

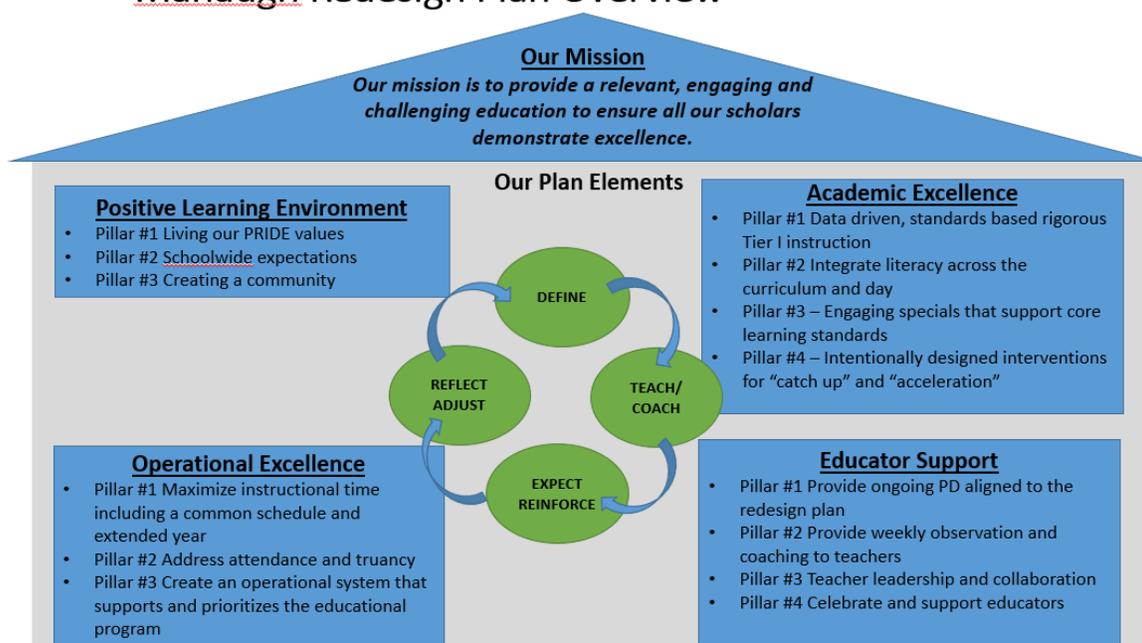
Manaugh Redesign Plan – Ensuring ALL Students Succeed

Our mission is to provide a relevant, engaging and challenging education to ensure all our scholars demonstrate excellence.

The Manaugh Team has come together to create a new mission and plan for excellence for our school. Our plan includes four elements that we believe are essential for our school to improve our growth and achievement including: Positive Learning Environment, Academic Excellence, Educator Support, and Operational Excellence. To support these elements we have identified key “pillars” that we will implement in each of these areas. Finally, we are committed to ensuring we have a system in place to implement each of these elements and pillars to clearly DEFINE our practices and expectations, TEACH our staff and students how to implement with excellence, create systems to EXPECT and REINFORCE our agreed-upon practices, and finally creating regular systems to REFLECT and ADJUST our implementation using data. Figure 1 provides a snapshot of the elements and pillars of our plan.

Figure 1

Manaugh Redesign Plan Overview



Element # 1 - Positive Learning Environment

To achieve our mission, the Manaugh team is committed to creating a positive learning environment and to engaging all of our students in a rigorous, joyful education that supports all our students in learning and achieving. To do this we are committed to three pillars of our positive learning environment: living our shared PRIDE values, holding ourselves and students accountable to common school-wide high expectations, and celebrating our diversity and creating a community at Manaugh where everyone feels welcome and supported.

Manaugh educators and students have identified five shared values that represent our

Positive Learning Environment Pillar # 1 - Living our PRIDE values

(CDE Turnaround Rubric 1.1, 1.3, 1.4, 1.5, 1.7)

commitments to ourselves, to each other, and to our Manaugh school community. These values define how we relate together in our school as adults and students. These values set the foundation for positive engagement and a positive learning environment.

DEFINE:

Manaugh Tigers have a lot of pride in our students and our community so we chose to develop values that represent that PRIDE. We developed our values collaboratively with all educators at Manaugh with input from parents and these values will serve as a foundation for our work together. Our PRIDE values are:

- **Perseverance – *we haven't mastered this yet...but we will!***
- **Respect – *we treat each other with kindness, concern, and empathy***
- **Integrity – *we do the right thing even when no one is watching***
- **Diversity – *our differences make our team stronger***
- **Enthusiasm - *We each bring a thirst for knowledge and a passion for new discoveries***

TEACH:

Manaugh will use the beginning of the 2017-18 school year to explicitly TEACH both the PRIDE values themselves and the core concepts for each of them as well as the systems and routines that educators will be using in our school to create our positive learning environment. We will also be using the beginning of the year to explicitly model these values and routines and systems for students. This involves several key steps:

- First, Educators have agreed to common language to describe our PRIDE values. These include a short “catch phrase” to use in every day interactions with each other and with students to help ensure we are all living these values every day. We will create signs that keep these values and catch phrases visible throughout the building as well as inspirational quotes from famous people that represent these values. Educators have also created deeper “description” language to use in teaching values to students at beginning of year and go deeper in using values in individual conversations with students or in recognizing students for demonstrating values. The PRIDE values catch-phrases are listed above and the full descriptions are included in Appendix A.
- Secondly, Educators will spend a minimum of 1 day in professional development before school working on deeply exploring and practicing our learning environment pillars (including values, common school-wide expectations and our systems and routines) and how to TEACH and model these for students. Educators will also spend time learning how to implement the systems for EXPECT in order to reinforce the values. This will include educators peer role modelling and practicing of how the values will be taught and reinforced (e.g. daily values/culture meeting, giving specific student praise related to living a value through TIGER PRIDE, weekly recognitions, etc). We will explicitly agree upon how our PRIDE values encompass and review a plan for aligning our existing GAT lessons and practices of class council to strengthen both of those practices. This alignment plan will be developed by the administrative team in collaboration with leadership.
- Finally, Educators will spend the first couple of weeks with students explicitly teaching the values using agreed upon common language and discussing and modelling how to demonstrate a value in practice. Educators will do this through our agreed-upon systems and routines described below such TIGER PRIDE ROAR tickets and modelling and practices routines such as daily values meetings and weekly culture meetings. We will also agree upon mechanisms for teaching new students the values and routines if they enter our school community after the beginning of school.

