

## **Level 3 Schools: Turnaround Plan Template** *(for Schools Not Eligible for Level 3 Turnaround Grants)*

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# Turnaround Plan Cover Sheet

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**District: North Adams**

**School: Drury High School**

## **Level 3 School Turnaround Plan Template**

Superintendent's Signature: \_\_\_\_\_

Date of Completion: \_\_\_\_\_

## SECTION I: Executive Summary

Drury High School is in a transitional year from an 8-12 high school to a 7-12 school. Additionally, the Interim Principal for 2016-2017 has been appointed as Principal, a new Drury Director of Curriculum and Instruction has been hired, and the leadership team has been realigned for the coming year as the school prepares for the restructured grade configuration.

Over the past three years, Drury has seen fluctuating graduation rates (but a long-term increase), increased Advanced Placement participation and performance, but flat MCAS scores for grades 8, 9, and 10. Though the PARCC results from last year makes strict year-to-year data comparisons difficult, Drury's percent proficient or higher for 2015 was 71% for ELA, 48% for Math, and 41% for Science compared to 2014 results of 70%, 43%, and 35% respectively. Drury has consistently faced double-digit differences between state and local percent proficient or higher and over the past three years, the school has dropped in accountability status from the 13th, to the 10th, to the 8th percentile.

Internal data collected by the school and district leadership team during walkthroughs has found inconsistent classroom expectations. Though professional development has focused on academic language, learning objectives, higher-order thinking, depth of knowledge, and assessment development in the past few years, the faculty has not sustained those practices in a systematic way. During a February learning walk of 33 classrooms, the instructional leadership team found only 46% of the classrooms with posted learning objectives or learning targets and only 33% of the classes operating at the level of analyzing, evaluating, or creating. Of the student tasks observed, 67% were identified as lower depth-of-knowledge tasks with only 12% at the "design" or "synthesis" level.

The Turnaround Site Visit (TSV) conducted by SchoolWorks on April 4-5 rated Drury as *developing* in 4 of the 11 rubric components and *initial* in the remaining 7. Most notably, the SchoolWorks team agreed with the data collected by the Drury leadership team in finding that many of the structures were in place for positive changes to occur, but that the school was missing a systematic way to monitor and evaluate the effectiveness of instructional approaches and to provide regular feedback to teachers. The feedback from the Turnaround Site Visit was further expanded upon with a one-day workshop with a veteran SchoolWorks team member who worked closely with the Drury leadership team to clarify priorities and next steps.

The Drury leadership feels that the restructuring of Drury as a 7-12 high school, with a 7/8 Academy model which will act as a school-within-the-school, along with the administrative realignment that has already occurred, provides the perfect opportunity to implement the action steps that will initiate substantial turnaround.

As detailed in this plan, the building priorities include:

- Establishing Instructional Consistency
- Effectively using Structured, Daily Common Planning Time
- Implementing Effective Instructional Practices Daily
- Implementing Instructional Rounds with Targeted Feedback to Teachers
- Conducting quarterly Instructional Walkthroughs to gather School-Wide Data

- Analyzing Student-Level and School-Wide Data in Collaborative Sessions and as a Leadership Team
- Implementing FastBridge for Diagnostic Assessment and Progress Monitoring
- Establishment of Intervention blocks and Flexible Groupings
- Creating a Shared Culture of Respect
- Consistently implementing Community-Building Strategies
- Emphasizing Attendance and Readiness for Learning

These building priorities will allow Drury High School to focus its efforts on the practices that will maximize student achievement. In previous years, professional development and infrequent collaborative time has been used to familiarize teachers with “best practices,” but the turnaround plan specifically concentrates on the practices that will meet the needs of the Drury students and includes details of the leadership structure and cycle of instructional rounds, walkthroughs, data collection, and feedback that will help teachers grow. All of this work will be embedded within a culture of respect, responsibility, and readiness for learning at all levels, from students to teachers to administration. While most of the action steps in this plan identify target dates for the 2017-2018 school year, the Drury Instructional Leadership Team understands that further work will be done in following years to build upon and expand the foundational work that will be established over the next twelve months.

