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The Massachusetts Board of Elementary and Secondary Education

Board Documents - January 2007

District Plans for Underperforming Schools

  **New Leadership Horace Mann Charter School**

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  Burncoat Preparatory School

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last updated: January 18, 2007

District Plan for School Intervention

New Leadership Charter School

180 Ashland Avenue
Springfield, MA. 01119

Douglas Greer, Director

History

New Leadership Charter School opened as a Horace Mann Charter School in the Springfield school district in 1998 and reached its full 6-12-grade span in the 2003-2004 school year. Now in its ninth year of operation, New Leadership was granted a second five-year charter in February of 2003, with a maximum enrollment of 375 students. The school's mission is to "develop young people in the sixth through twelfth grades morally, mentally, and physically; and to imbue them with the highest ideals of duty, honor, and loyalty. Graduates will be academically prepared to attend a college or university of their choice. They will embody three cardinal principles of leadership: vision, integrity, and compassion."

The demographics of New Leadership are 73% African American, 22% Hispanic, 2% Native American and 3% White. 12% classified as Special Education. Our students are drawn from throughout the city of Springfield, the average household that has a median income of \$ 36,285. 92% of New Leadership students are classified as low income. Due to this low-income designation, the median income of New Leadership families is estimated at approximately \$20,000.

Performance Targets

The following calculations were made using the excel spreadsheet from the Department of Education. New Leadership Charter School will make AYP with the following improvements.

- Increase ELA Composite Performance Index from 65.9 in 2006 to 73.6 in 2007 and 76.7 in 2008 by increasing the number of students who score proficient from 32 in 2006 to 70 in 2007 and 85 in 2008 and by decreasing the number of students in warning/failing from 28 in 2006 to 15 in 2007 and 10 in 2008.
- Increase Math Composite Performance Index from 42.1 in 2006 to 58.3 in 2007 and 60.5 in 2008 by increasing the number of students who score proficient from 33 in 2006 to 60 in 2007 and 70 in 2008 and by decreasing the number of students in warning/failing from 85 in 2006 to 75 in 2007 and 65 in 2008.

Performance Targets Continued

Special Education

- Increase Special Education English Composite Performance Index from 53.7 in Cycle IV to 62.5 in 2007 and 67.0 in 2008 by increasing the number of students who score proficient from 2 in 2006 to 4 in 2007 and 5 in 2008 and decreasing the number of students in warning/failing from 7 in 2006 to 4 in 2007 and 2 in 2008.
- Increase Special Education Math Composite Performance Index from 27.3 in Cycle IV to 40.9 in 2007 and 46.69 in 2008 by increasing the number of students who score proficient from 1 in 2006 to 2 in 2007 and 3 in 2008 and decreasing the number of students in warning/failing from 19 in 2006 to 13 in 2007 and 8 in 2008.

Hypotheses

The Fact Finding Report that the Department of Education prepared in 2005 noted specific needs with significant emphasis in the area of school leaders' inability to conduct in-depth analysis of student performance on various assessments (Fact Finding report, p. 1) teachers' failure to plan and deliver effective instruction; (Fact Finding Report, p.2) students' participation in work and activities that are not meaningful or purposeful and the absence of effective instructional leadership (Fact Finding Report, p. 4). These findings lead the School-Centered Decision Making Team to designate three initiatives that would enable New Leadership Charter School to move forward:

1. Implement the use of standards-based teaching and learning in the classroom.
2. Use data collection and analysis to identify students' strengths and needs as well as to drive instruction.
3. Implement an effective Administrative Instructional Leadership Team.

The Administrative Team at NLCS was restructured in August of 2006 with each member given a specific job description that ensures a structure that promotes consistent monitoring and feedback on instruction. The Director, Academic Director, High School and Middle School Coordinators follow a weekly schedule of informal observations and meetings with all teachers. The Board of Directors is supporting the New Leadership through monthly reviews of the academic program, creating an education committee that will engage in thoughtful discussion with school administrators about the improvement initiatives that are being implemented in the school. The agenda for the meetings now include specific information about student enrollment, professional development, future projects and completion dates and academic reports on high school and middle school programs and curriculum.

Also, as of April 24, 2006 the Memorandum of Understanding with the Springfield Public School System was finalized. This allowed for better communication and collaboration between New Leadership Charter School and the Springfield School District. Prior to the memorandum New Leadership, we did not have the collaboration or support services for our Special Education Department and did not have access to ancillary student programs offered by Springfield or professional development opportunities for staff. NLCS was included in a number of professional development sessions last summer for new staff members.

Assessment of Necessary Conditions

Standards-based teaching and learning

- Curricula in ELA, Science, Social Studies and High School Math have been developed and are aligned to the state frameworks. We are currently awaiting the newly revised Springfield Middle School Math curriculum to be immediately adopted. We are currently following the Mathematics State Frameworks as a guide for our 6-8 programs. The Science and Technology Curriculum is being revised to meet the state standards for technology and will be completed by September 2007.
- The High School and Middle School Coordinators act as subject-area coaches to provide the faculty with consistent classroom observation and timely feedback on the quality of instructional practices. This is a new initiative, as NLCS did not have coaches in the past. The goal is to have consistent in-classroom support for teachers on planning and presenting high quality lessons. Coordinators focus on the quality and delivery of instructional programs and teaching strategies. Observations focus on the organization of the lesson, purposeful use of instructional time, and the use of multiple grouping strategies. Instructional practices should indicate that students are actively engaged in the lesson are able to support thinking/reasoning skills. Observation schedules allow for each teacher to be observed weekly by the coordinators, academic or special education directors. Meetings are scheduled with teachers during common planning time to provide feedback and target areas of support that will be modeled as needed by the coaches and further observed during the next observational meeting. By August 2007 two full-time coaches in the areas of ELA and mathematics/science will be hired.
- Create opportunities for the special education director/teachers to meet with regular education teachers to help them formally plan their lessons. There has not been a consistent schedule for this to occur. However, time will be made available during Monday/Wednesday grade levels, CPT and Saturday hours. Teachers will be engaged in understanding various teaching strategies needed to deliver appropriate modifications as stated in their Individual Education Plans. Special Education teachers will collaborate with classroom teachers to develop lesson plans with clear guidelines and expectations to address the learning needs of all students with emphasis on modifications necessary for

the special education students in order that they achieve at proficiency in academic classes.

- Teachers at NLCS use the Blackboard Configuration Model (BBC) as their lesson plan format. The Aim, or objective, for the lesson is clearly stated along with the steps and standards being taught. The Academic Dean, middle and high school coordinators conduct informal observations two to three times a week using a Walk-Through Observation Chart to determine if this process is being used. However, as we progress towards standards-based teaching and learning, we also are adopting a tool designed to monitor and demonstrate this implementation. New Leadership will be given Professional Development in the area of standards-based instruction by Ribas Associates who will conduct training beginning in February 2007 and continue throughout the year. All staff will be mandated to attend.

Informing practice with data

- All students in grades six-ten are administered the California Achievement Test to determine a baseline achievement level in mathematics and ELA. The CAT, chosen for its alignment to the Massachusetts State Standards, gives a student report showing how each student compares with others in the same grade and how well the student has done mastering specific learning objectives in each grade. On September 22, 2006 students were administered the California Achievement Test to assess student strengths and weaknesses in math and English skills. Results were received during the second week of October and used to determine those students in need of accelerated or remedial classes. Students who enroll after the assessment are administered the test during their first week of classes. Students will be reassessed with the CAT-5 in mid-January and mid-May to measure improved achievement in identified specific strands of learning as indicated in the Standards.
- In October 2006, New Leadership participated in Step Up Springfield's District Formative Assessment. The results were never received due to erroneous student ID's which did not match the Springfield database. This has been an on-going problem for NLCS. The database error has recently been corrected and NLCS will receive results from this testing in the second week of January. The second series of the DFA will be given January 8-12 and results will be received within the time period allotted for the Springfield Schools. The data received is examined to determine the exact types of questions and standards with which the students had difficulty. These results are compared to the analysis of the MCAS data received from spring 2006. A comparison is made to determine the areas that continue to be challenging for our students and are interwoven into the action plans for remediation already developed by each teacher. The training with the consultants, CPI, enabled the teachers to analyze this data.
- Based on the analysis of test results, New Leadership put two new programs in place to assist students who have gaps in achievement. In Math, NLCS is using the PLATO program and in ELA, Read 180 and Reading Recovery are being used. Read 180 is a

researched based program that offers continuous support and immediate feedback for students needing intensive and individualized support to improve reading skills. This program specifically focuses on reading comprehension, fluency, phonics, spelling, and writing. Comprehension and writing skills were two of the most significant weaknesses as measured by the MCAS data. Both the Read 180 Program and the Reading Recovery Program provide needed support in basic skills development. These programs will provide intervention to close achievement gaps. In the past, NLCS did not analyze standardized test results to inform instruction. The Academic Dean and the Middle and High School Coordinators now meet with teachers at grade level to review assessment results and track and analyze curriculum, instruction and individual interventions at bi-weekly content area meetings.

- In the Middle School the schedule has been revised to allow for flexible grouping to allow for standards-based teaching and learning that focus on individual strengths and needs as well as teacher pacing for mastery of skills. Students are placed in groups through the use of data collection such as scores on the California Achievement Test, the MCAS, and students work samples. This allows for intervention as well as enrichment. Students are given the CAT and the DFA again in January to show progress and may transfer among groups according to their progression in achieving action plan goals.
- 100% of ELA and Math teachers will review individual student data and diagnostic assessments from CAT, DFA and MCAS testing to identify students' strengths and needs and adjust instruction to ELA and Math assessment results. Administrative team and consultants from Community Partners Initiative will work with teachers to review state assessment results and identify the areas of need. CPI, Community Partners Initiative, is a consulting firm that offers a variety of activities focusing on data-driven instruction including: Introduction to and analysis of CPI data reports and resources, Data discussions and Goal- Setting, Professional Development Planning.

Time for Teachers and Students

- The New Leadership Administrative Team consisting of the Director, Academic Director, Middle and High School Coordinators, Guidance Counselor, Dean of Students and the Special Education Coordinator meet on a daily basis. During these meetings the Administrative Team discusses a variety of different topics to move toward improvement. Discussions include school culture, assessments, academics, scheduling, and future plans for improvement. The information is communicated to the Board of Directors during monthly Board meetings and phone conversations as needed with the members of the Board. Information from these meetings is communicated to the staff during weekly Middle School and High School staff meetings and monthly all staff meetings. At this time the staff has the opportunity to ask questions and share suggestions and concerns. Information is also disseminated by memos to the staff from members of the Administrative Team.

- Staff meetings are utilized as professional development time, grade and subject area meeting times, and to discuss the academic progression of the school. The first Monday of each month there is a meeting for all staff; the following Mondays are designated for Middle School staff meetings and Wednesdays for High School staff meetings. Meetings are an hour long and divided into two parts; the first thirty minutes are used for administrative communication and staff concerns, the latter part of the meeting is used for team time. On the third Monday and Wednesday of each month, teachers receive PD on assessment of current data and strategic planning for instruction. Grade level teams meet to discuss academic and student concerns, and curriculum and instruction. If needed the information is then brought by the team leader to the appropriate administrative staff for further clarification.

- NLCS high school students follow an 82- minute block schedule for all academic courses. Those students in need of remediation in the areas of ELA or mathematics receive classes in MCAS tutorials as their electives. The Middle School has six 52- minute blocks. In the Middle School, students who scored in the lowest 20% on the CAT and in the Warning Category on the MCAS receive an additional 52- minute instructional class in ELA or Math. Approximately fifteen students per grade use specific programs such as Read 180, PLATO Math, and Reading Recovery to fill the gaps in achievement. These classes are flexible and students may enter/exit as determined by teacher/program assessments.

- After school homework assistance is provided for students who need supplemental instruction. Teachers are required to stay after school at least one day per week to provide extra help in their class. During this time students may receive extra help to meet their individual homework needs or need further assistance or clarification on concepts and skills being that are being addressed in class. Schedules are posted throughout the building to inform students when extra help is being offered. If students are unable to stay after school they may receive assistance by appointment with the teacher from 7:30 to 8:00 am before the school day starts or on Saturday mornings. This provides students the opportunity to complete homework, receive academic assistance, and work on projects using resources at school that may not be available to the students otherwise. Students have the opportunity to stay in homework club for the two remaining hours of Saturday School if they choose. Saturday School also offers students the opportunity to participate in a variety of different clubs that are run by the teachers such as Explorers Club, Sports, Music, and Art. It is mandatory that all teachers offer after school help at least once a week and for one hour on Saturday during the extended week program.

- Tutors are scheduled through the guidance department to assist students according to results from data received throughout the year. Tutors are provided through a partnership with Western New England College and American International College. The tutors provide students with additional academic assistance through materials supplied by the classroom teacher. Tutors are available during study halls, elective periods, after-school and Saturdays.

- Teachers are given a weekly sixty minute Extended Day Period to conduct staff meetings or to have professional development. In past years there were few professional development activities offered at New Leadership. Professional Development is now being offered on Staff Saturdays. Prior to the start of the academic year, New Leadership staff attends two-week professional development and training focused on classroom management, the Collins Writing Program, goals and initiatives for the 2006-2007 school year, writing effective lesson plans using the Blackboard Configuration, scheduling and school policies and procedures.

Instructional Leadership

- As stated in the Fact Finding Report (pgs. 4,10) New Leadership Charter School did not have sufficient instructional leadership in place to guide the necessary improvement initiatives. The absence of a strong academic dean and the limited supervisory role of the middle and high school coordinators were contributing factors to this problem. This problem has since been remedied with the restructuring of the Administrative Team in August 2006. The most significant hire was of the new school Director who has since implemented positive changes, in school climate and culture, with a focus on leadership, character development and academics. School Coordinators were also hired to oversee middle and high school teachers and day-to-day implementation of curriculum and teacher needs. The Special Education Department also filled the director position after a yearlong vacancy. The Special Education Director oversees the Special Education program and provides support for special and regular education teachers. The Academic Dean began her second year in that position, and she is responsible for academic program, curriculum, and the supervision of teachers.
- The Dean of Students office has lacked consistent leadership in the past. In past years student behavior at New Leadership has been a barrier taking away from a strong academic focus. In August 2006 a Dean of Students was hired and his staff was augmented with additional assistants. This team is working toward improving the climate and culture of New Leadership by creating a climate where respect for others is fundamental. Learning is emphasized and promoted as all students are seen with books and binders at all times. The Dean of Students and his staff have also created a new code of conduct. Suspensions have decreased from last year during September to December. The Deans will also be teaching Leadership classes as well as promoting positive character development in our school through a variety of different activities.
- New Leadership has an Administrative Team consisting of the Director, Academic Director, Special Education Coordinator, Dean of Students, and Middle and High School coordinators, and the Guidance Counselor. The Administrative Team meets on a daily basis to discuss a variety of different topics to move toward improvement. Discussions include school culture, assessments, academics, scheduling, and future plans for improvement. Results from these meetings have created initiatives such as for PD in cultural diversity, changes in block scheduling for the middle school, curriculum changes such as Plato and the Virtual High School Computer Program and staffing concerns.

- The Middle and High School Coordinators had a limited supervisory role in the past. Currently, their respective coordinators are responsible for supporting classroom teachers to improve the quality and delivery of their instructional programs and teaching strategies, checking classrooms to see that BBC's are visible with appropriate content, walls have information specific to subject matter, and character development, model lessons and differentiated instruction, assume the responsibilities of teaching one class a day, assist teachers in understanding state assessments and utilizing daily classroom assessments as an integral part of teaching and learning process, work with the Director and Academic Director to identify, arrange, and support the implementation of high quality professional development opportunities based on the observed needs and discussions with teachers in the building, and meet with the Dean of Students to review the number of students in the Dean's office as well as classroom management issues. The accountability of staff filters through the coordinators, the Academic Dean and the Director.

- The Director has the authority to select and assign staff without regard to seniority. Not all of the right personnel are on hand as we need coaches and more special education staff. The director has control over financial resources to successfully implement improvements. The evaluation timeline as determined by the contract for teachers with professional status is bi-annually. Teachers with non-professional status are to be evaluated three times a year.

Other essential enabling conditions

Targeted Professional Development

- In order to assure all teachers have the content knowledge that they need to present effective standards-based lessons in all classrooms, professional development will be targeted to support teachers' proficiency across content areas. The Fact Finding Report, administrator's classroom observations and walk throughs, formal assessment data will be used to help determine the areas of need for professional development.

- There is also a limited use of data analysis to drive instruction. School leaders have begun to analyze and utilize data to form flexible grouping to meet the needs of all the students. This information is shared with teachers, allowing for planning according to the level of need in the classroom. School leaders will provide appropriate professional development in this area to provide the necessary training and support needed for teachers. Also Community Partners Initiative provides a variety of professional development related to data- driven instruction.

CPI, a consulting firm that offers a variety of activities focusing on data-driven instruction, will provide Professional Development Sessions that are being:

- Analysis of MCAS data reports and identifying instructional targets October 2006
- Action Planning, November 2006
- Mathematics Standards and Strategies, December 2006

- Language Arts Standards and Strategies (Open Response), January 2007
 - Differentiated Instruction, February 2007
- Other professional development that was provided by New Leadership:
John Collins Writing Program- August
Time To Teach Behavioral Intervention Program- August 2006

Planned Improvements

Improvement of All Instruction

- **Collect and analyze data to identify students’ strengths and needs in order to inform standard based teaching and learning.**

In order to provide improved instruction to meet the needs of New Leadership Charter School’s students, teachers will be provided with a master calendar of assessments for the school. School assessments as well as a district assessment will be administered in the areas of ELA and Math. Among the assessments used will be Springfield Formative Assessments, Writing Portfolios, California Achievement Tests, and bi-weekly assessments given by teachers. Data will be collected from September to June. Data from these tests will be analyzed and used to drive classroom instruction, monitor student progress, identify areas of need, and to provide feedback for to students, parents, and staff members.

Teachers will be given time to review, analyze, and discuss data on staff Saturdays once a month for three hours. This will give teachers the opportunity to meet at grade level as well as content area. School leaders and teachers will discuss students’ strengths and needs and share best practices. This time will also be utilized for professional development in the area of using data to drive instruction.

The Director, Academic Director, and the Middle and High school coordinators will conduct formal and informal monthly classroom visits. These administrators will be monitoring the implementation of the BBC and standards based teaching and learning practices.

By the end of May 2007, 65% of the teaching staff will utilize data to meet students’ needs and inform instruction. By September 2007, all teachers will utilize data to inform and differentiate instruction.

- **Standard Based Instruction in All Classroom**

In order to improve instruction and move all students toward proficiency, teachers will be trained in “Standards-Based Teaching and Learning.” The Lorraine Monroe Short Form

is an observation tool currently used during classroom walk throughs. Effective immediately, all classrooms will have standards written in student friendly language visible to students on their lesson plans. The Academic Director will monitor this and Middle and High school coordinators through the use of walk throughs, weekly feedback on lesson plans and the Lorraine Monroe Short Form. Professional Development in Standards-Based Teaching and Learning in the Classroom will be provided by Ribas Associates for a total of three days beginning in the month of February. Following this training, teachers will begin to implement the Characteristics of Standards-Based Teaching and Learning. This will also be monitored by the use of walk throughs and informal observations using the Standards based lesson performance standards observation tool. The Middle and High School Coordinators will help facilitate this process by modeling lessons and providing teachers with effective feedback. By May, 2006 all teachers will be implementing standards-based teaching and learning in their classrooms. The Director, Academic Director, and Middle and High School Coordinators will then conduct formal observations using the same standards based lesson tool. The data that will be collected from this process will be used to identify student's strengths and needs and improve the effectiveness of instruction.

Outcomes

New Leadership Charter School expects to see increased levels of achievement in students' learning experiences as the school moves towards standards-based teaching and learning as follows:

- Students will be aware of all assessment scores, especially MCAS, and will have a clear understanding of what they need to learn in order to achieve proficiency.
- Standards- based teaching and learning will demonstrate improved student performance and achievement resulting in improved MCAS test results and school and district wide assessments. The number of students who score proficient will increase while the number of failing students will decrease.
- All teachers will receive and implement professional development in the areas of standards -based teaching and learning. Following this professional development, characteristics of standards- based teaching and learning will be evident throughout the school as teachers become educational leaders and mentors, sharing experience, expertise, and best practices.
- All teachers will use data to inform instruction, utilizing the data supplied to focus on the needs of students to close achievement gaps. The data from the CAT and MCAS, is currently being used to identify achievement gaps. Closing these gaps will result in improved MCAS scores. Many of these students have gaps in their foundation skills, and these skills are detrimental to achieving academic success. Professional Development is currently being offered in this area.

- All students with teachers will utilize standards based teaching and learning. Students will be able to identify and understand the aim of each lesson so that they can work towards mastery.
- Special Education students will continue to receive modifications as stated in their Individual Education Plans. Regular Education Teachers will be provide with more opportunities to collaborate with the Special Education Director and Special Education teachers for training and support in writing lesson plans and behavior modification.

Benchmarking Progress and Impact:

New Leadership Charter School will monitor progress and measure the impact of its changes in student learning in a variety of ways.

- Instructional Leaders routinely monitor the teachers' practices and provide constructive feedback about progress towards effective instruction. Leaders will be focusing on standards– based teaching and learning after staff has received professional development in this area.
- Walkthroughs are conducted periodically to monitor classroom management and effective instruction. The administrative team will make weekly walk- through (learning walks). Specific goals will be determined before each walk (time on teaching, grouping strategies, standards being addressed). After each walk the team will meet with the teacher to give feedback and determine goals to be met. Notes will be kept on each teacher's progress towards standards-based teaching and learning.
- Data will be collected from assessments given throughout the year and achievement will be monitored so that students know their progress at all times.
- Writing samples from the Collins Writing Workshop will be collected and scored quarterly to determine progress towards higher quality work. By June 2007, each student will be able to score a 3 out of 4 on a four-point rubric.
- All students with teachers will utilize standards based teaching and learning. Students will be able to identify and understand the aim of each lesson so that they can work towards mastery.
- Special Education students will continue to receive modifications as stated in their Individual Education Plans. Regular Education Teachers will be provide with more opportunities to collaborate with the Special Education Director and Special Education teachers for training and support in writing lesson plans and behavior modification.

FALL RIVER PUBLIC SCHOOL
DISTRICT PLAN FOR SCHOOL INTERVENTION

GREENE SCHOOL
 January 3, 2007

Performance Targets:

Student Performance Goal:

Goal: ELA **Students: All Students**

<i>Date of MCAS</i>	2006	2007*	2008*
<i>CPI</i>	73.0	83.7	85.0
<i>% Prof/Adv</i>	40% (n=62)	54% (n=140)	61% (n=158)
<i>% Warning</i>	18% (n=7)	4% (n=10)	3% (n=7)

* Projected to Make AYP

Student Performance Goal:

Goal: ELA **Students: Hispanic**

<i>Date of MCAS</i>	2006	2007*	2008*
<i>CPI</i>	62.7	69.3	72.3
<i>% Prof/Adv</i>	36% (n=8)	29% (n=10)	40% (n=14)
<i>% Warning</i>	18% (n=4)	12% (n=4)	6% (n=2)

* Projected to Make AYP

Student Performance Goal:

Goal: Math **Students: All Students**

<i>Date of MCAS</i>	2006	2007*	2008*
<i>CPI</i>	62.2	68.9	71.6
<i>% Prof/Adv</i>	34% (n=33)	31% (n=80)	37% (n=97)
<i>% Warning</i>	12% (n=12)	8% (n=21)	6% (n=16)

* Projected to Make AYP

Student Performance Goal:

Goal: Math **Students: Hispanic**

<i>Date of MCAS</i>	2006	2007*	2008*
<i>CPI</i>	42.9	59.3	63.2
<i>% Prof/Adv</i>	23% (n=3)	20% (n=7)	29% (n=10)
<i>% Warning</i>	46% (n=6)	26% (n=9)	17% (n=6)

* Projected to Make AYP

ELA Target Skills: An item analysis of data shows areas of weakness in open-response questions, vocabulary, nonfiction, and poetry.

Math Target Skills: An item analysis of data shows weakness in understanding and use of fractions/decimals, use of data, and number sense.

Hypotheses:

In combination with the information contained in the Fact Finding Report and the school's examination of the root causes for students' underachievement over the past two years, the following critical issues contributing to student underachievement were identified:

1. Teachers need to deepen their understanding of what embodies high quality work.
2. Teachers do not get sufficient time to review student work and adjust instruction.
3. Teachers do not get sufficient time to collaborate with support staff to adequately plan and give feedback to the classroom teacher.
4. Due to a thirty percent turnover in staff, a significant number of teachers lack the skills necessary to implement the school's Guided Reading program.
5. Extended day programs are limited and are not available to all students who need them.
6. 90 minute instructional blocks are fragmented by the scheduling of interventions so that learning lacks continuity for all.
7. Teachers are not providing enough modification for students' individual needs.
8. In math, the instructional program did not provide exposure to and practice with multi-step problems.

Taking into account these contributing factors, the following strategic initiatives will be undertaken to assure that the students at the Greene School will meet the Performance Targets listed above:

1. Engage all faculty in regular Looking at Student Work (LASW) activities focused on priority math standards.
2. Provide explicit and systematic intervention programs to support all struggling readers including SPED students.
3. Build the capacity of school staff to gather and analyze formative assessment data and use to inform instruction.

Assessment of Necessary Conditions:

Standards-based teaching and learning

In both curriculum areas of reading and math, the curriculum at the school is aligned to the State Frameworks in the core content areas. In addition, the school has conducted a thorough data based needs assessment in these areas and identified eight power standards that represent the priority gaps in student achievement. The school is now implementing common planning time for all faculty members to address those standards. The structure for this common planning time is described in the section on **Planned Improvements** further on in this report.

The Fact Finding Report (p. 9) recommended that the district provide professional development and support to teachers in standards based planning and teaching. The district will provide 15 hours of professional development in standards based planning and teaching. Judi Federick from MESPA will provide this training to teachers and coaches. In addition, Ms. Frederick will spend two full days at the school consulting on the implementation of the strategies and practices covered. A more detailed description of this professional development is provided in the section on **Planned Improvements**.

ELA:

Specific to the area of reading, the school has implemented the Harcourt Trophies reading program, supplemented with a Guided Reading program and intervention kits for struggling readers, that provides instruction in all ELA standards at all grade levels. Struggling readers will be provided with targeted instruction using one of the following interventions: Early Reading Intervention (ERI) for K students and My Sidewalks for grades 1-5.

At the start of the school year, there was not a full time Literacy Coach assigned to the building. There was a part time Literacy coach assigned to the building last year, but because the Title I allocation for the school was reduced due to a 12% cut in Title I funds to the district that position was eliminated. However, the district will use FY06 Title I carryover funds to provide a Literacy Coach to the school beginning in January.

Math:

In math, the Greene School is in its third year of implementation of the Mathematics Investigations (MI) program. This program is supplemented by the Everyday Counts calendar program. There is a full time math coach who provides teachers with imbedded professional development in the use of data to inform instruction, modeling, observation and feedback on new instructional strategies, and the design of standards based lessons. The Fact Finding Report credited this fact as the probable reason for the marked improvement in math achievement. As indicated in the Fact Finding Report, however, there was little evidence that teachers use standards other than the power standards in their planning. To address this issue, the principal will monitor plan books and instructional practices to ensure that all standards are being taught and learned.

The fact finding report (pg.9) recommended that the district evaluate the content, pace and delivery of the Math Investigations Curriculum to determine the appropriated mapping, supplemental materials and support necessary to meet the standards of the Massachusetts Curriculum Frameworks. While the district believes that this evaluation has been done consistently since the introduction of the Math Investigations Curriculum in FY 2005, the district will review the mapping, supplemental materials and support for this program and identify any gaps that may exist. A full description of how that review will be conducted is presented in the section on **Planned Improvements** further on in this plan.

