vocabulary
- Student Engagement
- HOTs
- Whole group / Small group / Centers (student-led learning)
- Differentiated / Tiered Instruction
- Formative Assessment / Feedback
- Homework

Lesson Plans, Walkthroughs, and Feedback

- Grade-level Unit Plans and Common Assessments on S Drive.
- Multiple walkthroughs conducted by Principal and Program Specialist.
- Feedback is provided verbally and in writing by Principal and Program Specialist.
- CITs, Math, SPED, and ELL specialists attend PLTs and TCM to co-plan units with grade-level teams

Response to Intervention

- Tier I, II, and III (before and after school, Saturday School, Summer School) provided by
  - Classroom teachers
  - Reading and Math Interventionists
  - ESL and Special Education support
  - Paraprofessionals (K)

After-School Clubs

- Student Council
- Newspaper Club
- STEM Robotics and Engineering Club
- Drama Club
- Facebook Club
- Code Club
- Computer Club

Appendix D: Union Hill Elementary School Artifacts and Examples

Summer Institute Union Hill 2015 Reflective Practices

Summer Institute Union Hill 2015
Reflective Practices

Gallery Walk: Active Group Reflection and Information Gathering

Being a teacher does not mean I have all the answers. It means I work every day to be sure my students

REFLECT
SOLVE
CREATE
GROW
THINK

renspired.com

participate in *reflective practices.*
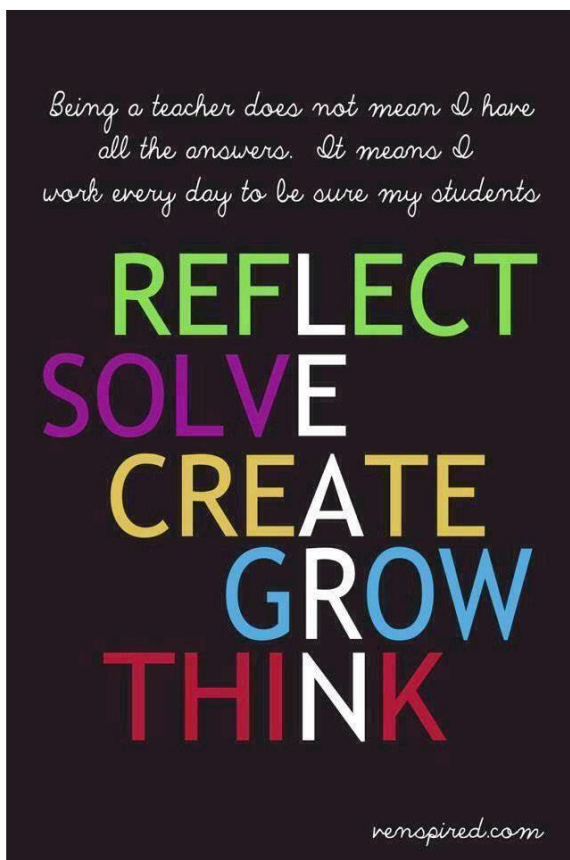
The "Gallery Walk" activity a useful tool when you want to gather information on experiences, opinions and questions from group members. It is a simple and effective method for getting a group moving, reflecting and staying engaged in a topic and making sure everyone's voice is represented. It is a helpful technique for generating a list of group input on a subject, such as solutions, goals, questions, to use as a reference as teachers

Purpose: Active Engagement, Reflection, Conversation Starter, Goal Setting Tool, Differentiated Instruction Technique

Summer Institute Union Hill 2015
Reflective Practices

INSTRUCTIONS

- Tape ten large (chart-sized) pieces of paper spaced apart so that participants have to move around the room.

- Have a picture on every piece of paper You can choose to label each paper with a review question, statement, or issue/problem related to academic picture, or you can just simply display the pictures.

- Give participants markers and ask participants to move from paper to paper and write down their thoughts - just a quick thought, will do.

- You might ask them to do this quietly as individuals, or have them partner up to do this to increase interaction and comfort with the process. Many groups prefer doing this in pairs to generate more discussion.

- When the papers are full of comments, take the participants on a gallery walk or tour of the room reading and discussing their comments.This can be done in pairs or small groups before opening up the discussion to the whole group.

Questions for facilitating the group discussion might include:
- What did you notice as you read the charts?
- Are their themes or patterns that keep arising?
- Was there something that surprised you?

Summer Institute Union Hill 2015
Reflective Practices

Picture 1

Summer Institute Union Hill 2015
Reflective Practices

Picture 2

Summer Institute Union Hill 2015
Reflective Practices

Picture 3

Summer Institute Union Hill 2015
Reflective Practices

Picture 4

Summer Institute Union Hill 2015
Reflective Practices
Picture 5

Summer Institute Union Hill 2015
Reflective Practices

Picture 6

Summer Institute Union Hill 2015
Reflective Practices
Picture 7

Summer Institute Union Hill 2015
Reflective Practices
picture 8

Summer Institute Union Hill 2015
Reflective Practices

picture 9

Summer Institute Union Hill 2015
Reflective Practices
picture 10

UH

Union Hill Elementary School
1 Chapin Street
Worcester, MA 01604

Union Hill
Summer
Institute
2012

Welcome to the 2012 Union Hill Summer Institute!

We've no doubt you will enjoy, learn and come away from this year's Institute with a renewed sense of purpose, heightened camaraderie with your coworkers, and a wealth of new information, including dynamic teaching practices and techniques to use during the next school year and beyond.

"When you know better,
You do better."
Maya Angelou

A Note from Marie....

I'd like to personally welcome each of you to this year's Summer Institute. It's an exciting time for *Union Hill* as we continue to grow and adapt, while remaining motivated and responsive to our school's instructional focus. U.H. is confronting a time of many changes and we're meeting these changes and expectations through a lot of hard and ongoing work. This year's institute will add to our skill-set and aid in our turnaround efforts. It is my hope you will be inspired during this forum, to ensure *U.H.* *remains* at the cutting edge as a shining example for others to see.

SCHEDULE OF EVENTS: JUNE 2012

· June 20 - Team Building

· June 21 - H.O.T.S. - Posing Questions

· June 22 - Efficacy - Reshaping Values - Perspectives - Priorities

SCHEDULE OF EVENTS: AUGUST 2012

· August 13 - Writer's Workshop

· August 14 - Curriculum Mapping

· August 15 - Technology, and High Quality Center Learning IPAD Boot Camp

· August 16-17 - Pinpoint Training

"Coming together is a beginning. Keeping together is progress. Working together is success!"

Henry Ford

language   feedback   for a flourishing creative teamwork   competence   information   reaction

LASW Self Reflection

Self Reflection

Looking at Student Work

DATE:

LESSON NAME:

Teacher Sharing lesson:

Teacher Evaluating Lesson:

Union Hill

What did I determine to be the most important concept taught in this lesson?

What is/are the most important thing(s) student will take from this lesson?

What did I learn from the student work presented this week?

Additional Notes:

UH Walk-Through & Teacher Reflection Form

UH Walk Through & Teacher Reflection Form

Teacher_____Grade_____Observer_____Date_____Start_____End_____

Student Engagement

- ☐ ____of____students engaged _____%
- ☐ Student engagement elicited by teacher
- ☐ Student engagement mandatory by ensuring that ___% or more of the students are engaged throughout the academic learning.