## **SECTION II: Turnaround Practices for the School and District**

### **Turnaround Practice #1: Leadership, shared responsibility and professional collaboration**

***Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support***

Findings #1 and #2 from the Turnaround Site Visit (TSV) administered by SchoolWorks on April 4-5, 2017 indicate two major needs regarding Leadership, Shared Responsibility, and Professional Collaboration:

- The school is using content-area collaborative teaming structures (collab time), but lacks schoolwide expectations and common practices to guide this time.
- While administrators are actively monitoring the implementation of some key improvement strategies, neither Instructional Leadership Team is being utilized to implement, monitor, and evaluate key improvement strategies.

In 2016-2017 Drury High School had eight departments with team leaders plus a special education department. The departments ranged in size from 1 member to 7 members. 50% of the departments had daily common planning time, but not all teachers within those four departments were available on the same days due to the rotating drop schedule and the need for teacher prep periods. The social studies department, for example, had daily common planning time scheduled, but all of the department members were only available three days per week during the same period. The math department was only able to meet once every seven days consistently.

Additionally, the school was in the process of transitioning from a larger Instructional Leadership Team (ILT) of 15+ staff members (including all team leaders, head guidance counselor, adjustment counselor, dean of students, etc.) to a more focused Instructional Leadership Team (called ILT2) which would look more closely at instructional practices and student-level data. The larger ILT met five times (September, January, March, May, and June) for one hour each meeting, and the ILT2 team met five times (October, November, December, February, and April) for two hours each meeting.

As a result of the inconsistent meeting schedule of the two teams and the number of team leaders of teams of various sizes, there was not a clearly defined, consistent set of expectations for how collaborative time would be used. A general framework existed in the School Improvement Plan, which described the submission of monthly collaborative calendars to the administration, tracking time spent in collaborative sessions on “unpacking standards” and “task alignment,” and the expectation that departments would develop two tasks per quarter per course. In practice, this did not happen effectively. As the Turnaround Site Visit notes, “school leadership has not established expectations around the tasks in which teams should engage during meetings. As a result, each team leader plans and facilitates meetings differently; the frequency in which the entire team meets and the tasks in which teams engage vary greatly from team to team.”

The Turnaround Site Visit also notes that, “some teams consist of one teacher only because other teachers do not teach that content area. To address this, leadership plans to shift the composition of teams next school year to ensure that all teams include multiple teachers.”

To address Finding #1, Drury High School has restructured its leadership team for 2017-2018. The interim principal was appointed principal, and though the assistant principal position was eliminated due to budget cuts, the Drury Director of Curriculum and Instruction position was resurrected to provide oversight of the work of the newly-aligned grade level and content teams. As the TSV indicates, the Drury principal has a “strong understanding of the needs of the school community and expressed a sense of urgency to enact changes that will lead to improvement.”

Instead of eight departments, there are now four: STEM, Humanities, Arts & Movement, 7/8 Academy. The team leader job descriptions for each of those departments have been revised to reflect a focus on leading collaborative time, instructional improvement, and data-driven decision making. The departments range in size from seven members (Arts & Movement) to twelve (Humanities), allowing for more substantial

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**Benchmarking Progress:**  
**Leadership, shared responsibility and professional collaboration**

	What will be different in classrooms if this plan is successful?
<b>Interim Benchmarks for Teachers/Practitioners</b>	<ol style="list-style-type: none"><li>1. By December 22, 100% of teachers will post standards-aligned learning targets with qualifying statements as evidenced by data collection from the 2nd walkthrough.</li><li>2. By February 13, 80% of lessons will include the three core instructional practices indicated in the Instructional Guide (learning target, higher-order thinking, formative assessment via exit tickets) as evidenced by data collection from the 2nd walkthrough.</li><li>3. By March 30, 100% of teachers will use the Data Wise process to collect student-specific data and use that data to develop a specific action plan that will be implemented and assessed to improve instruction.</li></ol>
<b>Interim Benchmarks for Students</b>	<ol style="list-style-type: none"><li>1. Student failure rates will be less than 10% for year-long classes during Q3 2018.</li><li>2. Student attendance rates will increase to 96% or higher by the end of Q3 2018.</li><li>3. Suspensions for dangerous behavior such as fighting and harassment will decrease by 10% from Q1 2017 to the end of Q3 2018.</li></ol>