Informing Practice with Data

ELA:

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are used as interim assessments 3 times a year to track progress and identify students for interventions. In addition, the district will assess students in grades 1-5 using the GRADE assessment which is a developmental group administered diagnostic tool that identifies what reading skills students have and what skills they need to be taught. GRADE wukk be administered in February and June. In prior years, interventions were provided to students below benchmarks in grades K-3, but starting this year interventions will be provided to all students who need them in all grades. A description of those interventions is provided in the section on **Planned Improvements** further on in this report. Students receiving interventions are progress monitored every two weeks, and specific lessons that target assessed needs are delivered.

The use of interim assessments to inform curriculum and instruction in the core instructional program is an area that needs to be improved. To address this need, the principal and the literacy coach will conduct a 2 hour monthly curriculum meeting providing staff the opportunity to review formative assessment data, identify effective instructional strategies, and plan for the implementation of those strategies in the classroom. The principal will regularly monitor classroom instruction to assure that these strategies are being well implemented.

Math:

In prior years, interim assessments were not administered. Assessment was done as a conclusion to the units of instruction and little opportunity was available for reteaching.

This year, as a result of the district's Principals' Consultation Model collaboration protocol (see attached), the school is implementing a LASW program described in the following section on **Planned Improvements**. This program will improve teachers understanding of high quality work and build capacity to review student work and adjust instruction on an ongoing basis. Begun in September, this initiative will build on the extensive professional development in Differentiated Instruction (DI) provided by the district over the past year and increase teachers' ability to modify instruction for students' individual needs.

All Content:

In general, the emphasis at the Greene School will be on the collection of formative assessments that are embedded in the curriculum materials and daily work products of the students. Coaches will be central to the process of building the capacity of staff to identify which work products provide the greatest opportunity to evaluate student understanding of the standards being taught, to develop the most effective instruction to improve that understanding, and organize that information in ways that clearly communicate the progress of the students to the teacher, grade level teams, and school and district leaders.

Time for Teachers and Students

ELA:

All students receive 90 minutes of instruction in ELA. Additional time is provided for students who need additional instruction as described further on in this plan. Students receive this instruction in intervention groups that target assessed areas of need. In prior years, this instruction was provided to K-3 students but is now provided to all students who need it.

The students at the school who are eligible for Supplemental Educational Services are currently enrolled in after school programs. There is a need for additional after school programming but currently there is no available source of funding for this. It remains a priority need that will be filled when funding becomes available.

In the past, teachers have not had sufficient time to discuss student progress, curriculum issues, instructional practice and improvement efforts in ELA. This issue was raised in district meetings with the principal and the following initiative was formulated. This year the principal will devote the full 2 hours per month of the contractually required after school curriculum meetings to this need. As described in the section above, the principal and coach will jointly plan and facilitate these meetings.

Math:

All students receive a 90-minute block of instruction in math with 15 minutes of additional instruction in the Every Day Counts calendar program.

In the past, there have been no provisions for extra instructional time outside of the core math program for students who are not proficient. When the district looked at the need to improve the safety nets at the Greene school and the limited resources available, services to students in ELA were deemed a priority. The fact that student achievement increased dramatically in math last year and declined in ELA is the justification for placing the priority in this area. Two approaches, however, will be tried that do not require additional personnel or expense, providing intervention in the core classroom program and using LASW time to match instruction plans to assessed needs. These will be described more fully in the **Planned Improvements** section below.

All Content:

One of the areas of strength recognized and supported by the district (and highlighted in the Fact Finding Report, p.13) is the coherent process of leadership directed collaborative work that occurs at the school. The school has been organized into four houses and a staff member from each house has been selected through nomination and election by their peers as house representatives. These 4 houses are organized vertically K-5. House reps meet with the principal weekly and participate in the decision-making process regarding school policy and academic issues. Ways to share the performance standards introduced to the principal at recent National Institute of School Leadership (NISL) training and designing a plan for the upcoming full day professional development session are recent examples of decisions arrived at by this process. House reps meet and communicate with their house teams during curriculum meetings, informally during the school day, and through written communication.

Instructional Leadership

The current principal is a veteran instructional leader who has been at the school since it was opened in January 2003. Although contractual issues restrict the extent to which staff can be involuntarily transferred in or out of the building, the principal can assign existing staff to needed positions within the building. Staffing is adequate at the present, but there has been a need for additional coaching resources. Due to budgetary constraints, it was not possible to provide these to the school at the start of the school year. The district, through Title I carryover funds, will now be able to provide a literacy coach to the school.

The principal does not have complete budgetary control for her school at this time. Title I resources are currently site based and district budgeting will soon become so. The principal evaluates all staff on a regular basis, but performance evaluations are not currently tied to student learning outcomes or commitment to school's strategies. A new teacher evaluation tool is currently in development with the local teachers association.

The principal is currently enrolled in the district wide (NISL) training that is focused on building effective instructional leadership. This will support the expansion of current efforts to deepen teacher's knowledge of high quality work through common planning time and LASW. The NISL training will provide the framework for strategic planning and a focused vision. In addition, this training will enhance the principal's skill in developing school collaboration that will provide opportunities for teachers to review exemplars of ELA and Math work and plan lessons for high student achievement. It will also support the principal's plans to increase the amount of student monitoring through formative assessments and remediation of their skill gaps.

Planned Improvements:

Strategy 1: Engage all faculty in regular Looking at Student Work (LASW) activities focused on priority math standards.

In order to improve teachers' understanding of high quality work and build capacity to review student work and adjust instruction, an action plan to implement common planning time for all faculty members using a LASW protocol was developed at the end of last year. (See attached) This action plan describes the support the district will be providing to the Greene School in support of this strategy. District math curriculum staff have and continue to support the training of common planning teams in the use of the LASW protocol. Funds have been provided through Title I to research and select the LASW protocol and to train staff in its use. Also, Title I funds have and will be used to pay for substitutes to provide coverage for teachers attending these meetings. This is currently in its first year of implementation and is facilitated by the principal and math coach.

Formative math assessments are the primary focus of the common planning time/LASW sessions. Each teacher participates for two 35-minute meetings per month. Each common planning time team has a focus and goal for the session. Teachers review the upcoming unit in Investigations and align the activities to the power standards, target skills and/or unit related standards.

Using a backward design model learned in DI training, teachers determine the work samples they will review. Each session, one teacher brings work samples and the team discusses the levels of student performance. The teachers then come to consensus on the determination of what is proficient and the alignment of the math concept to the selected power standard, target skill and/or unit related standard. The teams establish the extent to which the student work approaches the performance standard and design specific classroom instruction to bring all their students to that standard. Each teacher leaves with specific lessons to be delivered before the next LASW session.

The principal closely monitors the extent to which teachers deliver these lessons. In addition, the principal meets with grade level teams every term to evaluate the impact that this work is having on teachers' instruction and student learning.

In addition, the school has established a math portfolio system that tracks student progress towards mastery of the school's power standards and target skills. This data is reviewed by the Instructional Leadership Team and is used to evaluate program effectiveness, solve roadblocks, and revise the School Improvement Plan.

Finally, as stated earlier in the plan, the fact finding report (pg.9) recommended that the district evaluate the content, pace and delivery of the Math Investigations Curriculum to determine the appropriated mapping, supplemental materials and support necessary to meet the standards of the Massachusetts Curriculum Frameworks. The following steps have been taken to address this concern. The district elementary math coaches, during their weekly professional development time, will review the work previously done on the mapping, supplemental materials and support for this program and identify any gaps that may exist. They will report their findings and make appropriate recommendations to the district Instructional Leadership Team (ILT). In addition, the district Math Vertical Team, whose primary responsibility is to manage the math priority of the District Improvement Plan (DIP), will review the DIP benchmarks that are associated with this program. They

will report their findings and make appropriate recommendations to the district ILT as well. Based on these findings, the district will take all appropriate actions to address the specific areas that need improvement.

Strategy 2: Provide explicit and systematic interventions programs in ELA and Math to support all struggling students including SPED students.

ELA:

Struggling students in all grade levels are now identified through DIBELS. At-risk students are identified in all grade levels. The Title I and Special Education teachers collaborate with the classroom teachers and provide the interventions. Students are progress monitored every two weeks using DIBELS and the CBM maze. The district has provided training to identified interventionists in both the assessment tools and intervention kits. Title I funds are used to provide some of the interventionists in ELA. The district Coordinator of Elementary Reading will visit the school on a regular basis to support the improvement of the interventions for struggling readers. She will consult with the principal and literacy coach, visit classrooms, and meet with the school's Instructional Leadership Team to support the improvements described in this plan.

The interventions currently in place are Early Reading Intervention (ERI) in K and Reading Recovery in grade 1. Starting in January, the district will provide My Sidewalks (Scott Foresman Reading Street: Intensive Reading Intervention) that will be implemented in grades 1-5. This is an explicit and systematic reading intervention program that accelerates the reading development of struggling students.

As suggested in the Fact Finding Report (pps. 10-11) the current guided reading lessons for struggling readers will be discontinued and replaced with My Sidewalks by February. All students in intervention programs will be progress monitored on a bi-weekly basis and flexibly grouped for needed instruction based on assessment results.

The district will be providing a literacy coach starting in January. In collaboration with the principal, the literacy coach will support the reading interventions by creating an intervention schedule and training teacher in the interventions programs. The coach will also work with teachers to create consistent benchmarks to monitor students' progress in literacy by grade level.

Math:

Since the bulk of staff and materials resources will be devoted to reading interventions, two low cost approaches to math intervention will be tried.

The first will place the emphasis on providing intervention in the core program delivered by the classroom teacher. As stated earlier in the plan, the district has provided staff with extensive training in DI. This training will provide the foundation for more effective responses to student confusions and misunderstandings as they occur. Again, the math coach will be instrumental in supporting these changes, and the principal will specifically look for evidence that this is taking place when visiting classrooms.

Secondly, the work that teachers will be doing when using LASW time will be explicitly connected to matching instructional plans to assessed needs. Teachers will monitor student progress through the use of math portfolios. Each teacher will be required to select a student's best independent work sample for

each unit in MI and place it in his/her portfolio. The work sample will be rated as proficient, needs improvement, or failing. These determinations will be summarized at the front of the portfolio and reviewed on a regular basis. The student will review needed standards on a regular basis. Opportunities are provided for reteaching and review of standards that are not a mastery level.

During the fact-finding visit, the math consultant raised concerns about the students' apparent lack of knowledge of basic math facts. As a result, the school gave all the children a basic math fact test that was researched on the Internet. The results showed that only 30% of the students met benchmark levels. To address this need, the entire school works on basic facts at 8:15 for 20 minutes. This includes all specialist teachers in PE, Art and Music. Teachers use a variety of instructional strategies, manipulatives, and groupings. The students are retested every 3 weeks.

Strategy 3: Build the capacity of school staff to gather and analyze formative assessment data and use to inform instruction.

As mentioned in the **Informing Practice with Data** section above, monthly 2-hour curriculum meetings will be conducted by the principal and literacy coach to build the capacity of staff to gather and use formative assessment data. Consistent schoolwide common assessments will be developed by teachers. Once these assessments are administered, they will be reviewed in grade level teams at the curriculum meetings. Teams will apply the skills they are learning in the math LASW sessions and collaborate on teaching strategies that would address the learning needs revealed. Peer support will be encouraged as teachers trial these lessons. The literacy coach will also support teachers in taking the insights resulting from these sessions and applying it to instructional practice in their classrooms.

The district will provide 15 hours of professional development in standards based planning and teaching. This will be provided to teachers and coaches by Judi Federick from MESPA. Teachers will participate in a series of five workshops designed to focus on "Effective Practices in Standards-Based Classrooms." The workshops will address the following topics: qualities of effective teachers; the teacher's role in the standards-based classroom; designing effective standards-based lessons; selected research-based instructional strategies for improving student achievement (setting objectives, questions and cues, effort, and providing feedback); thinking skills, and assessment.

In addition to the workshops, two consultation days have been scheduled for each school. These days will be used to observe teachers and provide feedback, conduct learning walks to gather evidence of implementation of workshop content and recommended practices, and consult with the leadership team regarding ways to support further implementation of effective practices.

In addition, professional development will be provided to all teachers in Fountas and Pennell Guided Reading strategies. The new Literacy Coach will provide training to teachers in the use of running records as formative assessments, matching readers to text, the use of effective prompts for word solving, retelling and citing text.

The principal and district staff will drive this change by specific monitoring of classroom teaching that reflects instruction based on regular formative assessment data. The way in which district staff will participate in this monitoring process is described in the **Benchmarking Progress and Impact Section** section below. Teachers will be monitored to assure that instruction is targeted on the assessed needs of students and that lesson plans are the result of a careful analysis of the learning needs of the students. The principal and assistant principal will also assure that formative assessment is conducted

on a regular and ongoing basis. In addition, district staff will be available on a regular basis to support the school administration and Literacy Coach in this area. The math coach participates in district wide professional development one full day a week. This professional development is specifically designed to improve the capacity of the coach to gather and analyze formative assessment data and create appropriate instructional plans based on this information. This training is provided by the America's Choice district liaison and the district math specialist. The district math specialist also visits the school on a regular basis to support the work of the coach and to provide the principal with consultation regarding math content and pedagogy.

The district will also continue to provide professional development for new teachers on the Harcourt Trophies and Math Investigations programs to assure that there is consistent implementation of the written curriculum. The math and literacy coach will place a priority on working with these new teachers.

Outcomes:

Instructional Outcomes:

ELA:

1. In the classroom, students will be engaged in small group targeted instruction focusing on literacy skills identified by regular formative assessment.
2. In the classroom and in intervention groups, students scoring below benchmark levels will receive additional instruction in areas of assessed weakness.

Math:

1. In the classroom, students will engage in activity-based mathematics that involves thinking creatively, developing and articulating their own problem-solving strategies, and working cooperatively with their classmates.
2. In the classroom, students who are below benchmark levels will receive instruction based on lessons that are the result of collaborative planning of grade level staff.

All Subjects:

1. In the classroom, students will receive instruction that is adjusted for their levels of readiness and preferred learning styles.

Student Learning Outcomes:

ELA:

1. Based on DIBELS testing, the number of K-3 students scoring in the "Low Risk" category on Oral Reading Fluency will increase by 20% at each grade level.
2. Based on Harcourt End of Selection tests, 70% of students will score at least 75 of 100 points on assessments related to:
 - a. Non-Fiction
 - b. Vocabulary Use
 - c. Poetry
3. Based on Harcourt End of Selection tests, 70% of students will score at least a 3 out of 4 on all open response questions

Math:

1. Based on Investigations end of unit assessment, the number of students scoring proficient will increase by 10% on assessments related to:
 - a. Fractions
 - b. Data Analysis
 - c. Number Sense

Benchmarking Progress and Impact:

The district has established a District Intervention Team that will meet on a monthly basis to review assessment data on student performance outcomes and progress on the instructional benchmarks contained in the plan. The team will be responsible for determining the success of this intervention plan and making recommendations for any needed change.

The team consists of the Assistant Superintendent for Curriculum and Instruction, the Director of Professional Development, the Director of Student Assessment, the Title I Director, the Coordinator of Elementary Reading, the district Math Specialist and the school principal. Currently the district is in the process of recruiting a replacement for the district School Support Specialist who will be a member of this team when hired. This team will use the districts Principal's Consultation Model that was developed in February of last year to structure these meetings. (See attached)

The team will review data to determine progress on the benchmarks through the use of the following methods for collecting information:

1. Superintendent's School Improvement Visits

The superintendent and a district team interview each school principal in the district twice during the school year. These interviews are conducted on the basis of five interview questions. (See attached) Detailed notes are maintained from these visits and next steps are established.

2. District Instructional Walkthroughs

A district team consisting of the Assistant Superintendent for Curriculum and Instruction, the Director of Professional Development, the Title I Director, School Support Specialist and the school principal will conduct monthly walkthroughs to observe classroom instruction. Observers will use the Greene School Walkthrough Tool (attached) to record observations and compile reports. Data from each observer will be summarized at the end of each observation session and a quarterly report will be prepared for the District Intervention Team.

3. School Improvement Plan Benchmark Reports

The district requires that all schools to file a quarterly benchmark report that evaluates the extent to which the Student Learning Benchmarks and the Instructional Change Benchmarks contained in their SIP are being met. These evaluations are reported as a rubric score and provide an opportunity for the school to articulate any needed resources or actions steps if benchmarks are not being met. (See attached)

The District Intervention Team will review the information from from these sources as well as district student assessment and conduct data and identify any issues or obstacles that may arise. Modifications and revisions to this intervention plan will be made as needed to address those concerns.

Appendices: (Greene Principals Action Plan, Principal's Consultation Model, Greene School Walkthrough tool, SIP Benchmark Report, Superintendent's Visit Questions)

Date: May 2, 2006

Issue: Teachers need to deepen their understanding of what embodies high quality work. Teachers do not get sufficient time to review student work and adjust instruction.

Strategy: Provide consistent opportunities for teachers to look at student work in math, compared to established performance standards, to determine changes in instructional practice.

Action Step	Target Audience	Timeframe	Resources Needed	Budget	Evidence of Quality Indicators	Person Responsible
1.Create a proposal for a protocol for LASW as a vehicle to determine instructional practice in ILT meeting	Teachers	April '06	Protocol samples provided by curriculum directors	None	LASW selected	Principal
2. Train teachers in the LASW protocol, focusing on math	Teachers	Complete by Sept '06	Aileen Mack Math Coach	None	Sign in sheets, Protocol "Meeting notes"	Principal
3. Provide teachers the opportunity to practice the LASW protocol	Teachers	Complete by Oct '06	Curriculum meetings, student work samples, Aileen Mack, Math Coach	None	Protocol "Meeting notes"	Principal
4. Teachers will use the LASW protocol	Teachers	Begin by end of Oct '06	Common Planning Time and Curriculum Meetings, substitute funds for coverage	\$2000	Protocol "Meeting notes," student work	Principal and Math Coach

Action Step	Target Audience	Timeframe	Resources Needed	Budget	Evidence of Quality Indicators	Person Responsible
5. Identify and train team representatives and Math Coach as facilitators for common planning time	Selected team representative and Math Coach	Identification and training begun by the end of Sept '06	Stipends for Team representatives, Consultants	\$2500 per Team Leader- 4 Team representatives, totaling \$10,000 Consultants at \$10,000	Training notes, schedule, observation of Team representatives facilitating meetings	Principal and Vice Principal
6. Monitor the outcome of the LASW work sessions	Teacher Teams	Begin in Nov '06	None	None	Training notes, schedule, observation of Team representatives facilitating meetings	Principal and Vice Principal
7. Review available performance standards materials and make recommendation as to the most appropriate ones to use	Task force	Completed by June '06	Internet, Aileen Mack, Math Coach, 3 Teacher volunteers, Stipends, Title 1 funds	\$600	Task force report	Principal

PRINCIPAL'S PROFESSIONAL DEVELOPMENT PLAN CONSULTATION MODEL

PROTOCOL

1. District personnel prepare for consultation:
 - Assign a district staff member as a liaison.
 - Conduct student performance data and leadership review.
 - Classroom observation reports
 - MCAS/NWEA/DIBELS data
 - SIP
 - SIP Benchmarks reports (in development)
 - SIP rubric review
 - Superintendent's visits
 - Curriculum Directors report
 - Establish tentative priorities areas to address during consultation with principal.

2. Principals prepare for consultation:
 - Meet with district liaison
 - Review student grades and student performance data
 - Monthly Benchmark Reports (Classroom observations)
 - Review Quarterly PIM Report
 - Data review/needs assessments
 - SIP review with revisions

3. 1st Consultation- Establishing priorities and action steps
 - Principal's presentation
 - Fact questions
 - Establishing Priorities
 - Identifying Action Steps and needed resources
 - Principal' Reflection

4. Debrief with liaison.

5. 2nd Consultation- Developing the Principal's Professional Development Plan
 - Focused on improving student achievement through improved
 - Classroom Practice
 - Instructional Leadership
 - Identification of
 - District support
 - School accountability
 - Needed resources

**Fall River Public Schools
Learning Walkthrough Protocol**

Greene School

Date of Visit:

Number of Classrooms Visited:

ELA Instructional Outcomes	Yes	No	% YES	Indicators
In the classroom, students will be engaged in small group targeted instruction focusing on literacy skills identified by regular formative assessment.				<ul style="list-style-type: none"> • Students are grouped by needed literacy skill. • Assessment is present in classroom and used for planning purposes. • Understanding is monitored and assessed through: <ul style="list-style-type: none"> ○ Student responses to questions ○ Group interactions ○ Student work ○ DIBELS and GRADE data ○ Progress monitoring data ○ Tests and quizzes
In the classroom and in intervention groups, students scoring below benchmark levels will receive additional instruction in areas of assessed weakness.				<ul style="list-style-type: none"> • Intervention programs are linked to regular classroom instruction • Student progress against standards is monitored regularly and effectively • Intervention programs are aimed at returning students to the classroom at grade level
Math Instructional Outcomes	Yes	No	% YES	Indicators
In the classroom, students will engage in activity-based mathematics that involves thinking creatively, developing and articulating their own problem-solving strategies, and working cooperatively with their classmates.				<ul style="list-style-type: none"> • Students support their reasoning with data and evidence. • Students apply algorithms purposefully in problem-solving situations. • Students develop multiple problem-solving strategies. • Students use mathematical language that includes vocabulary related to the lesson. • Students demonstrate and articulate their mathematical reasoning. • Student questions and comments indicate mathematical reflection, understanding and development.

In the classroom, students who are below benchmark levels will receive instruction based on lessons that are the result of collaborative planning of grade level staff.				<ul style="list-style-type: none"> • Lesson plans and student work shows evidence of common planning • Examples of peer review practices can be found such as LASW sessions, study groups and/or lesson study
All Subjects Outcomes	Yes	No	% YES	Indicators
In the classroom, students will receive instruction that is adjusted for their levels of readiness and preferred learning styles.				<ul style="list-style-type: none"> • Concepts and ideas are explained in multiple ways to enable student understanding. • Students are provided opportunities to identify and correct their own misconceptions through exploration and discussion. • Content is expressed in multiple ways (e.g., pictures, words, symbols, diagrams, tables, graphs). • A variety of opportunities are provided for students to demonstrate understanding.
Comments:				

ICO/IO	1	2	3	4	Action Step
ELA ICO 1.4 Teachers will provide students with practice in MCAS style test taking skills.	4				
	Quarter				
ICO/IO	1	2	3	4	Action Step
ELA ICO 1.5 Teachers will engage all students daily in Writer's Workshop where they will be taught to write with a clear focus, coherent organization, and sufficient detail in order to develop a topic appropriate to grade level. (LS 19)	2				1 We need to receive PD in writers' workshop.
	Quarter				
ICO/IO	1	2	3	4	Action Step
					1
					2
					3
					4
MATH	Quarter				
ICO/IO	1	2	3	4	Action Step
MATH ICO 1.1: Teachers will employ MI and DI strategies that are student centered.	4				
	Quarter				
ICO/IO	1	2	3	4	Action Step
MATH ICO 1.2: Teachers will instruct all students with the strategies consistent with MI.	3				1 Training and support continues for MI
	Quarter				
ICO/IO	1	2	3	4	Action Step
MATH ICO 1.3: Teachers will instruct students monthly in test taking skills	3				1 Teachers are using the MCAS release questions

and answering multiple choice questions.					
	Quarter				
ICO/IO	1	2	3	4	Action Step
MATH ICO 1.4: Using MI, teachers will instruct students in how to choose appropriate operations, using various strategies, including modeling, in order to solve word and number problems.	3				1 Calendar math addresses the ICO
					3
					4
	Quarter				
ICO/IO	1	2	3	4	Action Step
MATH ICO 1.5: Teachers will use common math vocabulary in their instruction in all content areas.	4				

Monitoring Learning (SLO Benchmarks)

1	2	3
Below desired level of performance	At desired level of performance	Above desired level of performance

	Quarter				
SLO	1	2	3	4	Action Step
ELA SLO 1.1 All students will identify the basic facts and main ideas in a text and use them as a basis for interpretation. (LS 8)	2				
	Quarter				
SLO	1	2	3	4	Action Step
ELA SLO 1.2 All students will locate, analyze and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding. (LS 11)	1				11/10/06- Use curriculum meeting to discuss possible reasons why student progress has been slow on this SLO. Report to the ILT and brainstorm possible initiatives needed.
	Quarter				
SLO	1	2	3	4	Action Step
ELA SLO 1.3 All students will write with a clear focus, coherent organization, and sufficient detail in order to develop a topic appropriate to grade level. (LS 19)	1				11/10/06- Writing instruction has not changed very much. Need to revisit the plan regarding professional development in writing. Process writing is not consistently used by staff.
MATH	Quarter				
SLO	1	2	3	4	Action Step
MATH SLO 1.1 All students will be able to understand and solve multi-step problems	2				

using a variety of strategies.					
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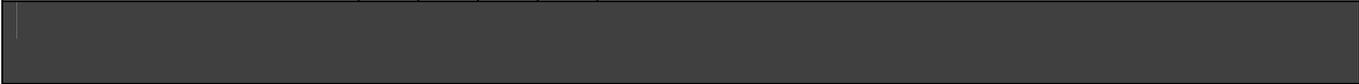
	Quarter				
SLO	1	2	3	4	Action Step

MATH SLO 1.2: All students will be able to logically eliminate incorrect answers in multiple choice questions.	2				



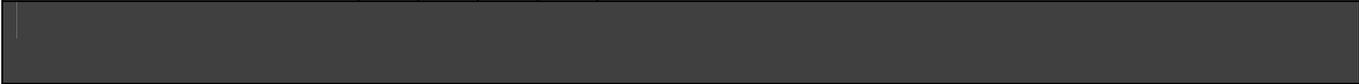
	Quarter				
SLO	1	2	3	4	Action Step

MATH SLO 1.3: All students will be able to select and use appropriate operations in order to solve word and number problems.(4.N.10 Number Sense)	2				



	Quarter				
SLO	1	2	3	4	Action Step

MATH SLO 1.4: All students will be exposed to a common math vocabulary.	2				



Questions for School Improvement Visits (2006)

1. Please review your five year trends of MCAS results, or the most recent data you have if the test has only been given for one year, and do the following. For each subject be able to talk with me about the number of students in each group from advanced to warning. Also be able to identify for each subject, at each grade level, three target skills that are strengths and three in need of improvement.
2. For each set of skills in need of improvement you will be asked to identify where you are starting the year and where you want to end? For example, if you are focusing on a particular skill set for reading, ELA or English, what are students' levels of performance currently and where are you aiming to be by the end of the year. What are you planning to do to achieve proposed improvements?
3. How do you measure improvement for each goal, how would you describe that improvement in your own words?
4. For each goal in your improvement plan, who is accountable for what? For example, as principal, what is your job in achieving the goal, what is the teacher's, the custodian's, the secretaries, etc?
5. For each objective and strategy, how good is good enough. If you expect students to be able to solve multi-step problems, do you expect this 25%, 75% or 90% of the time?

1. Teachers' expectations of students are low. Teachers are unfamiliar with performance standards and do not provide students with examples of proficient work. The use of rubrics for students to evaluate and improve their work is rare.
2. While classroom instruction has changed to reflect the instructional framework of Reading First and Investigations in Number, Data, and Space, a deep understanding of the instructional strategies remains to be achieved.
3. According to the Fact Finding report (p.15), "instructional practice and the taught curriculum are insufficient in quality and scope to support students in mastering what they should know and be able to do as outlined in the Massachusetts Curriculum Frameworks".
4. The focus in ELA has been on implementing the Reading First model of instruction and has led to a de-emphasis on writing instruction.
5. While there has been a dramatic increase in the amount of student performance data available (particularly in ELA), teachers have not been successful in using this data to guide instruction in the core classroom instruction.
6. Though interventions in reading are in place, there are no interventions in place for math.
7. Leadership at both schools have primarily focused on management tasks, and there has been a lack of instructional leadership.