Strengths/Refinements/Notes:

Small Group Instruction

- ☐ ___of___students engaged_____%
- ☐ Student engagement elicited by teacher
- ☐ Evidence of mini lesson
- ☐ Teacher teaches and models expected response (i.e. My Turn/Your Turn)
- ☐ Students are actively engaged in practicing strategy or skill.

Strengths/Refinements/Notes:

Direct Instruction

- ☐ Instruction is at appropriate level.
- ☐ Instruction aligned with District curriculum
- ☐ Instructional materials are districted adopted.
- ☐ State standards or daily objectives are communicated to all students.
- ☐ New learning connected to previous learning.
- ☐ Students are actively engaged.
- ☐ Provides meaningful practice after instruction.
- ☐ Checks for understanding individually for all students.

Strengths/Refinements/Notes:

Whole Group Instruction

- ☐ ___of___students engaged_____%
- ☐ Student engagement elicited by teacher.
- ☐ Evidence of mini lesson
- ☐ Student talk/response is minimum 2/3 times during walkthrough.
- ☐ Teacher using a variety of active engagement techniques.
- ☐ Elicits group responses when appropriate
- ☐ Moves among students to provide assistance during instruction.
- ☐ Lesson closure through stating/summarization of learning objectives.

Strengths/Refinements/Notes:

Independent Work

- ☐ ____of____students engaged_____%
- ☐ Students are working on appropriate skills/activities – correct level of difficulty.
- ☐ Independent work routines and procedures are clearly in place.
- ☐ Teacher monitors student activity.

Strength/Refinements/Notes:

Pacing

- ☐ Pacing of the teacher's instruction enhances the lesson.
- ☐ Pacing - swift and focused during academic transitions, explanations instruction, questioning and practices.
- ☐ Keeps lessons moving to avoid slow down, stays on track with lessons by avoiding digressions.

Strength/Refinements/Notes:

UH Walk Through & Teacher Reflection Form

Vocabulary/Comprehension	Differentiated Instruction
☐ Essential vocabulary words taught	☐ Monitors and/or adjusts instruction
☐ Students ask/answer questions about words, talk about meanings, use new words	☐ Provides specific and immediate feedback to students in supportive ways
☐ Students write new words or process meaning and provide their own meaningful definitions through discussion and communication	☐ Student interactions and/or discussions are related to learning
☐ Teachers shares word meanings in multiple ways	☐ Group instruction is based on students' needs
☐ Teacher uses higher level questioning strategies to enhance comprehension and vocabulary	☐ Independent practice is meaningful and based on individual learner needs
Strengths/Refinements/Notes:	Strengths/Refinements/Notes:

Technology Integration	Critical Thinking
☐ Teacher Presentation	☐ Asks students higher level questions that require thinking, processing and evaluating
	☐ Question starters based on student instructional need: **Remembering**: What is (are)…? How would you describe…? **Understanding**: How would you compare…? Can you explain what is meant by…? **Applying**: What examples can you find to support…? What would result if…? **Analyzing**: What is the relationship between…? How is …similar to…? **Evaluating**: What is your opinion of …? What facts would you use to prioritize? **Creating**: How could you improve…? What could be combined to change….?
☐ Student Presentation	
☐ Primary nature of technology activity is: Passive and receiving (And) Producing and creating	
☐ Digital content in use by students is: Drill & practice, Problem Solving, Data analysis, Spreadsheets, Internet browser, Present/Publish, Multimedia creation.	
Strengths/Refinements/Notes:	Strengths/Refinements/Notes:

Environment	School Focus
	•
☐ Students are working on appropriate skills/activities – correct level of difficulty.	•
☐ Independent work routines and procedures are clearly in place.	•
☐ Teacher monitors student activity.	•
Strength/Refinements/Notes:	•

Power Writing Review

STAFF MEETING AGENDA

February 3, 2014

POWER WRITING REVIEW

Thought to Ponder: We teach students to use the writing process for a variety of purposes. We all know that genres are forms of writing with specific features that provide context and structure for a purpose. For example, a student might want to describe a warm summer day. To achieve this purpose, the student might choose to write a poem or a journal entry. Both genres enable the student to communicate the purpose, but they do so in different ways. Writers use genres to achieve a wide variety of writing purposes. We must encourage our students to write and offer student choice sometimes. This will help foster a deeper understanding and keener interest when we are teaching specific genres in writing.

STUDENT WORK STUDY	GRADES PRE-K-3
Writing samples shared with grade level teams.	Are students growing in their writing? Why or why not?

STUDENT WORK STUDY	GRADES 4-6
Writing samples shared with grade level teams. At least three genres should be explored.	Have students grown in their writing? Why or why not?

WHOLE GROUP DISCUSSION

Guided Writing Groups

Appendix E: Burke High School Artifacts and Examples

<table>
<tr><td colspan="5" align="center">**MEETING AGENDA #2**
9/17, 11:50-12:50
RM 223</td></tr>
<tr><td colspan="3">**Topic: Unpacking high-leverage standards**

Attendees: Teacher A, Teacher B, Teacher C, Teacher D, Teacher E</td><td colspan="2">**Facilitator: Teacher F**
Note taker:
Time keeper:</td></tr>
<tr><td colspan="5">**Meeting objectives:**
• Build shared understanding of required knowledge and skills required to master a high-needs upcoming standard by deconstructing it
• Gain familiarity with how skills and knowledge are tested by analyzing test items that address these standards</td></tr>
<tr><td colspan="5">**To prepare for this meeting, please:**
• Read this agenda</td></tr>
<tr><td colspan="5">**Schedule** [XX minutes]</td></tr>
<tr><td>**Time**</td><td>**Min.**</td><td colspan="2">**Activity**</td><td>**Notes**</td></tr>
<tr><td>11:50-11:55</td><td>5</td><td colspan="2">**Share objectives of this meeting and how they connect to our ongoing work**
Assign Notetaker and timekeeper</td><td>[type meeting notes in blue here]</td></tr>
<tr><td>11:55-12:00</td><td>5</td><td colspan="2">**Hopes and Fears Protocol**
Independently, brainstorm responses:
• If this were the worst collaborative working experience you have ever had, what will happen or not happen?
• If this is the best collaborative working experience you have ever had, what will be its outcomes?
Type below:

<table><tr><td>NAME</td><td>Hopes</td><td>Fears</td></tr><tr><td>Teacher D</td><td>we'd be cordial to one another

we'd build trust to observe each other in action and provide constructive feedback</td><td>we wouldn't learn or grow throughout the year

we wouldn't have record of this work (observations and feedback) in a way to make this helpful next year</td></tr></table></td><td></td></tr>
</table>

Teacher C	I hope that we will have enough to work through the problem of practice and use that info to make an impact on student learning.	We will not be able to work through the problem of practice in a meaningful way.
Teacher A	We will have a tremendous positive impact on our students' performance and learning	We will waste a lot of time coming up with ideas that we don't actually implement
Teacher B	that our work will have a real impact on student growth that is measurable and meaningful	That it will be more teacher driven and be an empty exercise at looking at data but not really knowing what to do with it.
Teacher E	We have a cohesive approach to goals and objectives as a department	We are not collaborating as a group or among the grade levels (Lower and Upper Academy)
Teacher F	That we will be able to help our students become stronger at reasoning	That it will be pointless and not actually help us in our planning and instruction

(3) Read and discuss:
- What trends do you notice?

we all want this work to be worthwhile and helpful
- What norms do we need to make the hopes happen and prevent the fears?

having record that's easy to read and use to discuss as a group

have a collection of observations and feedback of our work together

deliverable that shows growth/progress we've made that shows something concrete (i.e. electronic portfolios, excel spreadsheets tracking student work)

