

REPORT OF FACT FINDING REVIEW

Holbrook Junior-Senior High School

Holbrook Public Schools

Executive Summary

Under the direction of a new principal at the Holbrook Junior-Senior High School (Holbrook JSHS), a number of improvements have been made during this school year. Many of these initiatives, however, are in the initial phase of development and/or implementation and other areas in need of improvement have yet to be addressed. Specifically, there has been a lack of urgency and attention focused on improving teaching practices. Although efforts have been made to create a new School Improvement Plan (SIP), this guiding document lacks the necessary clarity to be the guiding force in the school's improvement efforts. This is an integral first step for Holbrook JSHS, which can also be used to create a school-wide vision for improvement. There are currently a number of significant needs at the school – at both the school and district levels – that must be addressed in order to see necessary increases in student performance.

Domain I: Curriculum and Instruction

The Holbrook JSHS has focused on writing curriculum guides for all content areas, with minimal attention to other curriculum and instruction issues. The FF team found that there is significant evidence of a lack of standards-based practice and rigor in lesson design, the use of instructional time and lesson closure. The majority of instruction is teacher led/directed, resulting in reduced levels of student engagement and infrequent instances of differentiated instruction. There is a lack of benchmark assessments and analysis – both formative and summative – to inform instruction and to measure student achievement. Because of the inconsistent quality of classroom instructional practices, teachers are not able to hold students – particularly high achievers – to high expectations for academic performance. There is an immediate need for training of all staff in instructional strategies. This training should address teaching at all levels to increase the rigor and quality of classroom instructional practices.

Domain II: Climate and Culture for Learning

The principal has implemented several initiatives this school year, including a revised student handbook and a draft of a new Code of Conduct to be shared with staff in the fall of 2006, to improve the climate and culture at Holbrook JSHS. However, the FF team found that there are varied expectations for both behavior and academic achievement evidenced in classrooms at all levels. In addition, the inconsistency in the enforcement of the Code of Conduct and discipline among staff and school leadership has negatively affected school climate and morale. The FF team recommends that adequate time be allowed for discussion of the new Code of Conduct to ensure teacher/principal/assistant principal buy-in and support for consistent implementation. The principal and assistant principal must give teachers immediate and consistent support for disciplinary issues until improved classroom management practices are firmly in place.

Domain III: School Leadership

The principal at the Holbrook JSHS is held in high regard by the staff for his hard work. The principal has expressed aspects of his vision of school improvement at faculty meetings and in memos. However, this has not been accompanied with a sense of urgency. The FF team found that there is a need to engage staff – both formally and informally – in creating a shared vision for instructional improvement and to create a culture of high academic performance. Evaluation, support and feedback to staff are neither adequate nor consistent. The SIP is not an urgent and driving force for instructional improvement efforts. As improvement planning efforts move forward, the school must create a shared vision for instructional improvement and effective disciplinary approaches. Evaluation and mentoring must be a priority. The SIP must become a clear and driving force for improving instructional practice and student academic performance.

Domain IV: Organizational Structures and Management

There have been positive changes to some aspects of the organizational structures and management of the Holbrook JSHS. There are other areas, however, that need to be addressed in order to increase student performance rates. The school should consider implementing common planning time to increase collaborative and focused efforts on teaching and learning. The current model for providing services to special education services needs to be reconsidered to ensure that all students are receiving the full educational benefit. The SIP must be revised and amended to include benchmark assessments, timelines and professional development to support instructional professional development goals.

Domain V: District Support

At present, district provision – in terms of both material and human resources – is insufficient in every area to support the Holbrook JSHS in its improvement efforts. The FF team strongly recommends that the district provide curriculum guides in every content area, additional instructional support personnel at both the school and district level, updated and consistent materials – particularly in mathematics, updated technology and professional development (beginning with training in *Research for Better Teaching* [RBT] for all Holbrook JSHS staff is needed to support SIP initiatives).

Fact Finding Review Process

The Fact-Finding Review is the third stage in the process used to assess school performance under the Massachusetts School and District Accountability System. At the first stage of the process, a school's performance and improvement on state MCAS tests is rated. Schools that perform in the lowest School Performance Rating categories (very high percentage of students with failing MCAS performance; low percentage proficient and advanced) may be referred for a Panel Review.

The Panel Review process constitutes the second stage of the School and District Accountability System. Panel Reviews are conducted to assist the Commissioner of Education in determining whether state intervention is needed to guide improvement efforts in schools in which students' MCAS performance is critically low and no trend toward improved student performance is evident from MCAS data. Panels consisting of 5 - 8 members review data and written information on the school's performance and improvement efforts and spend two days visiting the school and meeting with school and district leaders.

At the conclusion of the review process, the Review Panel's charge is to advise the Commissioner of Education of its judgment on two questions:

- Does the school under review have a sound plan for improving student performance?
- Are the conditions in place for the successful implementation of the school's improvement plan?

If the answer to either or both of these questions is no, the Commissioner may declare the school to be underperforming.

Schools that are declared to be underperforming enter the third stage in the School and District Accountability System and undergo an in-depth diagnostic Fact-Finding Review.

The purposes of the Fact-Finding Review are to:

- Provide an in-depth diagnosis of the school's strengths and areas for improvement, including specific causal analysis.
- Use extensive observation (school and classroom) to build a knowledge base for the school's planning work.
- Make specific recommendations for the development of the school's improvement plan

At the conclusion of the review process, the Fact-Finding Team's charge is to advise the Commissioner and Board of Education of its judgment on two key questions:

1. What are the reasons for the low levels of student performance in ELA and mathematics at this school?
2. What are the prospects for improved student performance at this school?

The Fact-Finding Team answers the key questions based on evidence collected through observations of teaching and learning, interviews of faculty, students, administrators, district personnel and other school stakeholders and through the review of documents, including the

school improvement plan, student assessment information, curriculum documents and student work. The team's judgments must be robust and fully supported by evidence.

The Fact-Finding Team's judgments are guided by a protocol that requires the team to respond to the key questions in each of the following domains: curriculum and instruction; culture and climate for learning, school leadership, organizational structures and management, and district support. The Fact-Finding Team uses its professional judgment to focus on domains that reveal key strengths and areas for improvement in the school.