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

### ***Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support***

Findings #3, #4, and #5 from the Turnaround Site Visit administered by SchoolWorks on April 4-5, 2017 indicate three major needs regarding Intentional Practices for Improving Instruction:

- Beyond standard expectations for instruction (e.g., posted agendas, learning tasks), the school has not established a shared understanding of core instructional strategies and practices across disciplines and, in some cases, within subject areas.
- The principal, assistant principal, and team leaders' system for monitoring and supporting instruction is limited to observing four core instructional components.
- Teachers are not systematically using formative and common assessments to examine the impact of daily and weekly lessons.

Since 2014-2015 and continuing through the 2016-2017 school year, Drury's professional development has been focused on the use of higher-order questioning, the writing of daily agendas with measurable higher-order student learning objectives, and the use of student-talk via academic language. It became an expectation that teachers submit weekly lesson plans and post daily agendas for all classes. Additionally, during the 2016-2017 school year, all core content teams were trained in writing learning targets, which then replaced student learning objectives on posted agendas. These expectations were monitored, and measured, by administration and team leaders during walkthroughs; the data from the walkthroughs corresponded with that School Works would find in their Turnaround Site Visit.

The TSV report indicates, "school leadership is aware that learning tasks do not consistently align with posted learning targets in some classrooms." The report also indicates, "some content teams have established, and use, common instructional strategies; however, other content teams have yet to adopt common instructional practices such as common strategies for summarizing, notetaking, solving math word problems, and employing cooperative learning."

Furthermore, the TSV states, "there is lack of shared instructional practices across disciplines and support for teachers to meet the needs of students with diverse academic and social-emotional needs" and "team leaders use their own observation tools and set their own observation schedules, so some team leaders observe more frequently than others. In addition... teachers do not usually receive individualized feedback after being informally observed. As a result, teachers are not receiving feedback that drives improvement to their individual practice."

To address Findings 3 and 4, members of the Turnaround Team, with feedback from the faculty, created an Instructional Guide in June 2017 that defines school-wide expectations for rigorous and consistent instructional practices. This guide ensures all standards-based curriculums are linked to performance tasks and activities by addressing well-structured lessons, instructional design, and delivery. In August, teachers will be provided with targeted professional development based on their self-identified areas of need, as indicated by their exit ticket from the June 21, 2017 faculty meeting. On that exit ticket, teachers identified the level of their own practice on such instructional areas as "higher order questions," "do nows," "rubrics and exemplars," "student talk," and "exit tickets," ranking themselves in each as "initial," "developing," or "robust." Data from those exit tickets will be analyzed via the ILT summer planning sessions and used to prioritize the targeted professional development at the start of school and throughout the school year.



An Instructional Guide Observation Collection Tool will be created by members of the Instructional Leadership Team to measure the implementation of the Instructional Guide as well as to provide teachers with consistent, meaningful, and timely feedback. The implementation of weekly instructional rounds and walkthroughs, performed by team leaders, the principal, and director of curriculum and instruction, will provide data that will also be used to inform future, and teacher-specific, professional development needs.

In addition, combining core content areas into larger teams that include special education teachers (i.e.: Humanities will consist of four English teachers, four social studies teachers, two foreign language teachers, a reading specialist and a general special education teacher) and that use common protocols during meetings (i.e.: lesson reviews, assessment protocols) will provide all teachers with consistent and structured collaboration time driven by student data to inform common instructional strategies. Data will be collected using FastBridge (see Turnaround Practice 3 for more information) and analyzed during collab to inform student specific needs such as special educational push-in interventions. All Team Leaders will be trained in the Data Wise cycle as part of their summer professional development.