Taking into account these contributing factors, the following strategic initiatives will be undertaken to assure that the students at the Healy School will meet the Performance Targets listed above:

1. Build a network of teacher teams that will focus on student work measured against the curriculum frameworks and The New Standards performance standards.
2. Implement the use of a wide range of formative and summative assessments that provide a clear and complete picture of ongoing student performance. These assessments will drive the standards based instruction.

Assessment of Necessary Conditions:

Standards-based teaching and learning

The Fact Finding Report (p. 9) recommended that the district provide professional development and support to teachers in standards based planning and teaching. The district will provide 15 hours of professional development in standards based planning and teaching. Judi Federick from MESPA will provide this training to teachers and coaches. In addition, Ms. Frederick will spend two full days at the school consulting on the implementation of the strategies and practices covered. A more detailed description of this professional development is provided in the section on **Planned Improvements.**

ELA:

Specific to the area of reading, the school is in its third year of implementing the Reading First program including Tier II and Tier II interventions for struggling readers in grades K-3. The school uses the Harcourt Trophies reading program as its core program in all grades. This instructional program contains strategies and materials to provide students with instruction in all applicable grade level standards. However, weaknesses in knowledge of the Massachusetts Curriculum Frameworks and instructional practice were noted in the Fact Finding report and the school's SIP data analysis. The district through its Principals' Consultation Model collaboration protocol (see attached) is supporting an intensive program of common planning and teacher collaboration that is being implemented at the school. This is described in detail in the section on **Planned Improvements.**

The district is providing a full time literacy coach and a Reading First Reading Specialist to the school. Both the coach and reading specialist provide faculty with modeling, co-teaching and classroom observation and feedback on the quality of instructional practice. Healy's Reading Specialist attends common planning time (CPT) meetings with K-3 teachers in a coaching role once a week. In addition, she works in teachers' classrooms every day following a schedule determined in collaboration with the principal and district Director of Professional Development. The literacy coach works on a rotating basis with all K-5 teachers and focuses on writing instruction. The goals and outcomes for all this work are articulated in a coaching plan that is evaluated and revised weekly.

Math:

The school is in its second year of implementing the Mathematics Investigation program. This program is supplemented by the Everyday Counts calendar program. These two programs provide instruction in all math standards at all grade levels. Due to budgetary constraints, the district was unable to provide a math coach for the start of the school year. However, the district was recently able to allocate fund to hire a math coach for Healy at a .8 FTE. Her first day was November 20, 2006. Three days per week are spent at the school while the fourth is spent at district training sessions designed to increase the capacity of coaches, help in problem solving, and provide a forum for collaboration. While at the school, the coach spends approximately 80% of her time in classrooms observing, modeling, co-teaching, providing feedback and supporting research-based instructional practices.

The Fact Finding report cited the fact that teachers lack a knowledge of the Curriculum Frameworks and that instructional practice is weak. To address these concerns, the principal and coach will assure that teachers focus their instruction and assessment on the standards and build their knowledge of the level of performance needed to reach proficiency. The way in which they do this is fully described below in the section on **Planned Improvements**.

The fact finding report (pg.9) recommended that the district evaluate the content, pace and delivery of the Math Investigations Curriculum to determine the appropriated mapping, supplemental materials and support necessary to meet the standards of the Massachusetts Curriculum Frameworks. While the district believes that this evaluation has been done consistently since the introduction of the Math Investigations Curriculum in FY 2005, the district will review the mapping, supplemental materials and support for this program and identify any gaps that may exist. A full description of how that review will be conducted is presented in the section on **Planned Improvements** further on in this plan.

Informing Practice with Data

ELA:

District mandated reading assessments including DIBELS Benchmarks, CBM Maze and GRADE are conducted three times a year, administered to every student and used to identify struggling readers who receive additional targeted instruction. In prior years, interventions were provided to students below benchmarks in grades K-3, but starting this year interventions will be provided to all students who need them in all grades. A description of those interventions is provided in the section on **Planned Improvements** further on in this plan. Students receiving interventions are progress monitored every two weeks, and specific lessons that target assessed needs are delivered.

These assessments, however, are not used as well as they could be to inform the instruction in the core classroom reading program. In prior years, an emphasis was not placed on using this data to plan

classroom instruction, nor was time allowed for teachers to do this. This is one of the contributing factors to underachievement listed above. To address this issue, the district is providing professional development in Reading First strategies for classroom teachers. Also, additional coaching time has been provided that will be focused on the analysis and use of assessment data to plan instruction. Through the district's Principals' Consultation Model described earlier, a Looking at Student Work (LASW) protocol will be introduced. These initiatives are described in the section on **Planned Improvements** further on in this plan.

In addition, the principal and the district will regularly monitor classroom instruction to assure that these strategies are being well implemented and that instruction is based on the results of assessment data reviewed in CPT and LASW sessions. The district monitoring process is described in the **Benchmarking Progress and Impact** section further on in this plan.

Math:

In the past, math assessments were not used formatively to identify struggling students or to provide targeted small group instruction. Math Investigations assessments were administered to all students, but were used summatively. Because the pacing chart was strictly adhered to, and teachers were reluctant to vary their instruction from the core program, gaps and misunderstandings were not addressed in a coordinated way. There was no structured reteaching or spiraling back to clarify or reinforce concepts or skills. In order to address these issues, the district is currently planning professional development for principals and teachers in math formative assessments. Math coaches and district trainers will provide training beginning in January 2007. Particular emphasis will be placed on utilizing currently available assessment tools from the Math Investigations curriculum. Again, this is more fully described in the section on **Planned Improvements** further on in this plan..

Time for Teachers and Students

ELA:

All students receive 90-minutes of instruction in ELA. Struggling students in reading receive additional interventions through district-approved reading interventions, which provide additional time beyond the 90-minutes. As stated above, there is a need to strengthen the quality of the classroom implementation of both the reading curriculum and the math curriculum. Time for teachers to discuss student progress, curriculum issues, instructional practice, and improvement efforts has been a problem area in the past. The district, through Title I funds, is providing common planning time for K-3 teachers for 45 minutes per week. Under the direction of the principal, more formal and structured meetings with an emphasis on LASW will begin in January 2007. Methods to ensure CPT for 4th and 5th grade teachers are currently being explored with the district. The principal attends these common planning time sessions, along with the literacy coach and reading specialist who set the agenda and protocol that is used.

Math:

All students receive a 90-minute block of instruction in math with 15 minutes of additional instruction in the Every Day Counts calendar program.

In the past, there have been no provisions for extra instructional time outside of the core math program for students who are not proficient. When the district looked at the need to improve the safety nets at the Healy school and considered the limited resources available, services to students in ELA were deemed a priority. Proficiency rates on the grade 4 ELA MCAS had dropped from 55% to 44% over a 4-year period. Proficiency rates on the grade 3 MCAS Reading test dropped from 43% to 11% in the

same time period. This was especially troubling in light of the fact that the school had been provided a Reading First grant for the last three years. This grant provides the resources necessary to establish effective interventions for struggling readers. The fact that this was not taking place made it a priority area for improvement by the district.

However, proficiency rates in math have also been declining so the need to improve the safety nets in that area was also pressing. To address this need, the district will be trying two approaches that do not require additional personnel or expense— providing intervention in the core classroom program and using LASW time to match instruction plans to students' assessed needs. These will be described more fully in the **Planned Improvements** section below.

After School Programing:

There are currently 24 students enrolled in after school Supplemental Educational Services tutorial programs. In addition, Title I carryover funds will be used to fund an after school program for 60 additional students who need extra help. This program will begin in February and run to the end of the school year. It will provide homework help and targeted instruction linked to during school classroom instruction. Students will be selected by assessed academic need and will be offered the opportunity to attend up to four afternoons per week.

Instructional Leadership

The district has provided new leadership at the restructured school. Although contractual issues restrict the extent to which staff can be involuntarily transferred in or out of the building, the principal can assign existing staff to needed positions within the building. With the exception of a large Kindergarten class, staffing is adequate at the present. Lowering the class size in K and providing additional interventionists would be helpful. Due to budgetary constraints, it will be difficult to provide these to the school at the present time. If additional funding becomes available, this will be a priority.

The principal does not yet have complete budgetary control for his school at this time. But Title I resources are currently site based and district budgeting will soon become so. The principal evaluates all staff on a regular basis, but performance evaluations are not currently tied to student learning outcomes or commitment to school's strategies. A new teacher evaluation tool is currently in development with the local teachers association. Healy has requested to be included as one of the five pilot schools for the 2006-2007 school year. Professional standards for teachers are evaluated with this new system. Teachers' content knowledge is evaluated through specific references to standards in lesson plans and reflected in student work. High standards and expectations for student achievement are explicitly referenced in the evaluation system. Teachers are held accountable for the achievement of their students.

The principal is in his first year at the school and is establishing a cultural change towards collaboration and high performance teaming. The district is supporting that process through professional development and mentoring. The principal is currently enrolled in the district wide National Institute for School Leadership (NISL) training that is focused on building effective instructional leadership. This will support the expansion of current efforts to deepen teacher's knowledge of high quality work through common planning time and LASW. The NISL training will provide the framework for strategic planning and a focused vision. In addition, this training will enhance the principal's skill in developing school collaboration providing opportunities for teachers to review exemplars of ELA and Math work and plan lessons for high student achievement. It will also

support the principal's plans to increase the amount of student monitoring through formative assessments and remediation of their skill gaps.

Planned Improvements:

After School Programming:

Title I carryover funds will be used to fund an after school program for 60 students who need extra help. This program will begin in February and run to the end of the school year. It will provide homework help and targeted instruction linked to during school classroom instruction. Students will be selected by assessed academic need and will be offered the opportunity to attend up to four afternoons per week.

Improvement Strategies:

In order to support the implementation of the following improvement strategies, the district has assigned a new principal with a background in data analysis and improvement planning. The principal has been assigned a skilled mentor and is participating in the NISL training program being presented over the next 18 months.

Strategy 1: Build a network of teacher teams that will focus on student work measured against the curriculum frameworks and The New Standards performance standards.

The district, in collaboration with the new principal, has established the raising of staff expectations as a priority for the Healy School. A positive belief that all kids can achieve standards needs to be shared by all staff who work in the building. In order to accomplish this, all staff will engage in a shared learning community that will focus on results. Staff will talk about and observe each other's practice. They will look at data and have the results drive and guide everything they do. Teachers will meet in grade level teams once a week for a 45-minute common planning time meeting and monthly for a 2-hour curriculum meeting. All staff will participate in these meetings.

To support this initiative, the district has provided for a .8 FTE math coach, a Reading First Reading Specialist and a Literacy coach for the school. The coaches along with the principal facilitate these meetings using a LASW protocol that includes the examination of student work, the application of performance standards, and the planning of appropriate lessons. The district provides stipends and substitute coverage in order to create the time needed for these meetings.

In addition, throughout the school day, the coaches model lessons, observe classroom instruction, and provide feedback on the quality of instructional practice to teachers with a focus on building teacher content knowledge and pedagogy in their content areas. The knowledge gained from this embedded professional development is shared at common planning time meetings and faculty curriculum meetings. Common problems are discussed, questions and concerns addressed, and new accomplishments celebrated. This will create the foundation for the kind of instructional change that will ensure that all students are moving towards mastery of the standards contained in the Curriculum Frameworks.

The district also provides weekly professional development for the coaches. One day a week, all district coaches meet with the Director of Professional Development, the Coordinator of Elementary Reading, the district's Math Support Specialist, and the America's Choice field representative. These sessions are designed to increase the capacity of coaches to facilitate the work described above.

Readings, seminars, and study group discussions in content area topics, collaboration skills, and professional development design are provided.

In addition, the Coordinator of Elementary Reading and the district's Math Support Specialist visit the school at least once a month to work directly with the Principal and the coaches on any issues, concerns, or misunderstandings that may occur as the process of bringing instructional change to school unfolds.

Strategy 2: Implement standards based instruction through the use of a wide range of formative and summative assessments that provide a clear and complete picture of ongoing student performance. These assessments will drive the standards based instruction.

The district will provide 15 hours of professional development in standards based planning and teaching. This will be provided to teachers and coaches by Judi Federick from MESPA. Teachers will participate in a series of five workshops designed to focus on "Effective Practices in Standards-Based Classrooms." The workshops will address the following topics: qualities of effective teachers; the teacher's role in the standards-based classroom; designing effective standards-based lessons; selected research-based instructional strategies for improving student achievement (setting objectives, questions and cues, effort, and providing feedback); thinking skills, and assessment.

In addition to the workshops, two consultation days have been scheduled for each school. These days will be used to observe teachers and provide feedback, conduct learning walks to gather evidence of implementation of workshop content and recommended practices, and consult with the leadership team regarding ways to support further implementation of effective practices.

ELA

The district Coordinator of Elementary Reading, the Reading First Reading Specialist and the Literacy coach are working together to train new staff and expand the capacity of veteran staff in the use of the district's formative assessments. (DIBELS, GRADE and CBM). In addition, the Literacy Team is establishing LASW protocols that will be used to further evaluate student progress. This will provide for more frequent opportunities to adjust instruction and assure that students receive lessons targeted to their needs and the specific standards toward which they are working. These protocols will be used in the common planning time and curriculum meetings described above. In addition to the consultation of the district Coordinator of Elementary Reading, the district supports this work through the provision of the coaches, stipends, and substitute coverage.

Through the district's Principals' Consultation Model, the need to assure that the basic structure of Reading First in the core classroom program was sound. The district has directed the district Coordinator of Elementary Reading and the district's Director of Profession Development to work with school's reading coaches and develop a professional development plan with a goal of building stronger standards based, differentiated instruction in the core classroom reading program. This plan will be presented to the District Intervention Team (described in the **Benchmarking Progress and Impact** section below) in January. This professional development will be additional to the 4 days of Teacher Reading Academies (TRAs) training already provided for teachers in the five components of reading. A key outcome for this professional development will be an increased use of rubrics (both teacher and student made) and exemplars of student work.

In order to address the need to improve instruction to better meet state standards in writing, the district has provided a full-time (1.0 FTE) Writing Coach to the implement the Writer's Workshop model in

all classrooms. This model is intended to positively impact poor performance on open response questions as well. A schoolwide writing prompt will be administered four times a year and results will be used as a formative assessment to design instruction.

The safety net for struggling readers will also be improved. The district provides both Title I and locally funded interventionists who collaborate with the classroom teachers and provide targeted instruction to students who are not meeting benchmark levels on the literacy assessments above. These students are progress monitored every two weeks using DIBELS and the CBM maze. The district has provided training to identified interventionists in both the assessment tools and intervention kits. Title I funds are used to provide some of the interventionists in ELA. The district Coordinator of Elementary Reading will visit the school on a regular basis to support the improvement of the interventions for struggling readers. She will consult with the principal and literacy coach, visit classrooms, and meet with the school's Instructional Leadership Team to support these improvements

The interventions currently in place are Early Reading Intervention (ERI) in K, Reading Recovery in grade 1, and Project Read in grades 1-3. To further strengthen the available interventions, the district has also provided My Sidewalks (Scott Foresman Reading Street: Intensive Reading Intervention) that is implemented in grades 1-5. This is an explicit and systematic reading intervention program that accelerates the reading development of struggling students.

Math

The district has provided a .8 FTE math coach to the school. Together with the district Math Support Specialist, the coach is organizing, by grade level, existing assessments related to the Math Investigations program into a formative assessment package that will be administered and analyzed by all teachers. This work will be connected to the LASW sessions described previously. This will also support the work that is being done to develop the collaborative culture described in Strategy 1. Teachers will be involved in a structured examination of practice with student performance results as the primary outcome of instruction. Teachers look at how they teach, what they teach, and what results they are getting.

The district's Math Support Specialist will visit the school monthly to observe instruction and provide direction to the principal and the math coach. The visit will include a school walkthrough through the lens of the DOE's Standards-Based Teaching and Learning Standards/Indicators document. (see attached) Specific, agreed upon indicators from the tool will be utilized during these visits. Results will be shared with staff and inform further improvements to the instructional program at the school.

The district has provided teachers with grade level benchmark expectations for each grade in strands that are weak. NCTM standards have been used to provide staff with these curriculum focal points. The district, through the Math Support Specialist, has provided teachers with a pre K-2 learning trajectory for number sense and a grade 3-5 fractions graphic organizer. This will assist teachers in developing a greater capacity to identify which standards their students need to learn, and the extent to which they are learning them. The school's math coach will incorporate this tool into her work with teachers. By gaining further insight into these two consistently problematic areas, specific tools and strategies to address them will be developed.

Since the bulk of staff and materials resources will be devoted to reading interventions, two low cost approaches to math intervention will be tried. The first will place the emphasis on providing intervention in the core program delivered by the classroom teacher. As stated earlier, the use of formative assessment will be greatly increased. Training in the use of these assessments for more

effective responses to student confusions and misunderstandings as they occur will be provided starting in January. The math coach will design and deliver this training, and the principal and district team will specifically look for evidence that this is taking place when visiting classrooms.

Secondly, the work that teachers are doing when using LASW time will be explicitly connected to matching instructional plans to assessed needs. Teachers will monitor student progress through the use of math common assessments. Class profiles will be maintained that identify students who do not demonstrate mastery of the specific standards taught in each Math Investigations unit. Opportunities will be planned for reteaching and review of these standards when lesson plans are developed for upcoming units. Student learning will be progress monitored to assure that all students reach mastery on all grade level standards by the end of the school year.

Finally, as stated earlier in the plan, the fact finding report (pg.9) recommended that the district evaluate the content, pace and delivery of the Math Investigations Curriculum to determine the appropriated mapping, supplemental materials and support necessary to meet the standards of the Massachusetts Curriculum Frameworks. The following steps have been taken to address this concern. The district elementary math coaches, during their weekly professional development time, will review the work previously done on the mapping, supplemental materials and support for this program and identify any gaps that may exist. They will report their findings and make appropriate recommendations to the district Instructional Leadership Team (ILT). In addition, the district Math Vertical Team, whose primary responsibility is to manage the math priority of the District Improvement Plan (DIP), will review the DIP benchmarks that are associated with this program. They will report their findings and make appropriate recommendations to the district ILT as well. Based on these findings, the district will take all appropriate actions to address the specific areas that need improvement.

Outcomes:

Instructional Outcomes:

ELA:

1. Students falling below benchmark levels on formative assessments will be engaged in small group targeted instruction in addition to the 90-minutes of classroom instruction.
2. In the classroom, students will be engaged in writer's workshop focusing on a variety of genre including open response answers.

Math:

1. In the classroom, students will engage in inquiry-based mathematics activities (thinking creatively, developing and articulating their own problem-solving strategies, and working cooperatively with their classmates) related to grade level curriculum standards.
2. Students will receive instruction that is based on their assessed readiness level and preferred learning style.

All Subjects:

1. In the classroom, students will be engaged in small group targeted instruction that allows for the review and reinforcement of curriculum standards for which they have not demonstrated mastery on regular standards-based formative assessment.
2. Students will engage in the development and use of rubrics and exemplars in evaluating their work and the work of others.

Student Learning Outcomes:

ELA:

1. Based on DIBELS testing, the number of K-3 students scoring in the "Low Risk" category on Oral Reading Fluency will increase by 20% at each grade level by the Spring Benchmark.
2. Based on Harcourt End of Selection tests, 70% of students will score at least 75 of 100 points on assessments related to:
 - Structures of English
 - Different Genres
 - Vocabulary
3. Using the first administration of the district writing prompt, the number of students who score a 3 or higher will increase by 20% at each administration

Math:

1. Based on the Investigations end of unit assessment, at least 50% of students will score proficient on assessments related to related to the following standards:
 - Geometry
 - Data Analysis
 - Measurement
 - Number Sense
 - Fractions

Benchmarking Progress and Impact:

The district has established a District Intervention Team that will meet on a monthly basis to review assessment data on student performance outcomes and progress on the instructional benchmarks contained in the plan. The team will be responsible for determining the success of this intervention plan and making recommendations for any needed change.

The team consists of the Assistant Superintendent for Curriculum and Instruction, the Director of Professional Development, the Director of Student Assessment, the Title I Director, the Coordinator of Elementary Reading, the district Math Specialist and the school principal. Currently the district is in the process of recruiting a replacement for the district School Support Specialist who will be a member of this team when hired. This team will use the districts Principal's Consultation Model that was developed in February of last year to structure these meetings.

The team will review data to determine progress on the benchmarks through the use of the following methods for collecting information:

1. Superintendent's School Improvement Visits

The superintendent and a district team interview each school principal in the district twice during the school year. These interviews are conducted on the basis of five interview questions. (See attached) Detailed notes are maintained from these visits and next steps are established.

2. District Instructional Walkthroughs

A district team consisting of the Assistant Superintendent for Curriculum and Instruction, the Director of Professional Development, the Title I Director, School Support Specialist and the school principal will conduct monthly walkthroughs to observe classroom instruction. Observers will use the Healy School Walkthrough Tool (attached) to record observations and compile reports. Data from each observer will be summarized at the end of each observation session and a quarterly report will be prepared for the District Intervention Team.

3. School Improvement Plan Benchmark Reports

The district requires that all schools to file a quarterly benchmark report that evaluates the extent to which the Student Learning Benchmarks and the Instructional Change Benchmarks contained in their SIP are being met. These evaluations are reported as a rubric score and provide an opportunity for the school to articulate any needed resources or actions steps if benchmarks are not being met. (See attached)

The District Intervention Team will review the information from these sources as well as district student assessment and conduct data and identify any issues or obstacles that may arise. Modifications and revisions to this intervention plan will be made as needed to address those concerns.

Appendices: (Principals' Consultation Model, Standards-Based Teaching and Learning Standards/Indicators, Healy Walkthrough Tool, Superintendent's Visit Questions, SIP Benchmark Report)

PRINCIPAL'S PROFESSIONAL DEVELOPMENT PLAN CONSULTATION MODEL

PROTOCOL

1. District personnel prepare for consultation:
 - Assign a district staff member as a liaison.
 - Conduct student performance data and leadership review.
 - Classroom observation reports
 - MCAS/NWEA/DIBELS data
 - SIP
 - SIP Benchmarks reports (in development)
 - SIP rubric review
 - Superintendent's visits
 - Curriculum Directors report
 - Establish tentative priorities areas to address during consultation with principal.

2. Principals prepare for consultation:
 - Meet with district liaison
 - Review student grades and student performance data
 - Monthly Benchmark Reports (Classroom observations)
 - Review Quarterly PIM Report
 - Data review/needs assessments
 - SIP review with revisions

3. 1st Consultation- Establishing priorities and action steps
 - Principal's presentation
 - Fact questions
 - Establishing Priorities
 - Identifying Action Steps and needed resources
 - Principal' Reflection

4. Debrief with liaison.

5. 2nd Consultation- Developing the Principal's Professional Development Plan
 - Focused on improving student achievement through improved
 - Classroom Practice
 - Instructional Leadership
 - Identification of
 - District support
 - School accountability
 - Needed resources

Standards-Based Teaching and Learning Standards/Indicators

1. STUDENT LEARNING STANDARDS

1.1. The learning standards being addressed in the lesson are evident and clear to the students

The standard(s) being addressed in the lesson are evident. The teacher is familiar with the standards students must meet and what the end result of the students' learning should be. The teacher shares this information with the students so they know what they are learning.

Indicators:

- *The standards are clearly visible – in writing – in age-appropriate student-friendly language.*
- *Specific verbal reference is made, in age-appropriate language, to the standards that students are expected to understand.*
- *Connections are explicitly made with learning standards presented in previous and subsequent lessons (i.e., this lesson does not occur in isolation).*

1.2. Exemplars demonstrate expectations of student achievement.

Students have exemplars – teacher generated, student generated or both – that demonstrate mastery of the standards and objectives.

Indicators:

- *Students have concrete examples/models of high quality products that represent mastery of the standard(s).*
- *Students have descriptions, written or oral, in age-appropriate language, of what constitutes a high quality product (e.g., a descriptive rubric).*

2. ORGANIZATION OF THE LESSON

2.1. The lesson is well planned and organized. The objectives of the lesson are clearly stated and connected with the learning standards of the larger unit of which it is a part. The lesson develops in a clear, logical manner.

Every aspect of the lesson has been well prepared. Objectives for the lesson are clearly stated, either verbally or in writing. Students are aware of how these objectives are connected to goals of the larger unit and the overarching goals for the year. All components of the lesson contribute to a focused, unified learning experience.

Indicators:

- *The plan for the day appears in writing, in age-appropriate language (e.g., an agenda).*
- *There is a logical flow to the lesson.*
- *Lesson objectives are communicated verbally and/or in writing in age-appropriate language.*
- *All components of the lesson (learning activities, homework, assessment, etc.) contribute to the lesson objectives and to mastery of the standard(s).*

2.2. Time is used efficiently and purposefully.

Students begin learning promptly upon entering class and continue throughout the entire lesson. Prior work transitions smoothly into new knowledge (which occupies the majority of class time). Students have supervised opportunity to use new knowledge. Time is allotted to wrap up the lesson in a purposeful way.

Indicators:

- *Students begin doing work soon after class begins.*
- *Students follow classroom routines well enough that minimal time is spent on receiving directions.*
- *Minimal time is spent on organizational details (attendance, distribution of supplies, etc.).*
- *Time spent on homework supports the lesson.*
- *More student time is spent actively engaging in the content than passively receiving instruction in the content.*
- *Sufficient time is allotted to conclude the lesson in a meaningful, appropriate way.*

2.3. Multiple grouping strategies are used to achieve the learning that is the object of the lesson (e.g., individual, small groups, whole class, teacher-student).

Standards-Based Teaching and Learning Standards/Indicators

Grouping strategies are varied and appropriate for each phase of the lesson (i.e., the teacher has planned the groups in advance to best meet the lesson objectives). The teacher facilitates productive and meaningful work in each grouping configuration.

Indicators:

- *Possible grouping configurations (expect to observe two or three):*
 - *Part of the lesson involves the entire class.*
 - *Part of the lesson involves small groups.*
 - *Part of the lesson involves students working in pairs.*
 - *Part of the lesson involves students working individually.*
- *Each configuration of groups is appropriate for the task to be accomplished.*
- *There are clear guidelines and expectations for group work.*
- *All groups are supported as they extend their ability to learn and perform.*

3. CLASSROOM ENVIRONMENT

3.1. It is clear that the students appear to feel safe and are willing to take risks.

The atmosphere of the classroom is a respectful, comfortable learning environment, where students feel free to question, contribute and collaborate. All input is valued and used to enhance the learning experience.

Indicators:

- *Positive, respectful relationships are evident within the classroom (teacher – student, student – student).*
- *Expectations about supportive learning relationships are explicit.*
- *All communication within the classroom is respectful and appropriate.*
- *The dynamics of the classroom support risk-taking in the discourse, in which students question and contribute through the lesson.*

3.2. The appearance and physical organization of the classroom contribute to a positive learning environment.

The classroom is aesthetically pleasing in ways that support and invite learning.

Indicators:

- *Student work is displayed demonstrating writing and problem solving related to the standards.*
- *The space is physically arranged as an efficient, functional environment.*
- *The desk/table arrangement allows for teacher mobility/accessibility.*
- *The desk/table arrangement allows for a variety of activities.*
- *The climate of the room (temperature, air quality, light, cleanliness) is conducive to education.*

4. STUDENT ENGAGEMENT

4.1. Students are actively engaged in all aspects of the lesson. Behavior is appropriate for the lesson/activities.

Students are actively engaged in the lesson throughout the class period. Appropriate behavior is evident.