Holbrook Jr.-Sr. High School Profile

Enrollment

The Holbrook Jr.-Sr. High School (Holbrook JSHS) serves students in grades 7 through 12. Enrollment at Holbrook has remained fairly steady between 2002 and 2005. The current enrollment is 568 students. Between 2002 and 2005, student demographics have remained relatively stable, with a slight increase in African American students (6 percent in 2002 to 11 percent in 2005), as well as low-income students (13 percent in 2002 to 20 percent in 2005). Proportions of Holbrook JSHS student subgroups in 2005, as compared to state averages, are presented below:

Subgroup	School's 2005 % Enrollment	State Average % in 2005
Asian	4	5
Black	11	9
Hispanic	4	12
Native American	0	0.3
White	81	74
Low-Income	20	28
First Language Not English	7	14
Limited English Proficient	2	5
Special Education	9	16

In 2005, the attendance rate at Holbrook JSHS was 93.0 percent, with students absent 11.6 days on average. While the attendance rate at Holbrook JSHS is slightly lower than the district attendance averages, the school has made gains in their attendance rate since 2003. Hispanic students are absent more often than other subgroups and have the highest percentage of chronically absent students (32.0 percent, as compared with 12.8 percent for African American students). Also of note, eleventh graders have the highest rate of average number of days absent, as well as the highest percentage of chronically absent students. The school's retention rate was 1.8 percent in 2004, the last year for which these data are available. The dropout rate is similar to the state average and all 13 of the students who dropped out in 2004 were White. Holbrook JSHS's in-school suspension rate in 2005 was 15.9 percent, while out-of-school suspensions averaged 15.1 percent. Averages in 2005 for the state were 4.5 percent for in-school suspensions and 6.1 percent for out-of-school suspensions. Hispanic students at Holbrook JSHS

had a 38.1 percent rate of in-school suspension, which is twice as high as the other subgroups. In 2005, the ninth grade had an out-of-school suspension rate of 36.3 percent, compared with 8.3 percent in grade twelve.

Staffing

The 2005-2006 Holbrook JSHS staffing report indicates that the school is comprised of 2 administrators, 43 teachers, 2 guidance counselors, 1 school psychologist, and 1 adjustment counselor. This is the principal's first year at the school; he has a total of seven years of administrative experience. Of the teachers, approximately 72 percent have been at the school for five years or less. Nearly 49 percent of teachers are reported as highly qualified. Approximately 47 percent of teachers hold graduate degrees.

MCAS Overview

Students at the Holbrook JSHS are assessed in grades 7 and 10 in English language arts (ELA) and in grades 8 and 10 in mathematics. Holbrook's Adequate Yearly Progress (AYP) report for 2005 Mid-Cycle IV shows an accountability status of Corrective Action for mathematics and no accountability status for English language arts (ELA). The school failed to make AYP in mathematics in the aggregate or for the White subgroup. Holbrook made AYP in mathematics in both the aggregate and subgroups in 2004 but did not make AYP in mathematics in the aggregate in 2003, 2002 or 2001. The school has made AYP in ELA in the aggregate since 1999 but subgroups did not make AYP in 2003.

GRADE 7

ELA MCAS Results

Results of the 2005 Grade 7 ELA MCAS for students at Holbrook JSHS are presented below:

2005 ELA, Gr. 7	Percent			
	A	P	NI	W/F
Aggregate	3	57	37	4
Regular Education	3	65	29	3
Special Education	0	15	77	8

While there are not enough students in the Limited English Proficient (LEP) category to report as a separate subgroup, these students are reflected in the aggregate MCAS results. There is a significant difference in performance between the regular education population and the special education population. Sixty-eight percent of the regular education students scored in the Proficient and Advanced categories, while 15 percent of the special education population scored Proficient and no students scored Advanced.

There has been a gradual increase in student performance since 2001, as reflected in the aggregate Grade 7 ELA MCAS performance presented below:

Aggregate ELA, Gr. 7	Percent			
	A	P	NI	W/F
2005	3	57	37	4
2004	3	65	29	3
2003	4	48	42	6
2002	5	60	35	1
2001	1	43	46	10

While the Advanced and Warning/Failing categories remained constant between 2003 and 2005, there was an increase in the percentage of students scoring Proficient and a decrease in the Needs Improvement category. In 2003, 48 percent scored Proficient, compared with 57 percent in 2005. Also, 42 percent scored in the Needs Improvement category in 2003, which decreased to 37 percent in 2005.

GRADE 8

Mathematics MCAS Results

Results of the 2005 Grade 8 mathematics MCAS for students at Holbrook JSHS are presented below:

2005 Mathematics, Gr. 8	Percent			
	A	P	NI	W/F
Aggregate	6	17	36	42
Regular Education	7	19	40	34
Special Education	0	4	17	78

As noted in the grade 7 results, there is a significant difference in performance between the regular education and special education populations. While 34 percent of the regular education students scored in the Warning/Failing category, 78 percent of the special education population scored in this category. Also, 26 percent of the regular education population scored Proficient and Advanced, while only 4 percent of the special education population scored Proficient, with no students scoring Advanced.

The Grade 8 mathematics scores have remained level since 2001, as reflected in the aggregate Grade 8 mathematics MCAS performance presented below:

Aggregate Mathematics, Gr. 8	Percent			
	A	P	NI	W/F
2005	6	17	36	42
2004	4	25	36	34
2003	5	21	34	40
2002	4	17	35	45
2001	6	16	34	43

From 2001 to 2005, the percentages of students scoring in each of the performance categories have not changed significantly. The percentage of students scoring Proficient did increase from 16 percent in 2001 to 25 percent in 2004 but decreased to 17 percent in 2005. Also, the percentage of students scoring in the Warning/Failing category improved from 43 percent in 2001 to 34 percent in 2004 but declined to 42 percent in 2005.

GRADE 10

ELA MCAS Results

Results of the 2005 Grade 10 ELA MCAS for students at Holbrook JSHS are presented below:

2005 ELA, Gr. 10	Percent			
	A	P	NI	W/F
Aggregate	9	44	34	13
Regular Education	10	51	31	7
Special Education	0	9	45	45

Nearly half of the grade 10 special education students failed the ELA portion of the MCAS, while only 9 percent scored Proficient. This contrasts with the 61 percent of regular education students who scored Proficient or Advanced.

The Grade 10 ELA scores have improved slightly since 2001, as reflected in the aggregate Grade 10 ELA MCAS performance presented below:

Aggregate ELA, Gr. 10	Percent			
	A	P	NI	W/F
2005	9	44	34	13
2004	7	48	36	9
2003	10	35	44	11
2002	13	19	34	34
2001	5	37	38	19

Students scoring in the Warning/Failing category decreased from 19 percent in 2001 to 13 percent in 2005, with only 9 percent scoring in this category in 2004. Students scoring Proficient increased from 37 percent in 2001 to 44 percent in 2005, with a high of 48 percent in 2004.

