

Corrective Action Plan for Patrick Henry School

House Bill 525 directs CMSD to develop a school improvement plan for schools identified as in need of “corrective action.” Investment School Corrective Action Plans were developed based on research about what makes urban schools successful. The strategy has three core components- improving students’ “readiness to learn,” teachers’ “readiness to teach,” and school leaders’ “readiness to act.” District leaders determined the foundational change levers for each Investment School with input from staff members, collective bargaining unit leaders, family members and community members.

Readiness element	Foundational change levers
Safety, discipline & engagement: Students feel secure and inspired to learn	Establish school rules that convey high expectations and that are fairly and consistently enforced by all educators for all students
	Improve school culture by developing a proactive behavior policy and a system for students to earn positive consequences for scholarly behavior
	Promote a college-going and career-oriented culture by having college- and career-related activities targeted for each grade-level
	Create school arrival, dismissal, breakfast, lunchtime and hallway procedures/routines to ensure orderliness and to maximize instructional time that all educators consistently implement
Action against adversity: Schools directly address the non-academic needs of students	Expand mentoring opportunities for at-risk students with current and/or new community partners
	Teachers communicate weekly with families through a provided online platform, e-mail and/or phone calls about student attendance and updates towards learning goals; maintain log tracking content and form of communication
	Teachers create biweekly folders for students’ families containing student work measuring progress towards learning goals and suggesting how families can support student learning at home
	Invite family participation in at least twice quarterly school activities aligned to school goals
Close student-adult relationships: Every student forms consistent, enduring and positive connections	Principal devises a system to give all scholars the opportunity to develop a meaningful relationship with at least one staff member in the building (ex. “breakfast buddies” or advisory period)
Shared responsibility for achievement: Staff feel deep accountability for student success	Create a positive rapport with students
	Collaboratively establish school-level, grade-level and classroom-level goals that align to Investment School metric targets
	Devises a system for monthly progress monitoring towards school-level, grade-level and classroom-level goals and implement this system
	Model respect and appropriate behavior for students, dress professionally and treat students respectfully and positively



	Maintain high expectations for students' behavior and academic achievement and support students in upholding these high expectations
	Regularly celebrate and incentivize student attendance and progress to academic and social-emotional/behavior goals
<p>Personalization of instruction: Individualized teaching based on diagnostic assessment and adjustable time on task</p>	Teachers use multiple data sources, including short-cycle and quarterly assessments, to diagnose student needs and to measure instructional impact. Based on data analysis, changes are made to instruction as needed.
	Teachers plan differentiated lessons based on student needs identified during analysis of student performance data that are aligned to learning objectives
	Teachers monitor student understanding throughout the lesson and immediately adjusts instruction based on student understanding
	Lessons contain clear learning objectives aligned to standards and student-friendly "I can" statements
	Unless otherwise noted, teachers collaborate to develop or select a daily lesson planning template that is approved by the principal
	Teachers submit daily lessons weekly to principal or principal designee
	Teachers have a coherent system for tracking individual student assessment results and growth over time and update it regularly
	Teachers provide regular feedback to students about their progress and targeted areas for growth
<p>Professional teaching culture: Continuous improvement through collaboration and job-embedded learning</p>	Teachers involve students in the assessment of their work and in setting their achievement goals
	Three waiver days at identified points during the school year for professional development for all educators, including one day prior to the first day of the school year for students. The focus of this professional development will be school culture, differentiation, and college and career readiness.
	School leaders will regularly observe classroom instruction, after reviewing lesson plans and teacher and student performance data. School leaders will provide teachers with actionable, timely written and verbal feedback that is not part of the TDES process to help teachers improve in their professional practice.
	Coaching in best practices delivered by school instructional staff members, school leaders, PD partners and district academic team members and/or through video recording
	Teacher participation in the Ohio Department of Education's five step process for Teacher-Based Teams, including completion of associated forms
Active teacher participation in regularly scheduled, uninterrupted collaboration time with established meeting routines and discussion protocols to ensure that time is used well	