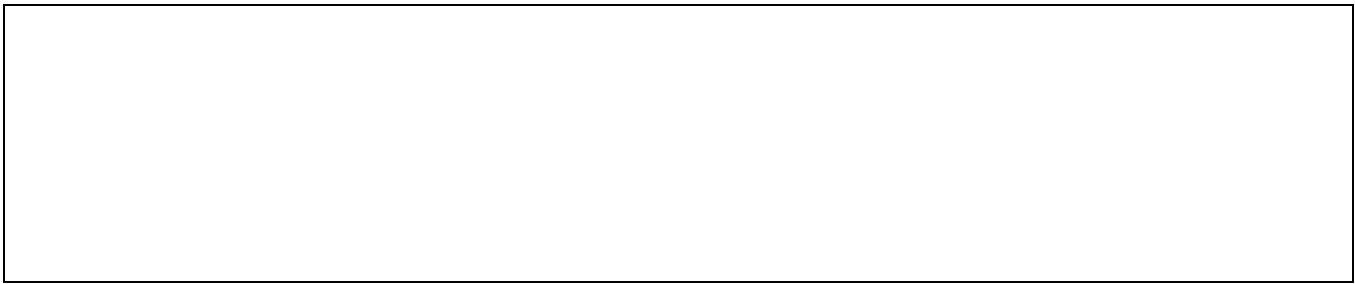
Team Leaders will also be trained in instructional coaching by engaging in a book study beginning in August (*The Art of Coaching Teams: Building Resilient Communities the Transform Schools*, by Elena Aguilar). The professional development will ensure consistency in collaboration sessions across all departments. The training provided during these sessions will help team leaders learn how to effectively communicate with members of their teams, set agendas, collect feedback, build trust, and engage teachers in conversations around instructional improvement using the data collected from weekly instructional rounds, Fastbridge, formative, and summative assessments. The principal and director of curriculum and instruction will also provide teachers and team leaders with feedback during walkthroughs and instructional rounds.

At least quarterly, all teachers will also use the collab period to conduct walkthroughs of other department members, and will also be provided coverage to observe teachers in their own department as part of the Data Wise approach at examining instruction that will be further developed during collaborative time sessions. This will address the TSV concern that “teachers do not engage in peer observations, but would like the opportunity to do so.” Finally, members of the STEM team will use a significant portion of their collaboration period to also engage with the new math curriculum sequence and materials.

The last area of concern that will be focused on during the restructured collaboration period is formative and summative assessments, as indicated by the TSV in Finding #5. According to the TSV, “while school leadership expects teachers to employ formative and summative assessments, many are currently not doing so at all or regularly during instruction.” The Instructional Guide directly addresses this concern through the expectation that teachers regularly use Do Nows and Exit Tickets as formative assessments to inform any adjustments that need to be made to their instruction the next day. To respond to the TSV recommendation that “Teacher-created assessments need to be evaluated; many are not actually assessing the skills and standards teachers intended...teams are not evaluating their assessments” collaboration periods will be used to evaluating teacher-created assessments through the use of assessment validation protocols, data analysis, and the creation of unit-based pre- and post-tests.

Implementation Timeline		
Action Step	Timeline	Responsible Party

Draft Instructional Guide	Completed, June 2, 2017	ILT, Turnaround Team
Solicit Faculty Feedback on Instructional Guide	Completed, June 8, 2017	ILT, Turnaround Team
Begin Professional Development on Instructional Guide	Completed, June 21, 2017	ILT, Turnaround Team
Implement ILT Professional Development: Instructional Coaching, DataWise, Instructional Rounds and Walkthrough Tools	August 23, 2017	Principal Director of C&I
Provide Targeted Professional Development on instructional priorities to faculty	August 30, 2017	ILT
Implement Team Collaboration	Daily Beginning August 31, 2017	Team Leaders
Implement Instructional Rounds	Weekly Beginning September 5, 2017	ILT
Implement Instructional Team Coaching via Team Leaders	Weekly Beginning September 5, 2017	ILT
Monitor use of norms and protocols within collaborative sessions	Monthly Beginning September 15, 2017	Principal Director of C & I
Dedicate one ILT meeting per month to improving leadership focus around instructional priorities (via coaching support, book study, review of turnaround practices, etc.)	Monthly Beginning September 15, 2017	Principal Director of C & I
Implement the Data Wise process in every department	October 30, 2017	ILT
Communicate school-wide walkthrough data to staff	Within 1 week after each walkthrough	ILT
Review and evaluate the instructional guide and make adjustments as needed	June 15, 2018	ILT