Indicators:

- *Verbal and non-verbal cues indicate student engagement (e.g., questions, responses, eye contact, attentiveness, posture).*
- *Students have and utilize required materials (e.g., textbook, homework, pencil).*
- *Students follow directions and accomplish all assigned tasks.*
- *Consequences for inappropriate behavior are consistent and reasonable.*
- *Students are focused on the content throughout the lesson.*
- *Conversation is on-task and appropriate.*
- *Students demonstrate respect for property and materials.*

4.2. Students are engaged in understanding and learning the content in various ways that include skill building, conceptual understanding, applying multiple problem-solving strategies, and real-world applications.

Standards-Based Teaching and Learning Standards/Indicators

Students are thinking and learning the content in a variety of ways. They are learning concepts and mathematical ideas, as well as facts and algorithms.

Indicators (expect to see two or three):

- *Students learn and practice skills and procedures.*
- *Students explore and discuss concepts.*
- *Students use problem-solving strategies.*
- *Students learn the content in the context of real-world problems and applications.*

- 4.3. Students consciously examine their thinking by questioning their understanding of the content presented. Students support and defend their reasoning with data while using language appropriate to the discipline.

Students are learning to think in terms of the discipline.

Indicators:

- *Students support their reasoning with data and evidence.*
- *Students apply algorithms purposefully in problem-solving situations.*
- *Students develop multiple problem-solving strategies.*
- *Students use content-specific language that includes vocabulary related to the lesson.*
- *Students demonstrate and articulate their reasoning.*
- *Student questions and comments indicate reflection, understanding and development.*

5. TEACHING

- 5.1. Depth of content knowledge is evident throughout the presentation of the lesson. Concepts are presented accurately.

Correct knowledge and understanding of the content is displayed throughout the lesson.

Indicators:

- *The content explained and demonstrated throughout the lesson is sound and accurate.*
- *Concepts and ideas are explained in multiple ways to enable student understanding.*
- *Connections are made across ideas and standards/strands.*
- *The content is presented as an expression of ideas, concepts and understandings, not simply as unrelated procedures, facts and/or algorithms.*

- 5.2. Through the use of probing questions and student responses, decisions are made about what direction to take, what to emphasize, and what to extend in order to build students' understanding.

Through the use of probing questions and student responses, decisions are made about what direction to take, what to emphasize, and what to extend in order to build students' understanding.

Indicators:

- *Questions require more than one-word responses.*
- *The level of student understanding, evidenced by student responses, directs how the discussion moves.*
- *Questions scaffold progression to higher levels of thinking.*

- 5.3. Students' prior knowledge is incorporated as new concepts are introduced. When students raise comments, questions, and/or concerns, their perspectives are acknowledged and either redirected or affirmed, linking existing knowledge to new knowledge gained within the lesson.

Students' prior knowledge is activated as new concepts are introduced. Student questions, concerns and perspectives are acknowledged and either redirected or affirmed, linking existing knowledge to new knowledge gained within the lesson.

Indicators:

- *The lesson requires students to draw upon their existing knowledge of the content.*
- *Students draw on their existing knowledge of the world around them to inform their learning.*

Standards-Based Teaching and Learning Standards/Indicators

- *Students are given time and opportunity to express their understandings and ideas, which are discussed respectfully and used to scaffold learning.*
- *Connections are explicitly made between students' prior knowledge and the new ideas being introduced in the lesson.*

5.4. Student misconceptions are anticipated/identified and addressed.

Indicators:

- *Student misconceptions are anticipated and addressed.*
- *As misconceptions are identified, students are respectfully redirected to develop accurate thinking and understanding in the content area.*
- *Students are provided opportunities to identify and correct their own misconceptions through exploration and discussion of the content.*
- *Students respectfully correct each other's misconceptions.*

5.5. Classroom strategies incorporate multiple forms of representation (e.g., pictures, words, symbols, diagrams, tables, graphs).

Students are given opportunity to express concepts in multiple ways.

Indicators:

- *The content is expressed in multiple ways (e.g., pictures, words, symbols, diagrams, tables, graphs).*
- *Opportunities are provided for students to understand that various representations may all express the same concept.*
- *Students use multiple representations as they develop and explain ideas.*

6. INSTRUCTIONAL TOOLS

6.1. Appropriate tools for learning are provided (e.g., measuring instruments, manipulatives, calculators, computers). All necessary resources for the lesson are easily accessible. Instruction and support are provided for use of tools.

All necessary resources for the lesson are available and easily accessible.

Indicators:

- *All tools appropriate for the lesson are available in sufficient quantity to students (e.g., measuring instruments, manipulatives, calculators and computers).*
- *Learning tools are easily accessible and functional.*
- *Use of manipulatives and technology are connected to the lesson objectives (i.e., the technology is not used for its own sake).*
- *Students are given sufficient instruction and support regarding the use of learning tools.*

7. EQUITY

7.1. There are high learning expectations for all students. All students participate, and their ideas are valued. The belief is evident among all in the classroom that effort, not innate ability, is the key to significant learning.

All students participate, and their ideas are valued. The belief is evident among all in the classroom that effort, not innate ability, is the key to significant learning.

Indicators:

- *All students are expected to become proficient in the standard(s) addressed in the lesson.*
- *Students with special needs are supported as appropriate (e.g., as outlined in IEP).*
- *All students, regardless of current knowledge, are provided entry into the lesson enabling learning.*
- *Wait-time is used effectively to allow all students meaningful participation.*
- *Students are provided with opportunities to experience achievement through the application of effective effort.*

7.2. Various learning experiences are provided that are appropriate for the range of learners in the classroom (i.e., differentiation by content, process, and/or product).

Standards-Based Teaching and Learning Standards/Indicators

Appropriate learning experiences are provided for all students in the classroom.

Indicators:

- *Students engage in activities appropriate in terms of complexity and pacing for their current level of understanding and skill, but which challenge them to move forward.*
- *Students are given opportunities to relate their personal and academic interests to their learning of the content.*
- *The content is presented to students in ways that are responsive to individual learning styles and ways of knowing.*

8. ASSESSMENT

8.1. There is evidence of multiple types (e.g., group/individual presentations, written reflections, tests) of diagnostic and ongoing formative assessment.

Diagnostic and formative assessments are happening in the classroom on a continuous basis, and data is used to inform future instruction.

Indicators:

- *Understanding is assessed through:*
 - *Student responses to questions*
 - *Group interactions*
 - *Student work*
 - *Student/group presentations*
 - *Journals/written-reflections*
 - *Student projects*
 - *Tests and quizzes*

8.2. Students are engaged in and responsible for their own learning, examining their results with directive feedback that enables revision and improvement.

Students take responsibility for their own learning, examining their results with directive feedback that enables revision and improvement.

Indicators:

- *Students take initiative to develop and further their own learning.*
- *Students receive information (from teacher or other students) that helps them understand their level of mastery regarding the standard(s).*
- *Students receive direct feedback to explicitly guide continuous progress toward mastery of the standard(s).*
- *Students are given opportunities to revise their work.*

Fall River Public Schools
Learning Walkthrough Protocol

Healy School

Date of Visit:

Number of Classrooms Visited:

ELA Instructional Outcomes	Yes	No	% YES	Indicators
Students falling below benchmark levels on formative assessments will be engaged in small group targeted instruction in addition to the 90-minutes of classroom instruction.				<ul style="list-style-type: none"> • Intervention schedules indicate that programs are provided in addition to regular classroom instruction • Intervention programs are linked to regular classroom instruction • Student progress against standards is monitored regularly and effectively • Intervention programs are aimed at returning students to the classroom at grade level
In the classroom, students will be engaged in writer’s workshop focusing on a variety of genre including open response answers.				<ul style="list-style-type: none"> • Students are observed using the five steps of the writing process. • Students are provided opportunities to plan and revise their compositions. • Student writing folders show the development of compositions over an extended period of time. • Student work shows evidence of instruction and practice in a variety of genre including open response answers.
Math Instructional Outcomes	Yes	No	% YES	Indicators
In the classroom, students will engage in inquiry-based mathematics activities (thinking creatively, developing and articulating their own problem-solving strategies, and working cooperatively with their classmates) related to grade level curriculum standards.				<ul style="list-style-type: none"> • Students support their reasoning with data and evidence. • Students apply algorithms purposefully in problem-solving situations. • Students develop multiple problem-solving strategies. • Students use mathematical language that includes vocabulary related to the lesson. • Students demonstrate and articulate their mathematical reasoning. • Student questions and comments indicate mathematical reflection, understanding and development.

<p>Students will receive instruction that is based on their assessed readiness level and preferred learning style.</p>				<ul style="list-style-type: none"> • Concepts and ideas are explained in multiple ways to enable student understanding. • Students are provided opportunities to identify and correct their own misconceptions through exploration and discussion. • Content is expressed in multiple ways (e.g., pictures, words, symbols, diagrams, tables, graphs). • A variety of opportunities are provided for students to demonstrate understanding.
<p>All Subjects Outcomes</p>	<p>Yes</p>	<p>No</p>	<p>% YES</p>	<p>Indicators</p>
<p>In the classroom, students will be engaged in small group targeted instruction that allows for the review and reinforcement of curriculum standards for which they have not demonstrated mastery on regular standards-based formative assessment.</p>				<p>Diagnostic and formative assessments are happening in the classroom on a continuous basis, and data is used to inform future instruction.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Understanding is assessed through: <ul style="list-style-type: none"> * Student responses to questions * Group interactions * Student work * Student/group presentations * Journals/written-reflections * Student projects * Tests and quizzes
<p>Students will engage in the development and use of rubrics and exemplars in evaluating their work and the work of others.</p>				<ul style="list-style-type: none"> • Rubrics are in evidence and referred to by the teacher and students during the lesson. • Students are able to explain that classroom rubrics were developed as a class. • Exemplars are in evidence and referred to by the teacher and students during the lesson.
<p>Comments:</p>				

Questions for School Improvement Visits (2006)

1. Please review your five year trends of MCAS results, or the most recent data you have if the test has only been given for one year, and do the following. For each subject be able to talk with me about the number of students in each group from advanced to warning. Also be able to identify for each subject, at each grade level, three target skills that are strengths and three in need of improvement.
2. For each set of skills in need of improvement you will be asked to identify where you are starting the year and where you want to end? For example, if you are focusing on a particular skill set for reading, ELA or English, what are students' levels of performance currently and where are you aiming to be by the end of the year. What are you planning to do to achieve proposed improvements?
3. How do you measure improvement for each goal, how would you describe that improvement in your own words?
4. For each goal in your improvement plan, who is accountable for what? For example, as principal, what is your job in achieving the goal, what is the teacher's, the custodian's, the secretaries, etc?
5. For each objective and strategy, how good is good enough. If you expect students to be able to solve multi-step problems, do you expect this 25%, 75% or 90% of the time?



Math Quarterly PIM Report

Harriet T. Healy

Date Submitted: April 28, 2006

Monitoring Instruction (ICO Benchmarks)

0	1	2	3	4
Not Begun	Just Starting	Implementing with difficulty	Implementing with some success	Implementing with success

ICO/IO	Quarter				Action Step
	1	2	3	4	
1.1 All teachers K-5 will differentiate math instruction according to the specific needs of the students.					1 Teachers will continue to differentiate math instruction and consult with math coach.
	2	3	3		2 Math coach and classroom teacher will provide differentiated math instruction.
					3 Students will work in groups according to need
					4
ICO/IO	Quarter				Action Step
1	2	3	4		
1.2 All teachers will model and provide examples to facilitate discussion of problem solving techniques.					1 Teachers will continue to model and provide example through use of Investigations.
	2	3	3		2 Follow Investigations curriculum to facilitate mathematical discussions.
					3 Teachers will model prior to each math investigation
					4
ICO/IO	Quarter				Action Step
1	2	3	4		
1.3 Teachers will facilitate discussion on how numbers are comprised or can be broken down.					1 Routines, ten minute math, and "math talk" will continue to allow opportunities for discussion.
	3	3	3		2 Teachers will lead discussion and encourage interactive dialogue with students about numbers.
					3 Teachers will continue to facilitate discussion around number sense
					4
ICO/IO	Quarter				Action Step
1	2	3	4		
1.4 Teachers will use a variety of modalities (ie: unifix cubes, acting out, a table or chart to organize	2	3	4		1 Continue to use games and the manipulatives provided by Investigations
					2 Students will continue to use geoblocks, unifix cubes, towers, counters, etc.

ideas) in their instructional practice.					3 Teachers will continue to successfully use a variety of manipulatives
					4
	Quarter				
ICO/IO	1	2	3	4	Action Step
1.5 All teachers will provide examples throughout the school day of probability through regular instruction	0	1	2		1 Use probability as appropriate in Investigations.
					2 As opportunities arise, students will be asked to solve probability questions.
					3 Evidence of teaching probability has been observed in K-5 classrooms
					4

Monitoring Learning (SLO Benchmarks)

1	2	3
Below desired level of performance	At desired level of performance	Above desired level of performance

	Quarter				
SLO	1	2	3	4	Action Step
1.1 All Healy students will be able to select and use appropriate operations (addition, subtraction, multiplication, and division) to solve problems, including money (4N10).	1	2	2		1 As students become more familiar with the explorations of Investigations, they will be provided with increased opportunities to select and use the appropriate operations.
					2 Increased opportunities will be provided to students to select appropriate operations to solve problems.
					3 Students will solve mathematical problems as presented in math Investigation units
					4
	Quarter				
SLO	1	2	3	4	Action Step
1.2 All Healy students will be able to compare large numbers (to at least 100,000) using various forms, including expanded notation (4N2).	0	2	2		1 As the opportunities arise in future Investigations, students will have more opportunities to compare larger numbers.
					2 Continue daily routines, “math discourse”, and ten minute math with expanded notation.
					3 Students will provided increased opportunities with expanded notation on a weekly basis
					4



FALL RIVER PUBLIC SCHOOLS

ELA Quarterly PIM Report

Harriet T. Healy

Due Summary: April 28, 2006

Monitoring Instruction (ICO Benchmarks)

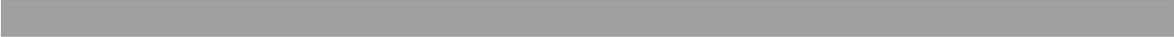
0	1	2	3	4
Not Begun	Just Starting	Implementing with difficulty	Implementing with some success	Implementing with success

ICO/IO	Quarter				Action Step
	1	2	3	4	
1.1 All teachers K-5 will explain the elements of non-fiction through frequent experiences (read aloud, independent reading, research, discussion) with expository text in all content areas (science, social studies).					1 Increase exposure to non-fiction.
					2 Use non-fiction materials across the curriculum.
	2	3	3		3 More social studies non-fiction in K-3
					4
ICO/IO	Quarter				Action Step
	1	2	3	4	
1.2 All teachers K-5 will provide frequent experiences to listen to, read, role play, and discuss the elements of drama					1 Increase experiences with drama.
					2 Additional role playing
	1	2	3		3 Grades K & 1 will continue to experience dramatic plays
					4
ICO/IO	Quarter				Action Step
	1	2	3	4	
1.3 All teachers K-5 in collaboration with support staff will use the results of approved assessments (NWEA, DIBELS, CBM Maze) to engage below grade level readers in small group instruction that targets specific deficits.					1 Continue to use assessment to drive instruction.
					2 Regroup will be necessary according to data
	3	3	3		3 Spring NWEA results will be analyzed
					4

Monitoring Learning (SLO Benchmarks)

1	2	3
Below desired level of performance	At desired level of performance	Above desired level of performance

SLO	Quarter				Action Step
	1	2	3	4	
1.1 All Healy students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding. (LS13)					1 Teachers will provide more experiences with nonfiction.
	2	3	3		2 Teachers will provide more experiences with nonfiction across the curriculum.
					3 K-3 teachers will provide more non-fiction experiences in the content area of social studies
					4
SLO	Quarter				Action Step
	1	2	3	4	
1.2 All Healy students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding. (LS17)					1 More teachers will expose students to elements of drama and provide experiences to participate in role playing.
	2	3	3		2 More experiences will be provided for students to participate in role playing.
					3 Teachers will continue to expose students to the elements and structure of drama
					4
SLO	Quarter				Action Step
	1	2	3	4	
1.3 All Healy students will be able to identify basic facts and main ideas in a text and use them as the basis for interpretation. (LS8)					1 Continue to use Harcourt assessments to identify basic facts and main ideas.
	2	3	3		2 Supplement Harcourt with MCAS prep materials
					3 Reciprocal teaching comprehension strategies will continue with students K-5 to help identify the main idea in a text
					4



New Bedford Public Schools

Normandin Middle School

District Plan for School Intervention

December 20, 2006

District Plan for School Intervention Team

Michael E. Longo, Superintendent

Dr. Ronald Souza, Deputy Superintendent

Eileen Kenny, Assistant Superintendent

Dr. Mary Louise Francis, Assistant Superintendent

Helder Angelo School Support Specialist/Director

Dr. Jeanne Bonneau, Principal, Normandin Middle School

Dr. Jeffrey Lord, ELA/Literacy/History Instructional Supervisor

Lisa Simon, Math Instructional Supervisor

New Bedford Public Schools District Plan For Normandin Middle School Intervention

A district review of the issues facing Normandin Middle School revealed several baseline deficiencies that must be addressed as a prerequisite for change. After several days of reflection, honest examination, and intense discussion, in collaboration with the Normandin school staff, the district identified three conditions as impediments to the success of the school - current assessments are inadequate, classroom instruction lacks rigor, and support services for struggling learners are inadequate. Although many issues were identified by school and district staff as outlined below, these three essential conditions surfaced as overarching issues. It is hypothesized that addressing these baseline deficiencies will result in substantial improvement in the performance of students at Normandin Middle School. To overcome the identified impediments, we have established the following three improvement goals:

- 1) Fully establish a rigorous, standards-based curriculum, with effective instruction & accurate assessments.*
- 2) Increase and enhance support services for struggling learners*
- 3) Provide relevant, meaningful, and effective professional development to staff*

To address the significant challenges recognized above, specific improvements are planned. To address the assessment concerns, a number of improvements will be put into place. A new reading teacher will participate in the implementation of a new reading assessment, and will be hired by early January. The new assessment will be in place by February. New assessments are planned with the support of the Assistant Superintendent for Data & Assessment and the newly formed Normandin Assessment Committee. Assessments will measure what the standards indicate all students should know and be able to do at specified grade levels, and will describe students' performance relative to those standards. A new grade 6 ELA/Reading teacher will also be hired. In addition, a crisis counselor/school adjustment counselor will be added to the staff. Increased rigor will be achieved through use of a newly developed curriculum map and related professional development for staff, as well as the establishment of pre-Algebra and Algebra classes. A greater focus on student work and the enhancement of CMP will also impact rigor.

Professional development will be provided to staff in higher order thinking skills. For issues pertaining to ELL/SEI (English Language Learners/Sheltered English Immersion), the district SEI Director will be prioritizing her time at Normandin for staff support. On December 5, 2006 the director of the New England Equity Assistance Center (NEEAC) at Brown University met with the principal, several Normandin staff, and the SEI Director regarding the provision of technical assistance and professional development on topics related to ELL education. It was agreed that the NEEAC would provide professional development services at Normandin Middle School during the spring of 2007. Specific to SPED issues, additional efforts will be made to support the inclusion model at the school. A continuum of services model that encourages and supports students' participation in regular education classes, with support, is needed. Revitalizing Instruction for Students and Educators (RISE) Institutes for teachers and paraprofessionals will be provided by Dr. Deborah Harris, a SPED inclusion consultant. It will be focused on improving collaboration and consultation efforts that maximize opportunities for improving the educational outcomes of students with disabilities. In addition, through a grant funding opportunity, PD will be provided in standards-based, rigorous classroom instruction.

New Bedford Public Schools District Plan For Normandin Middle School Intervention

District Academic Directors will continue to participate in on-site visits, and a DATA (District Accountability and Targeted Assistance) Team will conduct walk-throughs and will review implementation of related strategies on a monthly basis. The Team will be made up of various district staff including Eileen Kenny, Assistant Superintendent for Curriculum and Instruction, Dr. Mary Louise Francis, Assistant Superintendent for Data and Assessment, and Helder Angelo School Support Specialist/Director. Various identified New Bedford Public Schools principals will also be included on each walk-through, as per their availability (two per walk-through). Other district staff will include Academic Directors, depending on the focus of each walk-through. Walkthroughs will be conducted on the second Thursday of every month. The DATA Team conducted a visit to Normandin on November 7, 2006, regarding school improvement strategies. In addition, a district initiated walkthrough was conducted by Frank Lillo and associates on November 27 and 28, 2006. The team's feedback from that visit is contained in Appendix D. Two walk-through teams also visited classrooms at Normandin on December 18, 2006 to review instructional practices in math. The teams were made up of school, district, and MADOE staff. The consensus was that students appeared to demonstrate good foundation skills, were engaged in the learning process, and followed classroom routines resulting in a minimum of "down time." Areas identified for growth included students being able to demonstrate a deeper conceptual understanding beyond just the use of algorithms and mathematical procedures. This will include the identification of the types of artifacts that will be used to demonstrate that conceptual understanding - not just the students' articulation of those concepts. Also, a greater emphasis will be placed on students taking responsibility for their learning, rather than a more heavy reliance on teacher directed instruction. In addition, a revised walk-through protocol and tool will be used. It will include the following five (5) areas of observation: 1) Students examine thinking and support reasoning; 2) Use of probing questions; 3) Time used effectively and purposefully; 4) Student engagement and accountable talk; and 5) Use of multiple grouping strategies. Various indicators within those five areas will be looked for to document implementation.

To enhance student support services, adequate time is now being provided for student learning in ELA and math on a daily/weekly basis. In collaboration with the district, within the next several weeks, the school is planning the establishment of a reading lab, the hiring of a reading teacher, and content training in reading. After-school tutoring and homework assistance will be provided for students who need supplemental instruction and focused skill development. Also, a planning grant for *School Redesign: Expanding Learning Time to Support Student Success* is underway.

Many of the right personnel are on hand to help support and facilitate these changes. However, with the support of the district, efforts will be made more efficient and effective in order to support intended outcomes. Outcomes include the creation of an assessment system aligned to standards-driven instruction and that is an MCAS predictor, as well as quarterly assessments that are aligned to the standards and identify struggling students. Increased instructional rigor in the classroom will be reflected in enhanced classroom performance. There will be an increased number of after-school programs and student support interventions during the school day. Ultimately these changes will be reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

**New Bedford Public Schools District Plan
For Normandin Middle School Intervention**

1. Performance Targets

Over the past four years, a large percentage of Normandin Middle School (NMS) students have scored in the Warning and Needs Improvement levels on the MCAS on English (67% in 7th grade 2003, 64% in 2004, 45% in 2005, and 63% in 2006) and Math (89% in 8th grade in 2003, 87% in 2004, 83% in 2005, and 77% in 2006). Normandin Middle School is currently in Restructuring. (Identified for Improvement in Subgroups for ELA, and Restructuring in Math).

Normandin Middle School has set the following performance goals for the next two years for students in the aggregate and for the Special Education subgroup [goals are expressed in terms of the Composite Performance Index (CPI) and in terms of the percentage of students scoring Proficient and Advanced (%P/A)]:

English Language Arts			
	Baseline (2005 & 2006)	2007	2008
Aggregate	74.7 CPI (44% P/A)	79 CPI (46% P/A)	81.0 CPI (54% P/A)
Spec. Ed.	53.1 CPI (18% P/A)	60.9 CPI (29% P/A)	64.8 CPI (33% P/A)

Mathematics			
	Baseline (2005 & 2006)	2007	2008
Aggregate	50.9 CPI (20% P/A)	59.1 CPI (26% P/A)	63.1 CPI (30% P/A)
Spec. Ed.	33.6 CPI (7% P/A)	44.6 CPI (13% P/A)	50.2 CPI (20% P/A)

While these are the school's targets, it should be clarified that these are only minimum targets. The district and school will work together in striving to achieve greater gains than these targets indicate.

New Bedford Public Schools District Plan For Normandin Middle School Intervention

2. Hypotheses

New Bedford Public Schools district staff, in concert with the Normandin Middle School Leadership Team, has conducted an extensive analysis as to the underlying reasons for the school's performance challenges.

The teams have hypothesized that the following three conditions are impediments to the success of the school:

1- Current assessments are inadequate.

Assessments:

- Do not reflect growth toward standards.
- Do not provide immediate feedback
- Are not rigorous
- Do not predict MCAS success

2- Classroom instruction lacks rigor.

- Although the math curriculum was aligned to the standards, not all the standards were taught in a timely manner prior to MCAS.
- Classroom expectations are low.
- Differentiated instruction is not fully in place.
- Pacing has been ineffective.
- Teachers tend to teach to the bottom group.
- The needs of students in subgroups, including SPED and ELL, are not adequately being met.
- The needs of other struggling readers are not adequately being met.
- The lack of rigor contributed to persistently poor performance at the school. Overall, students were not being effectively taught, thereby minimizing their learning outcomes.

In addition to the most recent walk-through observations of December 18, 2006, there is already evidence as to improvement at the school, however. District initiated walk-throughs were conducted on November 27 and 28, 2006. Observations revealed the following:

- In math all teachers were in the same place, with good pacing.
- Word walls were evident and they were continually referred back to during the lesson
- Teachers wrote student friendly standards and referred back to them during the lesson
- There was evidence of Blooms' Taxonomy. Questioning often went from the application stage to synthesis, analysis, and evaluation

New Bedford Public Schools District Plan For Normandin Middle School Intervention

- One teacher shared with students: “Good morning quality students.” The students followed, “Good morning quality teacher.” The team felt that exchange reflected a positive relationship between students and teacher.
- One observer went to 10 classrooms and 97% of the students were on task. Students understood directions and all teachers were checking for understanding. Although he understood that this was just a snapshot, it demonstrated the warm climate that existed in these classrooms – teachers really cared about their students.
- They saw cooperative group work with an objective – differentiation of instruction.
- 18 students were observed leaving a classroom and 24 coming in – it was seamless, students knew what to do, teacher circulated, began the lesson. It was as if one entered and one left.
- Most teachers had great organization at the beginning of class.
- School has positive organization/leadership – a clear vision of the direction of the school.
- Positive PIM (via the Instructional Leadership Team).
- Several teachers were observed using same types of strategies, reciprocal teaching, etc. which is good for the students - consistency
- Math curriculum teachers exhibited good sharing - they learn what works and what doesn't
- Special education focus group very positive. The team indicated that what was said in the '05 panel review no longer exists - that they plan with the teachers during common planning time
- A lot of pair reading and no round robin reading was observed, which was positive
- The team noted that there are many very strong teachers who should have staff visit their classrooms to view various aspects of instruction including evidence of Blooms Taxonomy and the *Skillful Teacher*.

3- Support services for struggling learners are inadequate.

- Insufficient in-school interventions
 - There had been a previously unmet need for enhanced support services in reading. In response to this need, the Superintendent has authorized the hiring of a reading teacher who will be in place by January.
 - In-school math lab services needed to be enhanced.
- Insufficient after-school programs
 - There had been only a small number of after-school programs/clubs.
 - In response, Citizens School After-School Supplemental Services (SES) were implemented at the school beginning in October 2006.

3. Assessment of Necessary Conditions

The district presently has the essential personnel and related infrastructure to set the conditions for improved student achievement. Below are described activities that have

New Bedford Public Schools District Plan For Normandin Middle School Intervention

already taken place, and which should enable future work. Also included are current conditions which will be addressed.

SY 2005-2006 Pilot inclusion model. On-site PD (3 days per week) was provided by Theresa Guerin-Hall, a national consultant in instructional strategies, including standards-based teaching and learning and data-driven instruction, and strategies for SPED and ELL subgroup instructional practices, including strategies for regular education students. Additional CMP training took place, and the principal participated in NISL training. In addition, Revitalizing Instruction for Students and Educators (RISE) Institutes was provided by Dr. Deborah Harris, a SPED inclusion consultant.