EXPECT/REINFORCE:

Educators will implement the following systems and routines to ensure that staff and students demonstrate the PRIDE values:

- TIGER PRIDE ROAR Tickets – Educators will ensure alignment of TIGER PRIDE ROAR tickets to demonstrating PRIDE values. For example, educators will award TIGER PRIDE ROAR tickets primarily for demonstrating the PRIDE values as defined and taught and will consistently use the specific praise techniques with students.
- Daily Classroom PRIDE Meetings – Teachers will conduct daily end of day PRIDE reflection meetings for each class. These daily meetings will last approximately 5-7 minutes and will provide students with an opportunity to reflect individually and as a class on how well they lived the PRIDE values and how they can plan to live them the

next day. (PRIDE reflections routines developed with/for each class – e.g. PRIDE blocks, PRIDE reflection journals, other).

- Weekly Whole School Culture Meetings - Educators and administrators will lead weekly culture meetings for whole school or grades K-2 and 3-5. The purpose of these weekly culture meetings will be to celebrate the PRIDE values as a whole school, recognize students that are exemplifying the values, celebrate learning (e.g. golden dictionary type award) (note these could also be semi-monthly if weekly seems like too much). We will explicitly agree upon how our PRIDE values encompass and help align our existing GAT lessons and practices of class council to strengthen both of those practices.

REFLECT/ADJUST: Manaugh educators and administrators are committed to ongoing learning and continuous improvement. To support that process, the Manaugh team will utilize three strategies to reflect on the implementation of our Common Expectations pillar. These are described in detail at the end of the plan.

Manaugh educators are committed to creating a positive learning environment based on

Positive Learning Environment Pillar # 2 – Common school-wide expectations

(CDE Turnaround Rubric 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

common high expectations for behavior and academic achievement. The Manaugh team will establish and enforce these expectations consistently to ensure that we have consistent expectations for all students across the school so all students are consistently engaged and together we are able to maximize learning time.

DEFINE:

Manaugh has defined common school-wide expectations for student behavior in the school hallways, bathrooms, lunchroom, playground, buses, and classrooms. The purpose of these expectations is to create a positive learning environment that engages all students and maximizes learning time.

Common expectations for student behavior in common areas: The Manaugh team has agreed to common expectations for student behavior in hallways, the bathroom, in the lunchroom, on the playground and on the bus. These expectations including what appropriate student behavior “looks like” and “sounds like” (0-3 voice levels depending on location and timing). These expectations are defined in more detail in Appendix A.

Manaugh has also defined common classroom management and student engagement expectations and systems to support those in practice. The purpose of these common

classroom expectations and routines is to positively engage every student and to maximize learning time. Manaugh administrators in collaboration with the leadership team will define various staff roles in teaching/reinforcing common school-wide expectations and routines.

Learner's Pose: Teachers will utilize a common expectation for students showing them how to demonstrate active listening to promote engagement and to avoid unnecessary distractions that are often caused by students fidgeting or moving around the classroom unnecessarily. The Manaugh team is considering using STAR to help students understand the expectations. STAR stands for

- Sit up straight
- Track the speaker
- Ask and answer questions
- Respect others

The administrative team will discuss this with the leadership team and make a decision. The STAR learner's pose will be defined so that educators and students will know exactly what is expected for each of these portions of the learner's pose. This will be taught to students as part of the first weeks of school.

Common routines for reset, transitions, and celebrations

Manaugh teachers will use common routines to help maximize engagement and instructional time including:

- Routines for whole class reset (an auditory signal to cue students to reset e.g. clap-clap-star, choral response phrases, other physical rhythmic options),
- Common routines for transitions (e.g counting down, choral response phrases, other physical scripted routines – e.g. pencils down, stand up by desk, move to the line, etc)
- Common celebrations to regularly acknowledge and celebrate individuals and whole class (e.g. “you/we rocked it”, “shine”, class and table points in SFA, use of TIGER PRIDE ROAR tickets). We will come up with a plan for which routines our school will use for whole class reset, common routines for transition, and common celebrations. These plans will be completed during the week of PD before school to enable time to teach students at the beginning of school.

Common systems for discipline and incentives

Manaugh teachers will utilize a “clip-up/clip down” system across classrooms using common colors and language to describe the levels. This system is utilized to quickly help individual students reflect and reset their behavior to meet expectations and to recognize students going above and beyond. This can be incorporated into end of day PRIDE reflections as well. The leadership team will review and advise on a proposal from the administrators for how this fits with the class points system from SFA. The system used for clip-up/clip down will utilize positive

language where possible and will also be developed in a manner that it is easily implementable across different classes (homeroom, specials, interventions) so students' behavior is tracked and acknowledged throughout the day and any adult in the building can easily implement the system.

Manaugh will use a common discipline ladder and referral system to ensure that educators are using consistent standards for discipline and consistently enforcing those. This discipline ladder and referral system will be defined by the administrative team with input from leadership and will be presented during the all staff PD at the beginning of the year, included in the parent handbook, and shared with students at the beginning of the year. This will also be shared directly with parents and students at the beginning of the year to ensure everyone has a common understanding of expectations and consequences.

TEACH:

Manaugh will use the beginning of the 2017-18 school year to explicitly TEACH the common expectations for each area as well as the systems and routines that educators will be using in our school to create EXPECT/REINFORCE them. We will also be using the beginning of the year to explicitly model these expectations and routines, and systems for students. This involves several key steps:

- First, educators have agreed to common language to describe our common expectations. These include the 0-3 voice levels as well as the behavior expectation descriptions included in Appendix A.
- Secondly, educators will spend a minimum of 1 day in professional development before school working on deeply exploring and practicing our learning environment pillars (including values, common school-wide expectations and our systems and routines) and how to TEACH and model these for students. Educators will also spend time learning how to implement the systems for EXPECT in order to reinforce the common expectations. This will include educators peer role modelling and practicing of how the expectations will be taught and reinforced (e.g. modelling, redirections or having individuals or whole class "practice and re-practice" a particular expectation, etc). Educators will also spend time during PD creating grade level plans for implementing the school-wide classroom management and routines.
- The Manaugh team will also create several opportunities at the beginning of the year to engage parents and guardians (e.g. parent orientation and welcome meeting, individual outreach) to ensure that they clearly understand the school-wide expectations for student behavior, the discipline ladder in place, and how they as parents will receive ongoing communication from the school regarding their student's behavior.
- Finally, educators will spend the first couple of weeks with students explicitly teaching the expectations using agreed upon common language and discussing

and modelling how to demonstrate an expectation in practice. Educators will do this through our agreed-upon systems and routines described below and modelling and practicing routines such as hallway expectations and common classroom transitions and resets. We will also agree upon mechanisms for teaching new students the expectations and routines if they enter our school community after the beginning of school.