**Benchmarking Progress:**  
**Intentional practices for improving instruction**

	What will be different in classrooms if this plan is successful?
<b>Interim Benchmarks for Teachers/Practitioners</b>	<ol style="list-style-type: none"><li>1. By August 30, 100% of teachers will receive initial training in the Drury Instructional Expectations outlined in the Instructional Guide as evidenced by their participation in the full-day PD session.</li><li>2. By January 30, 100% of collaborative sessions will use appropriate norms and protocols to maximize professional learning as evidenced by team leader feedback and observations by the principal and director of curriculum and instruction.</li><li>3. By February 13, 80% of lessons will include the three core instructional practices indicated in the Instructional Guide (learning target, higher-order thinking, formative assessment via exit tickets) as evidenced by data collection from the 2nd walkthrough.</li></ol>
<b>Interim Benchmarks for Students</b>	<ol style="list-style-type: none"><li>1. By June 15, 80% of students will report the use of the core instructional practices (learning targets, higher-order thinking, formative assessment via exit tickets) in most or all of their classes.</li><li>2. By June 15, student-level data gathered through the Data Wise process in each department will establish a baseline of student performance that will guide the work in future data cycles.</li></ol>

**Turnaround Practice #3:**  
**Student-specific supports and instruction to all students**

*Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support*

Findings #6 and #7 from the Turnaround Site Visit indicate two major needs regarding student-specific supports and instruction to all students

- The school does not use a variety of assessments to identify students' academic strengths and gaps prior to entering high school or on an ongoing basis during the school year.
- While individual teachers may identify students' needs and work with students in class to provide additional support, there are limited additional in-class interventions, supports, or schoolwide strategies to support students who may need additional and immediate academic support.

In 2016-2017, the only data used to identify students' academic strengths and gaps were the MCAS Assessment History Summary reports from Edwin Analytics. Based on MCAS history, students were scheduled into intervention courses (Academic Success, Reading, Real-World Math, etc.) as needed. This was problematic for two reasons: (1) the interventions were fixed and inflexible, and (2) the intervention periods were limited by the constraints of the student and teacher schedules, restricting access for some students due to other scheduling conflicts.

As the TSV report indicates, "the school does not administer a universal screener that would articulate students' proficiency levels and skill gaps. As a result, teachers do not know their students' areas of strength and opportunity prior to the start of school. Instead, teachers determine students' ability levels over the course of two-to-three weeks primarily through observation and students' performance on in-class assignments and assessments, often determining that many students have significant skill gaps." Additionally, the TSV report points out that even when skill gaps are identified, "the school does not currently have a process for referring struggling students for targeted support and intervention."

The Student Support Team (SST) -- led by the Director of Curriculum and Instruction and Dean of Students and including the 7/8 Special Education Coordinator, 9-12 Special Education Coordinator, Guidance Counselors, School Adjustment Counselor, Graduation Coach, and Student Support Center Personnel -- will meet every seven-day rotation to review student level behavioral and academic data (focusing on students who have received multiple disciplinary referrals, multiple visits to the student support center, or who appear on the failure tracking forms) and identify areas of support for the teachers and students. The SST will communicate needs to ILT and the special education department who can provide targeted assistance in the form of instructional coaching (if the needs are teacher-based) or push-in services (if the needs are student-based). The SST will also connect students and families to outside agencies if needed.