(2) Whip around: share out norms that could be added to the list

- Take an inquiry stance
- Ground statements in evidence
- Assume positive intentions
- Stick to the protocol
- Take collective responsibility and celebrate collective successes
- Be Present
- Be more thoughtful and purposeful when making decisions, follow through

12:00-12:05	5	**Where we are, where we're going:** **Focus Area:** Reasoning **Priority Question:** What skills in reasoning are our students struggling with and how do we address them across content areas? **Learner Centered Problem**: Statement about our students related to the priority question using multiple data points: "Our students struggle with…" **Problem of Practice:** Reframe the LCP: "We as teachers/ELA team struggle with…"	**[type meeting notes in blue here]**
12:05-12:25	20	**Deconstruct Standards** Part of building assessment literacy is also building a firm understanding of standards and how they are assessed. Practice deconstructing relevant standards in order to gain a better understanding of how the standards align vertically across grade levels and are covered on various forms of testing. • (3) Independently review this one-page guide in the this template on how to deconstruct a standard • (3) Whip around: What do you notice about this template that's important to keep in mind as you unpack the standards? • (14) In content pairs, unpack your standard using this deconstruction template	**W.11-12 1.c** **Verbs: use, link, create, clarify** **Knowledge: Use words, phrases and clauses, link text, create cohesion, and clarify relationships** **Skills: claims and reasons, reasons and evidence, claims and counterclaims, varied syntax** **W.9-10.1** **K:** **S: create a claim** **U: writers choose evidence that best supports their claim**

12:25-12:45	20	**Analyze and Practice Sample Test Items**
		(10) Practice responsible data use by using a variety of sample questions. It might make sense to use sample questions from a variety of assessments, too.
		• Read sample test items.
		• Practice a couple of sample test items in order to engage in the assessment in the way that a student might.
		• Discuss realizations about test items, potential misconceptions of students, and practice mapping back test items to the standards.
		    • How do you see this standard being assessed in these questions?
		    • Go back to your deconstruction template to add any missed skills/concepts and discuss alignment between test item(s) and skills embedded in standards
			9-10th
			-MCAS prompt asks students to describe the shift that a character undergoes
			-students must understand abstract literary elements (shift, tone)
			-maybe a t-chart to track shift
			-logical in their own writing
			
			11-12th
			-PARCC sample questions asks students to write an

		(10) What are your takeaways from this process? Type notes in the column to the right	essay identifying a theme similar in two readings and how writers use elements to show theme -requires students to have annotating skills and to make inferences -how to write about two themes simultaneously -summarize and paraphrase 2 readings

| 12:45-12:50 | 5 | **Commit to next steps from this meeting** |

Who	Will do what	By when
everyone	brainstorm ideas for an assessment task for students	next Thursday's meeting

MEETING AGENDA #3
9/25, 11:50-12:50
Rm 223

Topic: Determining a task Attendees: Teacher A, Teacher B, Teacher C, Teacher D, Teacher E	Facilitator: Teacher F Note taker: Time keeper:

Meeting objectives:
- Share and analyze writing tasks
- Determine which task(s) to administer to students between now and next meeting so you can develop a Learner-Centered Problem
- Agree on a method of collecting class-level data

To prepare for this meeting, please:
- Read this agenda
- Create a writing task aligned with the standards we unpacked last meeting

Schedule [XX minutes]

Time	Min.	Activity	Notes
11:50-11:53	3	**Share objectives of this meeting and how they connect to our ongoing work**	[type meeting notes in blue here]
11:53-11:55	2	**Review next steps & feedback from previous mtg.**	[type meeting notes in blue here]
11:55-12:05	10	**Share and analyze writing tasks** • (6) Gallery walk - tape tasks to wall or place on table. Everyone silently circulates, reading the tasks • (4) Share out: What did you notice about the tasks that was similar? That was different?	Similarities: • They are all writing assignments of varying length where students must support claims with evidence and reasoning • Assignments are all part of a routine that students will repeatedly complete Differences: • One paragraph versus full essay(different lengths) • assignments focus on the content that each grade is focusing on

12:05-12:20	15	**Determine which task(s) to administer to students**
		• (4) Decision point 1: Is there one task we'd like to give all students?
		    o Proposals
		    o Votes	

		• Decision point 2: Should we administer the same baseline to everyone, or should they be grade-specific? (4) Break into triads. Team 1 complete left column, team 2 complete right column. Consider your experiences last year with data collection and tracking and the needs of your students and curriculum. :) 	

	Common baseline	Grade-specific task
Pros		it emerges organically from our curriculum which results more buy in and better quality of work from our students
Cons	affects the integrity of the curriculum	-how do we study the data as a group -

		• (2) Read table independently, add anything that's missing • (4) Whole group share: What do you think we should do? [type meeting notes in blue here] • Consensus: Vote!	
12:20-12:30	10	**Grading and collecting data** • Which rubric will we use? • How will we collect classroom-level data? - Option 1: Just bring in how many students earn a 1, 2, 3, 4 on the task according to the rubric row - Option 2: Put this data in a tracker like a baseline, student by student	rubric may not make sense to students -need to settle on one rubric that focuses just on reasoning -team decides to track student by student

12:30-12:35	5	**Commit to next steps from this meeting**		
		Who	**Will do what**	**By when**
		All	Administer the student writing task!	Next meeting Teacher D-Monday Teacher A-Monday Teacher B-Monday Teacher C-Monday Teacher E
		All	Bring in one copy of a "high" and one copy of a "low" student essay, names blocked out	Next meeting

12:35-12:40	5	**Assess what worked well and what we would like to change for next time**	
		Plus	**Delta**
		-came to consensus on how we would like to collect data, as well as rethinking the reasoning rubric	-send reminder email sooner -start meeting promptly at 11:45

BURKE ILT

<table>
<tr><td colspan="3" align="center">MEETING AGENDA
Date: Jan. 21, 2015
Time: 1:55-3:25pm
Location: Career Center</td></tr>
<tr><td colspan="2">Topic:
Attendees:</td><td>Facilitators: Teacher A & Teacher B
Recorder: Teacher C
Timekeeper: Teacher D</td></tr>
<tr><td colspan="3">Meeting Objectives:
   1. Calibrate Inquiry cycles.
   2. Plan EBA peer observations and debrief PD.
   3. Receive an update on ACCESS testing.</td></tr>
<tr><td colspan="3">Before the meeting please:</td></tr>
<tr><td colspan="3">Schedule [90 minutes]</td></tr>
<tr><td>Time</td><td>Min</td><td align="center">Activity</td></tr>
<tr><td>1:55-2:00</td><td>5 min.</td><td>Welcome
Food, review meeting objectives and agenda (Kristina)</td></tr>
<tr><td>2:00-2:40</td><td>40 min.</td><td>Inquiry Cycle Calibration (Katie)
Group one: Cultivating Productive Conflict (Teacher F, Teacher G, Teacher A)
Core mindset: Productive conflict is critical for team development. Using the "Touchstones" to respond to resistance/conflict and reframe it can transform resistance/conflict from destructive to productive.
● (5) Review "Breaking Through Change Barriers"(below is a summary table)</td></tr>
</table>

Default Positions to Resistance	Touchstones
1. User Power 2. Manipulate Those who Oppose 3. Apply Force of Reason 4. Ignore Resistance 5. Play off Relationships 6. Make Deals 7. Kill the Messenger 8. Give In Too Soon	1. Maintain Clear Focus 2. Embrace Resistance 3. Respect Those Who Resist 4. Relax 5. Join with the Resistance