- This will also include a mini-training to engage and TEACH bus drivers, maintenance, and lunch staff about how to support school-wide expectations with students.

EXPECT/REINFORCE:

Educators will implement the following systems and routines to ensure that students are following school-wide expectations

- All staff will start with the positive incentive systems and reset routines to attempt to positively engage students in meeting the expectations before resorting to escalation on the discipline ladder and removal of the student. Examples of this include: the Teach Like a Champion Strategy of positive narration/framing the positive, PRIDE values, whole class reset, and discrete redirection with individual students.
 - In the event that multiple attempts at a positive redirect or engagement do not work, staff will implement agreed upon discipline ladder and consequences.
- Other systems and routines that will support staff to EXPECT/REINFORCE school-wide expectations include:
 - Daily check-out logs for some/all students
 - End of day color on clip-up/clip down check-ins as part of end of day reflection
 - PRIDE Reflection at end of day
 - Phone calls home (in accordance with the agreed upon discipline ladder)

Manaugh will also provide support to bus drivers and cafeteria staff to EXPECT/REINFORCE the expectations including:

- Post PRIDE and expectations on buses and in the lunch area and cafeteria
- Provide TIGER PRIDE tickets and training to bus drivers and cafeteria workers to implement

REFLECT/ADJUST: Manaugh educators and administrators are committed to ongoing learning and continuous improvement. To support that process, the Manaugh team will utilize three

Positive Learning Environment Pillar #3 - Creating a community where all students and families are welcomed and supported

(CDE Turnaround Rubric –1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7)

strategies to reflect on the implementation of our Common Expectations pillar. These are described in detail at the end of the plan.

The Manaugh team is committed to creating a community where diversity is celebrated and everyone feels welcome and supported. To foster this we are committed to creating a physical environment that reflects our values, creating intentional social-emotional supports for students, and creating intentional strategies for engaging all families.

DEFINE:

The Manaugh team is committed to creating a community that celebrates diversity and where all student and families feel welcomed and supported. We will foster this sense of community through our physical environment, our social emotional support for students, and our family engagement strategies.

Physical environment

The Manaugh team will fill our building with representations of our mission, our values, evidence of our progress toward school-wide learning goals, and our students' work. The purpose of this is to continue to inspire ourselves, our students, and our families to live our PRIDE values, persevere in our goals, and celebrate our successes. Examples of what we will see in our building next year include:

- Large banners with our PRIDE values and inspirational quotes related to our mission and our PRIDE values;
- Examples of art and other items that celebrate our school diversity and our students' cultural heritage;
- Anchor charts and other supports for student learning in our classrooms;
- Examples of student work posted for every grade and updated at least monthly; and
- Posting of grade/class level academic goals and data demonstrating the progress toward those goals.

Social Emotional Learning Supports

Our goal is to keep our students in the classroom wherever feasible, provided they are not causing significant disruption. We recognize that many of our students come from challenging home environments and may need additional support. We are committed to ensuring our students have the behavioral and social-emotional learning supports they need. To accomplish these we will provide the following:

- We will foster a positive learning environment where each student is provided the explicit instruction, modelling, and support to build character and live our PRIDE values. To do this we will explicitly teach our school-wide expectations and PRIDE values at the beginning of the year. We will reinforce this throughout the year through our GAT lessons. The administrative team will "map" the GAT lessons to our PRIDE values so we

can use GAT to reinforce our PRIDE values and provide students with additional tools and skills to demonstrate PRIDE values and deepen their character and resilience.

- We will implement a robust MTSS system (SWAT) for using data to identify students in need of more behavioral and/or social-emotional learning support resulting in the development of individualized support plans where applicable.
- We will provide individualized behavioral support for our highest needs students through our behavioral support team which will include our Assistant Principal, family advocate and our behavioral specialist para position with support from our BOCES partners. The family advocate, a licensed social worker, will provide counseling, family outreach, and proactive skills building classes to students who are most at risk as identified through the MTSS system (SWAT). This work will be ongoing and proactive to the degree possible. For students' daily behavioral needs or acute needs that arise during the day, teachers will follow the agreed upon discipline ladder. In the event that a student needs to be pulled out for individualized "in the moment" intervention, the teacher will contact the behavioral specialist para who will come and pull the student from the classroom for a short intervention and support. As outlined in the discipline ladder this will first take place in the hall outside the classroom (where possible). The goal of this brief intervention will be to return the student to the classroom as soon as possible and the behavioral specialist para will return with the student for a few minutes to support a successful transition back. In the cases where a student is too disruptive and needs a more significant intervention or time away from the classroom, the behavior specialist will take the student to the designated room to calm down and will work with the student to calm them down, redirect, and return them to the classroom. In cases where one student or one class has significant referrals or issues, the school leader and/or counselor will provide in-class observation and support to help the teacher and student identify new strategies for in-class support. The behavioral support team will receive additional training at the beginning of the year on specific, behavioral interventions to support de-escalation and re-engagement of our highest needs students. The behavioral support team will meet weekly to review the discipline data from the week, identify student and teacher needs, and adjust behavior support plans and teacher support resources as needed.

Family Engagement Strategies

The Manaugh team is committed to engaging families as partners in supporting student education. We also want to ensure that families feel welcome and supported in our school. To accomplish these we will be implementing several strategies for family engagement including:

- Family engagement activities including:
 - Academic nights that include a mix of celebration and fun, engaging academic activities that families can use to support their students.

