



Fall River Public Schools

Mary Fonseca Elementary School Level 4 School Turnaround Plan - 2017

Submitted to Local Stakeholder Group: February 8, 2017

Submitted to School Committee: February 8, 2017

Submitted to Department of Elementary and Secondary Education: February 8, 2017

**Final Submission to the Department of Elementary and Secondary Education: April 7, 2017*

Eligible to Exit Level 4 Status: Fall 2020

Section I: Executive Summary

Overview:

The Mary L. Fonseca Elementary School will work alongside all stakeholders to implement the following four levers that are further described throughout this plan:

1. Distribute Leadership to empower faculty and staff to drive the implementation of the improvement strategies for success.
2. Foster a growth mindset while building a collaborative, reflective, accountable and professional community, building confidence in team's collective efficacy.
3. Create and implement systems for student success that are data-driven, using collaborative decision-making, with all major initiatives guided by a distributive leadership/team process.
4. Develop positive and supportive relationships with all stakeholders to create an environment of respect and rapport across all age levels.

Background:

The Fall River Public Schools (FRPS) is a school district on the move. Over the past several years, FRPS has set a new standard in innovative practices to improve student performance outcomes. FRPS has a strong track record of designing and delivering an innovative program of studies that focuses on both the academic and social emotional needs of students. However, as with most urban school districts, there are still challenges that we must address in order to best serve all students. The faculty, staff, and leadership in FRPS is committed to this challenge and will work as a team, no matter what it takes, to meet the needs of the students we serve.

In the fall of 2016, the Department of Elementary and Secondary Education (DESE) designated the Fonseca Elementary School - one of the district's eight elementary schools - as having entered Level 4 accountability status. The plan presented in this document outlines the specific strategies that district and school level staff, in partnership with key community stakeholders, are undertaking to produce a successful turnaround effort. Our turnaround plan focuses on the implementation of thoughtful research-based and proven strategies that will further the four turnaround levers of success through consistency, collaboration, teamwork, effort, and fidelity of purpose.

FRPS has a successful history of turning around underperforming schools. In 2009, FRPS was guided by a state-mandated "Recovery Plan" and assigned a state monitor. In 2014, DESE released FRPS from state-monitoring and has since been guided by the four goals of the accelerated improvement plan, first introduced in 2012.

During this time, Kuss Middle School and Doran Community School (PreK - 8) rose from Level 4 to Level 1 status (currently both are Level 2 schools). Meanwhile, in 2013, the Watson Elementary School was designated a level 4 school (the school is currently in year 3 of its accelerated turnaround).

Fonseca Facts

- Employs **47** Full Time Teachers
- Serves **726** students
- Offers grades **K - 5**
- **18.9%** English Language Learners
- **94.7%** Low Income
- **13%** Special Education

Student Demographics

- **40%** White
- **33%** Hispanic
- **9%** African American
- **6%** Asian
- **12%** other

FRPS has a demonstrated ability for successfully turning around underperforming schools through its long term commitment to capacity building, rigorous teaching, social emotional development, and professional practice to improve student achievement results. As the work at Kuss and Doran, as well as the three years of growth at Watson, demonstrate, the district is prepared through experience for the nuanced complexities involved in sustainable school transformation.

Across Fall River, there is a new focus on our schools. The Fall River School Committee is chaired by the City's Mayor, the Honorable Jasiel Correia, elected in November of 2015. The committee is also comprised of four veteran members and two new members, also elected in 2015, who have demonstrated strong unity and effectiveness in governing the system to support district-wide improvement. The School Committee, during the winter/spring of 2016, appointed new leadership at the central office with the selection of Dr. Matthew H. Malone to serve as Superintendent of Schools. Dr. Malone began his tenure on July 1, 2016.

History:

Fonseca Elementary is located in the "Flint" neighborhood of Fall River, a densely populated area of city constructed mostly of multi-family housing units that were built to house the large numbers of people who worked in the textile factories during the late 19th and early 20th centuries. Most Fonseca students live in the surrounding neighborhoods although as a system-wide school-choice district, some Fonseca students live outside of the attendance boundary zone. In recent years the Flint neighborhood has experienced significant transiency, which has made consistency of attendance and consistency of enrollment a problem in the ability to increase student achievement. The "churn" rate for Fonseca last school year is 18.4% compared to the district-wide rate of 16%.

When the Fonseca school was built, it was designed to house four classrooms at each grade level. Enrollment increases at Fonseca - and across the district - have resulted in growing the Fonseca into a five unit (classroom) per grade school, essentially affording no classroom space to technology, arts, or other enrichment experiences. The school's physical space is completely utilized, which has led to an inability to effectively integrate interdisciplinary project-based / inquiry-based units of study, with all of the best aspects of instructional innovation and creativity. It is likely that this has had an overall negative impact on the climate and culture of the building. Sadly, the school day has not been as engaging for students, or for adults, as it should be because of the limitations of space.

The school has also experienced significant human capital turnover, including three principals between 2010 and 2015 and a 73% teacher turnover rate during the same time period. The current school principal was appointed in late August 2016, as were two assistant principals. The principal has experience in FRPS as a teacher at the John J. Doran Community School during their turnaround, and as an assistant principal at the Spencer-Borden Elementary School. The two assistant principals bring experience from urban schools districts outside of Fall River where they have served in various roles including teacher, assistant principal, and principal.

Staff have developed some initial strategies based on the December 2016 Annual Monitoring Site Visit (MSV) report issued by DESE. The report states that "Administrators and staff both described a school community that is still designing and implementing systems for improvement. Staff, particularly returning staff, described

adjusting to several changes in the current school year, including a school day shortened by budget cuts, a new principal, and new approaches to behavior management. Participants described student behaviors as a challenge, particularly extremely disruptive and negative behaviors. Staff indicated that a unified, cohesive approach to school improvement was still developing." The MSV report identified Fonseca at the Developing and Providing stages in their Holistic Ratings of readiness for turnaround implementation.

Additionally, prior to being designated a Level 4 school (and prior to the MSV visit), school and district staff had identified the following four goals to improve instruction and student achievement during the current 2016-2017 school year:

- 1. Build a trusting and collaborative culture among staff** (MSV: Developing)
Turnaround Practice #1. Leadership, Shared Responsibility, and Professional Collaboration

- 2. Improve the academic knowledge of staff** (MSV: Developing)
Turnaround Practice #2. Intentional Practices for Improving Instruction

- 3. Establish Systems for Consistency in Instruction and Student Behavior** (MSV: Providing)
Turnaround Practice #2. Intentional Practices for Improving Instruction;
Turnaround Practice #4. Climate and Culture

- 4. Increase capacity for intervening with students who are struggling** (MSV: Developing)
Turnaround Practice #3. Student-Specific Supports and Instruction to All Students

Theory of Action:

If we can focus on deepening rigorous research-based classroom instruction for all learners getting effective practice to scale across all classrooms in the Fonseca school, while also providing district-level guidance and support within an ecosystem of effective schools to share practice and learn from, we will improve student achievement outcomes. This would then provide greater opportunities for success for an entire community within the City of Fall River. In order for the turnaround of Fonseca to be successful, we must focus on building a strong foundation for learning. One key component of this is building an early childhood (full day K1 for 4 year olds) pipeline which we will grow each year until the Fonseca becomes a complete four unit (four classrooms per grade preK-grade 5) school. As such, during the summer of 2017, we will cap enrollment at the Kindergarten level to no more than 100 students and four classrooms. We will use the classroom space that is made available to create two(2) K1 classrooms, prioritizing siblings and second language learners in the enrollment process. In subsequent years, we will cap Kindergarten at four units (classrooms), incubating our model so that at the end of five years, there will be 28 units (classrooms - 4 per grade level) encompassing preK-grade 5 including classroom space for electives and special education services.

Our vision for the turnaround of Fonseca is grounded in inquiry-based instruction and interdisciplinary project-based learning using technology as a tool for relevance that will deepen our core curriculum and drive deeper levels of engagement and understanding. We believe that our students will learn more and perform at higher levels when we engage them in dynamic, multisensory, learning activities designed by teachers who collaborate and then innovate. We want our faculty and staff to have a "hands-on learning" mindset and support

them to be true “renaissance educators,” working in design teams to blend content and performance skills into units of study that address the developmental needs of the whole-child. FRPS recognizes that the work ahead is critical and urgent, and is committed to removing all roadblocks that hinder the work of our educators.

At the Fonseca, we value all of our students, especially those students identified as special populations. The Fonseca turnaround plan is anchored in our core values and beliefs that “all means all” in Fall River. Our English language learners and our special education students are at the core of our work. We will be inclusive and uncompromising in our commitment of including each and every child in the Fonseca educational program and the Fonseca school culture. We will ensure that we close student achievement gaps, especially for our most challenging learners, through the implementation of the strategies contained in this plan. Accelerated scalability of instructional best-practices will drive improvements in student achievement results.