GRADE 10**Mathematics MCAS Results**

Results of the 2005 Grade 10 mathematics MCAS for students at Holbrook JSHS are presented below:

2005 Mathematics, Gr. 10	Percent			
	A	P	NI	W/F
Aggregate	21	27	34	18
Regular Education	25	29	34	12
Special Education	0	0	45	55

More than half of the grade 10 special education students failed the ELA portion of the MCAS test and no special education student scored Proficient or Advanced.

The grade 10 mathematics MCAS scores have improved slightly since 2001, as reflected in the aggregate Grade 10 mathematics MCAS performance presented below:

Aggregate Mathematics, Gr. 10	Percent			
	A	P	NI	W/F
2005	21	27	34	18
2004	26	19	34	21
2003	13	16	43	29
2002	8	50	27	14
2001	13	22	30	35

The percentage of students failing the grade 10 mathematics portion of the MCAS decreased from 35 percent in 2001 to 18 percent in 2005. The percentage of students scoring Advanced and Proficient increased from 35 percent in 2001 to 48 percent in 2005.

Key Domains of Inquiry

The Holbrook Junior-Senior High School (Holbrook JSHS) has been working diligently to develop curriculum guides, based on the Massachusetts Curriculum Frameworks, for all content areas. Although important, this challenging task has required significant time and has limited the focus on the school's critical need to improve teaching practices. Teachers have not received the necessary support to increase the quality of instruction. Training and oversight of instruction has been limited. Recent efforts at the Holbrook JSHS have not been guided by a clear and specific plan or vision for improvement. There are a number of significant needs at the school – at both the school and district levels – that must be addressed in order to see necessary increases in student performance.

I: Curriculum and Instruction

Since the new principal's arrival in July 2005, several changes have been made to begin addressing areas in need of improvement at Holbrook JSHS – in particular, the lack of clear and consistent curricula across content areas. However, the Fact Finding (FF) team concluded that

there has been little attention and urgency toward other priority areas that need to be addressed before increases in student academic performance can be ensured. There is a lack of standards-based practice and rigor in lesson design, the use of instructional time and lesson closure. The majority of instruction is teacher led/directed, resulting in reduced levels of student engagement and infrequent instances of differentiated instruction. There is a lack of benchmark assessments and analysis – both formative and summative – to inform instruction and to measure student achievement. Because of the inconsistent quality of classroom instructional practices, teachers are not able to hold all students to high expectations for academic performance.

As the third principal of the Holbrook JSHS in five years, the principal has made several immediate changes at the school in an effort to address the many school issues. In lieu of having no department heads, a Curriculum Leadership Team (CLT) of six teachers was created. Teachers from each content area are represented and responsible for their respective disciplines. The primary task of the CLT is to lead staff in the creation of content area curriculum guides to reflect the Massachusetts Curriculum Frameworks. There has been intense work, primarily on writing curricula at the school. Since the Panel Review in the fall of 2005, the principal has revised the School Improvement Plan (SIP) to: include goals for more open responses and short-answer questions in all content area classes; incorporate more differentiation of instruction; and, increase student engagement. Classroom observations indicated evidence that some of these initiatives are being implemented throughout the school.

The FF team conducted 42 observations (35 minutes each) over two days in most classrooms across content areas and grade levels, including services for special education students. Through the use of an observation form, the FF team rated various standards of classroom practice on a tiered scale. The FF team observed a significant variance in quality, rigor and the effectiveness of instructional practices at Holbrook JSHS, as well as a significant lack of higher-level thinking and performance in many classrooms. The following chart indicates the percentages of effective instructional practices as observed in classrooms.

Standards of classroom practice	Does not meet the standard	Meets the standard	Exceeds the standard
Lesson objectives posted	89%	11%	0%
Lesson objectives clearly explained	58%*	38%	4%
Use of questions to check for understanding	47%	53%	0%
Use of higher order questions	65%	35%	0%
Rigor of classroom lessons is appropriate	44%	53%	3%
Pace of classroom lessons is appropriate	44%	56%	0%
Activities and instructional approaches are differentiated	69%	29%	2%

*In some instances, the observer entered the classroom after the start of the lesson and might not have had the opportunity to hear the objective explained.

Note: In each category there were a percentage of responses that were *Not Applicable*. The observer may not have had a chance to fully judge this criterion because of the type of lesson or timing of the observation. As a result, the number of observations does not add up to 40, nor do the total percentages add up to 100%.

As a result of these observations, the FF team concluded that there is a serious lack of quality and rigor of lesson design – in particular, objectives, pacing and academic challenge in several Holbrook JSHS classrooms. Observers found that lesson objectives were not posted in more than 89 percent (33/37) of classrooms. In 42 percent (16/38) of the classrooms in which teachers explained the lesson, the majority of these explanations were to describe the activity they were going to do, not the desired student learning outcome. For example, even in a well-planned lesson, the objective presented was “We will practice [activity].” In a mathematics class, students were directed to solve problems with no teacher modeling or instruction of how they were to complete the task. There is not an established habit of presenting lesson objectives to students in the majority of classrooms observed at the Holbrook JSHS.

Observations conducted by the FF team noted that instructional time was not used effectively in almost half of the classes due to slow pacing and time-consuming transitions. Observers indicated that pace of instruction was slowed in more than 44 percent (16/36) of the classes. This was characterized by many students finishing tasks ahead of time, with no follow-up or additional learning activities. In most classrooms, there was one activity for the class to accomplish with no set time limit. Some classes were interrupted by students talking back and forth while the teacher was teaching. For example, the FF team saw short, un-timed quizzes being administered. Students who finished early were disruptive (i.e., talking) because there was no further guidance provided. Another class had been working on the same task for three days. Instructional time was lost because of interruptions and transitions, including students asking for passes to leave class. As a staff member noted, “It is too easy for students to come out of classrooms.” Observers assessed transitions within class to be below standard practice in 50% (17/34) of classes observed. In addition, the FF team noted that there was rarely any closure or summary of the lesson before the bell rang and students left for other classes. Instructional time was not well-managed and time on task was lost in many classrooms.

The primary mode of instruction at the Holbrook JSHS is teacher directed/teacher led, which was further characterized by very few instances of students learning through interactions with other students. Across the 42 classroom observations, the FF team saw only 3 instances in which students were working directly with each other. Students were infrequently observed in discussions with each other or collaborating to solve problems together in the small groups. Ten instances of individual student work were observed, which were marked primarily by students directing their own learning on the computer.