● (12, 3 min each) What is your default position? Describe a professional scenario when you have resisted a particular change.
  ○ External Partner A, Teacher A - Give In Too Soon
  ○ Teacher F - Apply Force of Reason, both in face of resistance and when I'm resisting
  ○ Principal - Play Off Relationships - e.g., use your relationship to help someone grow in that area

- (12, 3 min each) What responses to resistance / conflict have you seen your team default to? How does anticipating responses to resistance / conflict benefit you as the facilitator?
  - Observe resistance when people perceive a gulf between lived experience and what's on paper - can default to Ignore Resistance
  - Resistance to a full commitment of change of practice - in doing, you've got to explore your own critical consciousness - there can be some Ignore Resistance there - reposition in the context of learning
  - Science - disagreement, and end up Making Deals - but doesn't mean we addressed the conflict
  - ELA - play off relationships; resistance to step back and push each other - what is the data suggesting?; some Ignore Resistance - when opportunity to explore assumptions comes up, it doesn't happen
  - Principal - culturally proficient leadership -

(15) Scenario:
  - Your team has (supposedly) been implementing their intervention action plan for the past few weeks.
  - You arrive at the team meeting eager to hear about their mid-cycle progress and ask the first teacher who arrives how it's been going.
  - "Oh," she says, "I haven't really been able to do the intervention lessons we had planned. We had testing, and then grades close this week and – you know. It's such a busy time of year."
  - Another teacher who just arrived chimes in, "Yeah, I *totally* hear you. Anything extra just went by the wayside this week."
- (2) Independently think about how you might respond, referring to the touchstones for guidance
- (3) Two volunteers role play the exchange between the teacher and the TF
  - Teacher F played the role of teacher
  - Teacher A did role of teacher facilitator
- (7) Discussion
  - What's going on here?
    - lack of clarity of expectation; not an explicit framework
    - lack of checking in throughout it
    - lack of true commitment to it
    - lack of accountability to others
    - this feels extra and unimportant - explore why does it feel that way
    - that adaptive change is so hard to activate
    - lack of safety/climate/culture to acknowledge own areas for growth within a team context
  - How did you use the touchstones to frame your response?
    - Embrace Resistance
    - What could you do differently next time?
  - What other scenarios have you been in where the touchstones would have been helpful?
    - Modeling - videos in science team were difficult first time; second time, no problems - everyone did it, knew the purpose, clear protocol, all gave feedback on all videos

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Group two: Cohesion between steps 4-5 and 6-8 (Vanessa, Lindsay, Kristina)

Core mindset: Backwards planning from steps 6-8 will help illuminate what you need to make time for in steps 4-5 to facilitate cohesion.

What do you hope to do differently?

Principal: make sure I'm facilitating a stronger understanding of the end goal, how we're doing the action steps, and how they fit into the big picture.

Teacher G: As far as what the steps are, making it clear: what the steps are, what's the purpose, and how to get them done - the steps in between meetings fell apart

Teacher A: Ditto to the Principal - even just three people can have very different ideas about how to implement something; also systematic about moving through the early steps to save time for the end steps

Teacher C: Add - not only an understanding of our end goal, but how that ties into curriculum and unit goals

- Frame: EBA will be your strategy, but what task will students be able to do without an EBA scaffold as a result by the end of your cycle? How can you backwards plan from a rigorous end of cycle task to include increasingly challenging learning opportunities?
- (7) Independently or as a group review this slide deck
- (7) Discussion: Select one of the two prompts to share with the group:
  - I used to think _____ about steps 7 and 8; now I think _____.
  - What I find exciting about structuring steps 7 and 8 this way is_____. What I think will be challenging is_____.
  - What I find exciting about structuring steps 7 and 8 this way is that it gives us more opportunity to really analyze our end of cycle task while we are still early in the game. In the past our team has gotten to the end, then realized that our assessment didn't really assess the LCP the way we wanted it to.
  - What I find exciting about structuring steps 7 and 8 this way is evaluating the rigor of our end of cycle task. What I think will be challenging is determining how to assess higher level thinking skills that are more complex.
  - What I find exciting about structuring steps 7 and 8 this way is it may eliminate the problem of having an end task that is not rigorous enough or is not cohesive across grade levels. I think it will be challenging to use the DOK to elevate task
    - The checklist would let us have tasks that are different but still anchored to high levels of rigor
    - Trying to break down what good reasoning looks like and how to assess it - we had a hard time doing it, we kinda came up with something this year but it felt simplistic, they do these three steps - almost felt like lowering the rigor - the things that are rigorous are hard to do and therefore hard to assess

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Reasoning tied to standard - reasoning varies standard to standard → some are huge, some are small
We're not all teaching the same standards in history, so we have to do it differently - skill standards within history are more useful
How do you judge if an argument is effective?
LCP in cycle 1 was large, now it's smaller - it's a sub standard

- (3) Independently: Read this template that you could use with your team to evaluate an end of cycle task and plan learning opportunities. (This is a complete model if you would like to see it.)
- (10) Discussion/brainstorm:
  - One of the criteria is "The task is aligned to the grade-level content standard(s) associated with the LCP." What does this mean for determining an LCP in step 4?
  - How might you separately monitor team progress on the PoP?
- (10) Worktime: Considering this calendar, start sketching out what objectives and activities you'd like your team to move through to prepare them for this work in steps 7 and 8. Use any of the step 6 resources or Q2 session resources that seem relevant.
  - Teacher C: excited to be more transparent with my team, sharing where it fits in is worth more time
  - Teacher G: We get stuck - there are three weeks of act and assess - learning opps and progress checks are more clear to me - also finding literature to find NIA - we don't want to keep repeating, and if we had new ideas we'd probably be doing them - I'll find an excerpt
  - History: planning session for 4 and 5
</td></tr>
<tr><td>2:40-3:10</td><td>30 min.</td><td>

EBA Peer Observations and PD for Feb. 11 (Marisa)

OVERVIEW

Purpose?

The purpose of the Burke EBA Peer Observations is to give the opportunity for teachers across the school and all content areas to:

1. Learn from each other by observing classes in action using EBA to advance student reasoning and the specific inquiry teams' foci.
2. Celebrate successful teacher practice and student learning!
3. Identify shared areas of challenge, and strategize on how to address those challenges.

Optional Feedback Sheet: Support each other as colleagues in a timely, direct, useful way?

Specific focus of observations?

Successes and challenges around student reasoning

POP: EBA strategies are not being used consistently across the Burke to support student reasoning in a coherent, school-wide way.

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</table>

Document specific examples of the following in relation to student engagement and reasoning:

- **What are students doing?**
- **What are students saying?**
- **What is the teacher saying and doing?**

Maybe something like this for a template for recording notes?

What do we want to call it?

- EBA Peer Observations
- EBA Day
- **EBA Instructional Rounds** (How would this process differ from instructional rounds? Would this name be inaccurate?)

PREPARING FOR THE DAY

Support

- Marisa supports teachers in planning activities (January 28th, February 2nd), that also work within each teacher's inquiry team focus.
- EBA TLs support?
- In inquiry meeting - prep for doing observations

Norms and Expectations

- What are the expectations for teachers being observed?
  - How long does the EBA activity need to be?
  - Need to share lesson plan/activity in advance? By when?
- What are the expectations for observing teachers?
  - How long to observe in each class?
  - How many classes to observe?
  - Norms for observation?
- Norms for sharing observations and feedback? - *See Learning to See PPT - specific and descriptive.*
- Could we invite EBA partners outside of the Burke to visit that day?