English Learner and Special Education

Our demographic data clearly indicates that the linguistic and cultural diversity of Fall River Public Schools has increased steadily in the past decade. In 2014, the total English learner (EL) enrollment was 7.9 percent of the district population. In 2016, the EL enrollment has increased to 9.5 percent. Many of the English learners in Fall River are newly arrived to the United States and are performing at the earliest proficiency levels. The trajectory of the data from our new arrivals demonstrates a sharp uptick that is forcing us to redesign a new service delivery model across multiple school sites. This past year, from January 1, 2016 to December 9, 2016, 137 newcomer kindergartners, 22 newcomer first graders, 19 newcomer second graders, 23 newcomer third graders, 17 newcomer fourth graders, and 25 newcomer fifth graders have enrolled in our schools. We expect this trend to continue at an even higher trajectory, due to our new and improved systems of identification and reclassification.

At the Fonseca School, the English learner population will be bifurcated into two separate groups with distinct instructional needs, as outlined by the Guidance on Identification, Instruction, and Reclassification of English Learners issued by DESE in August 2016. Students will be grouped by the foundational levels of English (WIDA 1-low 3) and the transitional level of English (WIDA 3-6). Research clearly demonstrates the cognitive, academic, social, psychological, and economic benefits of bilingualism - we view our English language learners as a strength for the vibrant diversity that we embrace. In the interconnected world of the 21st century, bilingual skills are in high demand by government, business, and academia. Viewing the native language skills, background experiences, and cultures that English learners bring to the school in an additive and positive way is paramount to the Fonseca Turnaround Plan. We will engage our English learners and their families in a rigorous academic instructional program. Our EL students and their families will feel welcome, and know that we believe that their experiences, languages, and cultures contribute to the larger school community. We will always maintain high expectations for rigor in both behavior and performance.

Students receiving special education services are approximately 13% of the Fonseca student population. Of the 86 students on Individualized Education Plans, six of those students are placed in substantially separate classroom for students with social, emotional, and behavioral disabilities. The remaining students are fully included in the general education classroom setting, with the support of inclusion special education teachers. There are four inclusion special education teachers that service students in the mainstream classrooms. At this time, there is one teacher assigned to grade 3, one to grade 4, and one to grade 5. The fourth teacher services

students in grades K-2. When looking at this current model, which was kept the same from previous years, there is a concerning discrepancy between the number of students in each teacher caseload. In order to address the academic and non-academic needs of special education students, teachers will service no more than two grade levels.

The MCAS data for students with disabilities indicates that in the 2016 school year, grade 3 proficiency was 10% in ELA and 20% in math. Grade 4 proficiency for ELA was at 7% and math was at 14%. For grade 5, 15% of students were proficient in ELA, 14% proficient in math, and 14% proficient in Science. Since 2013, students with disabilities had a progress and performance index of 49, 63, 56, and 72 consecutively, which is short of the 75 target.

According to the 2016 MSV report, the school does not currently have adequate resources in place to consistently provide interventions, and it is unclear that the interventions in place are research based. The holistic rating of developing is an accurate indicator of where the Fonseca School currently stands. At this time, there are two interventionists that target small group instruction with limited resources. Special education teachers, interventionists, administrators, and instructional leaders will be trained in research based interventions in ELA using Project Read, Framing your Thoughts for writing, and Lively Letters. For math, Math Recovery (AddVantage) training will be provided and the program will be used to assess and progress monitor students, as well as providing structured and explicit lessons and activities that focus on early numeracy/number sense understanding and structure of numbers.

The Fonseca School will be focusing on closing the achievement gaps of all students by focusing targeted interventions in grades K-2, and a walk to learn model in grades 3-5. In addition, there will be one co-taught classroom in grades K-3, that will target the students with moderate/high level of needs. By collaborating with the classroom teacher, the special educator and classroom teacher will work in partnership to target and differentiate instruction for all students. Small group instruction would be a focus within this classroom, using flexible groupings that will allow for students to continuously progress towards meeting the grade level standards. During whole group time, the special education and classroom teacher will facilitate the lessons together, providing the appropriate supports and scaffolds for all students to access the material.

One of the inclusion special education teachers will focus their caseload on one grade level of students in either K or 1, and loop with the same students to the following school year. When looking at overall data in grades K-2, students are not making the progress needed, falling below all other schools within the district on benchmark assessments. A teacher that loops with a cohort of students will be able to begin the year assessing students to determine if they regressed over the summer, but will begin to pick up where they left off at the end of the year, working towards their IEP goals, and towards mastery of grade level standards.

The implementation of these two specific special education strategies will increase student achievement towards proficiency by targeting students in grades K-2. Explicit instruction will be done in small group settings, using an “all hands on deck” approach in grades 1 and 2 for interventions, in order to narrow the achievement gap as those students progress to grades 3-5.

Conclusion

The strategies outlined herein were developed over many hours and included input from district, school, union, and community leaders. This process is a clear example that the students of Fonseca are fortunate to have dedicated and talented practitioners working on their behalf, and now is the time for action. This plan will serve as the blueprint for what we expect to be a true turnaround success story. The four levers that drive our turnaround plan and stitch together the improvement strategies contained herein will serve as a force-multiplier, enabling us to:

- Distribute Leadership to empower faculty and staff to drive the implementation of the improvement strategies for success.
- Foster a growth mindset while building a collaborative, reflective, accountable and professional community, building confidence in team's collective efficacy.
- Create and implement systems for student success that are data-driven, using collaborative decision-making, with all major initiatives guided by a distributive leadership/team process.
- Develop positive and supportive relationships with all stakeholders to create an environment of respect and rapport across all age levels.

The process to create the conditions of success are now underway and are based on methods that are proven best practices. With a laser-like focus on creating a new culture of academic success for all students, establishing new professional learning communities for our educators, providing resources to elevate our instruction, introducing new technology to excite real-world relevance, engaging students in inquiry-based and interdisciplinary instruction, and mapping the systems to support the most vulnerable students, there is little doubt student achievement will increase steadily at an urgent pace.

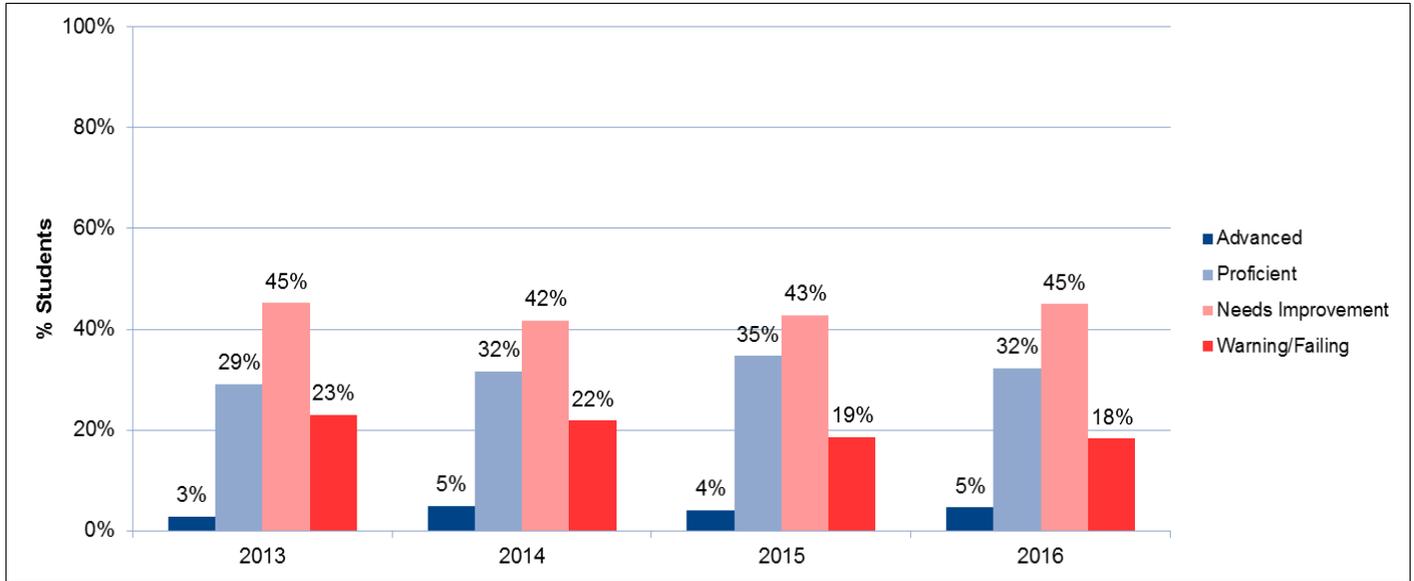
Fonseca's focus on extended learning time, inclusive practices that support all learners, collaboration among all areas of school and district staff, data driven decision making, and professional learning communities, are key elements to the turnaround that is underway. Ultimately, Fonseca has the potential to be a model of what school turnaround should look like in urban school districts across the Commonwealth.

Performance Data

The 4-year school percentile ranking of Fonseca is 2, 4, 5, and 5 from 2013 to 2016. This rating depicts Fonseca as improving slightly, but not the accelerated growth that is needed. Furthermore, the data does not show sustained growth across the years but rather growth in one year may be lost in the next.