Teacher-directed instruction relied heavily on teachers asking questions and the students responding. Teachers used this method of questioning to check for student understanding, as noted above, in 53% (20/38) of the classes. In many other classrooms (47%), however, teachers asked few questions, with little or no student response. These classes were marked by students completing independent work at their seats with minimal teacher-student interaction and dialogue. In one class, the FF team witnessed low-level, one-word student responses for an entire class period with no back and forth discussion at any time. In only 35 percent (13/37) of classes was there use of higher-order questions to elicit complex thought and discussion.

Extensive use of teacher-directed instruction was also related to the level of student engagement. Although FF observers noted reasonable levels of student engagement in most (80 percent and higher) classrooms, most of this engagement was not active learning. While students were paying attention, compliant and not-off task, they were seldom actively engaged with the curriculum or learning materials. Examples of off-task student behavior in these classrooms included extensive talking and, in some cases, sleeping (i.e., head on the desk).

Differentiated instruction was not commonly observed in classrooms at Holbrook JSHS, although training in differentiated instruction has been a district initiative for the past three years. Use of varied strategies that would challenge all students was seldom observed. During teacher focus groups, very few teachers indicated use of instructional modifications or curriculum adaptations to address the specific needs of different learners. In focus groups conducted with teachers, staff did not use a common language to talk about differentiating their instruction. Classroom observations indicated a lack of differentiated instruction in 69 percent (25/37) of the classes visited.

The FF team did not see evidence of instructional modes and learning activities to address the needs of more advanced learners or to challenge other students. In one class, for example, students were observed practicing an MCAS question much below the level of the classroom work in which they were involved, as evidenced by the homework assignment that was at a much more challenging level. Another observation noted that the same problem of the day was used in an honors class as well as a class that was not designated as advanced. These observations of inadequate challenge and expectations for students – particularly higher performing students – are corroborated by MCAS scores. Only 6 percent of students scored in Advanced levels in 8th grade mathematics in 2005.

Although differentiated instructional practices were not the norm at the Holbrook JSHS, excellent models were noted in a few classrooms. In an ELA class, for example, students were engaged in four different activities around the same theme. In an inclusion classroom, students were working in small mixed-level groups and were assigned to peer conference with three other students, using a rubric to assess writing. In another classroom, a teacher asked a student, “Where is your collaboration partner?” as they moved into small groups, a clear strategy to increase student engagement. These are quality instructional practices (observed in 31% [12/37] of classrooms) because they reach students with various learning styles and abilities. These pockets of excellent instruction can be used as exemplars the school can build upon as improvement efforts move forward.

At present, there is a lack of benchmark assessments – either formative or summative – to inform instruction and measure student performance at the Holbrook JSHS. This is due, in part, to the lack of clear curriculum and pacing guides in all content areas. Teachers have not had a foundation from which to base ongoing assessments. In addition, consistent materials for teaching the curriculum are seriously lacking at the school – particularly in mathematics. The principal and staff have focused on writing curricula to address needs in this area, but have not focused on developing accompanying assessment areas across content areas. The FF team found

that common benchmark assessments have not been a point of discussion among the administration and staff.

For the first time, the Holbrook JSHS staff examined and analyzed MCAS results at all grade levels during a faculty meeting in October 2005. As a result, focus groups with staff indicated that some teachers at the school are using MCAS data to inform their instruction. It has not been in practice, though, until this year. Other than the use of MCAS information by some teachers, unified and consistent assessments are not in place to assess students as they progress through the year. In some classrooms, teachers are using rubrics to evaluate open-response answers and essays. Observations by the FF team noted the use of “quick-writes” for informal checks for understanding. In some classes, there is peer review and rubrics for self-assessment. There is no system in place, however, for comparing these responses and to assess student academic improvement in any area. There are no ongoing assessments for mathematics, other than teacher-selected and designed quizzes and tests. There are no means for measuring the effectiveness of additional classes, such as the mathematics remediation classes for junior high students. The present SIP includes an objective for analyzing MCAS data using Test Whiz. However, there are no other objectives for establishing benchmark assessments to measure student academic achievement and/or the effect of instructional practices.

In the judgment of the FF team, there has been a lack of school-wide urgency to improve classroom instructional practice. The areas of weakness discussed above require immediate attention. In order to see increases in student performance rates, the FF team prioritized the following next steps at the Holbrook JSHS in the domain of curriculum and instruction.

- **Provide immediate training as planned (The district plans to have all staff trained in *Research for Better Teaching*.) for both staff and administration to improve the quality and consistency of rigorous lesson design throughout the school.** Training at both the teacher and administrative levels is necessary to begin to understand what high quality and differentiated instructional practices look like. This should address both planning and implementation of lessons to ensure that the learning needs of all students is being addressed. School leadership must also build this capacity in order to provide feedback on instruction.
- **Create a common template for lesson design with accompanying models of standard-based lessons for all content areas.** Once curriculum guides have been established, develop a process for periodically collecting samples of lesson plans from all staff for review and feedback at grade level and faculty meetings. Include lesson design in the SIP objectives and timelines, including explanation of student learning objectives before each lesson, to ensure a consistent goal and outcome.
- **Fine-tune lesson design to maximize student engagement.** Provide opportunities for teachers to share, design and practice different instructional approaches. Develop a common language to discuss the repertoire of instructional strategies. This should include ways to address different learning styles and the specific needs of students – particularly those with special needs. There are exemplars of differentiated instruction practiced in some classrooms. Identify volunteers willing to share these and have other teachers observe in their classrooms. Provide opportunities for teachers to observe lessons, meet and share instructional

approaches. Include specific timelines for increased differentiation of instruction in the classrooms and for effective pacing activities as written goals in the SIP.

- **Develop a systematic plan for ongoing assessment and analysis to measure student gains and effectiveness of instructional approaches.** Although some teachers at the school have begun to use MCAS data to inform instruction, results from this standardized test are not frequent enough to guide teaching practices on a daily, weekly or monthly basis, since student skills and achievements are constantly changing as learning occurs. The school needs to establish a consistent assessment system that can be used school-wide for the purpose of informing instruction. Consider the type of assessments and how information will be used to assess SIP gains – both overarching goals and progress benchmarks. This should be done with urgency.