Spring/Summer 2006 Personalized scheduling.

During the '05 - '06 academic year, Normandin staff began to notice a lack of heterogeneity in classrooms. This was apparent in the disparity in the following areas:

- Ratio of males to females
- Number of students from the same feeder school
- Comparison of grades particularly in math and ELA/Reading
- Behavioral problems
- Number of special education students
- Types of disabilities – the continuum of services needed
- Ethnicity
- Poverty level

The staff began looking at how they could better establish heterogeneous classes in grade 8 including ensuring that special education teachers on each pod could deliver the continuum of services needed given the case load and the types of disabilities in a more inclusive setting. Rather than have a computer schedule, teachers, working with the instructional supervisors, established first that:

- Students were identified as male or female
- Reading level
- Math level
- Special education and the services needed in order to maximize the time for the special education teacher to work with students assigned to each pod

It was a priority for the team to ensure heterogeneity. This philosophy is paramount to the school and the growth of all students. After placing students in classes, the grade seven teachers were able to look at any significant problems that were created with the mix of students, as they knew the students. When necessary, a student may have been assigned to a different pod or class. As the pods are looked at now, there is an even distribution of population that meets the needs of students related to academics, as well as their social and emotional needs. This is inclusive of special education students. (This scheduling of grade eight students then became the model for grades six and seven with the feeder schools providing information to Normandin.)

**New Bedford Public Schools District Plan
For Normandin Middle School Intervention**

Each pod, four in all grades, has a special education teacher. Given this model, the special education teacher is able to collaborate with the regular education teacher and/or work with them in a co-teaching model. In ELA, as an example, students might have a lack of comprehension skills or an inability to decode words. The teacher is then able to be in the classroom to assist, or after direct instruction by the highly qualified teacher, establish a small group. The special education teacher will then reinforce skills taught, related to the prior knowledge of the students. Students are part of the larger group, and yet feel very supported and special.

Normandin staff continues to monitor the effects on hand scheduling and the success of students academically and socially. Teachers, because students are ever changing, have the option to change a student’s schedule based on needs. On a few occasions, following parent conferences, the student’s pod has been changed. The import feature is a flexible schedule that meets the needs of all students. This process will continue to be evaluated as the Normandin staff looks to begin scheduling students in March for SY ‘07 – ‘08. Normandin staff feel that the best people to discuss a student’s grade 8 schedule are the grade seven teachers, and so forth – not a computer that does not know the student.

Summer 2006 Extended year programming, primarily but not solely, for SPED students

In the chart below, as related to levers and associated essential enabling conditions, it is described:

- Whether or not we have the following conditions in place
- The extent and quality of implementation
- Their significance as a contributing factor to low student performance.

Levers	Essential Enabling Conditions
Standards-based teaching and learning	<ul style="list-style-type: none"> • Curricula are aligned to State Frameworks in core content areas <i>The school does have aligned curricula. However, related to rigor, revisions to the math curriculum map were done because of pacing/timing of instruction to MCAS. Active mapping development will be explored. High quality standards-based instruction was not seen across grade levels. Differentiated instruction is not fully in place.</i> • Two full-time instructional supervisors (one in ELA and one in math) provide faculty with consistent classroom observation and feedback on the quality of instructional practices <i>Weekly walk-throughs are conducted by instructional supervisors. They meet with the principal weekly to discuss what they observed. Every teacher receives feedback, and the entire staff gets general feedback. Examples of feedback are contained in Appendix B, Sections 4, 5, & 6.(The walk-through tool will be modified to reflect the one used by MADOE staff during their December 18, 2006 visit to Normandin.)</i>

**New Bedford Public Schools District Plan
For Normandin Middle School Intervention**

<p>Informing Practice with Data</p>	<ul style="list-style-type: none"> • Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math <i>Currently being developed at the school level.</i> <i>As per NISL (National Institute for School Leadership) recommendations: Assessments will measure what the standards indicate all students should know and be able to do at specified grade levels, and will describe students' performance relative to those standards.</i> <i>Assessments will be appropriate for the kind of performance being measured – students will be asked to demonstrate the skills and concepts the standards expect. Students will be assessed regularly.</i> • Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions <i>TestWiz is utilized in the analysis of MCAS results. Results are reported per student/per group/per grade. Teachers meet daily for 47 minutes and review assessment results. Although not present at all meetings, the principal directs the setting of the agenda for these meetings. Math curriculum map is being changed as a result for pacing/rigor.</i>
<p>Time for teachers and students</p>	<ul style="list-style-type: none"> • There is adequate time for student learning for ELA and math on a daily/weekly basis <i>Students in Grade 6 have a double period (94 minutes) in ELA/math. Grades 6, 7, & 8 have three (3) math labs available for remediating struggling students. For students in all grades, staff look at MCAS data and also at benchmark assessment data and teacher recommendations. They look at problem solving abilities and open responses. Two types of students are then identified:</i> <i>1) those who have not mastered standards and are placed in math labs according to their deficiencies and;</i> <i>2) those who are in need of enrichment and can work at a faster pace</i> <i>Differentiated instruction is provided in the lab according to the students' proficiencies and deficiencies. This intervention happens during the school day. There are three (3) math lab instructors. Two are certified/licensed and the third is certified/licensed for grades 1-6 and works with only grade 6 students. Monitoring occurs throughout the year and students are added to the roster as needs become apparent.</i> <i>Planning grant for Extended Learning Day implementation is underway. This would change the length of the school day for all students at the school.</i> • Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction. This includes all students. <i>Grades 7 & 8 have math lab for students in warning and needs improvement, as described above.</i> <i>(We are working towards the establishment of a reading lab, the hiring of a reading teacher, and content training in reading. Specifics and timelines are included below.)</i> • After school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development <i>There are three after-school reading clubs. Citizens School (CS) program is</i>

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	<p><i>providing SES after-school services to 100 students. (Student information is provided to CS to help inform after-school academic instruction. The intervention is new this year.)</i></p> <ul style="list-style-type: none"> • There is adequate weekly and annual time for teachers to discuss student progress, curriculum issues, instructional practice, and improvement efforts – in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning <p><i>47 minutes are provided for planning per day for teachers</i> <i>Two (2) days per week teachers work with instructional supervisors. They look at student work, assessments, conduct joint/group lesson planning, developing pre/post and formative assessments that match the standards and receive professional development. Three (3) full PD days are also provided.</i></p>
<p>Instructional leadership</p>	<ul style="list-style-type: none"> • Principal has authority to select and assign staff without regard to seniority <p><i>100 % of new staff are interviewed and recommended by principal</i></p> <ul style="list-style-type: none"> • The right personnel are on hand to do the needed work <p><i>Many of the right personnel are on hand. However, a need has been identified - and the principal has requested - a reading teacher. The principal met with the 7 feeder school principals, gave Star reading test and DIBELS, and found fluency and/or comprehension deficiencies, particularly at the grade 6 level. She found that 15% of the students do not comprehend well, and many need vocabulary building. As a result, the Superintendent is currently in the process of hiring a reading teacher. The teacher's responsibilities will include:</i></p> <ul style="list-style-type: none"> ➤ Coordination of all activities related to reading lab and related school wide reading initiatives ➤ Pre-assessment of all students at start of school year with evaluation and data analysis ➤ Provision/creation of programs to support the needs of identified struggling readers ➤ Use of additional assessment tools necessary to pin point reading issues for identified struggling readers ➤ Work with all students identified as struggling readers per an agreed upon benchmark score ➤ Provision of intensive small group reading instruction to identified struggling readers in grades 6 and 7 ➤ Provision of support for teachers working with struggling readers in classroom setting ➤ Provision of professional development for staff as needed/identified ➤ Oversight and support consistent implementation of Accelerated Reader and Star Reader in grades 6-8 ➤ Monitoring of all struggling students with use of portfolios for each student

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	<p><i>The ELL/SEI district Director will be prioritizing her time at Normandin for staff support, in differentiating instruction and sheltering content. She will work cooperatively with Dr. Maria Pacheco, the director of the New England Equity Assistance Center at Brown University in providing PD services which will be delivered to staff during common planning time periods and after-school.</i></p> <ul style="list-style-type: none"> • Principal has control over financial resources to successfully implement improvements <p><i>Principal does have control over school's financial resources and regularly works with the Business Manager in the reallocation and redistribution of funds to support priorities.</i></p> <ul style="list-style-type: none"> • Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies <p><i>While not formally tied to student performance, informal evaluation includes that data, and student performance is regularly discussed individually and in the aggregate in school-wide meetings.</i></p>
Professional Development	<ul style="list-style-type: none"> • Adequate, appropriate, high quality professional development is provided in order to implement and sustain instructional improvements in the classroom <p><i>PD is being provided in the areas of:</i></p> <ul style="list-style-type: none"> ▪ <i>Standards-Based Teaching and Learning, data-driven instruction & strategies for SPED and ELL subgroup instructional practices and for regular education students, as well. (on-site, 3 days per week provided by Theresa Guerin-Hall)</i> ▪ <i>NELMS</i> ▪ <i>Reading (Training will also be provided on moving some of the content reading of science and social studies into literacy. This will give more time for hands on activities in science and will also give students all grades opportunities to have supervised instruction in reading to learn.)</i> ▪ <i>Ten-hours of professional development to teachers in grades 6, 7 and 8th between February 2006 and June 2006. (During this time, New England Equity Assistance Center [NEEAC] staff, who specialize in ELL education, will spend a total of five full days at the school, meeting, presenting and debriefing with teachers on issues related to language, culture and literacy development of English language learners.)</i> ▪ <i>Revitalizing Instruction for Students and Educators (RISE) Institutes for teachers and paraprofessionals, focused on improving collaboration and consultation efforts that maximize opportunities for improving the educational outcomes of students with disabilities, provided by Dr. Deborah Harris, a SPED inclusion consultant</i> ▪ <i>CMP Training</i> ▪ <i>NISL training of principal (30 days)</i>

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4. Planned Improvements

To solve needs recognized above, improvements are planned to address the three conditions considered to be impediments to the success of the school.

- What changes will the district make to get the essential personnel and conditions in place?

1- Current assessments are inadequate.

The principal has requested a reading teacher who will work with the Assessment Committee in the implementation of a new reading assessment. As indicated above, the principal met with the 7 feeder school principals, gave Star reading test and DIBELS, and found fluency and/or comprehension deficiencies, particularly at the grade 6 level. She found that 15% of the students do not comprehend well, and many need vocabulary building. As a result, the Superintendent is currently in the process of hiring a reading teacher. A job description is contained in the Appendix E. Below are the planned Reading Lab components:

- Identified students for reading lab will rotate through unified arts classes
- Create active listening center that provides carrels for student to listen to books on tapes and other support materials
- Create reading center that supports a variety of reading materials in all subject areas, with readability levels ranging from 3.0 – 10.0 grade equivalent
- Create active writing center for integration of reading / writing skills
- Use of Accelerated Reader / Star Reader software programs
- Small group intensive reading instruction

An assessment committee was formed in September 2006 to research appropriate student assessments in the areas of ELA and math. Although Galileo is currently being implemented as an assessment instrument for math, a revised assessment tool for ELA is needed, as the current instrument is district developed, and was not found to be fully correlated to the standards. Normandin is currently under consideration for a pilot assessment through Measured Progress. Notification is expected within the next several weeks. Piloting of various assessment systems is planned following a thorough review by the Normandin Assessment Committee. The Assistant Superintendent for Data & Assessment is a new member of the committee, and will report progress to Superintendent and Administrative Support Team. In addition, New Bedford Public Schools is currently reviewing formative assessments to be used district-wide, including Measured Progress, The Princeton Review, and ETS Pulliam. Criteria for selection will include alignment with state standards; item types; range of cognitive and difficulty levels, practicality for instructor use, and use as a predictor of MCAS. Baselines will be established, patterns of responses will be analyzed, and individual student diagnoses will be utilized to inform instruction.

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2- Classroom instruction lacks rigor.

Frank Lillo has been contracted by the district to conduct walk-throughs and facilitate looking at student work sessions to assess the level of rigor, as it relates to standards, in Normandin classrooms. This will support a shared understanding between the district and school of academic rigor. Mr. Lillo conducted initial walk-throughs on November 27 and 28, 2006. The team's initial observations and feedback from that visit, as described by the principal, is contained in Appendix D, and was disseminated to staff. A full report is expected in January, which will be followed by related on-site professional development in standards-based instruction delivered by the Instructional Supervisors during common planning time periods.

On December 5, 2006, the Director of the New England Equity Assistance Center at Brown University, Dr. Maria Pacheco, met with Dr. Bonneau, Dr. Lord, Ms. Aguiar, and Mrs. Farrell to discuss the possibility of providing technical assistance on topics related to ELL education to the staff of Normandin Middle School. After a discussion about the professional development needs of the school's staff as they relate to ELL education, it was agreed that the New England Equity Assistance Center (NEEAC) at Brown University would provide the following professional development services at Normandin Middle School during the spring of 2006:

- Ten-hours of professional development to teachers in grades 6, 7 and 8th between February 2006 and June 2006.
- During this time, NEEAC staff who specialize in ELL education will spend a total of five full days at the school, meeting, presenting and debriefing with teachers on issues related to language, culture and literacy development of English language learners.
- NEEAC staff will meet with designated Normandin staff to learn more about the needs of the ELL population and gain insights about the school's curriculum. Sessions will then be planned to address the identified needs and will include information about:
 - Principles of Second Language Acquisition
 - The relationship between culture and learning
 - Oral language development and the relationship between oral language and literacy development
 - Scaffolding instruction in the content areas
 - Teaching language and literacy across content areas
 - Writing instruction for ELLs

Sessions and debriefing sessions will focus on assisting general education teachers to build a strong repertoire of skills by learning and practicing strategies in their classrooms.

Increased rigor will be achieved through use of a newly developed curriculum map and related PD for staff, as well as the establishment of pre-Algebra and Algebra classes. A

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greater focus on student work and the enhancement of CMP will also impact rigor. In addition, PD will be provided to staff in higher order thinking skills (Blooms Taxonomy).

The ELL/SEI (English Language Learners/Sheltered English Immersion) district Director will be prioritizing her time at Normandin and will provide services bi-weekly at that school for staff support, including differentiating instruction and sheltering content in collaboration with Dr. Maria Pacheco, as described above. Specific to SPED issues, additional efforts will be made to support the inclusion model at the school in collaboration with the Assistant Superintendent for Special Services. Dr. Deborah Harris, special education inclusion consultant, conducts Revitalizing Instruction for Students and Educators (RISE) Institutes for teachers and paraprofessionals focused on improving collaboration and consultation efforts that maximize opportunities for improving the educational outcomes of students with disabilities. Dr. Harris also consults on a regular basis with administrators to improve the effectiveness of the collaborative/consultative services delivery models. District Academic Directors will continue on-site visits. A DATA (District Accountability and Targeted Assistance) district walk-through team will review implementation of related strategies monthly. The walk-through tool will be modified to reflect the one used by MADOE staff during their December 18, 2006 visit to Normandin.

Also, during SY '07 – '08, newly hired supervising principals will provide mentoring support and modeling to principals in the following areas:

- The development of school culture that promotes high expectations and academic rigor
- The vertical and horizontal alignment curriculum guides within the school.
- The observation and mapping of instructional practices/lesson plans as it to the curricular expectations

3- Additional student support services are inadequate.

To enhance student support services, adequate time will be provided for student learning in ELA and math on a daily/weekly basis. Students in Grade 6 have a double period (94 minutes) in ELA/math. For struggling students in Grades 6, 7, & 8 there are three (3) math labs available for remediation. For students in all grades, staff look at MCAS data, and also at benchmark assessment data and teacher recommendations. They look at students' problem solving abilities and open responses. Two types of students are then identified:

1) those who have not mastered standards and are placed in math labs according to their deficiencies and; 2) those who are in need of enrichment and can work at a faster pace.

Differentiated instruction is provided in the lab according to the students' proficiencies and deficiencies. This intervention happens during the school day. There are three (3) math lab instructors. Two are certified/licensed and the third is certified/licensed for grades 1-6 and works with only grade 6 students. Monitoring occurs throughout the year and students are added to the roster as needs become apparent. A new grade 6 ELA/Reading teacher will also be hired, in addition to the reading lab instructor, and a crisis counselor/school adjustment counselor will be added to the staff.

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All students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction. Grades 7 & 8 have math lab for students in warning and needs improvement, as described above. In collaboration with the district, the school is working towards the establishment of a reading lab, the hiring of a reading teacher in January, and content training in reading from January through June 2007.) After-school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development. In addition, there are three after-school reading clubs. The Citizens School (CS) program is providing SES after-school services to approximately 100 students. Student information is provided to CS to help inform after-school academic instruction. Also, a planning grant for Extended Learning Day implementation is underway.

- How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?

NISL will impact the activities and administrative behavior of the school principal and district leaders by creating a common vision across district, as well as a common language, ie. formative and summative assessment, etc. NISL information is “downloaded” to the school’s administrative team. All read the same books and have related discussions. The leadership team is driven by curriculum, instruction, and assessment. The instructional supervisors do a minimum of two walk-throughs per week and daily 5 by 5. Instructional supervisors also model good instructional practice. In common planning time periods, teachers will gain a more thorough understanding of the necessary elements required to improve students learning outcomes, including effective curriculum, instruction, and assessment. This will enhance the capacity of the staff to engage in further change and to meet the goals expressed in this plan. Specific professional development in standards-based instruction will be provided to teachers, as described above.

Also, a planning grant for extended learning day implementation is underway. *The School Redesign: Expanding Learning Time to Support Student Success - Planning Grant* will provide funding to support Normandin’s planning and preparation for the establishment of a newly designed school. It will use longer school days to help students meet higher performance standards and raise student achievement. The redesigned Normandin Middle school will add at least 25% more time to the school schedule to enhance instruction in English language arts, mathematics, and other core subjects; and will allow more time for planning and professional development for teachers, and for integrated enrichment opportunities (arts, sports, tutoring, experiential learning) for students. The principal, school team, New Bedford Educators Association representatives, external partners, and others will be convened to develop an implementation plan that details the structure of the new school day and the steps that will be taken to implement the plan. Normandin plans to open its expanded time school in September 2008.

- What specific changes will the district make by September 2006, January 2007, June 2007 and September 2007?

September 2006 Establishment of Normandin walk-through protocols, a Normandin assessment committee was formed to research appropriate student assessments in the areas

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of ELA and math. The Assistant Superintendent for Data & Assessment is a member of the committee. Also, formal home language survey implemented, revised walk-through protocol as per NISL recommendations, meeting with teachers regarding inclusion model, and district benchmark testing. Informal home language survey implemented.

September/October 2006 Implementation of Citizens School after-school model.

September 2006 - June 2007 Implementation of various professional development initiatives, including standards-based teaching and learning, data-driven instruction (delivered on-site, 3 days per week provided by Theresa Guerin-Hall), & strategies for SPED and ELL subgroup instructional practices.

November 1, 2006 NELMS PD, new pacing guides ready, *School Redesign: Expanding Learning Time to Support Student Success - Planning Grant* activities to begin. Walk-throughs by Frank Lillo and associates. Observations by Frank Lillo and associates disseminated to staff.

December 2006 Normandin Assessment committee to present draft of newly developed assessment. Assessment review.

January 2007 PD on inclusion model/strategies, ELL PD. New assessment recommendation followed by initial pilot. Reading teacher will be hired. A new grade 6 ELA/Reading teacher will also be hired, in addition to a crisis counselor/school adjustment counselor. New reading lab will be established. Notification as to status of Measured Progress pilot expected. Full walk-through report by Frank Lillo received.

January – June 2007 Content training in reading provided on-site during common planning time periods. Follow-up by Frank Lillo, and Instructional Supervisors. Through a grant funding opportunity, PD will be provided in standards-based, rigorous classroom instruction as per the consensus of the walk-through teams on December 18, 2006..

February 2007 New reading assessment pilot will be in place.

February – June 2007 NEEAC professional development to teachers in grades 6, 7 and 8th in differentiating instruction and sheltering content (and additional areas as outlined above on page 12).

April 2007 To support standards-based instruction, draft grade expectation sheets related to the standards disseminated to teachers, differentiating instruction and sheltering content.

June 2007 Review of benchmark/post assessment data.

September 2007 Prepare for piloting of standards-based report card in math, including feedback from parents, PD for use of assessments for curricula changes. New assessment system in place.

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September 2008 Opening of expanded time school, with redesigned schedule.

- What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?

Analysis:

- Classroom observations
- Examination of student work
- Meeting with school leadership team
- Review of MADOE fact finding and panel review reports

Additional work to be prioritized:

- Assessment review and implementation
- Additional priorities to be determined after MCAS analysis and quarterly district assessments
- PD in deficit areas
- Implementation of additional extended day learning opportunities
- Implementation of redesigned school day

5. Outcomes

1. Creation of assessment system that is aligned to standards-driven instruction & is an MCAS predictor.

Student learning benchmarks:

a. Quarterly assessments that are aligned to the standards, serve as an MCAS predictor, and identify struggling students.

b. For the 2006-2007 school year, the overall goal is for each student to demonstrate at least 75% proficiency on standards-based formative and summative assessments.

c. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

Normandin Middle School has set performance goals for the next two years for students in the aggregate and for the Special Education subgroup.

For 2007, in English Language Arts, a CPI of 79 is projected for the aggregate, with 46% scoring in the Proficient and Advanced levels. In SPED, a CPI of 60.9 is the target in English Language Arts, with 29% scoring Proficient and Advanced. For math, a 59.1 CPI is predicted for the aggregate, with 26% projected to score at Proficient and Advanced levels. For SPED math, a CPI of 44.6 is the target, with 13% scoring in Proficient and Advanced.

For 2008, in English Language Arts, a CPI of 81 is projected for the aggregate, with 54% scoring in the Proficient and Advanced levels. In SPED, a CPI of 64.8 is the target in English Language Arts, with 33% scoring Proficient and Advanced. For math, a 63.1 CPI is predicted for the aggregate, with 30% projected to score at Proficient and Advanced levels. For SPED math, a CPI of 52.2 is the target, with 20% scoring in Proficient and Advanced.

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2. Increased instructional rigor in the classroom.

Student learning benchmarks:

a. As reflected in enhanced classroom performance.

Students are engaged and perform at a proficient level on end of unit tests, as well as benchmark tests. Other benchmark targets will be identified following the selection of a new assessment.

b. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

Teachers will review assessment results, including MCAS, and through item analysis will determine proficiencies and deficiencies in developing individual learning plans for students.

Teachers will differentiate instruction based on assessment results.

Teachers will provide students with more frequent practice and feedback.

Teachers will use Bloom's Taxonomy in the development of lesson plan objectives.

3. Increased after-school programs and student support interventions during the school day.

Student learning benchmarks:

a. As reflected in enhanced after-school academic performance through growth on pre/post tests, and engagement and participation in learning activities

b. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

6. Benchmarking Progress and Impact

Assessment:

- ❖ It is integrated with instruction (unit and lesson planning)
- ❖ Students are involved with their own assessment
- ❖ Immediate, meaningful feedback is provided to the students and teachers
- ❖ Students of all ability levels are able to demonstrate what they know and can do
- ❖ It increases the learning
- ❖ It motivates the student

The Assessment Team will access student results and monitor progress.

Both individual and aggregate results will be monitored for individual student growth, as well as district-wide patterns.

Increased Rigor:

- Observations by Frank Lillo, the district DATA Team, the supervising principal, and the instructional supervisors. (Weekly walk-throughs are conducted by instructional supervisors. They meet with the principal weekly to discuss what they observed. Every teacher receives feedback, and the entire staff gets general feedback.)

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- Interviews by Frank Lillo, the district DATA Team, the supervising principal, and the instructional supervisors. Interviews conducted monthly by DATA Team, the supervising principal, and weekly by instructional supervisors.
- Shadowing students
- Review of curriculum documents and instructional materials, including lesson plans and student work, weekly by the instructional supervisors, and monthly by the DATA Team. (Weekly walk-throughs and curriculum documents reviews are conducted by instructional supervisors. As indicated above, they meet with the principal weekly to discuss what they observed. Every teacher receives feedback, and the entire staff gets general feedback.)
- Monthly self-reflection and discussion of classroom pacing and curriculum continuum during common planning periods.
- Monitoring of student progress through teacher developed assessments from previous MCAS tests.

Student Support Services:

- Establishment of Citizens School after-school program
- Establishment of Student Success Center

In summary, as described by NISL, school improvement “is perhaps best defined as attempts to improve students learning outcomes and the capacity of the staff to engage in further change.” Through the efforts of school principal and staff, the Normandin Middle School will fully establish a rigorous, standards-based curriculum with effective and accurate assessments; increase and enhance support services for struggling learners; and provide relevant, meaningful, and effective professional development to staff in order to effect those changes. New Bedford Public Schools intends to support Normandin Middle School in its efforts toward school improvement, ultimately resulting in significantly improved student learning outcomes.

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Appendices:

A. Student Performance Goal Worksheet

1. ELA
2. ELA SPED
3. Math
4. Math SPED

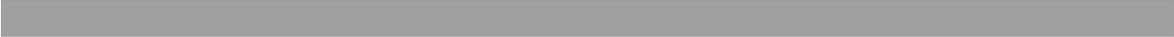
B. School Improvement Monitoring Instrument

1. The Learning Principles
2. The Teaching Principles
3. The Curriculum Principles
4. ELA and Math Sample Feedback
5. Math Sample Feedback
6. Math Sample Feedback 2

C. Home Language Survey

D. District Initiated Walk-through Feedback

E. Reading Teacher Job Description



New Bedford Public Schools

Lincoln Elementary School

District Plan for School Intervention

January 5, 2007

District Plan for School Intervention Team

Michael E. Longo, Superintendent
Dr. Ronald Souza, Deputy Superintendent
Eileen Kenny, Assistant Superintendent
Dr. Mary Louise Francis, Assistant Superintendent
Helder Angelo School Support Specialist/Director
Jo-Anne Hodgson, Principal, Lincoln Elementary School
Donna Marsland, Literacy Coach
Donna Kirby-Blanchette, Math Coach
Laura Chevalier, 4th Grade Teacher

**New Bedford Public Schools
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A district review of the issues facing Lincoln Elementary School revealed several baseline areas of deficiency that must be addressed as a prerequisite for change. After reflection, honest examination, and serious discussion, in collaboration with the Lincoln school staff, the district identified three conditions as impediments to the success of the school – implementation of standards-based instruction is incomplete (although well underway), time for teaching and learning is inadequate, and current conditions inhibit effective instructional leadership due to staffing and budgetary issues.

Although many issues were identified by school and district staff as outlined below, deficiencies in the areas of these three essential conditions surfaced as overarching issues. It is hypothesized that addressing these baseline deficiencies will result in substantial improvement in the performance of students at Lincoln Elementary School. To overcome the identified impediments, we have established the following four improvement goals:

- 1) Fully establish a rigorous, standards-based curriculum, with effective instruction & accurate assessments*
- 2) Provide relevant, meaningful, and effective professional development in standards-based instruction to staff.*
- 3) Increase instructional time for teachers and students.*
- 4) Enhance instructional leadership through increased principal control over hiring practices and budget*

In this plan are described the hypotheses, necessary conditions, planned improvements, and related interventions that will enable students to master the skills necessary to reach academic proficiency, as well as the structural changes necessary to reach the projected outcomes. The plan includes a description of the baseline deficiencies that must be addressed this year, and in subsequent years, as a prerequisite for change. The Lincoln Elementary School performance targets follow.