Specifically, Fonseca saw slight improvements in MCAS ELA from a low of 32% Proficient and Advanced (P&A) in 2013 to 37% in 2016. Likewise the percent of students in warning decreased from 23% to 18% over the same time period. However, proficient and advanced percentage declined by from SY 2015 to SY 2016, and the Median Student Growth Percentile (SGP) remained below the state target of 50 across the 4 years.

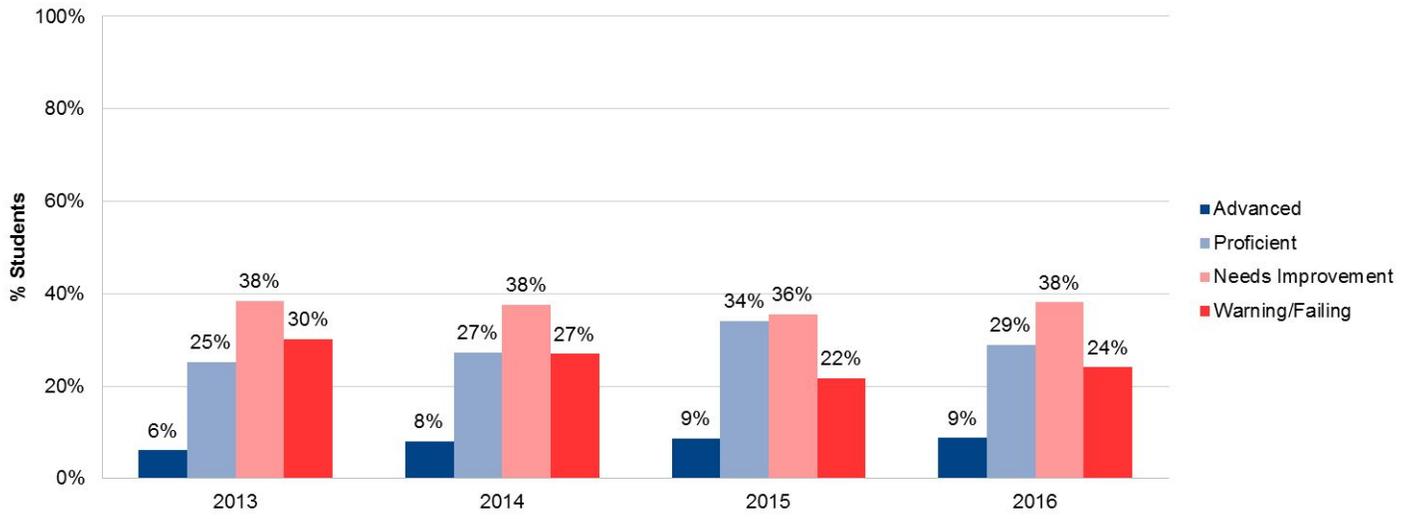
Figure.1 All Grades ELA MCAS: Fonseca Elementary



	2013			2014			2015			2016		
	School	District	State	School	District	State	School	District	State	School	District	State
Advanced	3%	9%	19%	5%	9%	18%	4%	11%		5%	11%	
Proficient	29%	39%	50%	32%	41%	51%	35%	40%		32%	42%	
Needs Improvement	45%	34%	23%	42%	32%	22%	43%	32%		45%	30%	
Warning/Failing	23%	18%	8%	22%	17%	8%	18%	17%		18%	17%	
N Students	323	5,371	496,175	348	5,548	488,744	346	5,437		329	5,408	
CPI	65.3	75.5	86.8	68.2	76.9	86.7	69.7	77.2		70.4	77.9	
Median SGP	41.0	49.0	51.0	44.0	49.0	50.0	42.0	50.0		45.0	51.0	

Similarly, in Mathematics, the school’s MCAS P&A improved from 31% (2013) to 38% (2016), and Warning decreased from 30% to 24%. However, this data declined from 2015 to 2016 - P&A went from 43% to 38% and Warning increased from 22% to 24%. The Median Math SGP was at a low of 34 in 2013, rising to above targeted in 2014 (52) and 2015 (54), and dipping again below target to 43 in SY2016.

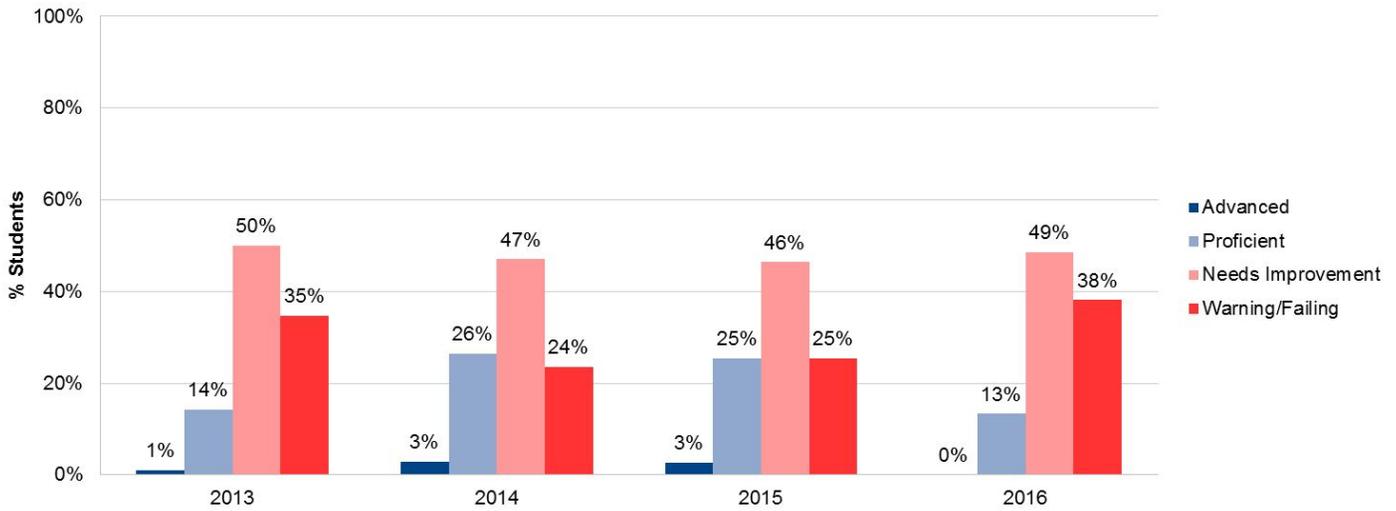
Figure 2. All Grades Math MCAS: Fonseca Elementary



	2013			2014			2015			2016		
	School	District	State	School	District	State	School	District	State	School	District	State
Advanced	6%	13%	28%	8%	15%	28%	9%	17%		9%	17%	
Proficient	25%	25%	33%	27%	27%	32%	34%	27%		29%	26%	
Needs Improvement	38%	34%	25%	38%	32%	25%	36%	29%		38%	30%	
Warning/Failing	30%	29%	14%	27%	27%	15%	22%	26%		24%	27%	
N Students	325	5,372	497,090	348	5,562	490,288	346	5,429		328	5,418	
CPI	60.8	66.5	80.8	63.9	68.5	80.3	69.0	70.1		68.1	69.5	
Median SGP	34.0	45.0	51.0	52.0	53.0	50.0	54.0	54.0		43.0	48.0	

This increase followed by decrease trend was evident in the grade 5 Science MCAS data as well. The percent of student P&A increased in the high twenties in 2014 and 2015 up from 15% in 2013. However, this rate dipped to 13% in 2016. Similarly, Warning decreased to mid-20's in 2014 and 2015, down from 35 in 2013. However, in 2016 Fonseca's Warning rate was at a 4-year high of 38.

Figure 3. Grade 5 Science MCAS: Fonseca Elementary



	2013			2014			2015			2016		
	School	District	State									
Advanced	1%	6%	16%	3%	7%	17%	3%	7%	15%	0%	7%	17%
Proficient	14%	25%	37%	26%	30%	38%	25%	29%	39%	13%	26%	37%
Needs Improvement	50%	42%	35%	47%	41%	33%	46%	41%	33%	49%	42%	33%
Warning/Failing	35%	27%	12%	24%	22%	12%	25%	23%	12%	38%	25%	13%
N Students	98	2,057	209,573	102	2,165	211,440	110	2,104	210,453	105	2,151	208,262
CPI	54.1	63.9	79.0	63.7	69.4	79.6	64.3	68.3	79.4	55.2	67.7	78.7
Median SGP												

The following three tables include the percentage of students in grades 3-5 that scored proficient or above on MCAS in years 2012-2016. The proficiency rates for Fonseca indicate that over the last 5 academic school years, Fonseca students were more than 50% proficient once, which was in grade 3 math for 2015. All other data indicates that less than 50% of Fonseca students have entered the next grade level proficient in ELA and Math over the five years.

When looking at cohort data from year to year, students that were in grade 3 in 2014 were 46% proficient in ELA and 46% proficient in math. When this same group was in grade 4 in 2015, 37% were proficient in ELA (-9%) and 41% were proficient in math (-5%). The 2016 data for fifth grade shows that these same students were 46% proficient in ELA (+9% from grade 4) and 37% proficient in math (-4% from grade 4).