II: Climate and Culture for Learning

With the new administration at the Holbrook JSHS, some positive changes have occurred within the school's climate and culture. The facility and appearance of the school have been improved. The Code of Conduct has been rewritten in draft form to address the need for more specific consequences for student misbehavior. While these elements have begun to address some areas in need of improvement at the school, the FF team identified two factors that exist at Holbrook JSHS that have affected the climate and culture for learning and contributed to low student performance at the school: 1) The inconsistent enforcement of the Code of Conduct and discipline has negatively affected school climate and morale. 2) There are varied expectations for both behavior and academic achievement across classrooms at all grade levels.

Since the change in leadership at the beginning of the 2005-06 school year, the principal has made several positive changes to the climate and culture for learning at Holbrook JSHS. The principal put immediate energy into ensuring that the building was clean and repairs made before school began. The School Council was directed to revise the Code of Conduct and the Student Handbook to be more specific and user friendly, particularly regarding the area of consistent discipline. The intent is to discuss the Code of Conduct at the first two faculty meetings in the fall of 2006. The principal has encouraged a calmer, more respectful approach to addressing students when the rules are broken. In addition, in an effort to reduce the unusually large numbers of student suspensions, a Saturday detention was established in lieu of in-school suspension.

Although recent efforts have been made by the school's principal to establish greater consistency and clarity of behavioral expectations at Holbrook JSHS, there is a disconnection between the vision of the principal and the application of the disciplinary system. This has impacted the culture and morale at the school. The FF team heard multiple reports that discipline was a critical issue at the school. Across focus groups, teachers expressed that they were not always supported by administration in handling difficult behavior situations. Staff spoke vehemently about the lack of consistency in addressing student discipline problem: "Sometimes there is a response." "Sometimes the response is delayed." "Sometimes the issue is ignored by administration." Teachers described a lack of "immediate or visible consequences" for behavior. One teacher

described behavioral consequences as “a line in the sand.” From the perspective of school leadership, some teachers do not always follow protocol for writing up a student and/or for contacting the parent before making a referral to the office.

On a positive note, teachers acknowledged that, because of the principal’s stance on discipline, teachers have changed the way they speak to students as more respectful and calmer (although this is not the case for all interactions (see table below)). However, teachers perceive the more gentle approach to student behavior as “less effective” than an authoritarian approach. Although as one teacher stated, “He [the principal] is the best so far, but we need a resource officer!” Staff indicated that students do not take consequences seriously and that they have “no fear of authority.” Some staff believes that students on the fringe of behavior are being led to acting out because they perceive little consequence and like the attention.

Teachers reported that the newly-established Saturday detention is not a deterrent for poor student behavior because the consequence is not immediate. Other staff indicated that some students do not even attend Saturday detention and, in these cases, are returned back to class without any consequences. This was the sentiment of most staff interviewed during the FF visit. Teachers report that they do not feel supported by administration in the area of discipline, which has led to reduced morale. Because of tension regarding discipline, teachers report that there is less camaraderie and collaboration than in the past. Teachers do not believe that the present discipline approaches will significantly reduce the element of disrespect and behavior exhibited by some students.

In general, respectful and affectionate rapport among many staff and students was observed. However, there were other instances in which this was not the case. Classroom observations indicated a variance in classroom management techniques and inconsistent behavioral expectations in the Holbrook JSHS classrooms. Observers rated practices on the same three-tiered scale described in Domain I. The following chart represents the observations in the area of behavior and discipline in classrooms.

Standards of classroom practice	Does not meet the standard	Meets the standard	Exceeds the standard
Clear expectations for student behavior	39%	44%	17%
Positive student-staff interactions	21%	61%	18%

The FF team found that student-staff interactions at the Holbrook JSHS were positive and respectful in most classrooms. In 29 out of 37 (79%) classrooms, the FF team rated student-staff interactions as appropriate (meets or exceeds standard). In these classrooms, teachers greeted students with warmth and there were obvious positive responses and good rapport between teachers and students as they interacted throughout the lesson. However, in 8 out of the 37 classrooms (21%), interactions were less respectful. There were cases of students talking in a disrespectful manner and, at times, louder than teachers. For example, in response to a teacher asking for class attention, a student responded in a disrespectful tone, “I haven’t finished my story yet.” In yet another, when asked to take out a piece of work, the students ignored the

teacher and kept on talking. In the judgment of the FF team, a correlation exists between respectful staff-student interactions and classroom management.

In addition, much off-task behavior and disrespect at the Holbrook JSHS is linked to the quality of instructional practices. The FF team observed a cohort of students paying respectful attention to a well-planned lesson, high expectations for student academic achievement and behavior, and high rates of student engagement. In a different classroom, this same cohort of students exhibited off-task behaviors (i.e., sleeping, talking) and were unengaged in the lesson. Other instances of off-task behavior included: students checking cell phones and exchanging phone numbers, applying make-up and, in some classrooms, inappropriate language (i.e., swearing). In one classroom, students brought in coffee and other snacks to eat during class. In 39% of classrooms (14 out of 37), observers rated behavioral expectations as below standard practice. As indicated in Domain 1, classroom instruction lacked appropriate rigor in 16 out of 36 (44%) of classrooms, which was characterized by a lack of student engagement, insufficient challenge and limited time on task. It is unclear if poor classroom management in some classrooms is due to the lack of experience or a lack of effective feedback and training for staff. In focus groups, teachers complained of lack of feedback and support in improving classroom management and reported that, “We need professional development in classroom management.” School leadership indicated that classroom management practices are varied, and students are not well-engaged enough to prevent some of the behaviors. It is the judgment of the FF team that as instructional quality is improved at the school; student behavior is also likely to improve.

To address the areas in need of improvement, the FF team prioritized the following next steps for the Holbrook JSHS in the domain of climate and culture for learning.

- **Utilize training in classroom management techniques to better engage students to minimize off-task behavioral issues.** The district has plans to implement *Research for Better Teaching* (RBT) to increase the quality of instructional practices at the school. Increased quality and differentiation of teaching practices is likely to yield increases in student engagement. As training efforts are implemented, the school should also consider the positive outcomes increased student engagement is likely to have on current classroom management issues.
- **Establish a process for group discussions to address questions and concerns regarding the new Code of Conduct. This will increase teacher buy-in and confidence in the disciplinary process.** Determine the primary issues affecting both teachers and administration. Recommend that teachers review the new handbook and Code of Conduct before staff meetings to save time for these discussions. Provide more immediate response and frequent feedback to support teachers around discipline issues – particularly to newer staff – as teachers work to improve classroom management.
- **Increase both the principal’s and assistant principal’s visibility in classrooms and corridors during all parts of the school day to give more credence to support in the area of discipline to both students and staff.** As the Code of Conduct is established in the school and teachers are trained in effective use of the disciplinary system, school leadership must assert its presence around the school. This will ensure that teachers feel supported in

handling classroom management issues, that the system is properly implemented and that disciplinary infractions are met with a consistent consequence.