	Educators collaborate to collect and review risk indicator data to identify students in need of targeted academic, behavior and/or attendance supports, plan interventions and monitor progress.
<p>Resource authority: Leaders make mission-driven decisions about people, time, money and programs</p>	School-based Personnel Selection Committee conducts educator interviews as part of a rigorous hiring process that includes multiple measures to assess whether candidates have the skills required for the position and embody the core beliefs held by the school community
	School leaders have discretion to hire teachers for extended programming, which could be based on teacher attendance rates, student growth, TDES evaluations, Student Learning Objectives and Value-Added results.
	District and school leaders work with the Academic Progress Team (APT) to adjust the structure of the 200 minutes to support implementation of this Corrective Action Plan
	Principal re-structures master school schedule as needed to support the learning needs of scholars (ex. longer or different length class periods, staggered schedules, before- /after-school programming, and/or differentiated use of professional development and/or common planning time). Principal and APT/BLT review proposed master schedule to ensure alignment and to consider impact on student growth measures and other areas.
	The Academic Progress Team (APT) convenes at least monthly to review and improve implementation of the Corrective Action Plan, monitor progress to Corrective Action Plan metric targets and make recommendations to school and district leadership as necessary
	Principal submits plan for use of Investment School discretionary funds for approval by Chief Academic Officer
	School leaders acknowledge and celebrate the accomplishments of outstanding educators and other stakeholders through recognition, awards and/or incentives
<p>Resource ingenuity: Leaders are adept at securing additional resources and leveraging partners</p>	The Academic Achievement Plan will be aligned to reflect all elements of this Corrective Action Plan. The Academic Achievement Plan will be used to facilitate implementation of this Corrective Action Plan. Regardless of whether the Academic Achievement Plan is passed by staff vote, the Corrective Action Plan must be implemented in its entirety. Should collective bargaining agreements contradict with the implementation of this Corrective Action Plan, the Corrective Action Plan will take precedence.
	Strategically coordinate community partners to meet school goals
<p>Agility in the face of turbulence: All staff are flexible and inventive in responding to constant unrest</p>	All educators are expected to engage constructively in ongoing outreach and communication with families and use feedback received to address school- and classroom-level challenges (which may include, for example, participation in community walks, home visits and meetings with families in locations other than the school site or after school hours)

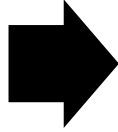


Family and community feedback

Feedback

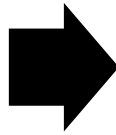
Action

Increase the number of extracurricular activities for students, including arts and sports



School will add extracurricular programming either through in-class activities or ENCORE offerings

Hold more school-based events for families



A dedicated member of the Family and Community Engagement team will support the school to increase the number of, and quality of, family events and other outreach activities



Professional learning

Patrick Henry School will build and maintain a professional learning community that will increase collaboration and shared accountability among educators, and contribute to a school-wide culture of high expectations for all students and all adults.

District- and school-level professional development will be focused on organizational goals and priorities, including Ohio's New Learning Standards, curriculum, assessments, data analysis, and family engagement. Professional development offerings will be informed by ongoing analysis of student performance, instructional data and educators' professional learning needs.

The Achievement Network was selected as one of Patrick Henry School's professional development partners for the 2015-2016 school year. The Achievement Network will work with teachers on short-cycle assessments, tracking student learning objectives, data analysis, re-teaching strategies and creating a data-driven school culture as part of a series of trainings held during the 200 minutes throughout the school year. Teachers will also have access to an online portal, *MyANet*, to share short-cycle assessments.

The Center for Transformative Teacher Training was selected as Patrick Henry School's second professional development partner for the 2015-2016 school year. As part of this partnership, teachers will receive feedback at the point of instruction through Real Time Teacher Coaching, and learn a research-validated method for classroom management, the No-Nonsense Nurturer Program.