- Cultural celebrations and events (e.g. pow-wows, speakers, artists and family art projects, celebration dinners featuring food from different cultures, etc).
- These family engagement activities will be developed with input from families and will happen twice a year. At least one event will be held in Towaoc to help better engage families from the Ute Mountain Ute Tribe.
- We also recognize that authentic engagement with families, especially with families from diverse backgrounds, needs to be more than several events throughout the year and are committed to ongoing engagement throughout the year.
- Regular communications with families regarding their student’s academics and behavior. Each grade level will develop a plan for regular communication which could include: daily check-out logs on PRIDE values/behavior, homework sign-off sheets, regular updates to parents using a text service (REMIND, Daily Deets, etc) or other strategies. All teachers will communicate with parents about the class and/or individual student performance at least once a week.
- Inviting families to attend student recognition and goal celebration activities in the classroom or school. As our educators regularly celebrate students through weekly culture meetings and student goal attainment celebrations we will invite families to attend to support and celebrate their child.

TEACH:

As previously described, Manaugh will use the beginning of the 2017-18 school year to explicitly TEACH the common expectations for each area as well as the systems and routines that educators will be using in our school to create EXPECT/REINFORCE them. Manaugh will host a parent meeting and/or talk with families individually as part of the registration process to ensure families understand the Manaugh school-wide expectations, family communications systems, and opportunities and expectations for family involvement.

All staff will receive PD at the beginning of the year on strategies for social-emotional and behavioral support and this will be a focus of ongoing coaching and PD as well.

EXPECT/REINFORCE:

To help support the implementation of the strategies for creating a community that supports all students and families, we will develop a calendar at the beginning of the year that clearly outlines the dates and times for family engagement activities to allow time to plan and publicize with families. This will include a clear schedule for student achievement celebrations (e.g. student of the month) so that parents are aware of assemblies that they are invited to attend.

To support the goals related to posting of classroom/grade level goals and data and student work we will also develop a format that will be shared with educators at the beginning of the year that identifies key dates for posting goals and data and guidance on posting student work.

Other systems and routines that will support staff to EXPECT/REINFORCE expectations and provide support for students most in need of social-emotional support include:

- Daily check-out logs for some/all students;
- End of day color on clip-up/clip down check-ins as part of end of day reflection;
- PRIDE Reflection at end of day;
- Personalized behavior support plans developed through SWAT for highest needs students;
- Skills-building and SEL small group classes taught by the family advocate; and
- Phone calls home (in accordance with the agreed upon discipline ladder).

REFLECT/ADJUST: Manaugh educators and administrators are committed to ongoing learning and continuous improvement. To support that process, the Manaugh team will utilize three strategies to reflect on the implementation of our Common Expectations pillar. These are described in detail at the end of the plan

Element #2 - Academic Excellence

To achieve our mission of providing a relevant, engaging, and challenging education to ensure all scholars demonstrate excellence we are committed to providing rigorous Tier I instruction, integrating literacy across our day and curriculum, providing engaging specials that support core learning, and ensuring all students have the support they need for remediation or acceleration. Our goal in implementing these pillars is to ensure all students are making adequate growth in order to dramatically improve achievement and “catch up” and meet grade level standards. To support this, we will TEACH all students academic engagement behaviors and skills as described later in this section. In addition, all educators will be provided with PD aligned to the plan as well as ongoing modelling, coaching, and support to implement our instructional strategies effectively. The TEACH and EXPECT/REINFORCE support for this element is described under the Educator Support section of this plan.

Academic Excellence Pillar #1 – Data-driven, Standards-based, Rigorous Tier I Instruction

(CDE Turnaround Rubric –2.1, 2.2, 2.3, 2.4, 2.5)

To implement rigorous Tier I instruction across all classes, the school will make changes to improve the rigor of SFA and refine the implementation of SEED teams. To implement this effectively, educators will utilize standards-based backwards planning strategies to develop lesson plans and use ongoing formative assessment (e.g. exit tickets, pre-post unit tests, do-nows, SFA data, and independent student work/homework) to progress monitor students. A

common theme throughout our academic excellence is increasing the rigor. When we use the term rigor at Manaugh we are referring to two key elements. First, we use rigor to refer to our shared expectation that students need to demonstrate mastery of standards in a manner that shows a higher level of thinking and analysis and the production of student work (e.g. written responses or modelling in math). Secondly, we use rigor to refer to holding a consistently high set of expectations for all students to be able to meet this bar of excellence regardless of their background or current academic skill level.

Structural changes to improve SFA rigor

A major goal identified by teachers and administrators is to improve the rigor of SFA to provide students with more exposure to grade level texts and rigor, along with scaffolded support, to help students accelerate growth and truly “catch up”. Currently 46% of Manaugh students qualify for a READ plan and while students are making growth it is not sufficient to drive the dramatic improvements in achievement that our students need. To improve the rigor of SFA we will be making several structural changes:

- Grade level groupings with grade level teachers. In the current structure, students are assigned to reading groups based on their actual reading level and teachers only teach a portion of their regular students during the SFA block. This has led to several challenges including students not being exposed to grade level rigor and texts and teachers not having the data on their class that would be most helpful in providing ongoing literacy support throughout the day and in being able to engage in robust SEED discussions with grade level teams on student ELA performance. To address this, the school will create two groups for each grade level (a low grade-level group and a higher grade-level group). These groups will be taught by the grade level teachers and it is expected that at least 80% of students in that grade will be assigned to one of these grade-level groups. The significant outliers will be supported through placement in other groups. For example, third grade students would primarily be assigned to a low, medium, or high third grade level group depending on their reading level. The goal would be to keep the majority of students as close to grade level instruction as possible and provide scaffolded support through heterogenous collaborative peer groupings and teacher support.
- Use of scaffolded instructional support to help students access grade level texts. Given that many Manaugh students are significantly behind this shift will require new instructional strategies and support to help these students access grade level texts while also addressing skills gaps and building reading strategies. These strategies may include: whole group guided reading with targeted support for comprehension and vocabulary, small group guided reading with support, and scaffolded support prior to and during collaborative and independent work.
- Adjusting scope and sequence of SFA texts to ensure that texts are at appropriate lexile level and represent grade-level rigor. The current SFA scope and sequence of texts does not always represent grade level rigor aligned to the new ELA academic standards, particularly in the upper grades. To address this, the district will provide the school with a revised scope and sequence of recommended texts based on lexile levels and rigor aligned to the new standards. There will also be an emphasis on ensuring that students in the upper grade levels have more access to non-fiction texts.