1. Performance Targets

Over the past four years, a large percentage of Lincoln Elementary School students have scored in the Warning and Needs Improvement levels on the MCAS in English (51% in 3rd grade and 67% in 4th grade in 2003, 76% in 3rd grade and 65% in 4th grade in 2004, 73% in 3rd grade and 80% in 4th grade in 2005, and 50% in 3rd grade and 77% in 4th grade in 2006) and Math (85% in 4th grade in 2003, 70% in 2004, 87% in 2005, and 87% in 2006. Lincoln Elementary School is currently in Restructuring. (Restructuring in ELA, and Identified for Improvement in Math).

After the second year of extensive use of internal data, the Abraham Lincoln School has set the following performance goals for the next two years for students in the aggregate [goals are expressed in terms of the Composite Performance Index (CPI) and in terms of the percentage of students scoring Proficient and Advanced (%P/A)]:

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English Language Arts			
	Baseline (2005 & 2006)	2007	2008
Aggregate	68.3 CPI (28.2% P/A)	74.1 CPI (38% P/A)	76.3 CPI (44% P/A)

Mathematics			
	Baseline (2005 & 2006)	2007	2008
Aggregate	56.0 CPI (12.5% P/A)	63.9 CPI (18% P/A)	67.2 CPI (27% P/A)

While these are the school’s targets, it should be clarified that these are only minimum targets. The district and school will work together in striving to achieve greater gains than these targets indicate. It should be noted that the determination for setting these goals in the aggregate was made after disaggregation of data by subgroups showed no significant differences between subgroups. The findings are as follows:

In grade 3 ELA, the 21 students who received free/reduced lunch had a proficiency index of 83.3 (one student was also Special Needs) and the 9 students who did not receive free/reduced lunch had a proficiency index of 80.6. In grade 4 ELA, the 34 students who received free/reduced lunch had a proficiency index of 61.8 (three students were also Special Needs), and the 14 students who did not receive free/reduced lunch had a proficiency index of 66.1. In mathematics, the 34 students who received free/reduced lunch had a proficiency index of 52.9 (three students were also Special Needs) with 15% scoring in Proficient/Advanced, and the 14 students who did not receive free/reduced lunch had a proficiency index of 62.5, with 7% scoring Proficient/Advanced. Although the Lincoln Elementary School has subgroups comprised of fewer than 40 students, and even though there were no significant differences seen among subgroups, the district will continue to monitor the progress of students in the subgroups.

2. Hypotheses

New Bedford Public Schools district staff, in concert with the Lincoln Elementary School Leadership Team, has conducted an extensive analysis as to the underlying reasons for the school’s performance challenges.

The teams have hypothesized that the following three conditions are impediments to the success of the school:

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1- Current school design is inadequate.

- Although the curriculum was aligned to the standards, not all the standards were taught in a timely manner prior to MCAS.
- Not all students were having their needs met due to insufficient time, lack of sufficient personnel to deliver equitable instruction to all students in the core areas.
- Differentiated instruction is not fully in place.
- Pacing has not been completely effective in math due to inadequate district map.
- Teachers tended to focus on the bottom group.
- The needs of struggling readers are not adequately being met.
- Equitable distribution of instructional time does not provide adequate time for struggling readers.

(The Bridge Plan will be implemented in response to this impediment.)

Assessments:

- Do not always reflect growth toward standards.
- District assessments do not provide immediate feedback

2- Time for teaching and learning is inadequate.

- Insufficient in-school interventions
 - There had been a previously unmet need for enhanced support services in the grade level implementation.

In response to this need, the Superintendent has authorized the hiring of a 4th grade teacher who will be in place by January, and will be a member of the Bridge Team as described below, with the redesignation of SPED staff. This teacher will fill an opening in grade 4 created by the redistribution of school staff to implement the Bridge Plan. The present grade 4 teacher will move into the Bridge position for the Intermediate Team.

- The principal had requested that the speech therapist add an additional six (6) hours per week in services at the school to enhance the embedded language development safety net for struggling readers. The Superintendent has determined that the Interventionist, who is a reading specialist, will provide the additional language development services.
- The principal had requested that the services of the school nurse increase from three (3) to five (5) days per week in order to reduce the principal's time spent handling sick students and to free the principal to spend more time in the classroom. The Superintendent has determined that due to the nursing shortage, instead, he has increased the secretary's hours by 30 minutes per day, and has expanded it to a full time position. This will free

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up the principal from some clerical tasks, and will, therefore, free the principal to spend more time in the classroom. This action by the superintendent has created some relief for the principal in terms of clerical duties, which has been a positive change. The frequent interruption of the principal by students with medical issues during the course of the school day is not impacted by the secretarial services, and while no change can be presently be made, this need is noted for possible increased services at a future date.

- High quality PD has been planned to build capacity among teachers to differentiate instruction, to provide meaningful intervention for every student as needed so as to maximize teaching and learning time.
- Insufficient after-school programs
 - There has been only a small number of after-school targeted assistance programs/clubs available. The principal had requested, and has been granted, an additional six (6) after-school clubs, with an additional after-school bus twice weekly to make additional programming accessible to all students. The after-school offerings will be academic. Existing certified classroom teachers will provide the instruction, tied to existing classroom practice. The after-school services will be designed to meet specific student needs by following an individual student’s ISSP.

3- Current conditions inhibit effective instructional leadership because of limited principal control over hiring practices and budget.

- Hiring not fully under the control of the principal
- Budget not fully under the control of the principal
- Contractual (teachers’ contract) restrictions limit access to common planning time and after-school availability of teachers
- Additional staffing is not under aegis of principal

3. Assessment of Necessary Conditions

The district presently has the essential personnel and related infrastructure to set the conditions for improved student achievement. Below are described activities that have already taken place, and which should enable future work. Also included are current conditions which will be addressed.

In the chart below, as related to levers and associated essential enabling conditions, it is described:

- Whether or not we have the following conditions in place
- The extent and quality of implementation
- Their significance as a contributing factor to low student performance.

Levers	Essential Enabling Conditions
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Standards-based teaching and learning	<ul style="list-style-type: none"> • Curricula are aligned to State Frameworks in core content areas <i>The school does have aligned curricula. However, revisions to the district math curriculum map will be done because of pacing/timing of instruction to MCAS. Active mapping development will be explored. (Teachers make maps as a way to communicate about curriculum development. Data is collected and teachers move through several reviews to determining the points that can be revised immediately and those that will require long-term research and development. Curriculum mapping increases the possibilities for long-range planning, short-term preparation, and clear communication.) High quality standards-based instruction was not seen across grade levels. Differentiated instruction is not fully in place.</i> <i>During the 04-05 school year, active mapping in math had been undertaken. It greatly supported standards based instruction. Teachers at Lincoln reported the tool useful and instrumental to their planning in math. In SY 05-06, the district tried a different approach and mandated the use of an established map for the year. Math outcomes and teacher feedback supports the discontinuation of this practice. The district is planning an active mapping model for next school yea, which Lincoln will participate in.</i> • Two full-time instructional coaches (one in ELA/Literacy and one in math) provide faculty with consistent classroom observation and feedback on the quality of instructional practices (Both coaches are currently in place.) <i>Weekly walk-throughs are conducted by the principal. They meet with the principal at least weekly to discuss what was observed. Every teacher receives regular feedback. What has changed is that walk-throughs have been narrowed to focus on particular indicators. These indicators are part of our professional development and standards based instruction work. This has increased the teacher accountability for implementation.</i>
Informing Practice with Data	<ul style="list-style-type: none"> • Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math <i>Currently being implemented at the school level. (New assessments will be in place for the 2007-2008 school year.) As per NISL (National Institute for School Leadership) recommendations: The new assessments will measure what the standards indicate all students should know and be able to do at specified grade levels, and will describe students' performance relative to those standards. Assessments will be appropriate for the kind of performance being measured – students will be asked to demonstrate the skills and concepts the standards expect. Students will be assessed regularly with the new assessment Students are currently assessed using locally developed instruments. Currently at Lincoln there is an assessment protocol used on a trimester cycle. All students are assessed with the DIBELS Gr. K-5, and the GRADE test Gr.2-5. Further the DRA is given in Gr. 1-5, and Accelerated Reader is used in grades 3-5. The yielded data is to drive instruction.</i> • Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions

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	<p><i>TestWiz and EXCEL spreadsheets are utilized in the analysis of MCAS results. Results are reported per student/per group/per grade. Teachers meet and review assessment results. The principal holds weekly academic grade level meetings in conjunction with the coaches. An additional common planning session is provided weekly for teachers to plan. Math curriculum map is being changed. IST (Instructional Support Team) meetings are held regularly after school with an expanded team including classroom teachers at grade level, the two coaches, the principal, nurse, adjustment counselor, and others as needed to discuss individual struggling students. Interventions and appropriate supportive action to help students are planned at these meetings. The interventionist will be a part of this team.</i></p>
<p>Time for teachers and students</p>	<ul style="list-style-type: none"> • There is adequate time for student learning for ELA and math on a daily/weekly basis <p><i>The Bridge Plan will be underway in early January, 2007. Planning grant for Extended Learning Day implementation is underway. This would change the length of the school day for all students at the school. In the short term, additional instructional time will be provided through additional after-school programming approved by the Superintendent.</i></p> <ul style="list-style-type: none"> • After school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development <p><i>After-school clubs are available for remediating struggling students. An additional 6 after-school clubs has been approved by the Superintendent.</i></p> <ul style="list-style-type: none"> • There is adequate weekly and annual time for teachers to discuss student progress, curriculum issues, instructional practice, and improvement efforts – in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning <p><i>Teachers work with the principal and instructional coaches. They look at student work, assessments, conduct joint/group lesson planning, developing pre/post and formative assessments that match the standards, and analyze the data to drive instruction. The need for targeted PD is often identified in this forum and followed up by instructional coaches. For students in all grades, staff look at MCAS data and also at benchmark assessment data and teacher recommendations. Three (3) full PD days are also provided.</i></p> <p><i>It has been determined by observations in a walk-through and through teacher focus groups that the implementation of the Universal Breakfast is time consuming, especially for grades K-2. In response, the district supports the school providing Universal Breakfast before school rather than during the school day. It is estimated that this will increase instructional time by 30 minutes daily.</i></p>
<p>Instructional leadership</p>	<ul style="list-style-type: none"> • Principal has authority to select and assign staff without regard to seniority <p><i>New staff are recommended for hiring by principal – with the exception of this school year. Due to mitigating circumstances this past September, related to the budget, the hiring of substitute teachers was done through the Human Resources office. However, the principal had the right to recommend the</i></p>

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	<p><i>removal of those newly hired teachers. (Transfers, however, are per the teachers' contract.)</i></p> <ul style="list-style-type: none"> • <i>The right personnel are on hand to do the needed work</i> <p><i>Many of the right personnel are on hand. However, a need has been identified - and the principal has requested -.a restructuring of the school design to include an additional grade 4 teacher and an Interventionist. The Interventionist will be hired to work with struggling students to identify, design and implement an appropriate intervention program to meet their needs. Further, this individual will be responsible to work with the coaches to do professional development around intervention.</i></p> <ul style="list-style-type: none"> • <i>Principal has control over financial resources to successfully implement improvements</i> <p><i>Principal has some limited management control over the school's financial resources, as per the portion of the budget allocated to her by Central Office. In connection with the Business Manager in the designation of the school's line items amounts. Also, the principal is able to bring forward requests to the Superintendent regarding the placement of additional support staff at the school.</i></p> <p><i>Analysis of MCAS testing over the past three years revealed a significant dip in scores at the grade four level. Exhaustive analysis lent credence to the fact that an additional staff person at the grade four level is needed to be able to increase the grade four instructional team. This will enable more extensive differentiated instruction.</i></p> <ul style="list-style-type: none"> • <i>Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies</i> <p><i>While not formally tied to student performance, informal evaluation includes that data, and student performance is regularly discussed individually and in the aggregate in school-wide meeting, and weekly grade level meetings..</i></p>
Professional Development	<ul style="list-style-type: none"> • <i>Adequate, appropriate, high quality professional development is provided in order to implement and sustain instructional improvements in the classroom</i> <p><i>PD is being provided in the areas of:</i></p> <ul style="list-style-type: none"> ▪ <i>Standards-Based Teaching and Learning, & data-driven instruction</i> ▪ <i>Reading, through the effort of Kathleen Lord of MADOE</i> ▪ <i>Revitalizing Instruction for Students and Educators (RISE) Institutes for teachers and paraprofessionals, focused on improving collaboration and consultation efforts that maximize opportunities for improving the educational outcomes of students with disabilities, provided by Dr. Deborah Harris, a SPED inclusion consultant. The entire Lincoln professional staff will be included to build capacity among team members.</i> ▪ <i>NISL training of principal (30 days)</i> ▪ <i>The school is participating in Expanding the Reach (ETR) – a federal program to support the school in reading. Lincoln's participation was facilitated by the district. A professional development plan was</i>

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	<i>created by ETR with the Assistant Superintendent for ELA and the DOE Facilitator for Reading. This plan calls for several national speakers for Reading issues related the SIP. Stipends are being supplied for teachers for Saturday and after hours.</i>
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4. Planned Improvements

To address recognized needs, improvements are planned to address the three following conditions considered to be impediments to the success of the school:

- 1-Current school design is inadequate.*
- 2-Time for teaching and learning is inadequate.*
- 3-Current conditions inhibit effective instructional leadership because of limited principal control over hiring practices and budget.*

Also, action is planned related to the school's four improvement goals:

- 1) Fully establish a rigorous, standards-based curriculum, with effective instruction & accurate assessments*
- 2) Provide relevant, meaningful, and effective professional development in standards-based instruction to staff*
- 3) Increase instructional time for teachers and students*
- 4) Enhance instructional leadership through increased principal control over hiring practices and budget*

- What changes will the district make to get the essential personnel and conditions in place?

In terms of addressing the first goal and third goals, the Lincoln School proposed Bridge Plan is a blueprint of restructuring to maximize the existing resources of the school to improve student outcomes. During the DOE Fact Finding conducted in April of 2006, the issue of the best use of existing resources was raised. This concept was integrated into subsequent discussions about meeting the needs of all students and how that would best be done. The school and district staff's work in the planning meetings in Westboro, MA provided a challenge to look beyond the barriers, to create changes which staff have reason to believe will drive the school forward. This resulted in the school's restructuring plan.

The *Bridge Teams* will increase the ratio of teacher to students by adding an additional teacher to each grade level for direct instruction in the core content areas. The *Bridge* teachers themselves are special needs certified, enriching the capacity to meet the needs of all students along the continuum. Additionally, the growth of the teacher teams from two at a grade level, to five professionals servicing two grades, greatly expands the instructional opportunities for every child. This number of teachers will be able to provide a multitude of instructional opportunities, embedded intervention programs as well as enrichment opportunities for proficient and advanced students.

Up until now, there had been an intense focus to prevent failure. Analysis of the school's data clearly showed the need to provide more equitable instructional opportunities for

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every child. The school has been doing that with flexible grouping and increased use of formative assessments. School staff believe that the restructuring of the professional staff in a balanced plan to have increased time on learning for every child, will further the goals of improved student outcomes.

A new grade 4 teacher will be hired by early January to complete the restructuring staffing pattern for implementation of the proposed “*Bridge Plan*” described above. To further describe the plan, two LRE classes will be re-designated with teachers reassigned to *Bridge* classes. It is also planned that an Interventionist will be hired (job description is included in the Appendix) who will be responsible for the day-to-day facilitation and implementation of the proposed “*Bridge Plan*.” Flexibility will be given to *Bridge Teams* to increase Time on Learning for struggling students in a direct, coordinated team approach by increasing the opportunity for fluidity in grouping students. Two self-contained classes will be re-designated with teachers reassigned to *Bridge* classes (further described below.)

Related to goal 1, new assessments are being researched and will be implemented with the support of MADOE Reading Specialist Kathleen Lord and the Expanding the Reach Reading Specialists (such as Dr. Stu Greenburg referred to below). The assessments are specifically needed at the K and Gr. 1 levels because there is presently insufficient data available to drive instruction. Many of the assessments used presently do not include those grades. They are also planned with the support of the Assistant Superintendent for Data & Assessment. Assessments will measure what the standards indicate all students should know and be able to do at specified grade levels, and will describe students’ performance relative to those standards. A greater focus on student work will result in more equitable differentiated instruction. A national speaker, Dr. Stu Greenburg, will provide professional development in standards-based instruction and the structures of valid intervention to staff on January 2, 2007, and will follow up with on-site professional development, in response to goal 2. Monitoring is conducted during walk-throughs, discussion and products examined during grade level meetings, teacher plans, write-ups from teachers’ Partner Planning time twice a month.

A DATA (District Accountability and Targeted Assistance) Team will conduct walk-throughs and will review implementation of related strategies on a monthly basis. The Team will be made up of various district staff including Eileen Kenny, Assistant Superintendent for Curriculum and Instruction, Dr. Mary Louise Francis, Assistant Superintendent for Data and Assessment, and Helder Angelo School Support Specialist/Director. Various identified New Bedford Public Schools principals will also be included on each walk-through, as per their availability (two per walk-through). Walkthroughs will be conducted on the third Thursday of every month. The DATA Team conducted a visit to Lincoln on December 1, 2006, regarding school improvement strategies.

Related to specific SPED issues, additional efforts will be made to support the inclusion model at the school. A continuum of services model that encourages and supports students’ participation in regular education classes, with support, is needed. Revitalizing Instruction for Students and Educators (RISE) Institutes for teachers and paraprofessionals will be

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provided by Dr. Deborah Harris, a SPED inclusion consultant, also related to goal 2. It will be focused on improving collaboration and consultation efforts that maximize opportunities for improving the educational outcomes of students with disabilities.

To enhance student support services, as related to goal 3, adequate time will be provided for student learning for every child in ELA and math on a daily/weekly basis through the efforts of the Bridge Team. Within the next several weeks, the school is planning the hiring of additional personnel as described above, with district support. This restructuring will provide a continuity of services for all students. The restructuring will allow focus for the equitable distribution of instructional support. After-school tutoring and homework assistance will be provided for students who need supplemental instruction and focused skill development. Classroom teachers will do the tutoring.

During the 2005-2006 school year, the school began several initiatives which were factors in the improvement in ELA as evidenced by 2006 MCAS results. One of those initiatives was a comprehensive trimester based assessment program in ELA and Math. With the advent of this “real time” formative information, staff were able to use the data to drive instruction.

Related to goal 3, another significant initiative at the school was the institution of weekly grade level meetings. These meetings are approximately an hour long and are principal led. Participants include grade level teacher teams and our coaches. Also, the professional discourse at the grade level meetings has been invaluable. Staff discuss standards based instruction with flexible grouping, create and critique instructional plans, use data, discuss strategies for intervention and look at student work. Staff discuss appropriate safety nets for students. Students are tracked and monitored for the possible need for more extensive intervention via the Instructional Support Team. Further, often through these discussions, staff are able to identify areas in which a teacher (or group of teachers) may need some coach support or further professional development.

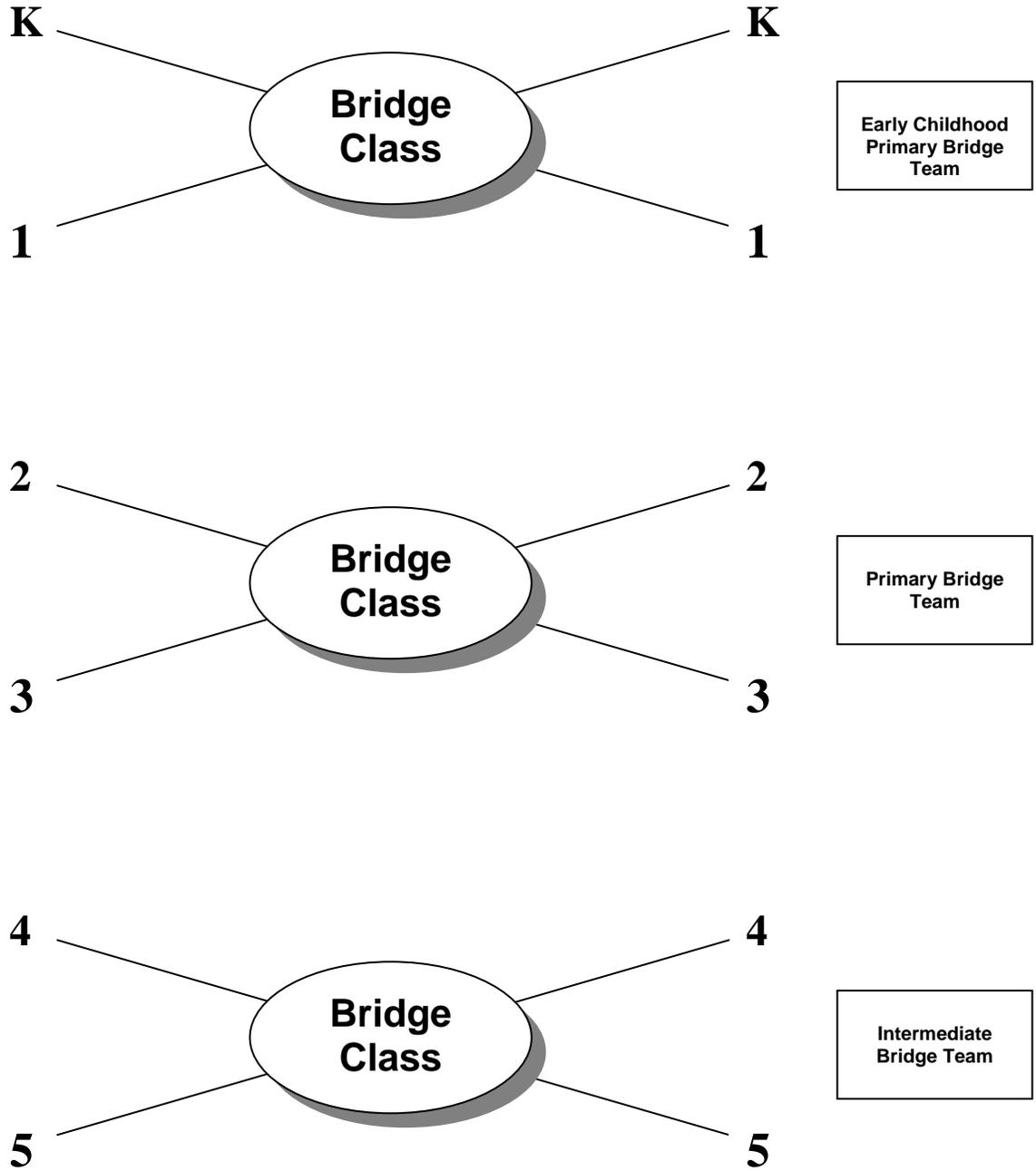
Two matters led staff to the conclusion that a redesign of the school was necessary. One of the self-identified needs comes from the inadequacy of our SPED support for upper grade students. There was not the continuity of service which is needed. The existing schemata was the remnant of a SPED model which had been implemented here several years prior. Secondly, we recognized through our intervention work that some struggling students simply need more time than the 90 minutes in practice. Providing that time even through the most creative of means slowed the pace of instruction for other students for whom we have an equal obligation. In order to maximize instructional resources, weekly grade level meetings will now be team specific rather than grade specific.

Bridge Plan

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Lincoln

○ = SPED



The Bridge teacher is a certified special needs teacher who will be part of the various teams. Bridge classes will provide intervention for all students as needed in flexible groupings.

Bridge Plan:

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The Lincoln restructuring plan (graphic above) calls for reconfiguring the present school design. Three special needs certified teachers will be made “Bridge” teachers. The school will be broken into three *teams*, i.e. **Early Childhood** comprised of Kindergarten and grade 1. The **Primary team** will be comprised of grade 2 and 3. The **Intermediate team** will be grade 4 and 5. Each team will have a “Bridge” teacher. Through the use of block planning the “Bridge” teacher will provide an additional support for struggling students at each level. Further, this model provides the needed continuity of service.

Bridge teachers will support instruction for all students through flexible grouping in ELA and Math only. Up until now, teachers have been stretched to challenge all students. This model provides more avenues for additional time for benchmark, strategic, as well as intensive students.

Rationale:

Examination of the data supports a model which would increase intervention time for all struggling students at all levels. This restructuring plan maximizes the existing resources of Lincoln School.

Supportive Facts:

- *Department of Education Levers under the new guidelines entitled “Time for Teachers and Students” specifically states the there is at least 90 minutes daily of ELA and Math for struggling students on a daily basis, emphasizing time on learning for struggling students.*
- *Proposed BRIDGE PLAN gives the flexibility to Bridge Teams to increase Time on Learning for those struggling students in a direct, coordinated team approach to intervention by increasing the opportunity for fluidity in grouping students.*
- *The school’s Extended School Year Program was the “test balloon” for this program and the outcome experienced speaks for itself. Participating students were broken into three targeted groups. 100% of the students in the first group who focused on fluency experienced an increase in their fluency rate ranging from 5 to 42 w.p.m. This was an average of 31.5% per student. In the written language group, there was a 52% increase in topic and idea development using the MCAS composition rubric as a measure. The third group focused on comprehension. Post test results highlighted a 46% decrease in error rate.*
- *Disseminating the responsibility for the development of IEPs and attendant clerical work would be distributed to, and shared by, the Bridge Team. This would allow the School Adjustment Counselor, a licensed social worker, to spend her time working with students and families greatly impacting that glaring need.*

Staffing Issues:

- *The Proposed Bridge Plan would utilize all existing staff.*

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- *Two LRE classes would be re-designated with teachers reassigned to Bridge classes. Amendments will be made as needed on an individual basis for those few requiring it.*
- *We would need one additional teacher to implement this plan.*

Student Implications:

- *All neighborhood students from the two SPED classes, a total of seven would be accommodated within the Bridge Team.*
- *There would be ten students returned to their neighborhood schools. The appropriate services will be in place for every student as stipulated in their IEPs. Because these students do not originate from any one school, the change will not overtax any one school.*

Another new initiative during SY '07 – '08 will be the hiring of supervising principals who will provide support to principals in the following areas:

- Continued high expectations and academic rigor
- The vertical and horizontal alignment curriculum guides within the school.
- The observation and mapping of instructional practices/lesson plans as it relates to the curricular expectations
- How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?

Many of the right personnel are on hand to help support and facilitate these changes. However, with the support of the district, efforts will be made more efficient and effective in order to support intended outcomes. Outcomes include the expansion of an assessment system aligned to standards-driven instruction and that is an MCAS predictor, as well as quarterly assessments that are aligned to the standards and identify struggling students. There will be an increased number of embedded interventions, as well as after school supports. Some examples of these interventions are the Early Bird Program, Direct Instruction in Reading, and the Building Blocks technology program in math. There are many others. Ultimately these changes will be reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

Tied to goal 4, NISL will impact the activities and administrative behavior of the school principal and district leaders by creating a common vision across district, as well as a common language, ie. formative and summative assessment, etc. NISL information is “downloaded” to the school’s administrative team. All read the same books and have related discussions. The leadership team is driven by curriculum, instruction, and assessment. The principal conducts CIA meetings with the grade level teacher teams which include discussions around SBE, long terms planning, student work, assessment results,

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teaching strategies, interventions and flexible grouping. It is out of these discussions that targeted PD is planned and is followed up by the instructional coaches.

The principal does regular walk-throughs. Regular feedback is given to teachers based on principal observations. Instructional needs are shared with the coaches at the regular meeting. These walk-throughs will be increased when there is a full time nurse in place, as available time for the principal will be increased.

Instructional coaches also model good instructional practice. In common planning time periods, teachers will gain a more thorough understanding of the necessary elements required to improve students learning outcomes, including effective curriculum, instruction, and assessment. This will enhance the capacity of the staff to engage in further change and to meet the goals expressed in this plan. Specific professional development in standards-based instruction will be provided to teachers, through the effort of the principal and academic coaches. Professional development on SBE and other identified areas identified content areas will be done by high quality national speakers sponsored by ETR. The ETR project funded an all day session for 13 of our staff members, as well as MADOE Reading Specialist Kathleen Lord and the Assistant Superintendent for ELA to create a Professional Development Plan based on our individual needs. This was facilitated by ETR staff. The plan's implementation is being funded by ETR. It focuses on our needs as identified in our SIP.