An overview of the professional development is below:

Component	Description
The No-Nonsense Nurturer	An introduction to the No-Nonsense Nurturer protocols, theories and practices through classroom video analyses, discussions, planning sessions, and role-plays. All educators will be expected to implement the No- Nonsense Nurturer Four-Step Model to significantly advance student motivation, participation, engagement and achievement.
Real Time Teacher Coaching	As part of the Real Time Teacher Coaching model, any/every teacher may be selected to receive immediate, non-disruptive feedback from coaches via headsets during actual instruction. Prior to the coaching observation, the coach conducts a baseline observation of the teacher and holds a pre-coaching conference with the educator. After coaching the teacher in real time to increase student engagement, the coach and educator meet again to analyze the experience. The coach reviews strategies that the teacher is implementing with fidelity, notes successful practices, and addresses any misconceptions, habits, resistances or subconscious mindsets that may inhibit the teacher's ability to engage all students. If necessary, the coach will suggest deliverables for future coaching sessions. This process will support an educator's effective implementation of the No-Nonsense Nurturer.



<p>Culture Plan</p>	<p>A CT3 Associate will work with school leaders to develop a draft of a school-wide culture plan. Following its completion, educators will attend a two-day workshop led by the CT3 Associate. During this workshop, educators will evaluate, revise and refine the draft of the culture plan. Educators are expected to follow this plan, as well as give explicit directions daily and immediately correct behaviors. Culture plans will address:</p> <ul style="list-style-type: none"> • Resources and expectations for communications with staff and students’ families • Discipline hierarchies and procedures • Reward systems • Operating procedures • Schedules
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In addition, New Leaders will work with the Building Leadership Team and/or Academic Progress Team to use practices of high-performing teams to develop ambitious action plans based on school goals, systematically collect and analyze data from a variety of sources to track progress towards goals and adjust action plans in response to root cause analyses of the data. New Leaders will also work with the Building Leadership Team and/or Academic Progress Team to support educators in understanding their role in achieving school goals, providing feedback, celebrating success and initiating difficult conversations.

Educators are expected to actively engage in all aspects of the professional learning community, including professional development workshops and/or conferences, in-classroom coaching, development of and commitment to professional growth plans, common planning across grade-levels and/or subject areas, and frequent collegial collaboration.

Educators are expected to demonstrate their learnings in tangible and assessable ways determined by the principal. Educators will be provided with opportunities to offer input, and evaluate the quality of, professional development offerings.



Accountability metrics and reporting

CMUSD will produce quarterly Investment School progress reports to update the community on progress to goals. Quarterly progress reports will include data for each metric and a narrative explanation of progress made.

Metric	Goal
Chronic student attendance	11% reduction
Average daily staff attendance	2% increase
Positive school culture- students report feeling safe at school (as indicated in the <i>Conditions for Learning</i> survey)	4% increase
Academic rigor- students report feeling challenged (as indicated in the <i>Conditions for Learning</i> survey)	4% increase
Disciplinary referrals to office	10% reduction
Suspensions	10% reduction
Number of family/community outreach events	5% increase
Participation at family/community outreach events	5% increase
Student achievement- NWEA reading proficiency	5% increase
Student achievement- NWEA math proficiency	5% increase

Commitment

The scholars of Patrick Henry School deserve a high-quality education to prepare them to be successful in college and careers. This challenging work requires the collective efforts and commitment of all educators, including the principal, teachers and operations staff members, families and community members. Educators are driven by the conviction that all scholars can succeed and understand the tremendous responsibility to dramatically improve student outcomes. Educators will always act in the best interests of scholars.

By working at Patrick Henry School for the 2015-2016 school year, educators commit to honoring the terms and conditions outlined herein. Refusal to do so will result in appropriate discipline under the applicable collective bargaining agreement and/or re-assignment.

There may be changes to this Corrective Action Plan as determined by district leadership. Any changes would be discussed with the Corrective Action Team, comprised of union leadership, prior to adoption.