Refinement of SEED team/DDI structure and practice

Another priority structural change that the Manaugh team will implement is a refinement of the SEED team schedule and practices. SEED teams will serve as the weekly PLC and will provide educators an opportunity to accomplish three key goals: backwards planning, use of assessment data to inform whole group and small group instruction, and review of authentic student work using exemplars to inform instruction and progress monitor students. Educators will receive PD and structured planning time at the beginning of the year to backwards design their first trimester for ELA and math using the prior year's data along with standards and exemplars to inform rigor. The first several SEED team meetings will also be devoted to backwards planning. The remainder of the year the SEED teams will focus on reviewing assessment data when it is available and formative data on an ongoing basis.

The leadership team will develop a SEED team schedule that will provide a framework for reviewing formative data. The purpose of SEED teams overall will be to provide collaborative time for teachers to review standards and data to inform lesson planning and instruction. This SEED team schedule will also create specific opportunities monthly for "deep dive" work by all teams on a particular subject (e.g. ELA or math). The SEED team framework and schedule will also better define the roles of paras in the SEED team process and when and how paras should plan to participate. Finally, to foster additional collaboration the SEED teams will all meet in the same room at least once a month. All of these refinements and this enhanced SEED team framework will allow more opportunities for collaboration and for targeted support from the school leaders and district coaches (e.g. math coach). The refined SEED team schedule will be developed with the leadership team at the beginning of the year.

Backwards planning

Manaugh educators recognize the value of "starting with the end in mind" and are firmly committed to backwards planning to ensure instruction is provided to students with the pacing and rigor needed to help students master their grade level standards. Effective backwards planning includes:

- Understanding the grade level standards within the context of their surrounding grade level standards' progression;
- Clearly identifying what students would need to "know and be able to do" to demonstrate mastery of the standards including the level of rigor that they will need to demonstrate in their work;
- Understanding and incorporating student data; and
- Developing unit and lesson plans that include specific, attainable daily learning objectives and plans for scaffolding students who are below grade level.

Training on effective backwards planning and time to engage in backwards planning will be provided to teachers as part of the beginning of the year PD and will be part of ongoing PD and coaching throughout the year as well. Backwards planning support will particularly be provided in math to help educators ensure the rigor of Engage NY while maintaining the pacing through prioritization of key standards and elements of the curriculum that must be addressed and creating unit plans.

Effective use of assessment data to drive rigorous instruction, especially formative assessments

All Managh educators will utilize several forms of assessment data to inform instructional planning and instruction and progress monitor students. The three types of assessment data that will be used regularly include:

- **Formative or short-cycle assessments:** Formative data provides the ongoing window into the effectiveness of individual lessons, gaps in understanding for the class or groups, and individual student needs and progress. Examples of formative assessment strategies that Managh educators will utilize include: do nows/sprints, pre-post unit tests, exit tickets, SFA data, and independent student work, including homework. Each grade level team will plan for formative assessments as part of their backwards planning and lesson planning cycle and review results from formative assessments in weekly SEED meetings based on the Managh SEED team calendar and framework. Training on creating and using formative assessments will be provided as part of the school's PD and coaching.
- **Adaptive assessments:** Adaptive assessments provide an assessment of where a student is currently performing regardless of his/her mastery of grade level standards. STAR and DIBELS are all nationally normed examples of assessments that are geared to measure a student's current performance regardless of their grade level standards. These assessments can be helpful in pinpointing where a student is currently performing and identifying gaps to support instructionally. These assessments can also be helpful in grouping students for intervention.
- **Interim assessments:** An interim assessment is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exam. In our district, interim assessments are the assessments that we use to better define and assess grade level rigor. These assessments are helpful to teachers in understanding grade level rigor for backwards planning and tracking overall progress toward meeting the grade level rigor of the standards.

In addition, the school will utilize summative assessments, such as PARCC, to assess how a student performed compared to end of year, grade level rigorous standards.

Academic Excellence Pillar #2 – Integrating literacy throughout the day and curriculum

(CDE Turnaround Rubric –2.1, 2.2, 2.3, 2.4, 2.5)

The Managh team recognizes that literacy is foundational to all other learning, particularly as students progress through elementary and into middle school. We also recognize that we all

“own” the literacy of our students regardless of their SFA placement. Currently, the majority of students at Manaugh are reading well-below grade level and 46% of students are eligible for a READ plan. To ensure students receive additional support in literacy as well as additional exposure to grade level texts, including engaging non-fiction texts, the Manaugh team will intentionally integrate literacy activities across the day and throughout the curriculum. Examples of this will include: integrating high leverage literacy standards into lesson planning for math, science, social studies, and specials; using engaging grade level non-fiction texts in science and social studies; explicitly teaching students academic vocabulary and specific skills to unpack prompts, annotate, and access text features in all subjects; and providing additional literacy-based enrichment activities such as drama club, poetry lunches, etc.

Integrating literacy standards into lesson planning across subjects

To support our students in dramatically improving their literacy levels, Manaugh educators will integrate literacy standards into lesson planning and instruction across content areas including math, science, social studies and specials. Toward that end, grade levels will identify specific literacy standards or skills that their students need extra work on in order to master the standard or skill (e.g. compare and contrast, main idea, etc). Based on this data and the identified priorities, teachers will integrate these priorities into lessons in other content areas. Teachers will work collaboratively across their grade level and with specials teachers to ensure a common understanding of student data and identified priorities.

Increasing exposure to engaging, grade-level non-fiction texts

To support students in increasing their exposure to grade-level non-fiction texts, educators will intentionally integrate engaging non-fiction texts into science and social studies as well as looking for opportunities to integrate supplemental texts into SFA or other literacy time. Manaugh has budgeted additional resources to support the expansion of engaging, rigorous, non-fiction texts in our school for 2017-18.

Explicitly teaching writing and increasing opportunities for students to write

Our goal is to support students in developing their writing skills throughout elementary in order to ensure that all our 5th graders are able to write short essays that clearly communicate on a topic and organize ideas through well-constructed paragraph(s), using supporting details and evidence from text, and demonstrating appropriate writing conventions. To support students in attaining this, all grade levels will offer explicit instruction in writing and will incorporate opportunities to practice different types of writing in SFA, science, social studies, and math. The goal will be to support students in writing longer and more sophisticated pieces with increasingly correct grammar and punctuation as they progress in their education at Manaugh.