III: School Leadership

The principal at the Holbrook JSHS is held in high regard by the staff for his hard work. Many demands have been placed upon school leadership this year. While some school needs have been addressed with intensity, the FF team found that other issues have yet to receive the necessary attention. The school lacks a shared vision for instructional improvement to create a culture of high academic performance. The SIP is not an urgent and driving force for instructional improvement efforts. Evaluation, support and feedback to staff on teaching practices are neither adequate nor consistent.

The hard work of the new principal is well-recognized by the Holbrook JSHS staff. During focus group discussions, staff members frequently noted that the principal “works long days,” – in particular, on paperwork addressing several report requirements. Teachers report that this has prevented the principal from “getting into classrooms” and being more visible throughout the school. Although staff understands the unusually heavy work load the new principal has experienced, they expressed frustration that they have not received sufficient support or oversight at the classroom level – specifically in regard to student discipline.

The Holbrook JSHS currently lacks a clear and shared vision for high academic achievement and instructional improvement. Although the principal has expressed some aspects of a vision for school improvement at faculty meetings and in memos, this has not been accompanied by a sense of urgency. Focus groups conducted with school staff indicated that the school has not worked to establish a clear vision. A review of meeting agendas supported staff’s claim that most attention has been to the rewriting of curricula and to addressing the findings of other reviews that have been conducted at the school this year. The principal expressed expectations for changes in classroom instructional practice, such as increased “open-response opportunities,” “differentiation of instruction” and “student engagement.” Many of these ideas are expressed through quotes and descriptions in the weekly “Bulldog Barks and Bytes” memos to the staff. In addition, the revised SIP includes some of these expectations.

However, attention to other issues has resulted in a lack of urgency to address these expectations, which remain unclear and are of limited priority to staff. The principal has made some progress in creating a vision. There is little evidence, however, of teacher involvement. There has been little collaboration and focused attention on instructional practices and to changing the discipline culture of the school. In focus groups, teachers could cite some of the principal’s ideas but had trouble articulating these initiatives into a vision for instructional improvement. Teachers indicate, “We are supposed to be using more rubrics, increased focus on open-response and engaging students more in instruction.” However, classroom observation indicated – and teachers reported – that these expectations were implemented inconsistently, with little accountability and without a sense of urgency. This is due, in part, to the extensive focus on writing new curricula – an additional need at the Holbrook JSHS. As a result, there is not a clear vision for instructional improvement in practice at the school. Inconsistencies in instruction and

classroom management were well-documented in Domains I II of this report, which is further evidence of the lack of a unified commitment and vision toward establishing sound improvement initiatives and practices.

The Holbrook JSHS SIP is not currently a clear and guiding document for change and is not seen as a driving force for instructional change and student academic improvement. School leadership has made some efforts to revise elements of the SIP, which, in the judgment of the FF team, are an improvement. There are still many pieces missing in the SIP, however, in order for it to be considered a sound document. Also contributing to the lack of vision at the school, there was little time for teacher involvement in the new draft of the SIP. Neither leadership nor staff spoke of the SIP as a driving force for school improvement.

Teacher oversight, evaluations and related feedback have been seriously lacking this past year at the Holbrook JSHS. This is especially true for new teachers. As reported by the principal, there have been extensive demands due to the large number of reviews at the school this year, which have required significant follow-up in many instances. The assistant principal has taken on most of the discipline problems. As a result, both administration and staff report that classroom visits have been infrequent and, in some cases, non-existent. In the judgment of the FF team, the lack of instructional oversight has had a significant impact in light of the large number of new staff (24 in the last two years), who have had to find their own way. Experienced teachers report reluctance, because of time constraints, to become their mentors. Mentors that do exist report little time to meet with new teachers to give support and feedback. This has had an impact on both instructional improvement and the establishment of more effective classroom management practices. In addition, teachers report that they seldom see the principal walking through their classrooms and throughout the corridors. Experienced teachers, too, feel this lack of support and encouragement. As one stated, "I have been here for a few years but would like feedback in order to learn from more experienced staff and leadership."

As the Holbrook JSHS begins improvement efforts, the FF team recommends the following priority next steps to help address some of the issues in the domain of school leadership.

- **Ensure clarity and a sense of urgency regarding the school's vision for instructional rigor and improvement.** There is a need to engage staff – both formally and informally – in creating a shared vision. The school should provide more face-to-face time for discussion and creation of this shared vision, working toward a partnership in improvement efforts. This might include time for leadership to meet with staff at department and grade-level meetings. Discussions regarding the school's vision for improvement must also consider and be incorporated into the SIP. Ensure that academic improvement is a priority at all levels. Develop ways to share expectations and vision with students, such as during assemblies.
- **Implement consistent time and methods to provide feedback – both positive and constructive – on instructional practices.** Feedback on teaching is critical to supporting increased student achievement. The school should consider implementing learning walks as a way to provide systematic feedback to teachers on instructional practice. The school should ensure that new teachers are mentored and supported at frequent intervals. This will additionally increase opportunities for formal and informal discussions between leadership

and staff as the school looks to increase collaborative and collegial partnerships, as opposed to solely written exchanges.

- **Ensure that the SIP becomes a clear and driving force for improving instructional practice and student academic performance.** In order to see necessary improvements in student performance, the school needs a clear roadmap to guide and unify its efforts. The SIP must be understood by all staff. The SIP should guide classroom practices and the implementation of programs at the school. Student academic performance must be central to action plans documented in the SIP.

IV: Organizational Structures and Management

As documented throughout this report, in the principal's short tenure as leader of the Holbrook JSHS, a number of initiatives have been implemented in an effort to improve organizational structures at the Holbrook JSHS. In addition to these positive changes, the FF team identified three areas in the domain of organizational structure and management that need to be addressed in order to see increases in student performance: 1) There is a lack of common planning time for teachers to collaborate on teaching and learning. 2) The model for delivering services to special education students should be revisited to ensure that all students have access to the full academic program. 3) The SIP requires further revision to include benchmark assessments, timelines and professional development to support instructional professional development goals.