Also, a planning grant for extended learning day implementation is underway. *The School Redesign: Expanding Learning Time to Support Student Success - Planning Grant* will provide funding to support Lincoln's planning and preparation for the establishment of a newly designed school. It will use longer school days to help students meet higher performance standards and raise student achievement. The redesigned Lincoln Elementary school will add at least 25% more time to the school schedule to enhance instruction in English language arts, mathematics, and other core subjects; and will allow more time for planning and professional development for teachers, and for integrated enrichment opportunities (arts, sports, tutoring, experiential learning) for students. The principal, school team, New Bedford Educators Association representatives, external partners, and others will be convened to develop an implementation plan that details the structure of the new school day and the steps that will be taken to implement the plan. Lincoln plans to open its expanded time school in September 2008.

- What specific changes will the district make by September 2006, January 2007, June 2007 and September 2007?

Oversight, observations, and accountability will be the responsibility of the school's principal, in collaboration with the district Data Team.

September 2006 Establishment of Lincoln walk-through protocols, as per NISL recommendations, meeting with teachers regarding inclusion model, and district benchmark testing. SBE was introduced at August PD. Weekly, teachers bring 2 weeks

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worth of plans which are the basis for discussion. “Backwards planning” critiqued together starting with the lesson’s informal assessment.

September 2006 - June 2007 Implementation of various professional development initiatives, including standards-based teaching and learning and PD in inclusion model/strategies. From the SIP, planned PD in “valid interventions,” thinking skills, vocabulary development, open response, geometry & problem solving.

January 2007 PD on standards-based instruction on January 2. New assessment recommendation. Breakfast provided before school to increase time on learning. Implementation of Bridge Plan, with hiring of new teacher and Interventionist.

June 2007 Review of benchmark/post assessment data, and review of Bridge Plan implementation.

September 2007 Prepare for piloting of standards-based report card, including feedback from parents, PD for use of assessments for curricula changes. New assessment system in place.

- What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?

Analysis:

- Classroom observations
- Examination of student work
- Meeting with school leadership team
- Review of MADOE fact finding and panel review reports

Additional work to be prioritized:

- Assessment review and implementation (MCAS data and district internal assessments)
- Additional priorities to be determined after MCAS analysis and quarterly district assessments
- Mid-course corrections as per above analysis
- PD in deficit areas
- Implementation of additional extended day learning opportunities
- Implementation of redesigned school day

5. Outcomes

1. Enhancement of assessment system that is aligned to standards-driven instruction & is an MCAS predictor. (Current assessments have been more successful than in previous years in predicting MCAS results.)

Student learning benchmarks:

a. Quarterly assessments that are aligned to the standards, serve as an MCAS predictor, and identify struggling students.

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b. For the 2006-2007 school year, the overall goal is for each student to demonstrate at least 75% proficiency on standards-based formative and summative assessments.

While subgroups are too small to receive an AYP determination, the School Support Specialist, in conjunction with the school's leadership, monitor progress by subgroups. They will be assessed and subsequently tracked at grade level meetings.

c. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

Lincoln Elementary School has set performance goals for the next two years for students in the aggregate.

For 2007, in English Language Arts, a CPI of 74.1 is projected for the aggregate, with 38% scoring in the Proficient and Advanced levels. For math, a 63.9 CPI is predicted for the aggregate, with 18% projected to score at Proficient and Advanced levels.

For 2008, in English Language Arts, a CPI of 76.3 is projected for the aggregate, with 35% scoring in the Proficient and Advanced levels. For math, a 67.2 CPI is predicted for the aggregate, with 27% projected to score at Proficient and Advanced levels.

2. Increased/enhanced instructional time for every child in the classroom.

Student learning benchmarks:

a. As reflected in enhanced classroom performance.

Students are engaged and perform at a proficient level on end of unit tests, as well as benchmark tests. Other benchmark targets will be identified following the selection of a new assessment.

b. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS, including grade 4 students who will continue the trajectory of improvement seen in the spring 2006 grade 3 scores.

Teachers will review assessment results, including MCAS, and through item analysis will determine proficiencies and deficiencies in developing individual learning plans for students.

Teachers will differentiate instruction based on assessment results.

Teachers will provide students with more frequent practice and feedback.

Teachers will use Bloom's Taxonomy in the development of lesson plan objectives.

3. Increased learning time through after-school programs and student support interventions during the school day.

Student learning benchmarks:

a. As reflected in enhanced after-school academic performance through growth on pre/post tests, and engagement and participation in learning activities

b. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

4. Enhanced effective leadership through principal control over

a. Hiring practices

b. Budget

c. Teacher time via a revised contract

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5. Restructuring of school design to support additional time on learning for every child.
- a. Beginning in January 2007, Universal Breakfast will be provided before school
- b. Bridge Plan will be implemented resulting in:
- Continuity of service for all students
 - An increase in time on learning for struggling students in the core areas of ELA and math
 - Grade level teams providing equitable instructional time for all students through flexible grouping
 - Additional time for licensed social worker/SAC to focus efforts on child/family issues (which impact student learning), as SPED paperwork tasks will be redistributed to Bridge Team
 - The interventionist will work with students to identify and implement appropriate interventions to meet the needs of struggling students .

6. Benchmarking Progress and Impact

Assessment:

- ❖ It is integrated with instruction (unit and lesson planning)
- ❖ Students are involved with their own assessment
- ❖ Immediate, meaningful feedback is provided to the students and teachers
- ❖ Students of all ability levels are able to demonstrate what they know and can do
- ❖ It increases the learning
- ❖ It motivates the student

The Assessment Team will access student results and monitor progress.

Both individual and aggregate results will be monitored for individual student growth, as well as district-wide patterns. (Progress has been made in internal assessments predicting MCAS results.)

Increased time for effective instructional delivery:

- Observations by the district DATA Team, the supervising principal, and the instructional coaches. (Weekly walk-throughs are conducted by the principal. Every teacher receives feedback, and the entire staff gets general feedback.)
- Interviews by the district DATA Team, the supervising principal, and the instructional coaches. Interviews conducted monthly by DATA Team, the supervising principal, and weekly by instructional coaches.
- Review of curriculum documents and instructional materials, including lesson plans and student work, weekly by the instructional coaches and principals, and monthly by the DATA Team.
- Monitoring of student progress through teacher developed assessments from previous MCAS tests.

Student Support Services:

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- Establishment/implementation of the Bridge Plan
- Increase in after-school academic support activities

Restructuring of school design:

- Establishment/implementation of the Bridge Plan
 - Teacher Bridge Teams using flexible grouping to differentiate instruction for all students
 - An increase in time on learning
 - Significantly lower student:teacher ratio
 - A change in school culture
 - A change in the length and structure of the school day via *Extended Learning Day Grant (planning grant activities implementation during SY 06 – 07)*

In summary, as described by NISL, school improvement “is perhaps best defined as attempts to improve students learning outcomes and the capacity of the staff to engage in further change.” Through the efforts of school principal and staff, the Lincoln Elementary School will fully establish a restructuring of school design to increase time on learning for all students, and will provide the necessary staff to deliver equitable instruction for all students in core areas. A standards-based curriculum will be delivered with effective and accurate assessments. Support services for struggling learners will be increased and enhanced. Further, relevant, meaningful, and effective professional development will be provided to staff in order to effect those changes. New Bedford Public Schools intends to support the Lincoln Elementary School in its efforts toward school improvement, ultimately resulting in significantly improved student learning outcomes.

Appendices:

A. Student Performance Goal Worksheet

1. ELA
2. Math

B. Interventionist Job Description

New Bedford Public Schools

Dunbar Elementary School

District Plan for School Intervention

January 5, 2007

District Plan for School Intervention Team

Michael E. Longo, Superintendent
Dr. Ronald Souza, Deputy Superintendent
Eileen Kenny, Assistant Superintendent
Dr. Mary Louise Francis, Assistant Superintendent
Helder Angelo School Support Specialist/Director
Cynthia Trinidad, Principal, Dunbar Elementary School
Patricia Michaud, SPED Teacher
Patricia Arterberry, Teacher
Patricia Gunderson, Teacher

New Bedford Public Schools District Plan For Dunbar Elementary School Intervention

It has been determined by the Superintendent that this school should close. The reasons are the school's very low school enrollment of 128 students, and the extremely poor condition of the building, as determined by both district and federal feasibility studies. The Superintendent has provided the School Committee with his rationale as to why he feels it should close. He will provide that information again, including any updated information, when it comes to a vote again in the spring of 2007. A decision by the School Committee at that time will ultimately determine whether or not the school will close. Based on district preference and a School Committee request, it is planned that information sessions will be held for parents and community members, prior to the vote. These sessions will be attended by both the Superintendent and members of the School Committee. Should the school close, students will be dispersed to several other district elementary schools, as determined by where they live. Open houses will be held at the receiving schools to provide parents information as to their child's new school.

As a determination will not be made by the School Committee until very late in the school year, there will not be the opportunity for short term planning. We would not know until it would be too late, to act on any short terms goals. Therefore, for the purposes of this plan, we will proceed as though the school will remain open.

After reflection, honest examination, and serious discussion by the Central Office staff, in collaboration with the Dunbar school staff, the district identified three conditions as impediments to the success of the school - current assessments are inadequate, classroom instruction lacks rigor, and support services for struggling learners are inadequate. Although many issues were identified by school and district staff as outlined below, these three essential conditions surfaced as overarching issues. It is hypothesized that addressing these baseline deficiencies will result in substantial improvement in the performance of students at the Dunbar Elementary School. To overcome the identified impediments, we have established the following three improvement goals:

- 1) Fully establish a rigorous, standards-based curriculum, with effective instruction & accurate assessments*
- 2) Increase and enhance support services for struggling learners*
- 3) Provide relevant, meaningful, and effective professional development to staff*

In this plan are described the hypotheses, necessary conditions, planned improvements and related interventions that will enable students to master the skills necessary to reach academic proficiency, as well as structural changes necessary to reach the projected outcomes. The plan includes a description of the baseline deficiencies that must be addressed this year as a prerequisite for change. The Dunbar Elementary School performance targets follow.

1. Performance Targets

Over the past four years, a large percentage of Dunbar Elementary School students have scored in the Warning and Needs Improvement levels on the MCAS in English (72% in 3rd

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grade and 80% in 4th grade in 2003, 61% in 3rd grade and 70% in 4th grade in 2004, 71% in 3rd grade and 100% in 4th grade in 2005, and 69% in 3rd grade and 89% in 4th grade in 2006) and Math (80% in 4th grade in 2003, 100% in 2004, 100% in 2005, and 100% in 2006. Dunbar Elementary School is currently in Restructuring. (Restructuring in ELA and No Status in Math due to the low student enrollment.)

The George H. Dunbar has set the following performance goals for the next two years for students in the aggregate [goals are expressed in terms of the Composite Performance Index (CPI) and in terms of the percentage of students scoring Proficient and Advanced (%P/A)]: It should be noted that the determination for setting these goals in the aggregate was made due to the low student enrollment. In grade 3 ELA, there were only 13 students (12 of whom received Free/Reduced lunch, and 3 students who received SPED services). In grade 4, there were only 17 students (all received Free/Reduced lunch, and no students who received SPED services). Services for the students in subgroups are embedded with services delivered school-wide.

English Language Arts			
	Baseline (2005 & 2006)	2007	2008
Aggregate	63.1 CPI (16.9% P/A)	72.0 CPI (30% P/A)	75.4 CPI (40% P/A)

Mathematics			
	Baseline (2005 & 2006)	2007	2008
Aggregate	45.8 CPI (0% P/A)	60.0 CPI (18% P/A)	65.9 CPI (27% P/A)

While these are the school's targets, it should be clarified that these are only minimum targets. The district and school will work together in striving to achieve greater gains than these targets indicate. The data described by *Class Measures* (report contained in Appendix) are an indication that the performance targets pose a significant challenge for the Dunbar.

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2. Hypotheses

The District Accountability and Targeted Assistance (DATA) Team conducted a visit to Dunbar on November 21, 2006, regarding school improvement strategies. In addition, a fact finding review was conducted on October 3 and 4, 2006, and a report (contained in the Appendix, as indicated above) was compiled on behalf of the Massachusetts Department of Education by staff from Class Measures Limited, chaired by Peter Davies, Lead Consultant, District and School Accountability (www.classmeasures.com).

There is consensus among Class Measures, district, and school staff that if the George Dunbar School is to remain open, the district must:

- *Take proactive management steps to ensure stability of staffing at the School, and to avoid the repetition of the rapid staff turnover of recent years;*
- *Provide adequate instructional leadership for the school. (The work of the School Support Specialist and the Instructional Coaches is a good foundation for this work.)*
- *Provide professional development support to ensure that teachers are able to identify the steps they need to take to move students to proficiency and to coach teachers, modeling where necessary, the appropriate instructional methodologies and techniques.*

In addition, the district teams have hypothesized that the following three conditions are impediments to the success of the school:

1- Current assessments are inadequate.

Assessments:

- Do not reflect growth toward standards.
- Do not provide immediate feedback
- Are not rigorous
- Do not predict MCAS success

2- Classroom instruction lacks rigor.

- Although the math curriculum was aligned to the standards, not all the standards were taught in a timely manner prior to MCAS.
- Classroom expectations are low.
- Differentiated instruction is not fully in place.
- Pacing has been ineffective.
- Teachers tend to teach to the bottom group.
- The needs of other struggling readers are not adequately being met.
- The lack of rigor contributed to persistently poor performance at the school. Overall, students were not being effectively taught, thereby minimizing their learning outcomes.

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3- Support services for struggling learners are inadequate.

- Insufficient in-school interventions
 - There had been a previously unmet need for enhanced support services in reading, which is being met by the following:
 - Various PD opportunities will be in place to enable staff to provide necessary support services.
 - Additional after-school services will provide an increased level of support services to students in both reading and math

- Insufficient after-school programs
 - There had been only a small number of after-school programs/clubs.
 - In response, additional after-school clubs will be established. The existing and after-school clubs at Dunbar are as follows:
 -

Literature and Writing Club

This club meets once a week for one hour for students in grades 3 and 4. Lessons encompass such things as character study, vocabulary development, genre study and literature study. The need for this club was made apparent through data analysis meetings with the leadership team; which found weaknesses in genre, vocabulary and main idea development. The leadership team further found that the average score for open response questions on the 2006 MCAS test was only 1.7.

Massachusetts Curriculum Frameworks Language Standards that this club addresses are Standard 4 Vocabulary and Concept Development, Standard 8 Understanding a Text, Standard 10 Genre, Standards 12, 13, and 14 which address fiction, non-fiction and poetry respectively and Standard 19 for writing. Student performance in these standards continues to be weak and that is why this club was formed.

Math Computer Club

This club meets twice a month for one hour and is for students in grades 3 to 5. Lessons in this club encompass the math standards in the Massachusetts Curriculum Frameworks such as, Patterns, Relations and Algebra, Measurement, Math Vocabulary and Geometry as well as math facts fluency. The need for this club became apparent during data analysis meetings with the leadership team when it was found that responses to the 2006 MCAS questions on fractions, algebra and word problems were weak.

Student Council

This club meets twice a month for one hour and is available to students in grades K-5. This club does not address academic weaknesses as the other two clubs do. Its purpose is to familiarize and expose the students to community service and introduce them to the workings of our democratic system of government. Students for student council are chosen by an election process that takes place in each classroom. Once elected to the council, the students then work on such projects as Pennies for Patients, a canned food drive in conjunction with the Key Club from New Bedford High School, collecting Box Tops for Education and creating, implementing and running a school spirit week during the spring.

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Additional Programs - Planned for the future:

MCAS Academy

Students in grades 3-5 who score at the needs improvement level or below on ELA and or Math MCAS will be eligible to participate in this after school program to address weaknesses in academic performance in these subjects. The program will be held twice a week with 6 teachers; 3 for ELA and 3 for math. Hours of operation will be from 3:15 to 5:15 with an evening meal served to each student participant.

First Grade Academy

Students in first grade who score in the intensive group after DIBELS benchmark testing will be eligible to participate in this academy. Tutorial/small/individualized plans will be developed using the components of differentiated instruction. The areas of phonemic awareness and phonics will be the emphasis of this program. The hours of operation will be twice a week from 3:15-5:15 with one teacher. An evening meal as well as a 10 minute rest period for all student participants will be available. (A smaller scaled down version of this academy takes place at the present time.)

▪

3. Assessment of Necessary Conditions

The district presently has the essential personnel and related infrastructure to set the conditions for improved student achievement. Below are described activities that have already taken place, and which should enable future work.

In the chart below, as related to levers and associated essential enabling conditions, it is described:

- Whether or not we have the following conditions in place
- The extent and quality of implementation
- Their significance as a contributing factor to low student performance.

Levers	Essential Enabling Conditions
Standards-based teaching and learning	<ul style="list-style-type: none"> • Curricula are aligned to State Frameworks in core content areas <i>The school does have aligned curricula as evidenced by the following:</i> <ul style="list-style-type: none"> • <i>Basal Text Books that are aligned to national and state standards in the content areas of reading and math.</i> <i>SRA- Open Court- Reading</i> <i>SRA- Real Math- Math</i> • <i>Individual/ Modular Learning packets developed from the state aligned District Curriculum Guides for all content areas: ELA, Math, Social Studies and Science</i> • <i>Each classroom teacher has state standards on a disc which they use in various ways such as: writing and creating lesson plans, writing objectives on the board for each lesson taught in their classroom</i> • <i>Teachers are required to list the state standards in their plan books</i>

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	<p style="text-align: center;"><i>and lesson plans for each lesson taught. Plan books and lesson plans are reviewed on a weekly basis by the building principal.</i></p> <p><i>However, as seen by Class Measures, “planning is not consistent with a standards based environment of high achievement. There is a serious inconsistency in teaching styles and methodology within the School; very little instruction observed suggested familiarity with standards based teaching.” Differentiated instruction is not fully in place. Professional development is being designed to address these instructional deficiencies. Related to rigor, revisions to the math curriculum map will be done because of pacing/timing of instruction to MCAS. Active mapping development will be explored. (Teachers will make maps as a way to communicate about curriculum development. Data is collected and teachers move through several reviews to determining the points that can be revised immediately and those that will require long-term research and development. Curriculum mapping increases the possibilities for long-range planning, short-term preparation, and clear communication.)</i></p> <ul style="list-style-type: none"> • <i>Two full-time instructional coaches (one in ELA/Literacy and one in math) provide faculty with consistent classroom observation and feedback on the quality of instructional practices</i> <p><i>Weekly walk-throughs are conducted by instructional coaches. They meet with the principal at least weekly to discuss what they observed. Every teacher receives regular feedback.</i></p>
<p>Informing Practice with Data</p>	<ul style="list-style-type: none"> • <i>Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math</i> <p><i>The school has just been selected as a pilot site for a new assessment through Measured Progress. The principal is currently working with Measured Progress in setting up this new assessment system. Dr. Mary Louise Francis, Assistant Superintendent for Data and Assessment will oversee the process from the district level.</i></p> <p><i>As per NISL (National Institute for School Leadership) recommendations: Assessments will measure what the standards indicate all students should know and be able to do at specified grade levels, and will describe students’ performance relative to those standards.</i></p> <p><i>Assessments will be appropriate for the kind of performance being measured – students will be asked to demonstrate the skills and concepts the standards expect. Students will be assessed quarterly.</i></p> <ul style="list-style-type: none"> • <i>Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions</i> <p><i>TestWiz is utilized in the analysis of MCAS results. Results are reported per student/per group/per grade. Teachers meet monthly and review assessment results. Although not present at all meetings, the principal directs the setting of the agenda for these meetings. The direction of these meetings should be strengthened, however, as according to Class Measures, although teachers engage in item analysis of MCAS results, it is not reflected in individual lesson plans. They further found that school-based assessment was not being used constructively at any level to improve student learning. Additional</i></p>

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	<p><i>district support more effectively and efficiently utilize assessment data will be provided by Dr. Mary Louise Francis, Assistant Superintendent for Data and Assessment. Also, as indicated above, the school has just been selected as a pilot site for a new assessment through Measured Progress. In addition, the math curriculum map is being changed as a result for pacing/rigor.</i></p>
<p>Time for teachers and students</p>	<ul style="list-style-type: none"> • There is adequate time for student learning for ELA and math on a daily/weekly basis <p><i>A planning grant for Extended Learning Day implementation is underway. This would change the length of the school day for all students at the school, should it move forward to the implementation phase after this planning phase. The planning process would culminate in the submission of an implementation plan in August 2007. If approved that implementation would take place for SY 08-09.</i></p> <p><i>According to Class Measures “because of their under-developed literacy skills students need more time for mastery in ELA and Reading.”</i></p> <p><i>In response to that need, additional after school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development. It is provided by classroom teachers. Participation is coordinated by the principal and tracked by participating teachers.</i></p> <p><i>After-school clubs are available for remediating struggling students.</i></p> <ul style="list-style-type: none"> • There is adequate weekly and annual time for teachers to discuss student progress, curriculum issues, instructional practice, and improvement efforts – in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development & planning <p><i>According to Class Measures, teachers at the school take seriously the need for professional planning time together.</i></p> <p><i>Teachers work with instructional coaches. They look at student work, assessments, conduct joint/group lesson planning, developing pre/post and formative assessments that match the standards and receive professional development. For students in all grades, staff look at MCAS data and also at benchmark assessment data and teacher recommendations. Three (3) full PD days are also provided.</i></p>
<p>Instructional leadership</p>	<ul style="list-style-type: none"> • Principal has authority to select and assign staff without regard to seniority <p><i>New staff are recommended for hiring by principal – with the exception of this school year. Due to mitigating circumstances this past September related to the budget, the hiring of substitute teachers was done through the Human Resources office. However, the principal had the right to recommend the removal of those newly hired teachers. (Transfers, however, are per the teachers’ contract.)</i></p> <ul style="list-style-type: none"> • The right personnel are on hand to do the needed work <p><i>Many of the right personnel are on hand. The staff gave the DIBELS, and found fluency and/or comprehension deficiencies. It was found that students do not comprehend well, and many need vocabulary building.</i></p> <ul style="list-style-type: none"> • Principal has control over financial resources to successfully implement improvements

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	<p><i>Principal has some management control over the school's financial resources, as per the portion of the budget allocated to her by Central Office. The principal works regularly with the Business Manager in the reallocation and redistribution of school funds to support instructional and programmatic priorities. Also, a case can be made to the Superintendent regarding the placement of additional support staff at the school.</i></p> <ul style="list-style-type: none"> • <i>Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies</i> <p><i>While not formally tied to student performance, informal evaluation includes that data, and student performance is regularly discussed individually and in the aggregate in school-wide meetings. Formal teacher evaluations are not tied to student performance.</i></p> <p><i>According to Class Measures "there is a good foundation from which to develop instructional leadership at the School, but it is not yet sufficiently robust." The School principal with the support of Dr. Mary Louise Francis, Assistant Superintendent for Data and Assessment and the district School Support Specialist will provide stronger instructional leadership. With this support the principal will coordinate implementation of school change efforts, analyze assessment results, set performance targets for the school, implement safety net programs to provide time for students to receive additional instruction, including after-school services, ensure the necessary resources, in working with the district Business Manager, and align school activities with the implementation of the improvement plan design. In addition, next year, a newly hired Dunbar Support Specialist will increase the level of those support services being provided to the principal.</i></p>
<p>Professional Development</p>	<ul style="list-style-type: none"> • <i>Adequate, appropriate, high quality professional development is provided in order to implement and sustain instructional improvements in the classroom</i> <p><i>PD will be connected to the plans three improvement goals.</i></p> <ul style="list-style-type: none"> ▪ <i>Standards-Based Teaching, Higher Order Thinking Skills and Learning, & data-driven instruction PD will be provided monthly. All staff will attend.</i> ▪ <i>Reading, through the effort of Kathleen Lord of MADOE.</i> ▪ <i>Revitalizing Instruction for Students and Educators (RISE) Institutes for teachers and paraprofessionals, focused on improving collaboration and consultation efforts that maximize opportunities for improving the educational outcomes of students with disabilities, provided by Dr. Deborah Harris, a SPED inclusion consultant</i> ▪ <i>NISL training of principal (30 days). The principal will have been provided a total of 30 days of NISL training by the end of this school year. Individual days are per the schedule set by the district at the beginning of the year.</i> <p><i>Professional development will focus on monitoring change, conducting observations for implementation and developing links to the selected framework used for observation protocols.</i></p>

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4. Planned Improvements

To address recognized needs, improvements are planned to address the three following conditions considered to be impediments to the success of the school:

- 1- *Current assessments are inadequate.*
- 2- *Classroom instruction lacks rigor.*
- 3- *Support services for struggling learners are inadequate.*

Also, action is planned related to the school's three improvement goals:

- 1) *Fully establish a rigorous, standards-based curriculum, with effective instruction & accurate assessments*
- 2) *Increase and enhance support services for struggling learners*
- 3) *Provide relevant, meaningful, and effective professional development to staff*

- What changes will the district make to get the essential personnel and conditions in place?

Tied to goal 1, to address the assessment concerns, a new assessment will be in place by February/March, 2007. As indicated above, Dunbar has been selected to participate in an assessment pilot through *Measured Progress*. Implementation will take place with the support of the Assistant Superintendent for Data & Assessment. Assessments will measure what the standards indicate all students should know and be able to do at specified grade levels, and will describe students' performance relative to those standards. Increased rigor will be achieved through use of a newly developed curriculum map, as connections will be made among the essential questions, content, skills, assessment, and related classroom activities. The curriculum map will be in place by spring 2007.

Regarding rigor and standards-based instruction, district Academic Directors will continue to participate in on-site visits, and a DATA (District Accountability and Targeted Assistance) Team will conduct walk-throughs and will review implementation of related strategies on a monthly basis. The Team will be made up of various district staff including Eileen Kenny, Assistant Superintendent for Curriculum and Instruction, Dr. Mary Louise Francis, Assistant Superintendent for Data and Assessment, and Helder Angelo School Support Specialist/Director. Various identified New Bedford Public Schools principals will also be included on each walk-through, as per their availability (two per walk-through). Other district staff will include Academic Directors, depending on the focus of each. Walk-throughs will be conducted on the fourth Thursday of every month. The walk-through tool developed by the State and recently used at a Normandin Middle School walk-through will now be used by the Team district-wide. It relates to the standards based instructional program we are implementing and that is being supported through the NISL training.

For issues pertaining to struggling learners, goal 2, after-school tutoring and homework assistance will be provided for students who need supplemental instruction and focused skill development, as described above beginning on page 4. In addition, other improvements are planned. Relative to ELL/SEI (English Language Learners/Sheltered English Immersion), the district SEI Director will provide staff support. Specific to SPED

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issues, additional efforts will be made to support the inclusion model at the school. A continuum of services model that encourages and supports students' participation in regular education classes, with support, is needed. In response, Revitalizing Instruction for Students and Educators (RISE) Institutes for teachers and paraprofessionals will be provided by Dr. Deborah Harris, a SPED inclusion consultant in response to goal 3. It will be focused on improving collaboration and consultation efforts that maximize opportunities for improving the educational outcomes of students with disabilities. Also, a planning grant for *School Redesign: Expanding Learning Time to Support Student Success* is underway, as further described below.

Also, during SY '07 – '08, newly hired supervising principals will provide mentoring support and modeling to principals in the following areas:

- The development of school culture that promotes high expectations and academic rigor
- The vertical and horizontal alignment curriculum guides within the school.
- The observation and mapping of instructional practices/lesson plans as it to the curricular expectations

During the Jan '07 –June '07 time period, prior to the hiring of the supervising principals, as described above, these areas will be addressed through the efforts of the school principal with the support of Dr. Mary Louise Francis, Assistant Superintendent for Data and Assessment, and the district School Support Specialist.