Explicitly teaching students academic vocabulary and literacy skills (e.g. annotating, unpacking prompts, etc) across subjects

The Manaugh team recognizes the importance of explicitly teaching our students academic vocabulary and giving them additional opportunities throughout the day to practice key skills for accessing text such as annotating, clarifying, decoding, unpacking prompts, etc. To better support this grade level teams will identify key gaps or areas in which students need additional practice and build these into non-SFA lessons to ensure students generalize these skills beyond SFA and have additional opportunities for practice and mastery in a variety of contexts.

Providing literacy based enrichment

The Manaugh team is also committed to building a love of reading and various aspects and genres of literacy in our students. To support this grade level teams will identify at least one opportunity for literacy-based enrichment for students. This might include: lunch-time poetry club or poetry contests, an after school drama-club or field trips to see local theatre productions at the high school or middle school, or other enrichment opportunities. In addition, the Manaugh team will promote more intentional time for reading for pleasure before school and when students have completed their work.

Academic Excellence Pillar #3 – Provide engaging specials that support core learning standards

(CDE Turnaround Rubric –2.1, 2.2, 2.3, 2.4, 2.5)

The Manaugh team is committed to ensuring students receive rigorous, engaging instruction throughout the day including specials. This will include integrating core learning standards in literacy into specials lesson planning and instruction and integrating other school-wide priorities, such as celebrating diversity, into the content of specials classes. Specials also provide an opportunity to extend student learning in particular themes or content areas that are taking place in the regular class and provide opportunities for specials teachers to collaborate more intentionally with classroom teachers to deepen and extend student learning.

Specials also provide a unique opportunity to explore and celebrate cultural diversity and to engage parents and the community in a different way. This could include bringing in guest artists from the community and the tribe and engaging students in creating and experiencing a variety of artistic genres. Finally, specials may also provide a time for students to interact with technology more deeply and to utilize technology for a variety of purposes including learning/improving typing skills, researching and writing projects, and technology-supported interventions.

School-wide priorities for enhancing specials for next year include: broader integration of a variety of arts forms (visual arts, dance, drama, etc) and utilizing specials to better support students in core learning standards including more hands-on thematic exploration of deeper learning – especially in STEAM areas (science, technology, ELA, art, and math).

Academic Excellence Pillar #4 – Provide intentional interventions for remediation and acceleration

(CDE Turnaround Rubric –2.1, 2.2, 2.3, 2.4, 2.5)

The Manaugh team is committed to ensuring all students receive the interventions they need to be at or above grade level in ELA and math. To accomplish this the team will restructure proficiency block and the strategic para support and utilize technology to support more differentiated interventions in math and ELA.

First, the administration and leadership team will review the current structure of proficiency blocks at all grade levels to identify areas for improvement in the structure and use of the time to ensure maximum effectiveness. This may include different student groupings, different use of technology-based interventions within the block, better training for teachers and paras in particular intervention strategies and/or better use of data to drive weekly interventions and close specific gaps. Intervention block will also be included into the Principal cycle of observation, support, and feedback for all participating teachers and paras.

Secondly, we will explore ways to better integrate technology-enhanced interventions for students to further differentiate our support to the 1:1 level at times. The administrative and district team will explore options used by bright spot schools as well as data from Mesa and Kemper to determine which programs are most effective and affordable. Some potential options include: Dreambox (math intervention) and expanding Lexia (ELA and ELL) as well as other online intervention programs.

Finally, we will determine the feasibility of adding additional math intervention time in addition to the technology-supported intervention described above.

TEACH

To support academic excellence across these pillars the Manaugh team will also explicitly TEACH students key academic engagement behaviors and strategies to support them in their learning across their academic day. These include: student goal setting and tracking of their progress; explicit skills work working in collaborative groups (e.g. talk moves/accountable talk); and “Learn like a Champion” skills that correspond to our “Teach like a Champion Skills” (e.g. answering in full sentences, using academic language, ways to ask for help vs. saying “I don’t know”, etc). The priority academic engagement skills for students will be identified and defined by administrators and educators will work on these as part of beginning of year and ongoing PD and will explicitly teach these to students throughout the year.

Element #3 - Educator Support

A primary goal of the Manaugh redesign plan is to equip all our educators with the skills, tools, and supports needed to be successful in our mission and in implementing our shared plan for excellence. This includes: providing PD aligned to the redesign plan, providing weekly observation and coaching to all teachers, providing opportunities and structures for teacher leadership and collaboration, and creating a culture that celebrates and supports our educators. Each of these pillars will be essential to supporting our educator success, which is essential to ensuring our students’ success. We use the word “educator” throughout this plan to refer to all

of our staff that support instruction including teachers, paras, and counselors. We are all a key part of educating our students.

Educator Support Pillar #1 – Providing PD aligned to the redesign plan

(CDE Turnaround Rubric –3.3, 3.4, 4.6)

To provide our educators with a common foundation of knowledge, skills, language and approaches we will provide a week of professional development aligned to this redesign plan prior to the start of school. While this professional development will be launched at the beginning of the year, prior to school starting, there will be additional ongoing PD provided during monthly staff meetings as applicable. This professional development will be developed by the administrative team in collaboration with the district and external consultants and will focus on the following areas:

Establishing a positive learning environment

Establishing the agreed upon systems and routines to support a positive learning environment will be a priority for professional development prior to the start of school and for initial work with students upon their return a week early. The professional development will be interactive and will provide all educators with an example to establish common language and common expectations for how the various systems and routines will be implemented across the school. Educators will have the opportunity to practice routines and systems, role play with each other, and provide each other feedback to help everyone get ready to teach and model the expectations for students.

Educators will also review the discipline ladder together to ensure everyone has consistent expectations on the criteria and process for referring students for deeper interventions or discipline and a clear understanding of the roles on the new behavioral support team, including the newly hired behavioral specialist.

Finally, educators will work in teams to create a plan for how they will teach these expectations to their students when they return to school.