At present, there is no required grade-level common planning time for teachers during the school day. A few teachers reported that they informally meet with other teachers to discuss instructional practice and/or students, but that this is a "personal choice." As a result, many teachers have not had sufficient opportunity to benefit from collaboration and collegial relationships, to drive instructional planning or the improvement of teaching practice. In focus groups, staff frequently acknowledged the desire and need for common planning time for grade levels to integrate curriculum work, unify expectations and to analyze and compare student work. Common planning is another method for ensuring a unified vision and practices, which are currently lacking at Holbrook JSHS (see Domains I and II). The principal has arranged common lunch periods of mixed content area teachers (i.e., mathematics and science teachers), which (teachers report) have been beneficial for informal discussions around ways to integrate cross-disciplinary learning experiences for students. As a result of the work on constructing curricula that has occurred during faculty and department meetings, teachers report that they have recently enjoyed more collaboration and exchange of ideas. Although teachers report the work was "difficult," staff indicated that they have gained a proficiency regarding the frameworks for their subject area. In addition, staff acknowledged the value of working and planning together and expressed a strong desire for grade-level planning.

There is a lack of collaboration between special education and regular education staff, which is limiting access to the academic program for students with special needs. Special education teachers report that they do not spend much time collaborating and planning with the regular education teachers. As described by two staff members, "Special education classes are like islands," off on their own. According to a focus group with special education staff, there is a lack

of shared resources, skills and content knowledge between special education and regular education, which prevents a common language and collaboration between service providers. The primary source of lesson planning information for special education teachers are short, informal conversations between classes or during preparation times with regular education teaching staff. In other instances, regular education teachers ask for an assignment to be modified but do not collaborate, share lesson plans or instructional approaches with the special education staff. This informal exchange of information is what guides practice and programming for special education teachers prior to inclusion. Classroom observations conducted by the FF team indicated that special education teachers acted more as an instructional aide, rather than a co-teacher. For example, the special education teacher walked around the classroom checking student work, as opposed to providing specific and planned services. Currently, the Holbrook JSHS is not maximizing the use of additional staff in this inclusion model to support varied learning needs of its students or to differentiate instruction.

The Holbrook JSHS SIP has frequently been referenced throughout this report. The school's principal is commended for the immediate attempt to improve the plan since the Panel Review in the fall of 2005. The FF team found, however, that the SIP is still not a sound plan that can be used to guide consistent instruction and student academic improvement. The plan needs to be revised in many of the same areas identified in the Panel Report. As cited in the PR report:

The Holbrook's written planning document does not contain essential elements of a strategic plan; its goals and objectives are not specific and measurable; the plan does not clearly identify problems and causes of low performance in mathematics; and it does not contain expected standards of mathematics performance, instructional strategies, assessment methods, timelines and benchmarks.

In addition, the revised plan does not include clear and specific professional development plans, with timelines to address the goals and objectives for instructional improvement and to raise student achievement – particularly in mathematics. The principal and the superintendent are both aware of the weaknesses in the revised SIP and plan to attend, this coming summer, Performance Improvement Mapping (PIM) training for assistance in writing a sound improvement plan.

To address the areas in need of improvement, the FF team prioritized the following next steps for the Holbrook JSHS in the domain of organizational structures and management.

- **Provide time for meeting and collaboration among grade-level staff during the school day.** Provide additional time during faculty and staff development meetings for grade-level planning time to share ideas, to look at student work and to develop a shared vision for instructional improvement. Although additional funding for exploratory classes might be one way to incorporate common planning, the school might also revisit the current school day schedule to free time for teacher collaboration

- **Provide time for regular education and special education teachers to plan and collaborate consistently to maximize the power of this teaching model.** Consider the importance of collaboration between special education and regular education teachers when constructing formal opportunities for collaboration. It may be beneficial to all staff to provide training in the inclusion model to ensure benefit and program access for all students.
- **Revise and amend the SIP.** The new plan should provide a roadmap for improvement for the whole school. It should include a broader range of student learning objectives, particularly in mathematics and for special education students. Clearly identify causes of low performance in mathematics; include instructional strategies, benchmark assessments and timelines. Ensure that appropriate professional development is available to support instructional changes and improvement initiatives.

V: District Support

In combination with the above findings, the FF team has identified strengths, areas for improvement and recommendations for the district in the domains of curriculum and instruction, culture and climate for learning, school leadership, and organizational structures and management.

Domain I: Curriculum and Instruction

The FF team concluded that there are priority areas that need to be addressed by the district in order to support curricular and instructional improvement at the Holbrook JSHS. At present, there are no updated curriculum guides across subject areas (Mathematics is of particular concern.) to adequately guide standards-based instruction at the school. This has resulted in serious inconsistencies in instruction (i.e., the skills and content being taught). Staff has neither the expertise (Almost half the teachers have less than two years experience.) nor the time to write curriculum while school is in session. Time that has been spent drafting and writing new curriculum guides has limited the time teachers spend planning and sharing instructional practices.

Curriculum guides are best produced at the district level and/or when school is not in session, under the guidance of experts. The district should play an integral role in supporting the development of curriculum guides in all content areas so they are ready before school reopens in the fall of 2006. The FF team found that a strong staff and parent complaint at the Holbrook JSHS is the lack of updated materials to address curriculum needs in all content areas in this complex junior-senior high environment. New mathematics materials aligned to the state standards are necessary – particularly at the junior high level – to address the lack of consistency of instruction and student achievement in this area. The lack of adequate resources and materials, particularly for new teachers, has had a negative impact on student achievement in all areas.

In addition, the Holbrook JSHS would benefit from curriculum and instructional support beyond the principal in the form of department heads, curriculum coaches and/or district support personnel. The FF team concluded that it is impossible for the school leadership, with all their other accompanied responsibilities, to give such support alone. An example of this lack of

support: teacher training in differentiated instruction has not resulted in any significant difference in classroom instructional practice.

Professional development at the district level has been severely limited. Training that has been provided has not focused on the particular needs of the Holbrook JSHS staff. An on-line course in differentiated instruction was offered to teachers three years ago. There has been no ongoing feedback or support to teachers, however, as they have worked to apply this learning to their classrooms. In lieu of training, newer teachers were handed a manual on differentiated instructional practices, with the expectation that they would implement these practices on their own. As described in Domain 1, only 11 percent of classes were observed using differentiated instructional approaches with students.

The FF team strongly recommends that the district provide professional development to implement and sustain instructional improvements in the Holbrook JSHS classrooms. Training for both administrators and staff in *Research for Better Teaching*, which is the district's plan, may lead to the increased rigor and improvement of classroom instruction on all levels. Additional professional development, such as continued training and follow-up support in differentiated instruction, should support school initiatives as described in the SIP.