STRUCTURE AND SCHEDULE FOR THE DAY - February 11, 2016

General Schedule

- Observations occur during teachers' free period, in lieu of the usual inquiry team meetings
  - Teachers sign up in advance? (See questions in Norms and Expectations below.)
- Debrief occurs during PD that day.
- Observation Groups
  - History, ESL can visit as teams
  - Science can split up in two groups
  - Math can split up into trios

		Will observe this team during this period			
		A	B	C	D
Observers	ESL			SEI math or science? History (Oliver and Sarah)	
	History	ELA Pair one history teacher with one specialty teacher as observation partners			
	ELA			Group 1: Group 2:	
	Math				Group 1: Group 2: Group 3:
	Science		Group 1: Group 2:		
	Specialties	ELA Pair one history teacher with one specialty teacher as observation partners			

Date - Does February 11th work for observations, given Access testing demands? YES!!

Debrief Structure
- Affinity Protocol!
- Start - give half sheet of paper with feedback;
- Give some shout outs in whole group

		- Share low-inference observations on post-its (student observations on one thing, teacher observations on another color), group for themes, and make meaning/discuss implications? - Identify: - Strengths - teacher moves that are working - Challenges - what is a struggle? Strategies? - Then share out whole group - Lenses - Modeling what evidence and reasoning are and how to integrate - Task - Texts at or above complexity level - Who facilitates? NEXT STEPS <table><tr><td>Who</td><td>What</td><td>By When</td></tr><tr><td>Inquiry TFs</td><td>Ask teams - who (what content) do you want to observe?</td><td>Thursday, January 28th</td></tr><tr><td>Marisa</td><td>Send out all staff email about purpose, structure, and expectations around EBA instructional rounds</td><td>Monday, January 25th</td></tr><tr><td>Marisa</td><td>Support teachers in one-on-one planning; bring in the EBA activity books</td><td>Tuesday, January 26th and February 4th</td></tr><tr><td>Marisa</td><td>Check in with specialty teachers around both observing and being observed</td><td>Monday, January 25th</td></tr><tr><td>EBA TL Team</td><td>Meet, flesh out plans for facilitation, send any updates to ILT</td><td>Thursday, January 28th</td></tr><tr><td>Marisa</td><td>Prep materials for EBA Instructional rounds; print/distribute as needed</td><td>February 4th</td></tr></table>
3:10-3:20	10 min.	**ACCESS Update** (Teacher A) - Step 1 went well - Step 2 is under way, the speaking test - Make up tests: we have 11 students who didn't take any of it, one's doing a safety transfer, one student at safety house - some people we should be able to get part of it so we can get to our 95% goal - List of people who are making up the test, first week of Feb - still doing speaking till next Friday
3:20-3:25	5 min.	**Plus/Deltas** (Teacher B)

Appendix F: UP Academy Leonard School Artifacts and Examples

Behavior Intervention Plan Overview

What's our philosophy about students demonstrating extreme behaviors as a result of disability?

1. We recognize that behavior plans need to be differentiated and catered to the particular student's needs, with the ultimate goal of helping the student learn **healthy coping skills.**

2. We have the right balance of urgency and patience - we recognize learning new social skills takes time and patience AND that we must hold the student to the highest expectations for developing healthy coping skills over time. (Some kids need more time and support to **meet** our behavior expectations - it doesn't mean they can't be expected to meet those expectations over time.)

3. High level behaviors **must be addressed**, usually by removal. Safety risks should lead to removal. The goal of removal is to remove a potentially escalating audience, ensure safety, to prevent escalation, and to provide an opportunity to teach healthy coping skills/adaptive responses.
   - Removal doesn't always mean suspension. The DOSO is the group that processes removal, but it could mean going down many paths: counselor meeting, teacher check-in, family meeting … OR suspension
   - Removal **requires follow-up from the teacher.**

4. **We ALL own the kids and their behaviors.** Removals need to be followed up **by personal or team reflection and problem-solving.** What was the antecedent? Did we effectively de-escalate/prevent escalation? How will we facilitate the student's re-entry to class? Are there environmental changes that we need to make to ensure a successful re-entry? What will we do to make sure tomorrow is better than today?

How do we think and talk about behaviors scholars demonstrate that violate our disciplinary code?

1. There is a risk of erring too far on the spectrum of "this behavior is unsafe / the scholar should not be in class/ is not my responsibility/I can't teach when this scholar is in the room." *It is true that for behaviors like throwing a desk, the scholar should be removed from class. However, we STILL own the scholar. The scholar is OUR STUDENT and we harbor a responsibility to analyze the event, particularly the antecedent, and follow-up significantly with that scholar to ensure he/she is set up for a productive return.*
2. There is also a risk of erring too far on the spectrum of "this scholar must be in class at all times." *Removal plays an important role in helping teach productive coping skills for scholars. There are times when removal is needed, and holding the line consistently for scholars is crucial in teaching healthy coping skills and productive behaviors.*

What if a scholar has a tremendous number of behaviors to work on, in order to meet expectations?
1. In general we do not make plans that ignore behaviors. Lowering the standard for scholars makes it difficult to hold the line consistently in class and sends a message to that scholar that we hold him/her to lower expectations.   Plans should provide positive reinforcement when scholars do the right thing.

2. Behavior plans SHOULD focus on one or two behaviors at a time (and may provide merits/significant incentives for demonstrating desired behaviors), but ensure that scholars are held to the merit-demerit system for all other behaviors.

3. We should be mindful that scholars often crave high-quality *time* with adults. We should be mindful of creating plans that inadvertently provide incentives for demonstrating negative behaviors (i.e.- by providing high quality time instead of requiring reflection).

4. We should be mindful of the *extinction burst* – inappropriate choices may get "worse" before they get "better." Our theory of change is that the more consistently and calmly (judgement-free!) we can execute our plans, the more effectively we will teach scholars to make choices appropriate for the situation!

Action Items from Cohort Meetings

"The One Off Plan" Short term, one-off initiaves that can provide a small 'boost' in student behavior or academic performance. Highly effective for 85% of students.

How do I know my scholar might need this intervention?

- Friday extension for more than one week
- Noticible drop in behavior this week
- Student demonstrates increasing frustration with self/school as a result of frequent consequences
- Family member flags that student could use an "upper"
- Scholar repeats an observable behavior in class, creating a disruption.
- Earning HWC every day for a week

Common Action Items	Action Items to Avoid
- seat change - parent phone call (concern, positive) or meeting - box of rewards - asking family members to sign HW nightly - increase merits for a specific target behavior - advisor check-in during a non-instructional time - observe/'keep an eye out' for a specific behavior/pattern - bring a sneaky/'under the radar' behavior to cohort's attention in order to be more consistent - taping a small inspirational message to student desk - helping student organize their materials during focus/brain breakfast - enrolling the scholar in an existing motivational program (Rugby, Basketball)	- Assuming that observing/ 'keeping an eye out' for a specific behavior is not 'doing enough' - Trying to create action items for too many students in one cohort meeting - Development of a UCIS (Unwieldy check-in situation) setting up a check-in commitment that can't be kept, no pass, checking in at a time/place such that a student late to another commitment or not where he/she is supposed to be, student requesting to frequently/exclusively meet with check-in teacher, setting up conditions in which student is unsupervised, student coming down to teacher's office to find teacher) - Dean Team Check-ins: *no check-ins* will take place in the Dean's office this year.