Grade 3 MCAS Percent of Students Proficient or Above

	2012	2013	2014	2015	2016
ELA	38	35	46	31	32
Math	28	49	46	52	47

Grade 4 MCAS Percent of Students Proficient or Above

	2012	2013	2014	2015	2016
ELA	24	22	28	37	32
Math	20	15	28	41	31

Grade 5 MCAS Percent of Students Proficient or Above

	2012	2013	2014	2015	2016
ELA	26	38	34	49	46
Math	13	26	31	34	37

While the data above is presented as increases or decreases over time, Fonseca’s performance relative to district and state peers is significantly behind. This outcome pervades Fonseca’s data points in lower elementary numeracy and literacy. For example, using DIBELS as an early literacy indicator, the percent of Fonseca students scoring at grade level tends to be the lowest in the district. End of year 2016 DIBELS shows that only 50% (lowest in district) of Fonseca’s K students were on level, 39% (lowest if you don’t include the Newcomer English Language Learners), at Grade 1, and 45% at Grade 3 (lowest in district). Fonseca’s early numeracy data shows a similar trend. End of year Math data shows only 28% of Fonseca’s K and 1 students have met the benchmark, and 13% for grade 2. These percentages were the lowest district-wide.

It is with this data and core beliefs that FRPS and Fonseca Elementary staff, with collaboration from parents, partners and city leadership, have developed the plan herein. We believe that all students can achieve at high levels, with the proper supports and tools. We are especially aware of our obligation to English Language Learners and newcomers to the United States. The linguistic and cultural diversity of Fall River Public Schools has been steadily increasing, leading to a rich and vibrant school community. This plan addresses, in detail, the services they will receive.

Section II: Turnaround Practices for School and District

Turnaround Practice #1: Strengthen effective leadership, enhance shared responsibility for results, and build a professional learning community.

This Turnaround Practice is comprised of three components: (a) Using autonomy and authority to improve teaching and learning, (b) Teaming, shared leadership and responsibility, and collaboration, and (c) Using teams, shared leadership, and a collaborative and trusting environment to accelerate improvement.

Of these, Fonseca's greatest challenge is in the latter two. Our historical knowledge of Fonseca in addition to key data sources (TELL Mass Survey 2012-2014, 2016 Monitoring Site Visit Reports, and meeting minutes) depict a lack of cohesiveness, trust, and support among staff, all of which is essential to implementing this Turnaround Practice.

Fonseca has the highest teacher turnover rate of 73% in 2015 over the past 5 years, and has been through three principals through the same time period.

The MASS Tells results depict a lack of trust between the teaching staff and school leaders:

- In 2014, only 24% of teachers (50% of staff completed MASS Tells survey) felt that "teachers are trusted to make sound professional decisions about instruction (compared to 44.8% in 2012).
- Only 40% of teachers in 2014 reported that "There is an atmosphere of trust and mutual respect in this school" when responding to a question about school leadership.
- Furthermore, only 25% in 2014 felt "Teachers have an appropriate level of influence on decision making in this school".

The current administration appears to recognize this divide and has even reported that teacher buy-in is a major obstacle at Fonseca (MSV December 2016). The MSV further reports that trusting relationships among staff is inconsistent, and even teachers feel lack of community with other teachers acknowledging, "there's a great divide".

Although there currently exists structures to support collaboration such as common planning time for all staff and a school-based Instructional Leadership Team, the barrier of a collective unified staff is negatively impacting the efficacy of those structures. Therefore, our intent is to use the the following strategies and autonomies provided by the legislation to build a cohesive and collaborative staff that is dedicated to a common mission and vision for the Fonseca School.

In order to improve turnaround practice #1, we will implement a strategy designed to support two overarching goals:

- A. Build and drive distributive leadership throughout the school.**
- B. Improve morale and build confidence in our collective efficacy.**

**The Superintendent, Assistant Superintendent, and other members of the senior staff will meet with the Principal and leadership team at Fonseca once per month to monitor and support implementation of accelerated turnaround plan. The principal will be a direct report to the Superintendent and the Superintendent will evaluate the principal.*

Strategies to target goal A:

- The principal will use the autonomies provided within the two Level 4 Memorandum of Agreement (negotiated with the Fall River Educators' Association and the Fall River Administrators' Association) to make staffing decisions based on the needs of students, to include a mandatory interview with each current faculty member regarding their interest in the accelerated turnaround work. We will be very purposeful and strategic in our staffing.
- There will be four "lead teacher" positions, one at each grade span, (K-1, 2-3 and 4-5, as well as an Itinerant representative). These lead teachers will serve on the ILT (Instructional Leadership Team), attend Principal Advisory Team meetings, facilitate professional development, support new teachers, facilitate PLT (Professional Learning Teams), and serve as a liaison between administration and teachers. Lead teachers will build "model classrooms," which will serve as a bridge for the building of our new peer observation model.
- The Fonseca School will employ a Redesign Coach, which will oversee the Turnaround work by progress monitoring and presenting data to the Instructional Leadership Team. This data will be used to make instructional decisions for professional development that will be differentiated for teachers based on content and grade level. The principal will work with the Redesign Coach and Empower Schools to develop a tool to monitor progress in distributive leadership structures.
- The district will build the capacity of the Administrative Leadership Team and the Instructional Leadership Team through partnering with Empower Schools (Joe Rull), a proven turnaround technical assistance provider. This will allow the school to expand the ILT (Instructional Leadership Team) to include no less than ten (10) teachers who must apply and are selected by the school principal. The ILT will be representative of the faculty and staff to include teachers (general education, EL, and SPED), paraprofessionals, coaches and administrators.
- The Leadership Team, with the technical assistance of Empower Schools, will create an effective master schedule to maximize student learning time in core content and increase professional development time for faculty and staff. We will add 40 hours of summer professional development time for all faculty and staff. In addition, the principal shall select one day per month for (1) early dismissal so that two and a half hours shall be made available for administratively directed professional development and a half hour designated for staff meeting time. On this day, students shall be dismissed at 12:52pm and the teacher workday shall end at 3:57pm, which will be 20 hours of early release for professional development added to the school calendar. This time will be used to prepare for accelerated turnaround work.

- There will be one additional hour per month designated to teacher collaboration. In grades k1 - 2, teachers will meet by grade level to analyze student data, develop student groupings for intervention, and plan for differentiated student centers. Teachers in grades 3-5 will meet in vertical content teams to collaborate and develop differentiated student work around one of the academic standards that are common among all three grade levels that were identified as a school-wide area needing focus, based on data from the previous years MCAS results.
 - Lead teachers will progress monitor grade level teams in their ambitious efforts to increase student achievement. Initially we will use district wide internal capacity to train our lead teachers, however, we reserve the right to use outside technical assistance as needed. See attached job description for the specific duties of lead teachers.
 - The ILT will drive the implementation of “peer observation” practices for both teachers and administrators (FREA and FRAA unions).
- The Fonseca Administrative team will write a concise and focused “100 Day Plan” (shared with the ILT and all faculty/staff) for the opening of the 2017-2018 school year (year 1 of accelerated turnaround). Said plan will be dynamic and evolve progressively throughout the school year.
 - During year 1, we will build the capacity of the school council with the support of Empower Schools to become a partner with all change and improvement initiatives.

Strategies to target goal B:

- Using the second week of summer professional development, the school’s leadership team, with the technical assistance of Empower Schools, will build adult capacity (agency and ownership) focusing on an “improvement mind-set” to address the urgent instructional and behavioral issues in Year 1 of accelerated turnaround implementation. This will be an ongoing and dynamic plan for the duration of the turnaround.
- In order to provide opportunities for increased collaboration time, teachers in grades 3 - 5 will departmentalize for ELA and Math. This will allow for all grade 3, 4, and 5 math teachers to meet weekly with their content leader. All grade 3, 4, and 5 ELA teachers will meet weekly with their instructional coach. This will increase teacher collaboration time in their content area by two 48 minute periods a month. In addition, the departmentalization of grades 3-5 will allow for teachers to receive targeted and differentiated professional development through weekly PLT, monthly PD, and through district PD opportunities.
- We will implement an ongoing and purposeful survey tool used by all Fonseca employees, faculty, and staff to assess morale and current state of school conditions (climate and culture). The data obtained will be brought back to the ILT for review in order to develop professional development that addresses the needs that are identified in the survey.

Benchmarking Progress:

Leadership, shared responsibility and professional collaboration

<p>Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)</p>	<p>We will meet our PPI targets for 2017, including targets for low-income students, English Language Learners, and students with disabilities (along with graduation and dropout rates for high school).</p>
<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. By October 1, 2017, the Instructional Leadership Team, will establish at least one academic and one non-academic school-wide improvement priority. 2. Starting in October of 2017, 100% PLT agendas will include a focus on school-wide instructional priorities. 3. After a period of norming in the Fall, school administrators will use the educator evaluation process to provide effective feedback as defined in the district’s AIP (Objective 4.1): <ul style="list-style-type: none"> o focused on school-wide priorities o actionable in terms of identifying reinforcement and replacement behaviors o developmental in terms of building on previous feedback, and o timely (within 72 hours). 4. All FREA teachers will be evaluated using the Fall River Evaluation Tool. 5. All FREA teachers will have a PPG that is aligned to the school improvement goals contained in the turnaround plan approved by the administrative team. 6. The administrative team at Fonseca will align their goals to the School Improvement goals contained in the turnaround plan.
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. Each school wide priority will contain a student outcome measure specific to the given priority. We are in the process of developing a benchmark that will be specific to the school-wide priority. The goal would be to see a 25% improvement over the course of the year, baseline to be established in October of 2017.