To respond to the core of this finding and implement a more targeted assessment system beyond responding to needs through the SST, Drury High School will launch the use of the FastBridge suite of assessments in the fall of 2017. FastBridge will be used as a universal screener and progress monitoring tool for math, ELA, and social emotional learning. During each seven-day rotation, each grade 7-12 class will have a double-block period of 90 minutes in the length. Originally conceived of as a "lab" period or "workshop" period, the double-block will still be used for those purposes monthly, but the other meetings of the double-block period will be used for classroom interventions and progress monitoring. Notably, the TSV report indicates that "Teachers often provide their own interventions to students they have identified as struggling. Yet, teachers could not describe examples of in-class interventions beyond providing students with graphic organizers. Further, teachers do not receive support around providing interventions to students."

In addition to providing the dedicated time for interventions -- via the double-block -- the teachers need additional training in how to provide interventions. This will be done concurrently throughout the year with the focus on high-quality instruction through the Instructional Guide and common planning time. The expectation will be that teachers will take the year to explore effective intervention strategies under the

**Benchmarking Progress:**  
**Student-specific supports and instruction to all students**

	What will be different in classrooms if this plan is successful?
<b>Interim Benchmarks for Teachers/Practitioners</b>	<ol style="list-style-type: none"> <li>1. By March 30, 100% of staff will receive training in the FastBridge suite of assessments as evidence by their participation in a collaborative training session</li> <li>2. By January 30, a minimum of six effective classroom intervention strategies will be identified by ILT as evidenced by their communication of those strategies to the staff</li> </ol>
<b>Interim Benchmarks for Students</b>	<ol style="list-style-type: none"> <li>1. By June 15, 80% of students will report that teachers share data on their progress toward meeting the standards.</li> <li>2. By June 15, student-level data gathered through the Data Wise process will direct classroom interventions and the results of those interventions will be reported within departments.</li> </ol>

## Turnaround Practice #4: School Culture and Climate

### ***Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support***

Findings #8 and #9 from the Turnaround Site Visit indicate two major needs regarding school culture and climate:

- Students are enrolling with a growing number of social emotional needs, which the school the cannot currently fully address.
- While administrators and teachers have established a set of behavioral expectations, they are inconsistently implemented and enforced.

According to data provided by the North Adams school adjustment counselors, 31% of the students in the district have current or known case status with the Department of Children and Families for abuse or neglect. All indications point to the number of students who have experienced trauma in the district to be at a significantly higher rate. As the Turnaround Site Visit report indicates, “Leadership and some teachers noted that some students are exposed to chronic drug use in their homes and/or in the community, which causes students to experience significant trauma. Teachers do not feel prepared to handle students’ substantial social-emotional needs and absorb students’ stress.”

Additionally, the TSV report states that “the school does not have a formalized system to identify students in need of social-emotional support.” While this has been partially in place in previous years -- via Student Support Center data collection and review -- the school’s previous system was reactive to student disciplinary issues and not proactive in providing targeted social-emotional support. The FastBridge SEL data will help to identify student needs earlier in the year, and a new North Adams Head Adjustment Counselor will be appointed for the 2017-2018 school year, providing an opportunity to evaluate the lines of communication between the elementary schools and the high schools around student SEL needs.

However, the needs of the community are more significant than community services or school adjustment counselors can completely address, so with this in mind, the school’s response to the needs identified in Turnaround Practice #4 will take a more holistic approach. Central to this work includes creating a more inclusive, trauma-sensitive community within the building.

The TSV report identifies inconsistency of behavioral expectations as a problem area that needs to be addressed: “differing expectations for teacher/student interactions may sometime contribute to a classroom environment that does not support learning.” The TSV report mentions that school-wide expectations exist in the form of the Student Handbook and the Student Support Center Handbook for teachers, but “school-wide expectations are inconsistently enforced; some staff do not implement and/or hold students accountable for adhering to them. Teachers also develop and utilize their own classroom rules and behavior management systems in addition to the school-wide expectations.” Drury also participated in a self-study via a Safe and Supportive Schools grant opportunity that showed similar inconsistencies in the implementation of policies and procedures. The Safe and Supportive Schools action plan includes the creation of a district-level comprehensive PD plan, informed by a district vision statement around behavioral health. The Safe and Supportive Team at Drury noted the need for additional training for staff: “Training increases knowledge of school-wide and individualized approaches/services that help meet the needs of at-risk students” and the need for “Professional development opportunities address strategies and protocols that increase the understanding of the needs of the school environment and ensure effective collaboration between community-based providers and school staff.”