Backwards design and standards-based instruction

The Manaugh team will participate in PD on backwards design and standards based instruction before the beginning of school, with specific time allocated for grade level teams to engage in actual backwards planning for their first unit in math and their SFA grade level group. During this backwards planning time teachers will have access to content coaches in math and ELA to support their teams in unpacking standards, using power standards to drive instructional choices, incorporating student data into backwards planning, crafting strong learning objectives and creating strong lesson plans. Backwards planning, using standards and data, will drive the needed improvements in Tier I rigor for Manaugh educators and will serve as a key tool to

inform instructional decisions that educators will make regarding specific program implementation in Engage NY and SFA.

DDI cycle – effective SEED teams, formative assessment and student exemplars

The Manaugh team will receive training and professional development on effective SEED team time and using PLC time to utilize student interim/benchmark data, formative assessment data, authentic student work and exemplars to inform planning throughout the year.

Program-Specific Training

The Manaugh team will receive training on implementation of SFA and Engage NY as part of the before school professional development. This training will build upon the prior PD on backwards design and will focus on how to use backwards design to inform program implementation. The training will spend less time on walking through the various program curricular materials and dedicate more time to modelling and practicing specific strategies that support effective math and literacy instruction within the program – particularly strategies for how to scaffold grade level instruction to meet the needs of students who are significantly below grade level without lowering the rigor.

Instructional Strategies

The Manaugh team will receive PD and support on implementing several specific instructional strategies to support the implementation of a positive learning environment in the classroom and to support rigorous, engaging instruction. These instructional strategies will form the baseline for ongoing weekly observation and coaching from the principal and assistant principal. As the year progresses additional strategies will be identified for implementation and those will become the focus of additional professional development and weekly observation and coaching cycles. These will align to the RELAY model for supporting teachers, which the principal and assistant principal will receive training in over the summer and the course of the next school year.

Educator Support Pillar #2 – Weekly observation, coaching, and feedback

(CDE Turnaround Rubric –3.3, 3.4, 3.5)

All Manaugh teachers will receive weekly observation, coaching, and feedback. This feedback will be provided using the RELAY coaching model, which the principal and assistant principal are being trained in over the summer and the course of next year. The RELAY coaching model consists of the See It. Name It. Do It model of coaching. This model is briefly described below:

See It – Identify and celebrate successes from the observed lesson. Review overall vision for success for another key part of the lesson (e.g. “*what was your goal/objective for the _____ lesson/activity? What did students need to do or demonstrate to be successful in this?*”). Identify the differences between what happened in the lesson and the vision for success (e.g.

“what was your biggest challenge in implementing _____ today? Where were the gaps between what you had hoped students would do or demonstrate and what happened?”) in order to identify potential “gaps” or areas to work on.

Name It – Clearly identify the most important next step to move closer to the desired vision of success (e.g. “Based on what we discussed today what do you think your next action step should be?”).

Do It - Plan together for implementing the next step. Teacher practices it with support. Plan a date for follow-up observation and coaching to begin the cycle again.

Note: as part of this cycle teachers may request or be given the opportunity to visit another classroom to see a teacher model the desired practice, the principal or coach may model the practice, and/or the principal or teacher may also use video-taping of the lesson as a tool for coaching. Also note that RELAY and the district will provide ongoing coaching and support to the principal and assistant principal in implementing this model.

Educator Support Pillar #3 – Opportunities and structures for teacher leadership and collaboration

(CDE Turnaround Rubric –3.2, 3.3, 3.4, 4.6)

Teacher leadership and collaboration is essential to Manaugh’s ability to achieve our mission and implement our shared goals and plan. To support teacher leadership and collaboration Manaugh will have several structures in place including: weekly grade level SEED team/PLC meetings, bi-weekly teacher leadership team meetings, monthly staff meetings, and other issue specific committees comprised of volunteers interested in addressing a specific topic and bringing recommendations back to the leadership team or whole staff (i.e. solutions teams). In addition to these formal structures, educators will be strongly encouraged to take opportunities to do grade level planning during normal daily planning time and to visit and observe each other’s classrooms and to provide feedback to each other and share lessons learned.

Weekly SEED teams/PLCS – SEED teams will continue to meet weekly with the primary purpose of analyzing student data (STAR, interims, DIBELS) and student work (exit tickets, independent work, writing samples) against the standards and exemplars to help drive planning.

Bi-Weekly Leadership teams – the teacher leadership team will continue to meet every other week with the primary purpose of collaborating to improve student achievement. Some potential topics the team may explore include: developing and monitoring the 90 day plan goals (aligned to the overall redesign plan), analyzing school-wide data, discussing implementation of SEED teams/PLCs, identifying needs for professional development, and participating in professional development for the team. Occasionally the teacher leadership team may deal with logistical issues related to the operations of the school but the primary focus will be collaborating to improve student achievement.

Monthly staff meetings – Staff will meet once a month after school, but not during SEED time, to focus on school-wide priorities associated to the implementation of the redesign plan. These may include: engaging in the REFLECT/ADJUST cycle of monitoring implementation progress in a particular area of the redesign plan or 90 day plan, reviewing and discussing school-wide data trends, or participating in PD associated to the implementation of the plan and identified teacher needs. The calendar of monthly staff meetings will be established at the beginning of the year to allow for adequate planning so that all staff can participate. Participation in staff meetings is expected of all staff.

Solutions teams – Solutions teams may be formed based on an identified need or interest area determined by the leadership team that needs additional work from a subcommittee of staff. Participation in these committees will be voluntary.

Peer observation and feedback – Educators are encouraged to take the opportunity to visit each other’s classrooms and provide each other feedback and share best practices. As noted earlier educators may request or be asked to visit another teacher’s classroom in the school or district to support a particular instructional goal that the teacher is working on as well.

Grade level collaborative planning – Educators are encouraged to work together at least once a week outside of SEED time to collaboratively plan and share best instructional practices and lessons learned.

Educator Support Pillar #4 – Celebrate and support educators

(CDE Turnaround Rubric –3.1, 3.3, 3.4, 4.6)

The Manaugh leadership and team is committed to creating a culture that celebrates and supports educators. To support this culture, we will commit to living our PRIDE values as adults, celebrating and recognizing our individual and collective successes, recognizing and celebrating each other’s personal milestones, and creating opportunities to have fun together. To further this pillar we will have several strategies and structures including a social committee, recognitions of educators for living the PRIDE values, and shared celebrations of student achievement and other program successes. The monthly staff meetings will serve as the primary venue for celebrating academic successes and living the PRIDE values. This could include celebrations of individual teachers or grade level teams and/or school-wide celebrations. The Social Committee will be responsible for developing and facilitating the recognition of individual personal staff milestones (e.g. birthdays, new babies, homes, etc) and for planning at least two all-staff fun activities during the course of the school year.