- ☐ <u>Initiated & owned</u> by advisor (though more teachers may be involved).
- ☐ <u>Refined</u> in cohort meetings.
- ☐ <u>Communicated</u> via cohort meeting notes (end of week email).
- ☐ <u>Starts</u> at first available opportunity.
- ☐ <u>Ends</u> before the next cohort meeting.
- ☐ <u>Monitored</u> by the team at next cohort meeting (impact shared through roll-call on previous action items at cohort meeting).

Advisor intiated incentive plan   **"The Incentive Plan"** Short term behavior tracker that serves as a motivator *in addition* to the school wide behavior system. It doesn't change the school-wide behavior plan.

How do I know my scholar might need this intervention?

- Advisor was assigned an action item for the scholar from the last cohort meeting (see above). After 2-3 different action items tried, we did not see an improvement in the behavior or it worked for the week and did not persist.

- Advisor was assigned an action item for the scholar from the last cohort meeting (see above). The scholar demonstrates a number of challenges with respect to making behavioral choices, and the fact that the prior intervention showed some success indicates that a plan may be helpful to set the scholar up for success.

- Scholar has repeatedly (2-3 times) been referred or suspended for the same behavioral choices, so we are starting to see a pattern that we'd like to redirect.

Common Incentive Plans	Incentive Plans to Avoid
- Tracker that a student carries with them in their HW folder (teacher signs off) - Laminated tracker taped to student desk (teacher signs off) - Should target 1-3 easily observable behaviors - Tied to a reward. Common rewards often involve time with an adult - Lunch with advisor, Basketball during break…(Note: it may be helpful for the cohort to assign times with different teachers to do check-ins/movement breaks)	- creating an incentive plan without refining it at a cohort meeting - changing the school merit-demerit system or ignoring behaviors - Development of a UCIS (unwieldy check-in situation) - Consider how many plans the cohort has running at a given time

- ☐ <u>Initiated</u> & owned by advisor
- ☐ <u>Refined</u> in cohort meeting
- ☐ <u>Communicated</u> via cohort meeting notes (end of week email) *AND a separate email specifically explaining behavior plan (include <u>all</u> teachers who interact with this student)*
- ☐ <u>Communicated to student and family</u> **via phone or in person that this plan will start.**
- ☐ <u>Starts</u> at date set in cohort meeting.
- ☐ <u>Ends</u> at date set in cohort meeting, usually 2-3 weeks after start
- ☐ <u>Monitored</u> by the team completed at next cohort meeting (impact shared through roll-call on previous action items at cohort meeting). If a teacher is absent, he/she should communicate this plan to the substitute teacher.

Special Education Teacher or
Cohort initiated behavior plan

"The BIP" Similar to a incentive plan, this is a behavior plan that is written into a students' IEP (legal requirement) <u>or</u> created in conjunction with the School's Special Education Coordinator, with possible consultation from the Counselor or Psychologist. These are rare (approximately 2%-5% of students school wide).

How do I know my scholar might need this intervention?

- After attempting an incentive plan for 4 weeks, the scholar has been suspended repeatedly for a number of different or extreme behavioral choices – there seem to be a greater number of behaviors than an incentive plan can address **or** the intensity of the behaviors poses a challenge for student safety.
- After attempting an incentive plan for 4 weeks, we are not seeing significant improvement, and we believe the behavioral choices are related to a potential disability.
- As a result of an RTI meeting, a 7th day IEP Reconvene, or an MDR meeting, a behavior plan is requested.

Common Behavior Plans	Behavior Plans to Avoid
- n/a - highly student specific - Other students in the class may need to coaching – as a group - in how to best support this teammate - Other students in the class may need individual coaching on how this plan does not apply to everyone - Target a specific behavioral choice in which to apply a learned, productive social skill and receive a positive or negative school consequence. The scholar may have multiple behaviors to work on, but the plan should focus on a limited number *and hold the scholar to school expectations for the remainder of the behaviors.* - The team should commit to a time period for the plan and tracking method by which we will communicate progress. - The team should meet as a group to introduce the plan to the scholar. - Should only include exemptions that are not disruptive/distracting to student learning (must be approved by Principal/DCI) - In addition to the plan, the school may work with the scholar's family to engage external supports, or provide opportunities for in-house counselling in which to practice appropriate coping skills at school.	- Over applying the exemption (plan should be specific) about what is outside of plan - Creating one too soon (for a student without a behavior plan already in their IEP) - Breakdown in communication about the plan leading to inconsistent implementation or the creation of multiple plans - Creating a plan without considering: staff time/schedule, *space*, opportunity for consistency, and school resources. For example: creating a 3rd DOSO space would not be an effective use of school resources, as it would cripple the existing DOSO functioning. Creating a check-in every 20 minutes would not work if we didn't have staff available to do so **and** a location available where this could take place. Creating a new merit-demerit system for a particular student would be difficult to consistently enforce and therefore might lead to an unwieldy situation.

- <u>Initiated</u> by special education teacher or cohort leader (though advisor may act as point person). Input solicited from the teaching team and Dean Team via google survey.

- <u>Developed</u> together with the teacher point person, the Special Education Coordinator and the Cohort Leader, considering input from others on team and the bigger picture context in which the scholar lives operates.
- <u>Approval</u> – IEP chair should email to DCI cc'ing the Special Education Teacher and the Cohort Leader. Approval (and feedback if needed) provided by the cohort leader's DCI (likely after conferring with the other DCI).
- <u>Communicated</u> in a cohort meeting and then via cohort meeting notes (end of week email) *AND a separate email specifically explaining behavior plan (include <u>all</u> teachers who interact with this student).*
- <u>Communicated to scholar & family</u> via family call or meeting (by teacher point), as well as a meeting with the scholar and teaching team (potentially during an AM hr, in which 2 teachers lead AM hr, and the rest of the cohort attends meeting) – potentially cohort leader, sped teacher, teacher point, whatever teacher in whose class the scholar struggles the most.
- <u>Starts</u> at date set at IEP meeting or cohort meeting
- <u>Ends</u> at date determined by IEP meeting, usually 6 weeks after start (for cohort initiated plans)
- <u>Monitored</u> closely as a standing action item at cohort meetings. Deans observe for cohort consistency. Written plan and progress monitoring form should be kept in a student specific folder in the cohort folder labeled with student initials. If a teacher is absent, he/she should communicate this plan to the substitute teacher.

Role clarity:

- One-off → cohort-managed
- Incentive Plans → cohort-managed
- BIPs → IEP Chair supports in development, must be approved by DCI (from a school-resource standpoint)

Cohort Protocol – 2/12/2015

<u>Reorientation Planning:</u>

Directions – we will be planning a "Reorientation" during the first week that we return from break. During morning homerooms we will remind scholars of expectations to ensure they have a strong start to the February-April break stretch. The protocol below guides us through the process of planning that series of AM Homeroom Activities.