To respond to the feedback from CES and the self-assessment work from the Safe and Supportive Schools team, Drury leadership partnered with the Collaborative for Educational Services (CES) in the spring of 2017 to unpack the culture and climate findings and develop the following action steps to address culture and climate. Principal among the action steps was the need to frame behavioral health around key themes, instead of establishing inconsistent rules and consequences. On long-standing policy at Drury, for example, banned hats or hoods during the school day. Teachers and leaders have continually vocalized concerns about the enforcement about this policy, and students would start their year receiving disciplinary referrals for wearing hats in the hallway -- some teachers would enforce this vehemently while other teachers would ignore the violation. Through the work with CES, Drury Leadership was able to step back from concerns about the inconsistent enforcement and recognize that the policy had little to do with principles of respect, responsibility, and readiness for learning and had to do with power and compliance expectations. With the help of CES consultants, Drury Leadership reframed the student handbook expectations to focus on the three principles and removed barriers that made the school's climate less inviting and accepting for students.

This work will continue during the school year, with follow-up conversations around implementing the behavioral health recommendations from CES and lessons learned from the ILT book study of the two books by Eric Jensen (*Teaching with Poverty in Mind* and *Engaging Students with Poverty in Mind*). Another integral part of the plan to respond to Turnaround Standard #4 is to expand upon the use of community-building circles that have begun in the past year, and an emphasis on establishing a positive culture and climate in the 7/8 Academy during the first few weeks of school. Drury team leaders have repeatedly cited the work done by the Jeremiah E. Burke High School in Boston, which has had great success emphasizing building positive relationships and community at the start of school.

Implementation Timeline		
Action Step	Timeline	Responsible Party
Perform book studies using Jensen's <i>Teaching Students with Poverty in Mind</i> ; <i>Engaging Students with Poverty in Mind</i> with the Instructional Leadership Team	August 23, 2017	Principal Director of C&I
Review student and staff survey results from June 2017 to determine additional climate and culture priorities and needs	August 23, 2017	ILT
Establish a common language around student behavior and expectations	August 23, 2017	ILT
Revise policies and procedures in Student Handbook around three behavioral "Ready to Learn" priorities: respect, responsibility, and resilience	August 30, 2017	Principal
Post the three behavioral priorities (respect, responsibility, resilience) around the school	August 30, 2017	ILT



Introduce behavioral priorities to the faculty during opening day PD	August 30, 2017	ILT
Establish departmental expectations for personal communication with families	August 30, 2017	ILT
Implement SEL curriculum (Second Step, School Connect, Life Skills, Get Real) within newly-designed Health and Physical Education classes	Ongoing Begins August 31, 2017	Health Teachers
Embed the behavioral priorities as part of the community-building during the opening two weeks of school	September 15, 2017	ILT
Review school-wide and classroom attendance policies to ensure appropriate communication of attendance expectations to students, staff, and parents	October 30, 2017	Director of C&I
Positively reinforce high attendance rates via quarterly recognition and celebration	Quarterly	Director of C & I Guidance Staff
Monitor, direct, and support implementation of restorative practices in all classrooms	Quarterly	Dean of Students
Increase Drury presence at community events and coordination with community agencies	Quarterly	Community Outreach Coordinator
Solicit feedback from students and staff via focus groups	December 22, 2017 February 28, 2018 June 15, 2018	ILT
Establish Parent Welcome and Resource Center at the high school using staff and support from the Northern Berkshire Community Coalition	December 22, 2017	Principal / Community Outreach Coordinator
Train teachers in excerpts from Jensen's poverty work during faculty meeting time	January 30, 2018	ILT
Review the tools in the Educator Effectiveness Guidebook to Inclusive Practice to determine the most applicable tools for use in ILT meetings, departmental collaborative time, and within the classroom	February 28, 2018	ILT
Review CES Behavioral Health Plan to implement additional steps as necessary	March 30, 2018	ILT