At present, there is no ongoing assessment of students at the Holbrook JSHS to measure and analyze achievement and effectiveness of instructional practice. Other than looking at MCAS results, the staff has no way to analyze what progress in being made in any academic area. There is an immediate need for both formative and summative assessments and a system for analyzing these to inform teaching, instructional practice and programs. It is imperative that the district build a comprehensive system of assessment and data analysis to support teaching and learning at the Holbrook JSHS.

Domain II: Climate and Culture for Learning

The superintendent has been consistently supportive of the new Holbrook JSHS principal. There has been little support, however, for mentoring and training new staff – either through the district or at the school level. The high turnover of teaching staff and leadership has taken a toll on the Holbrook JSHS and has negatively affected the culture and climate of the school. The FF team strongly recommends that the district – to ensure staff stability – make training and mentoring for new teachers and the principal a priority.

Domain III: School Leadership

As previously mentioned, the FF team found that the superintendent has been a consistent supporter for the principal at the Holbrook JSHS. The district must continue to support the principal and the school in creating and establishing a school-wide vision improvement.

The school also needs support in the development of a new SIP. The FF team determined that the revised SIP remains unsound. It does not address the root causes for student academic underperformance, specific student learning objectives for mathematics improvement or specific student learning objectives for the special education subgroups. In addition, the SIP lacks

benchmark assessments and timelines for implementation of initiatives. The superintendent's and principal's plan to participate in PIM training this summer will partially address this issue.

There is an immediate need for curriculum and support personnel to assist in the evaluation, training and mentoring of staff – particularly for new teachers. As reported by both administration and staff, the majority of new staff members have had few or, in some cases, no evaluation and feedback regarding teaching. As discussed in Domain III, the district needs to ensure that the mentoring program is effective. It should include both time and motivation for professional staff to participate in this program. It has been impossible for the principal to support instruction, given the large range of other responsibilities associated with school administration. Curriculum support personnel, both at the school and district level, would assist in the evaluation and oversight of instruction and related practices at the school.

Domain IV: Organizational Structures and Management

Although the principal has made some changes to the organizational structure and management of the school, there are still areas that require improvement.

Teachers have had limited opportunities to meet and plan together to improve instruction and to increase student achievement. The district should work with the school to determine how common planning time – for subject areas, grade levels and including special education teachers – can be incorporated into the school day schedule.

The FF team found a lack of technology and support at the Holbrook JSHS. For example, teachers are unable to keep computerized attendance records for their classes during the day. This has resulted, at times, in students skipping classes. Test Whiz is available to assist in the analysis of MCAS scores to inform instruction and to group students. However, technology at the school has not been able to support this program and, as a result, is not being used. An assessment system is needed at the school to measure and monitor student performance gains and to inform instruction. Technology could be a significant help in addressing this need. The FF team recommends that the district explore and consider implementing technology-based resources to assist the school in gathering and monitoring student information and records.

Conclusion

There are many issues that have prevented the Holbrook JSHS from instructional improvement and higher student achievement – particularly in mathematics. Although the school has been working diligently on developing standards-based curriculum guides, there has been a lack of attention and urgency to addressing the need for improvement in classroom instruction. Issues with student discipline and behavior continue to persist, which (staff indicates) is a result of a lack of consistent consequences. As a result of the large number of responsibilities associated with administration, the principal has been unable to provide the necessary presence as an instructional leader to improve aspects of classroom practice.

Focused improvement efforts at the Holbrook JSHS must be met with a sense of urgency and require the collaboration of the entire community. Initial efforts must begin with the development of a revised School Improvement Plan, which is viewed by all as a guiding document for change. This can also be used to create a vision for the school that is rooted in both high academic and behavioral expectations. The continued development of a standards-based curriculum to guide instructional change and classroom practice is also a priority. Oversight and feedback for teachers will be important to ensure consistency and quality of implementation. The Holbrook JSHS has some significant needs that require prioritized support from the district. Increasing student learning and performance must be central to the school's improvement efforts.

APPENDIX A Team Members

Linda Moriarty, Core Team Chair, Consultant, SchoolWorks LLC, Beverly, MA

Karl Smith, Core Team Member, Consultant, SchoolWorks LLC, Beverly, MA

Leonard Broughton, Practitioner, Retired Middle School Principal, Topsfield Public Schools,
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Susan DiRubio, Practitioner, Special Education Administrator, Charter School,
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NOTE: **Kristin Burke**, School Performance Evaluation, Department of Education, was present during the Fact Finding review as an observer. This individual did not participate in the activities, discussions or formulation of findings.

**Holbrook Junior-Senior High School
Holbrook Public Schools
FACT-FINDING REVIEW SCHEDULE
April 25-28, 2006**

This is a template schedule for a Fact-Finding visit. FF schedules were designed in collaboration with school principals and modified to reflect each specific school's day.

DAY ONE

CORE TEAM ONLY	
1:00	Core Team arrives at hotel
1:30 – 6:00	Core Team meets to summarize review of documents and plan for visit

DAY TWO

	CORE TEAM	PRACTITIONERS
7:30-7:45	Team arrives at school	
7:45 – 8:30	Team meeting	
8:30 – 8:45	Team tour of school	
8:45 – 9:30	Focus Groups	Classroom Observations
9:30 – 10:45	Meeting with SCHOOL Leadership	
10:45 – 12:00	Focus Groups	
12:00- 1:00	TEAM LUNCH, MID-DAY DEBRIEF	
1:00 – 2:30	Focus Groups	Classroom Observations
2:30 – 5:30	DOCUMENT REVIEWS, TEAM MEETING, DELIBERATIONS	

DAY THREE

	CORE TEAM	PRACTITIONERS
7:30-7:45	Team arrives at school	
7:45 – 8:15	Feedback to School Leadership	Classroom Observations
8:15 – 9:30	Focus Groups	
9:30 – 10:45	Meeting with DISTRICT Leadership	
10:45 – 12:00	Focus Groups	
12:00- 1:00	TEAM LUNCH, MID-DAY DEBRIEF	
1:00 – 2:30	Focus Groups	Classroom Observations
2:30 – 3:00	TEAM MEETING with PRACTITIONERS (Practitioners depart at 3:00)	
3:00 – 6:00	DELIBERATIONS – Core Team ONLY	

DAY FOUR

CORE TEAM ONLY	
7:30-7:45	Team arrives at school
7:45 – 8:15	Feedback to School Leadership
8:15 – 9:30	Focus Groups, follow up as needed
10:00 – 1:00	DELIBERATIONS
1:00 – 2:30	TEAM REPORT OUT with School and District Leadership
2:30	Team Departs