Timing:
* Thursday – spend one hour filling in the document below - complete by EOD on 2/12. **Email filled in template to cohort by EOD 2/12.**
* Friday – use one hour of flex time to produce the assigned deliverables by 3:00 pm at 2/13. **Email materials to cohort by 2/13 EOD**

Cohort notes	Example
Step 1: Pick a behavior to 'renorm' Our behavior is :_____ Rationale: _____ _____ _____ _____	"Posture" *Note: we are looking to eradicate a small misbehavior completely. So, feel free to pick something that is very bite-sized but you can fix. For example, other suggestions include:* • *choral greeting* • *clean crate* • *answering in complete sentences* • *avoiding inappropriate snapping* • *volume/college voice.* • *Empty rubberbands at end of day* • *Tracking speaker* • *Floor is trash-free at end of class* *We've used posture as the example here, but feel free to pick something more bite-sized: the goal is to make dramatic progress in a week. The payoff comes more from generating school-wide urgency for a very small thing and we feel successful in doing it well (rather than necessarily starting a battle or fixing everything or picking a behavior that will have widespread impact).*

What does it look like when this is successful? What are the "steps" to doing it correctly? Steps are: _____ _____ _____ _____	Example: • 2 feet on floor • Back to the back of the chair • Hands off face (Note: there are probably 10-12 elements of doing this 'right' – pick the 2-3 that are the *most observable* and ones the scholars need to work on).
Create a tagline that requires a physical response from scholars and helps convey the importance of this behavior. **A tagline should have** 1) Specific indication of what you want to see 2) Link to college/real-world Tagline: _____ **Next step:** If students do not change their behavior in response to the 'tagline' (ie- if you say posture check and no one moves), please issue demerits for not following directions.	Example: Rather than 'posture check' (could mean many things), say 'job interview backs' (requires scholars to specifically focus on 'back to back of chair' and the word 'job interview' links this to its real-world application)
What teacher actions must we do in EVERY class to promote this behavior? Teacher actions: _____ _____ _____ What language can we use to positively narrate? _____ _____ What's the balance of whole class redirections vs individual consequences? _____ _____ What are we meriting? _____	Example: • Proactively remind scholars at the greeting, and at each transition in class that we are doing a posture check. In between those times, we issue demerits for noncompliance, even if it's a lot of scholars. • When scholars do the right thing, we positively narrate saying "scholarly posture" or "college posture" • We should not merit individuals just for having good posture even if they are the only ones – that is a basic expectation. However, fair game to positively narrate this behavior.
What PRIDE block letter can we link successful completion to? What are criteria for earning this block going forward? What is the block? _____ What is the observable trait? _____	Example: • We are going to reassign the D block to focus on posture. You must have fewer than 2 posture demerits to earn this block.

What individual demerits (cohort-specific?) will we administer when scholars make errors? Demerit code: _____	Example: • Cohort specific dt = posture
There are two immediate school-wide competitions: 1. Competition during first week (PRIDE blocks) to earn a "jeans" day on 2/27 **Your choice: How will scholars earn this prize? Will you have homerooms compete for highest # of blocks or set a bar, above which any homeroom who reaches the criteria receives the prize?** **_____** **What is the bar:_____?** 2. Grade-level competition for second week (which homeroom in the grade level has the highest number of the cohort-specific target block? Winner in the grade level plays dodgeball on Thursday 3/5 during focus.	Example: • Week 1: We will set a BAR rather than compete between rooms. The bar is that any homeroom that earns more than 20 D blocks will win the jeans day!

AM HR plan for week of 2/23-2/27

Monday	Tuesday	Wednesday	Thursday	Friday
AM HR: PPT including: 1. All the things to be excited about between now and April break *(provided)* 2. Explain class "focus area" & why it's important in life and overview new PRIDE block challenge + prize. (*Cohort generates this part*)	AM HR: 1. Plan a game or activity to practice the "focus area" 2. Goal-setting/hype for jeans day (Cohort generates this ppt)	AM HR: 1. PPT with hype/expectations for Read Across America Day (underline)provided(/underline) 2. Plan a game or activity to practice the "focus area" (cohort generates this ppt)	AM HR: 1. Last day to earn Jeans day! Jeans-day ppt expectations (underline)provided(/underline) 2. Activity: Cohort choice **During focus – cohort leaders announce who won jeans day!**	AM HR: Anet PPT (provided)
Who is in charge of materials for this day? **Name:_____**	**Who is in charge of materials for this day?** **Name:_____**	**Who is in charge of materials for this day?** **Name:_____**	**Who is in charge of materials for this day?** **Name:_____**	**Who is in charge of materials for this day?** **Name:_____**

OPTIONAL:

There's been some interest in continuing the conversation regarding race, class and privilege with scholars, both as a follow-up to some of the conversations that were initiated in January and also in honor of Black History month. I have compiled some resources for four activities below.

All materials are saved here: C:\Users\upteacher\Dropbox (UP Education Network)\UP Academy Lawrence Middle\2014-2015\Curriculum and instruction\Whole-school ppts\Black History Month

(Look in folders "Day 1", "day2", "day 3", "day4")

Activity 1 (could be 2 days)	Activity 2	Activity 3	Activity 4
Quick summary: What is race? Scholars do a gallery walk to examine how our society came to the definitions of Black, white, Hispanic and other designations. Did you know that the term "Hispanic" was created by advertisers? The term "white" was first coined by law-makers in Maryland? *Key idea: race is a social construct, rather than a genetic one.*	Quick summary: Scholars read an article about redlining and discuss what this means for inequality today. *Key idea: while race is a social construct, institutional racism is very real. It's important to know about this, so that we can fight against it!*	Quick summary: Scholars watch and discuss a video about the implicit attitude test. *Key idea: we all may hold racial bias even if we are unaware of it. The best way to overcome this is to recognize our bias and make an active effort to learn about individuals of races towards which we have bias.*	Quick Summary: Scholars read an article (or view a ppt) about the normalization of whiteness in media and commercial products. *Key idea: It's important to open our eyes and view our terminology critically, so that we can contribute towards a more fair society.*
Would your cohort like to do this activity? _____ On what date(s)? _____ Who will be the point for materials creation/distribution? ____	Would your cohort like to do this activity? _____ On what date(s)? _____ Who will be the point for materials creation/distribution? ____	Would your cohort like to do this activity? _____ On what date(s)? _____ Who will be the point for materials creation/distribution? ____	Would your cohort like to do this activity? _____ On what date(s)? _____ Who will be the point for materials creation/distribution? ____

Joy Calendar… February, March and April

Monday	Tuesday	Wednesday	Thursday	Friday	Friday PD
2/23	2/24	2/25 *AM HR: hype PJ day*	2/26	2/27 – *jeans day* **ELA ANet Round 4**	RTI deep dive
3/2 **Read Across America Day - PJ day** *Start hyping field trip*	3/3	3/4	3/5 *Focus: dodgeball*	3/6	3/ ELA Data day part I?
3/9 **Pi day trivia & penny war launch** *Field trip earning begins*	3/10 ELA Data day part II?	3/11	3/12 **PI DAY Festivities during DEAR/focus**	3/13 T2 Enrichment ends	Long Comp Accommodations training (7th grade + RTs)
3/16 **ELA raffles start**	3/17 ELA PRACTICE LONG COMP	3/18	3/19	3/20 **No Enrichment** 10-1:30 - Whole School Field Trip (pd1 = ELA, pd 2 = trip prep)	PRIDE reward…
3/23	3/24 ELA Long Comp	3/25	3/26	3/27 new enrichments	Whole-school Accommodations training (PD 1st then cohorts) + video making
3/30 **ELA t-shirts passed out**	3/31 ELA MCAS	4/1 ELA MCAS	4/2 Long Comp Makeups **Q2 ends**	4/3 Good Friday No School	n/a
4/6 *hype up spirit week*	4/7	4/8	4/9 11:30 Dismissal Family Conferences	4/10 **Math Anet A4** 11:30 Dismissal Family Conferences	n/a PRIDE reward…
4/13	4/14 Monitoring Site Visit SPIRIT WEEK!	4/15 Monitoring Site Visit	4/16	4/17 (Is this the science mock MCAS?)	cultural
April Vacation! When we return… 7 school days until Math MCAS, 12 school days until Sci MCAS, 8 weeks remain in the school year					