Implement use of the tools from the Educator Effectiveness Guidebook to Inclusive Practice	March 30, 2018	ILT
Administer annual teacher and student surveys on climate and culture	May 30, 2018	ILT
Review SEL training opportunities from the National Alliance on Mental Illness of Berkshire County	June 15, 2018	ILT
Develop multi-year PD plan to enhance SEL strategies in the classroom	June 15, 2018	ILT

**Benchmarking Progress:**  
**School Culture and Climate**

	What will be different in classrooms if this plan is successful?
<b>Interim Benchmarks for Teachers/Practitioners</b>	<ol style="list-style-type: none"> <li>1. By May 30, teachers will provide feedback on school culture and climate as evidenced by data collected from faculty surveys</li> <li>2. By June 15, 100% of teachers will be trained in the fundamental ideas from Eric Jensen’s work on poverty as evidenced by participation in PD sessions during faculty meeting time</li> </ol>
<b>Interim Benchmarks for Students</b>	<ol style="list-style-type: none"> <li>1. By May 30, 100% of students will participate in community building activities as evidenced by Dean of Students and Team Leader monitoring</li> <li>2. By May 30, students will provide feedback on school culture and climate as evidenced by data collected from the student surveys</li> <li>3. Suspensions for dangerous behavior such as fighting and harassment will decrease by 10% from Q1 2017 to the end of Q3 2018.</li> </ol>

## SECTION III: Stakeholder Input and Recommendations

Throughout the turnaround planning process, administrators gathered feedback from major stakeholders; both students and staff helped inform their decisions made by the Turnaround Team. The process was a transparent one, with multiple opportunities for stakeholders to provide feedback. For instance, the June 6, 2017 faculty meeting was dedicated to sharing the School Works findings report and introduced the rationale behind the draft of the Instructional Guide. On June 8, 2017, the faculty continued to debrief the School Works report during a half day professional development session. Teachers had the opportunity to ask questions to the Turnaround Team in reference to the report, debrief the rubric ratings and delve deeper into the Instructional Guide by watching videos and discussing what consistent instructional practices were in place. The session culminated with teachers placing color coded dots on the areas of the Instructional guide that they felt the most comfortable in as well where they needed the most support. The Turnaround Team then used the placement of the dots to plan professional development on June 21, 2017 in which teachers continued to explore the Instructional Guide.

In an effort to gain further insight from stakeholders, DHS partnered with the Collaborative for Educational Services on June 1, 2017 to facilitate a conversation around school-wide behavior and social-emotional support (Turnaround Practice 4). Through that partnership, the leadership team created a behavioral vision plan along with key indicators that would help measure the success of the plan. In addition, a series of action steps were developed to build social-emotional support for students.

On June 19, the School Council met to review the CES recommended revisions to the student handbook. The revisions were unanimously approved and the revised student handbook will be distributed to School Council and Drury staff prior to the start of the school year. The School Council also reviewed the turnaround practices overall, and the principal updated the parents present of the leadership restructuring and the major instructional focus for 2017-2018. The School Council members had no specific input at that time but will provide ongoing feedback as the turnaround plan is used to inform the School Improvement Plan.

Furthermore, 224 students completed an Instructional Survey and a Climate Survey on either June 19, 2017 or June 20, 2017. The survey provided administrators with a baseline of student feedback, concerning the student perception of both the instructional atmosphere as well as the climate at Drury High School. The survey will be reviewed by ILT and serve as baseline to address these student concerns throughout the turnaround process. Finally, members of staff also responded to a survey sent out on June 22, 2017. Similar to the student survey, the data will serve as a baseline to measure the successes and shortfalls of the turnaround plan as well as inform any adjustments that need to be made. Follow up feedback will be solicited from both students and staff again (during faculty meetings, collaboration periods, and professional development days) in September 2017, January 2018, and in June 2018.