Turnaround Practice #2: Increase instructional capacity of all faculty and staff with classroom practice at the center of effort.

The Schoolwide Instructional Observation Report of the MSV confirms the district’s assessment that there is much work to do to improve classroom instruction. In particular, the MSV’s ratings of grades Content Understanding (3.0), Analysis and Inquiry (2.0), and Concept Development in the lower grades (2.6) fell in the low to low middle range, and were the the lowest ratings across all domains.

Interestingly though, the school does seem to have some structures in place to support the components of this turnaround practice. The MSV rated that the communication of *Instructional Expectations* is developing. The expectations are being communicated to some extent but may not be understood by all. The MSV also reports that the frequency of *administrative walkthroughs and feedback* has increased this year, but that feedback may be inconsistent. Similar to the latter two components, *Student Assessment Data Use* (for classroom instruction)

was rated as developing, noting that there is process and template for teachers to use for data, however, this practice is not consistently implemented.

Hence, the challenge in this turnaround practice is create a throughline between the developing systems and improved classroom instruction in terms of rigorous instructional delivery. We see professional development as a conduit to bridging the two as defined in our strategies.

In order to improve turnaround practice #2, we will implement a strategy designed to support two overarching goals:

- A. We will build teacher capacity in content knowledge and pedagogy to deliver high quality instruction in literacy and numeracy.**
- B. We will build a collaborative systematic approach to inquiry based learning.**

**The Superintendent, Assistant Superintendent, and other members of the senior staff will meet with the Principal and leadership team at Fonseca once per month to monitor and support implementation of accelerated turnaround plan. The principal will be a direct report to the Superintendent and the Superintendent will evaluate the principal.*

Strategies to target goal A:

- The principal and the ILT will develop common components that will be apart of all teacher lesson plans. These components will align to the Rigorous Planning Guide developed by the district. Embedded professional development will occur through the collaboration of teachers and instructional leaders during the weekly content PLT (Professional Learning Team).
- Grades 3-5 will departmentalize into two separate content areas. There will be two math teachers and two ELA teachers per grade level. This will allow Fonseca to build content experts that will focus on the ELA or math standards, deepen their understanding of the vertical alignment between the content standards, and use this understanding to scaffold grade level material to meet the ability levels of all students. The increased PLT time of four 48 minute periods a month is double the amount per content that teachers receive when they are teaching all content areas.
- Through the use of coaching cycles, modeling, and observations, all teachers will implement the workshop model for ELA and Math instruction in all classrooms (Tier I support).
 - Coaching cycles will be completed by content experts for a 6 week coaching cycle per non-PTS teacher (priority of need based on Principal Advisory Team.)
 - Coaching logs will provide ongoing dialogue and actionable feedback throughout the cycle.
 - Coaching cycles will be completed for PTS teachers to strengthen Tier I and Tier II supports.
- The principal and the ILT will design professional development using research-based best practices to improve student achievement, specifically focusing on evidence of rigor in lesson planning and implementation, differentiation, and will be content specific as needed to build teacher content

knowledge and pedagogy. This professional development will be differentiated and focus on supporting school-wide priorities and short term instructional goals. We will be accountable for the implementation of the professional development through a system of peer observation designed by the principal and the ILT, that specifically looks at school-wide instructional improvement practices.

- Teachers will complete a survey at the end of each professional development to obtain feedback and collect anecdotal data to be analyzed by the ILT.
- The school will partner with, and implement, Achievement Network (ANet) to systematize a data inquiry cycle and build capacity through a collaborative coaching model using grade-level teams, content experts, standards-based instruction, and formative benchmark assessments.
 - The Response to Intervention (RTI) team will meet weekly to discuss students that are not meeting grade level expectations that are receiving Tier II or Tier III level of instruction. The RTI team will consist of content expert administrators, interventionists, special education teachers, school adjustment counselors, classroom teachers, parents, and psychologists when needed.
- The master schedule will include a 30 minute intervention block of time for targeted interventions in grades one and two. Interventionists, special education teachers, instructional paraprofessionals, instructional leaders and/or administrators, along with classroom teachers in grades one and two, will all be responsible for using data to form flexible small groups that will receive targeted and explicit instruction, using research based early literacy programs and Math Recovery.
- Professional development facilitated by district instructional leaders around “Framing Your Thoughts,” a writing curriculum by Large Circle Enterprises, will focus on sentence and paragraph development using multisensory activities and instruction sequentially to develop basic writing skills.

Strategies to target goal B:

- We will engage students in “hands-on” interdisciplinary project-based learning as we develop and operationalize the "Fonseca Arts and Creativity STEAM Innovation Center" which will:
 - Repurpose and reconfigure the currently underutilized "library media center" into a new engaging multipurpose "maker's space" which will include visual and performing arts centers, maker's spaces, technology, and interdisciplinary cross-content blending. This will prepare Fonseca students to be innovators and problem-solvers; designers of that which does not yet exist in this world. Students will develop finely tuned motor skills and demonstrate 21st Century learning skills, using the design process to make meaning from information, media, and technology and apply their understanding through artistic mediums using critical and design thinking, collaboration, communication, and creativity.
 - Deliver teacher developed lessons and units of study that integrate STEAM concepts into core content as a means to support school-wide academic and SEL goals and develop, deepen, and connect higher-order critical thinking skills (Bloom, revised 2001).

- Provide a space to implement PLTW Project Lead the Way Launch curriculum and training to bring STEAM learning to life at Fonseca. The program is a train the trainer model that empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them.
- We will use technology to support inquiry-based learning by investing in new technology tools for student engagement and professional development for staff, including:
 - Deploying a 1:1 technology strategy in grades 3, 4 and 5 at the Fonseca. This plan will promote the concept of anytime/anywhere learning by putting new Chromebooks into the hands of these students and allowing each student to take these devices off campus with them each night to further their learning. Our new lead teachers will coordinate access for all students.
 - Creating relevance and access for students to software, including Dreambox learning, which is a self-paced mathematics program that is aligned to the grade level standards, and supports the visual models and conceptual understanding needed for higher level problem solving. Discovery Ed techbooks and HeadSprout, a literacy program, are other software programs that have already been acquired by FRPS. The district will also invest in a paid subscription to Imagine Learning software, which has proven to be a successful learning tool for English Language Learners at other FRPS elementary schools.
 - Professional development will be provided for staff by district instructional technology specialists. The focus of this PD will be to introduce staff to blended learning as an instructional strategy as well as training them to harvest back end and real time data to make purposeful instructional decisions. Coaching will be provided by Lead Teachers, district staff, and the Technology Teacher.
 - Connecting families who do not currently have internet connections with Comcast Internet Essentials, which will help them offset the financial burden of being connected to the internet at home.
- During grade level curriculum planning meetings, teachers will identify non-fiction texts and electronic resources that will be integrated into each unit as supplemental resources that support the unit topic. Science and Social Studies units can be brought to life by providing Fonseca students, that may not have a range of background experiences to draw from, the opportunity to instantly learn about and explore the information they need to help make connections. Students will utilize classroom technology and the use of the STEAM center to demonstrate understanding and mastery through the development of a product, i.e. brochure, poster, PowerPoint, presentation, flyer, Prezi, or items made by 3-D printers, etc.
- All teachers at the Fonseca School will be trained in Sheltered English Instruction and receive the SEI endorsement. The Fonseca School will partner with the Center for Applied Linguistics to implement the Sheltered Instruction Observation Protocol (SIOP) model, which is a research based instructional model that targets the needs of English Language Learners, as well as providing best practices for all students. The ILT will develop a protocol for walkthroughs around the implementation of the SIOP model in order to determine professional development needs and supports for those teachers.
 - The Instructional Leader for English Language Learners, ELA, and Mathematics will receive training on the implementation of the SIOP model. This will build school level capacity to

continue the training and supports for implementation to introduce to new teachers to the SIOP model, and provide coaching as needed.

- Teachers that service the EL population of WIDA (high level 3 - 6), will use the SIOP model strategies, which will transform teacher pedagogy and the overall learning environment for all students.
- Students in grades 3-5 will access 1-on-1 technology to access text to speech programs, which will connect to their oral experiences in English. This 1-on-1 technology will allow students the opportunity to express themselves in a variety of ways.