UAL Joy Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
1/5 **Teacher PD day** *6th starts earning FT*	1/6 AM HR: Reorientation PPT (hype field trip)	1/7 AM HR: Reorientation PPT	1/8 AM HR: Reorientation PPT	1/9 – sweatshirt day (earned since 1/5) Enrichment
1/12 *7/8th Start earning FTs*	1/13	1/14	1/15 **PRIDE Dodgeball Competition (focus) – earned since 1/12)**	1/16 **ELA ANET (full day)** **Enrichment-surprise – everyone goes to enrichment**
1/19 **No School – MLK day**	1/20 6th museum of science field trip (full day)	1/21 *8th grade Walk-out(focus) – all attend*	1/22 ELA data day part I	1/23 Enrichment
1/26	1/27 8th grade earned field trip (Museum of Sci)	1/28 7th grade earned field trip (Selma, movie)	1/29 Honor Roll Ceremony – all attend **Family Conferences**	1/30 **Family Conferences (no enrichment)**
2/2 *Start earning dance!*	2/3 *Start hyping Trivia!*	2/4 JEANS day (earned since 1/26)	2/5	2/6- **MATH ANET (full day)** Enrichment
2/9	2/10	2/11	2/12 **School-wide trivia during AM HR (all attend)** **Half day**	2/13 Enrichment School Dance (3-5pm)
February Vacation!				

Monday	Tuesday	Wednesday	Thursday	Friday
2/23	2/24	2/25 *AM HR: start hyping March Reading Madness*	2/26 **ELA ANet Round 4**	2/27 – *jeans day (earned since 2/23)* ***Surprise – PJ day Monday for all!***
3/2 **Read Across America Day - PJ day for all – kickoff March Reading Madness.**	3/3	¾ *Start hyping Pi Day!*	3/5 *Focus: dodgeball competition (earned since 2/23)*	3/6
3/9 **Pi day trivia & penny war launch** *Field trip earning begins*	3/10	3/11	3/12 **PI DAY Festivities during DEAR/focus – all attend**	3/13 T2 Enrichment ends
3/16 **ELA daily raffles start (until 3/30)**	3/17 ELA PRACTICE LONG COMP EXAM	3/18	3/19	3/20 **No Enrichment** 10-1:30 - **Whole School Field Trip** (pd1 = ELA, pd 2 = trip prep)
3/23	3/24 ELA Long Comp Exam	3/25	3/26	3/27 new enrichments Jeans day (earned)
3/30 **ELA t-shirts passed out ("earned" but everyone earns)**	3/31 ELA MCAS	4/1 ELA MCAS	4/2 Long Comp Makeups **Q2 ends**	4/3 Good Friday No School
4/6 *Hype up spirit week*	4/7	4/8	4/9 11:30 Dismissal Family Conferences	4/10 **Math Anet A4** 11:30 Dismissal Family Conferences
4/13 **Spirit Week Begins! Funky Shoe day (everyone participates)**	4/14 **Spirit Week** **Funky Hair day (everyone participates)** Monitoring Site Visit	4/15 **Spirit Week** **Decorate doors (everyone participates)** Monitoring Site Visit	4/16 **Spirit Week (decorate doors – everyone participates)**	4/17 **Earned event: Capture the Flag Tournament**
April Vacation				

Tier 2 Sample Intervention/Incentive Plan

Antonio's Incentive Plan		**Date:** *(Circle)* MON TUES WED THURS FRI
		_____/_____/_____

Class:	Goal Items:	Merits Earned for these actions:	Referral- Free class:
AM Homeroom Teacher initials _____	1. Appropriate responses to consequences. 2. Staying on task.	0 1 0 1	Yes No ☐ ☐
Math Teacher initials _____	1. Appropriate responses to consequences. 2. Staying on task.	0 1 2 3 4 0 1 2 3 4	Yes No ☐ ☐
English Teacher initials _____	1. Appropriate responses to consequences. 2. Staying on task.	0 1 2 3 4 0 1 2 3 4	Yes No ☐ ☐
Science Teacher initials _____	1. Appropriate responses to consequences. 2. Staying on task.	0 1 2 3 4 0 1 2 3 4	Yes No ☐ ☐
Fitness Teacher initials _____	1. Appropriate responses to consequences. 2. Staying on task.	0 1 2 0 1 2	Yes No ☐ ☐
Learning Lab Teacher initials _____	1. Appropriate responses to consequences. 2. Staying on task.	0 1 2 0 1 2	Yes No ☐ ☐
DEAR Teacher initials _____	1. Appropriate responses to consequences. 2. Staying on task.	0 1 2 0 1 2	Yes No ☐ ☐
Focus Teacher initials	1. Appropriate responses to consequences. 2. Staying on task.	0 1 2 0 1 2	Yes No ☐ ☐
Reward:		Total merits: _____	Total RF Classes: _____

Diego (Pseudonym) Plan, Starting 9/8/2014 (teacher version)

Key points:

- Diego is going through a tough time. Let's support him with r**elationship building and consistency**.

- Cool Down: Diego will get to pick between drawing and something content-specific for his cool down. He gets 2 cool downs per class (hand him a 2-minute timer). Coach him to use these self-advocating techniques! Merit him if you see him take a cool down and return to activity after the 2 minute timer.

- Offer Diego **choices** whenever possible (see attached choice chart for some examples of how to integrate this into your instruction)

- Incentive Plan: Catch him doing the right thing! We will continue to use the Tier 2 incentive plan that allows him to earn points for "staying in his seat" and "starting work right away."

- School-wide Behavior Plan: All consequences are live and lead to referral. Issue consequences in private.

- Homework: Carmen will text us pictures and bring the HW in on M & W. Communicate with Carmen if Diego tries to turn in an old assignment (like he did last night)

Awesome Break: If Diego has not been referred from class during an entire period and used his mid-class break (when available) and "Cool downs" appropriate, he can earn an Awesome break! This includes basketball with a friend. (Friends to join: Xavier, Elias, and Bryan)

Awesome Break Schedule:

When?	Monday	Tuesday	Wednesday	Thursday	Friday
AM Break	Ms. Freidman	Ms. Yuen	Ms. Fenimore	Ms. Freidman	Ms. Yuen
Lunch		Mr. Pochebit		Mr. Pochebit	Mr. Pochebit
PM Break	Ms. Baez	Mr. Toribio	Ms. Baez	Mr. Toribio	
Dear					Mr. Toribio
Focus	Mr. Pochebit	Mr. Pochebit	Mr. Pochebit	Mr. Pochebit	

During Class:

1) Yanille during class: If Diego is in class and earning merits for initiating focus and sustain focus (per is behavior plan), half way through class (40 mins), Yanille is available for a 3-4 minute walk around the school break) (teachers will reward Diego 40 minutes into class if he has been doing sustained and focused work).
   - When Yanille is available for break: Period 1 during Math, middle of period 2 (either middle of ELA or after specials before ELA), and period 4 during SS.

If Diego expresses a need for "cool-down" he will flip over his card and be given 2 minutes to cool down in the classroom. Diego will be timing this "cool-down" himself and after 2 mins, Diego must return to work. (2 "cool-downs" per class)