Element #4 – Operational Excellence

To ensure that the Manaugh leaders and team are able to prioritize student learning and academic achievement we will need a system for operational excellence that will utilize a common schedule and extended year to maximize learning time and minimize interruptions, address attendance and truancy issues, and create a system that supports the educational program.

Operational Excellence Pillar #1 – Extended year and common schedule to maximize instructional time

(CDE Turnaround Rubric –4.5)

The Manaugh team recognizes the need to accelerate our students’ growth in order to help them “catch” up in their achievement and therefore we are committed to maximizing instructional time for our students. To do this we will implement an extended year to provide students with an additional week of instruction. We will also utilize a common schedule for the school and each grade level in order to maximize core instructional time for ELA and math, ensure adequate intervention time, and minimize time lost in transitions. The common schedule will include dedicated common grade level blocks for SFA, math, specials, interventions, and other instruction. Transitions and recesses will also be clearly defined for each grade level in the schedule. This will help maximize instructional time, minimize time lost in transitions, ensure adequate time for core instruction and interventions and support effective implementation of the weekly coaching and observation schedule. A draft of the proposed common schedule will be presented to educators for discussion and finalization during the PD prior to the start of school.

We will also work to minimize interruptions to instructional time through: strategic scheduling of events such as health screenings and picture day to minimize impact, strategic scheduling of non-academic enrichment programs (e.g. DARE, petting zoo) so they do not impact instructional time, and minimizing interruptions of instruction by school-wide announcements or caused by the procedures for the students leaving early for appointments, etc (see Pillar #3 - operational systems). Other systems that will support our goal of maximizing instructional time include: school-wide expectations, routines for whole-class reset, common transition routines, and common classroom management and discipline processes (see Element #1 -Positive Learning Environment).

Operational Excellence Pillar #2 – Address attendance and truancy issues

(CDE Turnaround Rubric –4.2, 4.4, 4.5)

The Manaugh team recognizes that another key barrier to student learning is the high incidence of attendance and truancy issues that impact many of our students and families. To address this issue, Manaugh will implement several strategies including strategies to deepening our understanding of the problem and identifying students most in need of support, social norming strategies to celebrate classes and students with good attendance, strategies for proactively communicating with all parents and students who are experiencing attendance issues, and deeper support plans for parents and students who are experiencing truancy. First, we will begin by using data to more deeply understand the problem through disaggregating attendance and truancy data and including attendance and truancy data in SWAT team analysis (MTSS) to identify students at risk emotionally or academically. Secondly, we will implement school-wide strategies for celebrating attendance through our existing school-wide PRIDE meetings and other mechanisms, which the leadership team may identify. Thirdly, our teachers and operations support team will personally reach out via phone or text to students who are absent to let them and their parents know they were missed and are a valuable part of the Manaugh community. Finally, for students and families experiencing consistent problems with attendance or truancy the behavioral support team will develop support plans and work more closely with those families and students to attempt to address other issues and improve attendance. The attendance expectations and policy will also be addressed with parents directly in the handbook and in the beginning of school-year orientation and individual outreach meetings (as necessary).

Operational Excellence Pillar #3 – Creating an operations system that supports the educational program

(CDE

Turnaround Rubric –3.3, 3.4, 4.6)

The Manaugh team recognizes the importance of ensuring a smooth operation of the school that minimizes interruptions to instruction and operational demands on teachers and administrators. To help ensure this happens, Manaugh is creating an operations support team which will be responsible for supporting the school’s smooth operations including: supporting attendance (as described above); supporting the school administrators in resolving facilities issues including maintenance and custodial issues; supporting the school administrators in resolving issues related to the buses or cafeteria; supporting the school administrators in scheduling and logistics for meetings and events with BOCES, school health screenings, picture day, New Wings and other partners; supporting resolution of technology issues with the tech department; and scheduling time to address parent questions or concerns to avoid interrupting scheduled instructional support time. The operations support team will also work to revise policies and procedures for handling students who are tardy and for handling parent requests to pull students out early. In addition, the operations support team will be responsible for ordering and procurement, ensuring orderly functioning of the office and copiers, timesheets, etc.

The Manaugh operations team will consist of the two front office staff with guidance and support from the Assistant Principal. This team will meet weekly with the principal to discuss any current issues and identify priorities.

Reflect and Adjust (applies to all sections of the plan)

Manaugh educators and administrators are committed to ongoing learning and continuous improvement. To support that process with all parts of the plan, the Manaugh team will utilize three strategies to reflect on the implementation of the Four Elements of our plan (Positive Learning Environment, Academic Excellence, Educator Support, and Operational Excellence).

- Monthly staff meetings: The Manaugh team will have scheduled staff meetings and additional PD time set aside once a month that will occur after school and outside of the dedicated SEED time. This time will be used for two primary purposes: to provide additional time for PD to support implementation of the redesign plan and to provide structured time for the team to reflect on the implementation of the plan and to identify what is working and what needs to be improved or adjusted. The reflection meeting topics will rotate on schedule of sections of the plan to review implementation, look at data if applicable, and make adjustments.
- Short “pop-up” meetings: Manaugh administrators and the leadership team will also have the option of scheduling short “pop-up” meetings to bring the team together to discuss and troubleshoot emergent issues associated to the implementation of the plan.
- School leader and peer feedback: The Manaugh leadership team will develop a Manaugh learning environment feedback form that will include demonstrating the values and school-wide expectations and supporting students in demonstrating these by implementing the practices described under REINFORCE. This tool will be utilized by school administrators to look at school-wide implementation trends and provide individual educator feedback. This tool will also be available for teachers to use to provide feedback on their peer observations if applicable.

Educators who have specific implementation issue or idea that they would like to see brought forward for reflection and/or adjustment should bring these to the administrators or a member of the school leadership team. The administrative and leadership team will define that process and communicate it to all staff as part of the back-to-school PD.