Benchmarking Progress:

Intentional practices for improving instruction

<p>Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)</p>	<p>We will meet our PPI targets for 2017, including targets for low-income students, English Language Learners, and students with disabilities (along with graduation and dropout rates for high school).</p>
<p>Other MAGs 3 required by statute:</p> <ol style="list-style-type: none"> 1. Student acquisition of twenty-first century skills 2. Development of college readiness 3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable 	<ol style="list-style-type: none"> 1. Given that the plan is to add the K1 in order to improve readiness to learn,, our expectations is that 75% of the Fonseca K1 students will score at the Core Level (on grade level) in the K Screener as they enter K in the Fall of 2018. 2. By June of 2018, in K -2 mathematics, we expect to see a 25% increase (baseline June of 2017) in the percent of students scoring proficient or above in the addition and subtraction and structure components of the Math Advantage assessments. 3. By June of 2018, in K -2 ELA, we expect to see a 25% increase (baseline June of 2017) in the percent of students scoring proficient or above in end of year district benchmarks (i.e. DIBELS).
<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. A subgroup of the ILT will conduct monthly learning walks to assess the level of rigorous tasks (according to the rigorous planning framework). Baseline data will be collected in September and October. The goal is that by June 2018 75% of observed lessons contain sufficiently rigorous tasks. 2. All classrooms servicing EL students will be implementing the SIOP model when developing lesson plans as evidence in their instructional practices. This will be monitored through learning walks. 3. By November of 2017, data inquiry cycles of 6-8 weeks will begin. At that point, the goal is that the data will be used to place students in targeted instructional groups during core after 100% of the district benchmarks. (Form A of the district’s RTI process will serve as evidence for this goal.)
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. District benchmarks in ELA and Mathematics will show a 10% increase in the percent of students of students scoring proficient or above (defined as score of 80 or higher) when compared to previous year cohort; Benchmarks without an annual comparison will show at least a 5% relative increase of students scoring proficient or above from one benchmark to the next.

Turnaround Practice #3: Student-specific supports and instruction to all students: Increasing students' readiness to learn.

We view this turnaround practice through lens of embedding a comprehensive tiered system for both academic and nonacademic (SEL) needs. Similar to our analysis of Turnaround Practice #2, there is a disconnect between emerging systems and impact on practice. For example, the MSV reports that processes are in place to identifying student needs such as common planning time (see MSV report 2.3 rated as providing) and an RTI team (see 3.3 of MSV rated as Developing). However, *teacher training to identify student needs* (MSV 3.2) was rated low as limited evidence.

The outcomes of this finding are supported by student data. The Early Warning Indicator System (EWIS) shows that for the 2016-2017, the percentage of students rated as high risk (64.6, 65.9, and 67.3 for grades 3 through five respectively) increases as the student progress through upper elementary school. Compare this to Letourneau Elementary, a school that houses our EL newcomer program and was formerly at risk for level 4 status. At Letourneau, the percentage of students rated as high risk declines from grades 3 to 5 (74.5%, 66.3%, and 56.9% respectively). This data indicates a need for an improved support system at Fonseca to service their most at risk students.

Although Fonseca seems to be further along in a tiered model of instruction for academic needs than that for non-academic needs, minutes from the Local Stakeholder Group meetings indicate a grave concern from staff about meeting the behavioral needs of Fonseca students. Although we elaborate more on the school's SEL challenges in turnaround practice #4, we acknowledge the needs to systematize both in-house RTI processes that embed SEL needs and the strategic wraparound supports for struggling students and families.

In order to improve turnaround practice #3, we will implement a strategy designed to support two overarching goals:

A. Improve student readiness to learn.

B. Implement an RTI model for both academic and non-academic supports.

**The Superintendent, Assistant Superintendent, and other members of the senior staff will meet with the Principal and leadership team at Fonseca once per month to monitor and support implementation of accelerated turnaround plan. The principal will be a direct report to the Superintendent and the Superintendent will evaluate the principal.*

Strategies to target goal A:

- The district will cap kindergarten enrollment at 100 students in four classrooms. Over 5 years, the school will become a four unit school in each grade (K1-5) in order to reduce class size and provide support for more targeted needs for students e.g. include an art room, a science room, intervention space, and a potential “maker’s space” for STEAM activities. We will use the current student assignment policy to operationalize more flexible student assignment boundaries prioritizing sibling and walk-to neighborhood preference.

- Using the classrooms space gained by capping Kindergarten at 4 classrooms, we will create two full-day pre-kindergarten (k1) classroom for 4-year olds. Said class will be designed using one teacher and one support paraprofessional.
- The school will implement successful instructional delivery models to include:
 - A) looping at least one kindergarten or first grade inclusion classroom with the possibility of expanding looping no more than a two year span if the results are positive.
 - B) create at least one sped inclusion co-taught classroom at the grade 1-3 level.
 - C) grades 3-5 will departmentalize for ELA and Math instruction.
- A newcomer strand for kindergarten through grade five will be established incrementally with dually-licensed (Elementary and ESL) SEI Endorsed teachers. The newcomer strand will serve students who perform in levels 1 through low 3 in WIDA Apt or ACCESS. English language development curriculum materials will be provided through Cengage/NGSP's REACH program. Instruction will be supplemented through the Imagine Learning digital learning program, and a variety of nonfiction texts. Core content instruction will also be supplemented using software programs such as Dreambox, Discovery Education, and HeadSprout.
- The School Adjustment Counselors will expand their SEL work with students by holding groups during the afterschool and summer programs in conjunction with the 21st Century program. The counselors will work with small groups of students around emotional regulation and social/emotional skills, that will help engage and teach students how to manage their emotions, teach them appropriate coping skills for the school setting, and promote healthy, happy, and safe lifestyles.
- Staff will build trusting relationships with families by providing meaningful opportunities to participate in effective parent-teacher conferences when developing intervention plans for students (RTI). Staff will provide information, in family friendly language to parents regarding what their children need to know and be able to do. Staff will create a comprehensive system in which regular communication will occur between school staff and families in order to strengthen a culture of trust and respect.
- The Fonseca School will partner with United Neighbors of Fall River /Community Connections Coalition to facilitate a Parent Cafe at the Fonseca School once per year, in order to build relationships between the school, parent, and outside community. The Parent Cafe will foster relationships among the families and provide networking opportunities to community partners that can provide in home support.
- The Fonseca School will partner with the Family Nurturing Center of Massachusetts to provide Fonseca families the opportunity to participate in an evidence-based program for the prevention and treatment of child abuse and neglect. This Nurturing Parenting Program will train teachers, paraprofessionals, Student Support Coordinator, and/or counselors to run programs at the Fonseca Elementary School. The program will be provided in English and Spanish, with a possible Portuguese cohort.

- The Fonseca School will collaborate with the Boys & Girls Club to provide enrichment activities for all students in and out of the school day, such as swimming, as well as helping provide discounted memberships for Fonseca students.

Strategies to target goal B:

- We will add an additional twenty minutes a day, which will allow for the implementation of “Morning Meeting,” a Responsive Classroom component that will build a sense of community within each classroom, and prepare students for a day of success both socially as well as academically.
 - Responsive Classroom II professional development will occur for all staff in the summer 2018.
 - In year two of turnaround, the Fonseca School Adjustment Counselors and Behaviorists will be trained in Open Circle, a comprehensive K-5 grade level differentiated social and emotional learning program. The trained staff will push into classes in year two in order to begin rolling out the curriculum, which will be done in conjunction to morning meeting.
- We will train teachers on how to implement RTI for academic needs. Embed the Fall River Public Schools RTI, establish an RTI team to identify formal systems and the use of data cycles using A-Net to assess against the standards and other district benchmarks that will indicate any growth data.
- The training of Special Educators, Interventionists, and Instructional Leaders in Research Based Intervention Systems will allow for a menu of Tier III intervention supports to be used for students that are in need of explicit and targeted instruction aside from Tier I and Tier II classroom supports. This menu of interventions can be used to provide students in the RTI process with instructional supports needed to help track and monitor student progress. Examples of research based systems are Project Read, Lively Letters, Framing your Thoughts, and Math Recovery.
- We will implement a model of wrap-around student support services and keep real-time data on every student.
 - We will use the RTI team to identify needed SEL assessment/intervention cycles.
 - The district will fund an additional bilingual Student Support Coordinator FTE to lead the implementation of a wrap-around student support model.
 - We will hire a bilingual Parent Outreach Facilitator, who will help build relationships with parents specifically targeting student attendance in support of the Attendance Officer, Student Support Coordinator, administrators, School Adjustment Counselors, and the district-wide Attendance Task Force.
- The social and emotional needs of our English Learners’ will be supported through the Bilingual (Spanish/Portuguese) School Adjustment Counselor or Student Support Coordinator, and Moderate Special Needs teacher.
- Professional development will be held by the School Adjustment Counselors, Student Support Coordinator, and/or community partners, and outside agencies, to equip all Fonseca staff with the resources and supports they need to meet the needs of all students.

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

MAGs for Student Achievement (set by ESE)	We will meet our PPI targets for 2017, including targets for low-income students, English Language Learners, and students with disabilities (along with graduation and dropout rates for high school).
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. By September of 2017, an intervention block for grades 1 and 2 will be embedded in the school day and data will be monitored by RTI team after each benchmark. 2. By December of 2017, teachers in grades 1 and 2 will collaborate with content or SEL experts to create Individual Intervention Plans (Form E) for approximately 5% of the population (students on tier 3 interventions plans). 3. By December of 2017, parents will be invited to participate in 100% of initial meetings when developing Individual Intervention Plans for students. 4. The RTI team will hold monthly meetings to evaluate the efficacy of the plans and progress monitor the impact on students.
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. District benchmarks in ELA and Mathematics will show a 10% decrease in the percent of students of students scoring warning (defined as score of 50 or below) when compared to previous year cohort; Benchmarks without an annual comparison will show relative decrease of percent of students scoring warning or below (5% or more) from one benchmark to the next.

Turnaround Practice #4: Improve school climate and culture.

Through informal and formal channels, most stakeholders identify the school culture and climate to be the greatest challenge at Fonseca Elementary. This challenge has plagued Fonseca over time. The MASS Tells survey data shows that in 2012 only 34.5% of teachers stated that “Students at this school follow rules of conduct. This figure dropped to 28% in 2014.

This perception is supported by the data. Fonseca has the highest rate of chronic absenteeism (27.6) and out of school suspensions (6.6) compared to all district elementary schools. Furthermore, the OSS rate is more than three points higher than its closest counterpart.

Furthermore, each year we administer the AIR Conditions for Learning Survey to students as part of the District’s Strategic Objective 3. The survey reports out on students perceptions of the degree to which the (a) the school has a Safe and Respectful Climate, (b) the teachers provide Student Support, and (c) social emotional skill set of their peers. For the last 3 years, the grade 5 students have reported a decline in each category and have the lowest ratings in the district. For example, the % of grade 5 Fonseca students who feel the school is safe and respectful declined from 62, 52, 49, and 47 from 2013 to 2016. Likewise, the percent of grades 5 students who feel teachers support them declined from 69, 69, to 61 from 2013 to 2015, and then showed only a slight improvement in 2016 at 63. Finally, the percent of grade 5 students who feel their peers active positively in terms of conflicts with peers and effort in schoolwork declined from a high of 65 in 2013 to 46 in 2016.

What is most interesting about this data, is that, as robust as it is, it conflicts with the MSV findings. The MSV rated School Climate and Culture at the providing level, whereas the other three were rated at the developing level. Furthermore, classroom observations from the MSV rate Fonseca in the higher end of the middle range at 5.2 for Pre-K-3 and in the middle range at 4.7 for grades 4 - 5. A deeper look into these findings point to improvement needed in Adult-Student Relationship (developing) and Regard for Student perspectives (4.1 for Prek-3 and 3.4 for grades 4&5). Hence, while we recognize that part of creating a positive school and classroom climate is technical in nature such as creating and enforcing a schoolwide behavior plan, and creating a tiered system of support, we also acknowledge the significance of the student-teacher relationship. Our strategies aim to enhance both the systems and the relationships among students and staff.

In order to improve turnaround practice #4, we will implement a strategy designed to support two overarching goals:

- A. Increased student and adult engagement and the development of a positive learning environment.**
- B. Build partnerships with parents and local providers to deepen and sustain capacity.**

**The Superintendent, Assistant Superintendent, and other members of the senior staff will meet with the Principal and leadership team at Fonseca once per month to monitor and support implementation of accelerated turnaround plan. The principal will be a direct report to the Superintendent and the Superintendent will evaluate the principal.*

Strategies to target goal A:

- The school day will be extended by twenty minutes per day (adding 60 additional instructional hours per year) to implement a structured “Responsive Classroom” morning meeting block. All Fonseca faculty and staff will be trained in the “Responsive Classroom” part one methodology in the Summer of 2017, part two will occur in the Summer of 2018.
- School staff will create a new data system and field test the Conditions for Learning Metric Framework to assess the degree to which five essential conditions for learning are in place; School Climate, Academic Engagement, Social Emotional Learning, Parent & Family Engagement, and System of Student Support.
- School leadership will use the brain-research connected to physical activity and academic achievement (Spark, 2013) to engage students in health, wellness, and physical education activities which will:
 - Actively support the use of recess, expanding recess times during the day and use Playworks activities as core programming.
 - Implement the Responsive Classroom "energizers" in daily classroom activities between learning blocks
 - Create additional enrichment physical education activities with community partners such as swimming lessons at the Boy's and Girl's Club and offer extended enrichment in partnership with current 21st Century after-school and summer programming.

- All Fonseca recess staff will be trained to implement Playworks, a social-emotional recess program that allows students to learn critical skills for working in teams, getting along with one another, being active, playing fair, and how to resolve disagreements. The full implementation of Playworks will increase student engagement and decrease the number of discipline referrals and injuries.
- The Principal and the ILT will establish a school-wide Positive Behavior Intervention and Support plan with clear and consistent behavioral expectations and policies that include effective behavioral supports (throughout the building). A tiered system that incorporates appropriate and logical consequences will be developed to hold students accountable for their actions. We will incentivise progress in student performance, behavior, and other engagement measures using PBIS strategies, and monitor progress using SWISS software.
- The Fonseca School will hold Saturday School twice a month for students that are habitual school offenders. This will incorporate a combination of reflection, problem solving, and community service. The implementation of progressive discipline will decrease the number of out of school suspensions and conduct referrals.
- Extended learning through summer school and after school programs targeting ELs will provide additional opportunities to build upon the learning from the school day, apply academic language across settings, as well as collaborate and engage in academic and non-academic oral discourse.
- In conjunction with the Fall River Parent Academy, Fonseca parents will be invited to attend adult ESL classes, and parent outreach will be provided through the bilingual Parent Outreach Facilitator.

Strategies to target goal B:

- We will provide a welcoming school climate for families through a yearly personal meet and greet before the first day of school, welcoming packets for parents translated in Spanish and Portuguese, open houses, tours of the school, teachers making personal contacts with parents through emails or phone calls, family involvement events, suggestion or comment box, and translators to welcome and assist families during activities.
- We will provide workshops and develop materials in parents' native language on learning and development as well as school expectations. We will work with parents on strategies for the creation of home conditions that support learning at each grade level. We will recruit Community Partners to strategically target resources, delivered through the Fall River Parent Academy targeted on workshops in health and nutrition, career support, family recreation, or whatever interests families share with staff.
- The Fonseca administrative and teaching staff will participate in a monthly PTO meeting to collaborate for the purpose of fundraising and planning / implementing school events (spaghetti supper, pancake breakfast, etc.), in order to build a school community that focuses on the improvement of the educational experience for all stakeholders.

- We will establish an EL Parent Advisory Council comprised of parents and guardians of students enrolled in the EL program. This will advise the school on matters that pertain to the education of these students, including participation in the review of the school’s turnaround plan.

Benchmarking Progress:
School Culture and Climate

<p>MAGs for Student Achievement (set by ESE)</p>	<p>We will meet our PPI targets for 2017, including targets for low-income students, English Language Learners, and students with disabilities (along with graduation and dropout rates for high school).</p>
<p>Other MAGs <u>7 required by statute:</u></p> <ol style="list-style-type: none"> 1. Parent and family engagement 2. Building a culture of academic success among students 3. Building a culture of student support and success among school faculty and staff 4. Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items) 5. Student safety and discipline 6. Student promotion and dropout rates 7. Graduation rates (high schools only) 	<ol style="list-style-type: none"> 1. Percent of students chronically absent (18 or more days) will decrease by 10% for SY18. 2. Out of School Suspensions will decrease by 10% for SY18 (baseline SY17) 3. Perceptions from staff, students and parents (surveys) reporting within a new and embedded Conditions for Learning self-assessment system will be in agreement within a 10% margin between all groups by the end of SY17-18. 4. Teacher attendance rates improve by 10% (baseline June 2017). 5. Percent of teachers implementing effective morning meetings will increase to 100% by the end of SY17-18. 6. An area or essential condition identified as a priority for improvement within the Conditions for Learning Metric Frameworks, such as School Climate, will show a 20% positive increase by staff, students and parents by the end of SY17-18.
<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. By September 2017, the Administrative team will conduct weekly walkthroughs to assess the efficacy of and provide feedback on morning meeting. The expectations is that 100% of classrooms will implement Morning Meeting daily. 2. The ILT will establish a school-wide behavior plan and progress monitor its impact. 3. By June of 2017, 100% of students will have an individualized support plan developed and monitored by the School Adjustment Counselors, Behaviorists, and Student Support Coordinator.
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. Monthly conduct (referral, suspensions) data will show a 10% decrease from previous year. 2. Spring 2018 (March) administration of Conditions for Learning Survey will show a 20% increase in the percent of students reporting a positive school climate in all 4 categories from the Fall 2017 (October) administration.

Section III: Financial Plan

The Financial Plan distributes funds along two major avenues: Social Emotional Learning (SEL) and Instructional Capacity.

SEL

The SEL strategies include preventive measures in the form of adding a Pre-K (\$70,000) in order to increase students readiness to learn. Support will also be targeted at Tier 1 classroom and school culture issues with mandatory Responsive Classroom training (\$85,000) for the whole staff and additional twenty minutes of extended learning time daily (\$115,000) to ensure adequate time for Morning Meeting, a core component of Responsive Classroom. In addition, other resources will be targeted to target the social emotional needs of students. We plan to use funds to add a Student Support Coordinator (\$75,000) who will then be trained by City Connects (\$30,000) to ensure that a wraparound plan is developed for 100% of students. A Bilingual Parent Outreach Facilitator will be hired (\$20,000) to improve parent engagement and provide leadership and service to teachers and students.

Instructional Capacity

A Redesign Coach will be hired (\$75,000) to support the redesign process at the Fonseca School. Strategies to enhance the curriculum and instruction of the school include innovative strategies such as 1:1 Laptop Initiative for Grades 3-5 students (\$15,000) and a STEAM Center (\$20,000) to create a space for students to explore integration among the arts and the sciences. In an effort to support some of our academically fragile learners, we will pilot a co-taught ESL classroom in Grade 1. Teacher collaboration will be key to our improvement strategies and hence, we will employ Achievement Network (\$33,000) to train our teams of teachers conduct effective data analysis cycles during common planning. We also plan to hire 4 lead teachers (\$16,000), K-1, 2-3, 4-5, and Specialist (Art, Music, PE), to support teacher planning. Lastly, teacher leadership will also occur through participating in the Instructional Leadership Team on a monthly basis (\$5,000).

Leadership

In order to ensure that the staff are given both the support and oversight to effectively implement the above strategies, we will employ Empower School (\$50,000), to be negotiated, to support the leadership team. The goal is that the on-site coaching of the School's leadership team will result in systems of support and monitoring for staff. Furthermore, Empower Schools will also collaborate with school leadership to design a summer "retreat" experience, with the aim of setting the mission and the visions, and most importantly building cohesion and community among staff.

Strategy/Expenditure	Anticipated Cost	What will you do if SRG funding is not available?
Extend Learning Time by Additional 20 minutes	\$115,000/year	As with other Level 4 schools, if funding is not available through SRG funding, the District will look to use Operating funds to cover this expenditure.
Fund an additional Student Support Coordinator	\$75,000/year	We would look to fund this position out of our Title I budget.
Two weeks of summer professional development	\$60,000-\$70,000/year	We would look to use Title I and Title II to fund teacher and other staff professional development.
Addition of Pre-k Classroom	\$70,000/year	Funds would be identified through operating funds.
Partner with Empower Schools	\$50,000/year	We would work to identify funding in Title I.
Responsive Classroom Training	\$42,000*	Funding would be identified through Title I and Title II.
Partner with Achievement Network	\$33,000/year	Funds would be identified in Title I.
Monitoring Site Visits	\$24,000/year	Funding will come from SRG Funds.
Bilingual Parent Outreach Coordinator	\$20,000/year	Funding would be identified through Title I
Additional professional development	\$20,000/year	Funding would come through Title I and Title II.
STEAM center	\$20,000*	Funding would come from Operating Funds.
Addition of Lead Teachers - 4 @ \$4,000 each	\$16,000/year	Funding would come from Operating funds.
Technology Funding	\$15,000*	Funding to come through Operating Funds.
Saturday School	\$8,000/year	Funding would come from Operating funds.
Stipends for Instructional Leadership Team - Minimum 10 Teachers @ \$500	\$5,000/year	Funding would come from Title I.
Miscellaneous	\$4,000/year	Funding would come from Operating funds.
Total	\$577,000-\$587,000/year 1, \$500,000-\$510,000/year s 2 and 3	* Costs limited to year 1 only

SECTION IV: Local Stakeholder Group Roster and Recommendations

Affiliation (per state law)	Local Stakeholder Group Member Name
ESE designee	1. Ken Klau
School committee chair/designee	2. Dr. Edward Costar
Union president/designee	3. Rebecca Cusick
Administrator from the school (Superintendent choice)	4. Alicia Lisi
Teacher from the school (faculty choice)	5. Grace Nunes
Parent from the school (parent association)	6. Rose Braga
Social service representative (Superintendent choice)	7. Christian McCloskey
As appropriate, workforce development agencies (Superintendent choice)	8. Joan Menard
EEC rep or DHE rep (EEC commissioner or secretary choice)	9. Pamela Wildnauer
Community member (chief executive of town choice)	10. Shannel Stewart
Other: President BayCoast Bank	11. Nick Christ,
Other: Director of ELL, FRPS	12. Fernanda Vera-Cruz
Other: Executive Director of Fall River Boys and Girl's club	13. Peter McCarthy
Other: B.M.C Durfee High School Principal <i>Superintendent's Appointed Facilitator</i>	14. Maria Pontes

Local Stakeholder Group's final recommendations

The Fonseca Stakeholder Group conducted three meetings to learn about Fonseca, discuss potential root causes for its lack of progress and to send forth to the Superintendent some potential recommendations for the Fonseca Turnaround Plan. As a result of our meetings, the group created a “vision” for what a successful, ideal Fonseca should look and feel like. The group believes that an ideal Fonseca should embody the following:

“The Fonseca Local Stakeholder Group envisions that the ideal Fonseca is a respectful, caring, diverse and stable environment where students and staff are engaged in teaching and learning, where students and staff feel safe and are supported. We envision a learning community that is rooted in high expectations for all and is welcoming to all students, staff, families and community partners”

The local stakeholder group recommends the following:

Program design aimed at meeting needs of all students

- Add a Pre-K program aimed at supporting readiness, possibly using a phase in/phase out model, returning to a four unit model
- Add a Newcomer Strand to meet the needs of the increasing number of English Language Learners at early English language proficiency levels (1 - low 3)
 - Provide content and language development professional development to staff servicing ELs
- Re-evaluate the referral process for potential students with Special Needs
 - Focus first on students’ opportunities to learn by examining the extent to which educators can effectively teach inclusive practices.
 - Provide job-embedded professional development to teachers so that they can have inclusive practices modeled for them
 - Identifying students in a more timely manner
- Limit class size to support a tiered model of instruction
- Re-evaluate the transportation policy to increase attendance
 - Consider zoning guidelines
 - Walking school bus

Academic Tiered Model of Instruction (RtI)

- Build teacher capacity through professional development to strengthen tiered instruction with a focus on Tier I in Year I
 - Collaborative coaching model
 - Provide staffing and resources such as research based interventions and interventionists to support most struggling students
- Provide professional development for staff on using data analysis, data driven decision making and planning targeted lessons in response to data
- Add more time for teaching and learning
 - Increased time on learning for students
 - Increased time for teacher collaboration and professional development
 - PLC
 - Additional time for professional development

Create a Wrap-Around Zone aimed at supporting SEL needs

- Increase support for staff and students in dealing with behavioral and mental health needs
 - Responsive Classroom
 - Explicit teaching of social skills
- Parent Outreach to empower parents to support student academic, social/emotional, and behavioral needs
 - Parent workshops such as GED, ESL, Literacy and Numeracy Workshops, Parenting Classes
- Create Positive Youth Development opportunities to engage students
 - After school programs
 - Summer enrichment program

Build Teacher Capacity

- Targeted professional development
 - SEI/ESL Instructional Support for ELs
 - Meeting the needs of students with Special Needs
 - Numeracy
 - Literacy
 - Classroom management
- Opportunities for shared leadership
 - Teaming
 - PLC
 - Coaching
- Feedback
 - Classroom observations
 - Support through Educator evaluation
 - Peer observations
 - Learning Walks/Instructional Rounds

SECTION V: Changes in Policy and Strategies to Consider under State Law

Check all that apply, and attach a copy of the revised collective bargaining agreement or Joint Resolution Committee decision.

Curriculum and Instruction

- ✓ **Expand, alter, or replace curriculum:** The Superintendent may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses
- ✓ **Expand use of time:** The Superintendent may expand the school day or school year or both of the school

- ✓ **Add Kindergarten or pre-Kindergarten:** The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management

- ✓ **Reallocate school budget:** The Superintendent may reallocate the uses of the existing budget of the school
- ✓ **Reallocated district budget:** The Superintendent may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district. (If the school receives funding at least equal to the average per pupil funding, with the approval of the School Committee, the Superintendent can direct additional funds to the school.)

Human Resources

- ✓ **Attract and retain leaders and teachers:** The Superintendent may provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan
- ✓ **Make staffing changes:** The Superintendent may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications
- ✓ **Implement new systems:** The Superintendent may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure
- ✓ **Leadership development:** The Superintendent may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

Professional Development and Collaboration

- ✓ **Embedded professional development:** The Superintendent may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback
- ✓ **Expanded teacher planning time:** The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

Leadership and Governance

- ✓ **Change Collective Bargaining and Policies:** The Superintendent may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced
- **Change District Policies:** The Superintendent may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

Additional Strategies

- ✓ **Study best practices:** The Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school
- ✓ **Address mobility and transiency:** The Superintendent may establish strategies to address mobility and transiency among the student population of the school

- Additional strategies:** The Superintendent may include additional components based on the reasons why the school was designated as underperforming and the recommendations of the local stakeholder group

SECTION VI: School Redesign Grant (SRG)

If a school is newly declared Level 4 and, with its district, plans to apply for a School Redesign Grant, please indicate which federal turnaround model is likely be utilized. While confirmation of this will come later, checking a box below will indicate the model the school and district plan to use as of the date of submission of this Turnaround Plan.

- Turnaround
- Transformation
- Restart
- Closure

Potential new SIG models (See *Turnaround Plan Guidance* document for this section.)

- Whole-school reform
- State-Determined
- Early learning

ADDENDUM

The FREA and FRAA MOU's are attached as PDF files