- How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?

Many of the right personnel are on hand to help support and facilitate these changes. However, with the support of the district, efforts will be made more efficient and effective in order to support intended outcomes. Outcomes include the implementation of a new assessment through a pilot with *Measured Progress*, which will be aligned to standards-driven instruction and that is an MCAS predictor, as well as the implementation of quarterly assessments that are aligned to the standards and identify struggling students. Increased instructional rigor in the classroom will be reflected in enhanced classroom performance. There will be an increased number of after-school programs and student support interventions during the school day. Ultimately these changes will be reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

NISL will impact the activities and administrative behavior of the school principal and district leaders by creating a common vision across district, as well as a common language ie. formative and summative assessment, etc. NISL information is “downloaded” to the school's administrative team. All read the same books and have related discussions. The leadership team is driven by curriculum, instruction, and assessment. The instructional supervisors do a minimum of two walk-throughs per week and daily 5 by 5. Instructional supervisors also model good instructional practice. In common planning time periods,

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teachers will gain a more thorough understanding of the necessary elements required to improve students learning outcomes, including effective curriculum, instruction, and assessment. This will enhance the capacity of the staff to engage in further change and to meet the goals expressed in this plan. Specific professional development in standards-based instruction will be provided to teachers, as described above.

Also, as referred to above, a planning grant for extended learning day implementation is underway. *The School Redesign: Expanding Learning Time to Support Student Success - Planning Grant* will provide funding to support Dunbar's planning and preparation for the establishment of a newly designed school. It will use longer school days to help students meet higher performance standards and raise student achievement. The redesigned Dunbar Elementary school will add at least 25% more time to the school schedule to enhance instruction in English language arts, mathematics, and other core subjects; and will allow more time for planning and professional development for teachers, and for integrated enrichment opportunities (arts, sports, tutoring, experiential learning) for students. The principal, school team, New Bedford Educators Association representatives, external partners, and others will be convened to develop an implementation plan that details the structure of the new school day and the steps that will be taken to implement the plan. Dunbar plans to open its expanded time school in September 2008.

- What specific changes will the district make by September 2006, January 2007, June 2007 and September 2007?

September 2006 Establishment of Dunbar walk-through protocols, as per NISL recommendations, meeting with teachers regarding inclusion model, and district benchmark testing.

September 2006 - June 2007 Implementation of various professional development initiatives, including standards-based teaching and learning and PD in inclusion model/strategies.

January 2007 PD on standards-based instruction on January 2. New assessment recommendation. Notification as to selection of Measured Progress pilot received.

June 2007 Review of benchmark/post assessment data.

September 2007 Prepare for piloting of standards-based report card, including feedback from parents, PD for use of assessments for curricula changes. New assessment system in place.

- What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?

Analysis:

- Classroom observations
- Examination of student work
- Meeting with school leadership team

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- Review of MADOE fact finding and panel review reports

Additional work to be prioritized:

- Assessment review and implementation
- Additional priorities to be determined after MCAS analysis and quarterly district assessments
- PD in deficit areas
- Implementation of additional extended day learning opportunities
- Implementation of redesigned school day

5. Outcomes

1. Creation of assessment system that is aligned to standards-driven instruction & is an MCAS predictor.

Student learning benchmarks:

a. Quarterly assessments that are aligned to the standards, serve as an MCAS predictor, and identify struggling students.

b. For the 2006-2007 school year, the overall goal is for each student to demonstrate at least 75% proficiency on standards-based formative and summative assessments.

While sub-groups are too small to receive an AYP determination, the School Support Specialist in conjunction with the school's leadership monitor progress by sub-groups if applicable.

c. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

Dunbar Elementary School has set performance goals for the next two years for students in the aggregate.

For 2007, in English Language Arts, a CPI of 72 is projected for the aggregate, with 30% scoring in the Proficient and Advanced levels. For math, a 60 CPI is predicted for the aggregate, with 18% projected to score at Proficient and Advanced levels.

For 2008, in English Language Arts, a CPI of 75.4 is projected for the aggregate, with 40% scoring in the Proficient and Advanced levels. For math, a 65.9 CPI is predicted for the aggregate, with 27% projected to score at Proficient and Advanced levels.

2. Increased instructional rigor in the classroom.

Student learning benchmarks:

a. As reflected in enhanced classroom performance.

Students are engaged and perform at a proficient level on end of unit tests, as well as benchmark tests. Other benchmark targets will be identified following the selection of a new assessment.

b. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

Teachers will review assessment results, including MCAS, and through item analysis will determine proficiencies and deficiencies in developing individual learning plans for

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students. ISSPs are developed by school staff based on assessment results and the related individual plan for each student is based on students' proficiencies and deficiencies. Teachers will differentiate instruction based on assessment results. Teachers will provide students with more frequent practice and feedback. Teachers will use Bloom's Taxonomy and standards in the development of unit and lesson plan objectives.

3. Increased after-school programs and student support interventions during the school day.

Student learning benchmarks:

- a. As reflected in enhanced after-school academic performance through growth on pre/post tests, and engagement and participation in learning activities
- b. As reflected in an increased number of students scoring in the proficient and advanced performance levels on MCAS.

6. Benchmarking Progress and Impact

Assessment:

- ❖ It is integrated with instruction (unit and lesson planning)
- ❖ Students are involved with their own assessment
- ❖ Immediate, meaningful feedback is provided to the students and teachers
- ❖ Students of all ability levels are able to demonstrate what they know and can do
- ❖ It increases the learning
- ❖ It motivates the student

The Assessment Team

will access student results and monitor progress.

Both individual and aggregate results will be monitored for individual student growth, as well as school-wide, and district-wide patterns.

Increased Rigor:

- Observations by the district DATA Team, the supervising principal, and the instructional coaches. (Weekly walk-throughs are conducted by instructional coaches. They meet with the principal weekly to discuss what they observed. Weekly, every teacher receives verbal feedback, and the entire staff gets general feedback.)
- Review of curriculum documents and instructional materials, including lesson plans and student work, weekly by the instructional coaches, and monthly by the DATA Team. (Weekly walk-throughs and curriculum documents reviews are conducted by instructional coaches. As indicated above, they meet with the principal at least weekly to discuss what they observed. Every teacher receives feedback.)
- Monitoring of student progress through teacher developed assessments from previous MCAS tests.

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Student Support Services:

- Increase in after-school academic support activities

In summary, as described by NISL, school improvement “is perhaps best defined as attempts to improve students learning outcomes and the capacity of the staff to engage in further change.” Through the efforts of school principal and staff, the Dunbar Elementary School will fully establish a rigorous, standards-based curriculum with effective and accurate assessments; increase and enhance support services for struggling learners; and provide relevant, meaningful, and effective professional development to staff in order to effect those changes. New Bedford Public Schools intends to support Dunbar Elementary School in its efforts toward school improvement, ultimately resulting in significantly improved student learning outcomes.

Appendices:

A. Student Performance Goal Worksheet

1. ELA
2. Math

B. Dunbar Fact Finding Review

Lessons Learned from the Fact Finding Process

The District level administration found that the Fact Finding Process affirmed our self-assessment. The WPS team met with members of the Fact Finding team on October 5, 2006, to identify focus areas for review and feedback. For the most part, the Fact Finding Review Executive Summary received on January 8, 2007, validated the WPS identified focus areas. These areas included: fidelity of implementation, including the use of E-Walk software to monitor the level of implementation (i.e., ELA and Mathematics core programs); the use of data to inform instruction; and school climate.

However, there are a few factual inaccuracies in the Executive Summary:

- ✓ P. 2, “ The District has instituted MAP assessment across WPS grades 2-8.” In fact, the District administers this assessment to all students grades 2-9, as well as identified at-risk students in Grade 10.
- ✓ P. 4, “...there are no personnel available to provide embedded support at the classroom level.” In fact, the District supports 34 NCLBIT positions at the elementary level at a cost of \$2.7 million. In addition, at the middle school level curriculum liaisons provide embedded support to content area teachers at a cost of \$480,000.
- ✓ P.4 , “It is not clear that these positions are providing maximum support and benefit to teachers.” In fact, as stated throughout each elementary school exit interview, the ELAIT and MIT positions are primarily responsible for providing direct student intervention services.

We concur with the closing summary on page 5 which states, “The district has provided many foundations to build upon as the improvement process begins. Next steps require a dedicated focus to improving the quality of instruction, including use of the structures to support the teaching and learning process.”

This document is divided into two sections. The first section, Response to Fact Finding Review Executive Summary, addresses the immediate concerns outlined by the Fact Finding report. The second section, Worcester Public Schools Plan for Intervention, December 2006, is a more in-depth plan which addresses the 10 enabling conditions the Board of Education outlined at the November Board meeting.

Response to Fact Finding Review Executive Summary

The Worcester Public Schools administration will take the following steps to address the nine (9) recommendations that the Fact Finding team made in the Executive Summary.

1. Develop a common language and understanding of practices that can be used uniformly across the district or schools to talk about instruction, assessment, and/or student outcomes.

- ✓ Beginning February 2007, the Deputy Superintendent for Teaching, Accountability, and Learning, will convene a task force to include administrators, teachers, curriculum liaisons, and district support staff, to develop a district plan that defines and identifies practices (e.g., differentiated instruction, high expectations for student achievement, rigor, formative assessment) which all instructional staff will use to talk about instruction, assessment, and student outcomes.

2. Ensure the impact of embedded support positions where available

- ✓ By March 2007, the District will review and revise, as necessary, the job description for support personnel (e.g., ELAIT, MIT) to ensure maximum support for both teachers and students.

3. Explore opportunities for increasing embedded support to reinforce teacher practices at the classroom level

- ✓ By February 2007, the District will rewrite the NCLBIT job description to convert these positions to content area coach positions. The District will post these positions in March 2007. The math content coaches will work closely with the Title II-B math coach, and the coaches will be required to attend all training. In addition, there will be ELA coaches.
- ✓ By February 2007, the District will develop a tracking procedure to monitor curriculum liaison support to classroom teachers.

4. Identify and make use of exemplary teaching practices which exist within the individual schools and across the district.

- ✓ Embedded within recommendation 1, the District will identify and make use of exemplary teaching practices.

- ✓ By February 2007, the district will utilize exemplary teachers to provide modeling through professional development.
- 5. Create opportunities for purposeful teacher collaboration that is focused on teaching, learning, and district school improvement goals, CPT should be structured and purposeful.**
- ✓ By September 2007, to be in place for the start of the 2007-08 school year, the District will adopt a standardized protocol for common planning time.
- 6. Move the E-Walk protocol to the next level, focusing specifically on instructional practices and in-class formative assessments.**
- ✓ The District is currently investigating the use of different software to ensure that teachers go to the next level of instruction in the ELA and Mathematics content areas. By September 2007, the District will redesign the E-Walk observation system to focus specifically on instructional practices and appropriate in-class formative assessments. Principals will use reports as a basis for dialogue to provide constructive evidence-based feedback to teachers.
- 7. Provide supports to school leadership that ensure that the E-Walk is being used uniformly and that reporting is reliable.**
- ✓ In conjunction with recommendations 1 and 6, by the start of the 2007-2008 school year, the District will train school leaders to use the revised E-Walk tool both uniformly and reliably.
- 8. Ensure that the range of professional development opportunities offered by the district is providing maximum impact at the classroom level. Consider embedded support, follow-through, and feedback to teachers to support the development of newly learned practices**
- ✓ By August 2007, the WPS professional development offerings will include a focus on instructional practices and formative assessment.
 - ✓ Throughout the 2007-2008 school year, school- and district-based leadership teams will participate in professional development to give follow-through and feedback to support the development of newly learned instructional practices.
 - ✓ Beginning February 2007, monthly principal meetings will focus on improving the principals' role as instructional leader.

9. Develop a written plan for improving instructional practices that reflects district and school priorities.

- ✓ By February 2007, each school will revise its school improvement plan to improve instructional practices, using both formative and summative data, at each grade level. Schools will use both formative and summative assessments to benchmark progress towards stated goals. Teachers will formulate plans using the SMART goals model in order to provide opportunities to celebrate successes.

**Worcester Public Schools
Plan for Intervention December 2006**

Introduction:

The purpose of this report is to describe how the Worcester Public School (WPS) District addresses the Massachusetts Department of Education-identified elements for improving student data and increasing Adequate Yearly Progress (AYP) Composite Proficiency Indexes (CPI) in low- and underperforming schools. Although the Worcester Public Schools is doing quite well implementing many of these elements, the District lacks sufficient resources to implement all of these elements. For example, while the Massachusetts CPI in the content areas of English Language Arts and Mathematics increased by approximately 14% and 30% respectively, State grant resources declined by 50% and Federal grant resources declined by 21%.

We conclude that the lack of adequate resources, especially in the state-mandated areas of student intervention services and school-based content coaches continue to contribute to a decline in the improvement of our adequate yearly progress. Our conclusions mirror recent research findings.

Research (Sirin, 2005) has shown that there is a strong connection among achievement gap reduction, student’s socio-economic status (SES), and adequate fiscal resources. Sirin states, “..To address these social and educational inequalities, policymakers should focus on adequacy—that is sufficient resources for academic achievement...Poor school districts have more than their equal share of challenges to deal with, and consequently they need adequate financial resources.” (p. 446). Sirin further addresses the types of interventions, previously cited by other researchers as having an impact in reducing the achievement gap among children of varying socio-economic status, “ Small schools, class size, early childhood education, Title I and Head Start, afterschool programs, and summer sessions...” (p.446). During the 2002-2006 school years, the Worcester Public Schools has had many of these initiatives in place. However, declining resources have led to significant decreases in the scope of these programs.

The report will show where the District needs additional resources in order to improve student achievement. According to the MA DOE guidelines, each school shall have the following enabling conditions in place:

Levers	Essential Enabling Conditions
<i>Standards-based Teaching and Learning</i>	<ul style="list-style-type: none"> • Curricula are aligned to State Frameworks in core content areas • Two full-time ELA and math subject area coaches provide faculty with consistent classroom observation and feedback on the quality of instructional practices
<i>Informing Practice with Data</i>	<ul style="list-style-type: none"> • Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and Math • Assessment results are tracked and analyzed and used to inform curriculum, instruction, and individual interventions
<i>Time for Teachers and Students</i>	<ul style="list-style-type: none"> • There is adequate time for student learning in ELA and math on a daily/weekly basis • Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction • After school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development • There is adequate weekly and annual time for teachers to discuss students progress, curriculum issues, instructional practice, and improvement efforts—in general no less than one hour/week of leadership directed collaborative work and five days/year professional development and planning
<i>Instructional Leadership</i>	<ul style="list-style-type: none"> • Principal has authority to select and assign staff, without regard to seniority, to ensure that the right personnel are on hand to do the needed

	<p>work</p> <ul style="list-style-type: none"> • Principal has control over financial resources to successfully implement improvements • Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies
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What follows, is a summary of the status of these elements in the Worcester Public Schools.

1. Standards- based Teaching and Learning

a. Curricula are aligned to State frameworks in core content areas

In addition to the existing English Language Arts curriculum, the Worcester Public Schools has revised, and the Worcester School Committee has approved, both its Mathematics and Science and Technology curricula to reflect the Massachusetts Department of Education changes. The most current versions of these documents are available to all teachers both in hard copy, available at the schools, and on the Worcester Public Schools web site which teachers can easily access in their classrooms.

After analyzing MCAS data, District personnel determined that teachers needed a guide which outlined appropriate timing of delivery for both the English Language Arts and Mathematics curricula. During the 2005-2006 school year, the WPS administration and the Educational Association of Worcester (EAW) jointly reviewed and approved the lesson plan format which included the following five (5) components:

1. content and language objective
2. link to State framework standards
3. reference to school improvement plans
4. action steps
5. assessment.

Similarly, a team of educators created a mathematics scope and sequence which guides teachers' instruction of Everyday Math (PreK-6) and the Connected Math Program (7-8).

The district has purchased software, E Walk, and implemented a hand-held computer-based monitoring process. Elementary principals complete E-WALKS by utilizing hand-held Palm Pilots to record evidence for classroom implementation of scope and sequence content. Secondary principals and department heads review lesson plans weekly to ensure complete coverage of the benchmarks for student learning.

In summation, the Worcester Public Schools does implement curricula that are aligned to state frameworks in the core academic subjects.

b. Two full-time ELA and math subject area coaches provide faculty with consistent classroom observation and feedback

Elementary

Every elementary school has a full time coach, the No Child Left Behind Implementation Teacher (NCLBIT), who is accountable for providing resources, training, and support for classroom teachers. In addition, NCLBIT's are accountable for continually assessing students needs, determining best practices, and evaluating current research to ensure that

the students are receiving scientifically research-based instruction in the areas of English Language Arts and Mathematics. The NCLBIT's enter electronically, on a weekly basis, a log of their activities. These data include: classrooms visited, content area, type of activity, and time on task. District level personnel maintain and audit the NCLBIT logs. In addition, Dr. David Pearson, Dean, University of California, Berkley has trained NCLBIT's to use the Pearson Literacy Observation Survey. District personnel will work with school based personnel to use the results of this observation tool to determine successful school-based literacy practices.

Middle School

Last year, there were three coaches at the middle school level, two (2) at the Accelerated Learning Laboratory and one (1) at Worcester East Middle School. This year there is only one coach, at Worcester East Middle,—a 66% reduction in these positions.

High Schools

Last year, there were seven (7) literacy coaches. This year there are none. However, District liaisons and school-based department heads frequently observe classrooms and provide feedback to principals and teachers at the secondary level.

Content specific coaches is an area that the District agrees needs further expansion. However, declining resources prohibits the District from allocating funds to such positions. It is estimated that funding these positions in the nine (9) underperforming schools would cost the District approximately \$1,440,000. (9 schools x 2 coaches per school x \$80,000). To fund these positions in all of our schools would be \$7,520,000.

2. Informing Practice with Data

- a. Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and Mathematics*

In addition to using extensive item analyses from the MCAS, as well as an analysis of the MELA-O, the District provides funding to purchase the following cumulative interim assessments as well the necessary training which ensures that all teachers are using these assessments to improve student academic achievement.

Measures of Academic Progress (MAP): Over the past three years, the School Committee and District personnel identified implementation of value-added assessment as a district priority. During the 2004-2005 school year, 7 schools piloted the North West Research Association's (NWEA) Measures of Academics Progress (MAP) computerized assessments. Positive feedback from pilot-site personnel combined with a district analysis of MCAS scores influenced the decision to implement this program in all Worcester Public School sites immediately. During the 2005-2006 School Year the District increased MAP in all WPS schools. The district has provided professional development for administrators and teachers in the areas of test administration, interpreting test results, and applying data to effective instructional practices linked to the district curriculum and the Massachusetts Curriculum Frameworks.

All students in grades 2 through 9 will participate in MAP testing three times during the 2006-2007 school year. In addition, tenth graders who failed to pass 7th or 8th grade MCAS will also participate in testing. The District has added two new MAP components: 1. a new reporting system, the Dynamic Reporting Suite, which allows teachers to access and use MAP data more efficiently and 2. the Knowledge Academy, a series of online professional development trainings that are available on demand to District staff.

Math Assisments (MA): The district collaborates with WPI Professor Neil Heffernan to provide Math Assisments (MA) to all middle schools Grade 8 students. By November 2006, all Grade 7 students will be participating, as well. MA, a diagnostic and accelerating tool used to advanced students in mathematical concepts and operations, is tightly aligned to the Massachusetts State Frameworks and CMP.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): As a result of the district’s participation in the Massachusetts Reading First Initiative, the District adopted this value-added assessment for all students in Kindergarten and Grade 1 during Fall 2005. The district has provided training for 143 classroom teachers to enable them to administer these assessments via hand-held Palm Pilots to 5,080 students. In addition, the District contracted with a Massachusetts Department of Education Partner, IDEALS Consultants, to provide training which provides teachers with the skills necessary to use these data to improve reading instruction for all students.

Developmental Reading Assessment (DRA): As a result of our partnership with the Massachusetts Department of Education in the Reading Excellence program, the District continues to use this assessment for all students in Grades K-3; 7,409 students participated in this assessment which identifies a student’s independent reading level.

The following *Table 1* contains data which indicate how many students the Worcester Public Schools assessed using formative/value-added data.

Students Assessed During the 2005-2006 School Year

<u>ASSESSMENT</u>	<u>GRADE</u>	<u>STUDENTS ASSESSED</u>
MAP	Grades 2-10	14,226
MATH ASSISTMENTS	Grade 8	1,599
DIBELS	Grades K-1	3,742
DRA	Grades K-3	5,177
ESI	PK and K	1,849

b. Assessment results are tracked and analyzed and used to inform curriculum, instruction, and individual interventions

The NWEA MAP professional development addresses three (3) principles:

- Continuous academic growth for every child;
- Intense internal accountability at a school level; and
- Accelerated growth of at-risk students.

Through the NWEA training, administrators and teachers develop strategies to interpret and make use of assessment data to improve student achievement. Teachers and principals learn how to use MAP data to plan lessons in accordance with state

frameworks. Teachers also are participating in workshops to gain techniques to apply MAP data for effective classroom instructional practices. NWEA provided these professional development sessions during October 2005, January 2006, and August 2006.

Classroom teachers, in-school intervention specialists, and after-school tutoring personnel use the MAP data and the accompanying instructional level reports. Those schools identified as “*in need of improvement*” have remedial, out-of-school time programs that use these MAP data to individualize instruction for all students. .

MCAS item analysis reports: Annually the district generates and disseminates to principals, teachers and curriculum support staff detailed MCAS item analysis reports of MCAS items for each school in English, math and science. Principals, teachers and curriculum support staff use these data when developing school improvement plans.

Test Wiz : The district provides each school with a copy of the Test Wiz disk. This disk includes the most current MCAS data for all students currently in the school. The district offers training on how to use these data. Principals and teachers use Test Wiz to identify students’ strengths and weaknesses in specific curriculum-framework content. The principal and school staff address these curriculum-need areas in the school improvement plan. Teachers develop Individual student success plans for the high school remediation programs using Test Wiz data

In addition, WPS1 staff use MAP data to identify “at risk” students for participation in both in-school and out-of-school-time intervention programs.

District staff generates the following student- performance data documents:

- Interim reports: Every five weeks, the district generates and mails to middle school parents interim progress reports which cite students’ progress and attendance in all academic subjects.
- Report cards: Quarterly the district generates and mails to parents of middle and high school students report cards which detail students grades and attendance in all academic subjects.
- Student Snapshots: This document provides individual student information which provides teachers with an overview of student services and pertinent information. The Student Snapshots include:
 - Attendance data
 - Enrollment history
 - Bilingual and/or Special Education services information
 - Test Data: Currently includes MCAS, MEPA, DRA, and DIBELS information

Individual Student Data Analysis: The District has recently developed a process and format for teachers to analyze multiple data sources of student achievement: MCAS; MAP; interim/term grades; and identified gaps among the multiple data sources. Teachers will then identify appropriate instructional strategies and student accommodations to improve student achievement in both ELA and Math.

3. Time for Teachers and Students

- a. *There is adequate time for student learning in ELA and Math on a daily/weekly basis*
- b. *Students who are not yet proficient receive at least 90 minutes daily of ELA and Mathematics*

English Language Arts

Elementary:As part of a commitment to both the Reading First and Making Meaning study initiatives, the Worcester Public Schools has implemented a 120-minute per day literacy block in grades K-6. The Worcester Public Schools Three-Tier Reading Model, which mirrors the MA Department of Education’s literacy model. It addresses the concept of focused skill development instruction in the five essential reading components outlined in Reading First, as well as, the elements for the both the core and intervention programs. The district has committed over \$1.3 million to adopt the Houghton Mifflin core *reading* program, district-wide, for the 2005 – 2006 school year. The Worcester Public Schools consulted the MA Department of Education’s Reading Office before selecting these materials. In addition, the Worcester Public Schools worked with the MA Department of Education’s Reading Office to identify and purchase appropriate reading intervention materials for those schools identified as “in need of improvement.”

The Worcester Public Schools has implemented a 60-minute mathematics block for all students, K-6. This program provides specific teaching strategies for working with students in our LEP and SWD subgroups. In addition, mathematics intervention teachers provide additional support for those students needing additional skills and strategies. The District is in the fourth full year of using the standards-based Everyday Math program.

The District monitors these initiatives by analyzing reports *generated* from principals’ E-Walks. The District Leadership Team reviews monthly reports and uses them to identify appropriate professional development activities that address specific curriculum areas and skills.

When applying for additional grant resources to supplement these two curricula areas, the District gives preference to those schools identified as “*in need of improvement.*” For example, three elementary schools and one middle school identified as needing improvement are Comprehensive School Reform (CSR) recipients for a mathematics program. Our Mathematics Support Specialist is working closely with the Massachusetts Department of Education’s Mathematics Division to identify appropriate resources.

Middle School Task Force: During Spring 2005, Deputy Superintendent Dr. Stephen Mills convened the Middle School Task Force to examine data pertaining to middle school students in the District and to research steps that would lead to academic success for all students. As a result of the Task Force, middle school students receive additional courses in ELA and Mathematics.

Additional Grade 7 ELA course: The District developed a Middle School Academic Literacy Course. All 7th graders participate in an extra period to insure a strategic approach to reading in all content areas.

Through the summer, 2006, the ELA Curriculum Liaison, the Special Education Coordinator and Middle School Reading Leadership Teams worked together to identify appropriate reading supports through a state Secondary School Reading Grant. Following DOE recommendations, the District purchased Powerful Vocabulary for Reading Success (Scholastic) for use in all 7th grade classroom and Vocabulary from Classical Roots by Fifer and Flowers (Educators Publishing Company). The Curriculum Liaisons support principals and teachers in their departments, making sure that new teachers have copies of and understand the standards. Finally, through grant funding, the District hired a Middle School Coordinator to oversee these literacy initiatives.

AVID: The Worcester AVID program, *Advancement Via Individual Determination*, is the largest in New England and one of only three in Massachusetts. Cambridge and Boston also have the AVID program.

AVID was initiated in the district in 2001 with five (5) schools. The total AVID student enrollment in those five schools was 244. Today, there are ten (10) AVID schools in Worcester. The student enrollment in 2006 was 709.

The program which runs in grades 7-12, is the first phase of the rigorous course pipeline. Many successful AVID students enter Advanced Placement classes due to the rigor of the AVID classes where teachers work with students to scaffold skills necessary to enter college. Critical thinking, inquiry, reading, and writing skills across the content areas are the primary focus of the program.

Directly effected by decreases in funding at both the State and Federal level and exacerbated by the final year the Carnegie and SLC Federal funding are programs developed in recent years such on the Reading and Writing across the curriculum Initiative, the Avid program, Novanet Technology at North High School and Novel/Stars Academic Assistance Technology program in the grade 9 repeater program.

Grade 9 Academic Course: All Grade 9 students participate in an additional academic literacy course.

Mathematics

Math Materials: During SY2004-2005 the Worcester Public Schools piloted the Connected Mathematics Program (CMP), a standards-based mathematical program,. The District selected this program after analyzing the State math frameworks and assessment data (both MCAS and MAP) which indicated that students need more instruction in mathematical knowledge and understanding, skill development, and real-world applications. The District provides sustained professional development for teachers and administrators as well as training opportunities for parents.

Math Professional Development: MDRC, a national research organization, has selected the WPS middle school teachers to participate in its Federally-funded study on the effectiveness of math professional development to improve students' achievement.

Math Intervention: Our grade 9 numeracy course, an additional period of support every day in these areas has been curtailed due to the need to provide the essential required courses for the high school programs.

- c. *After school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development*

As stated in the introduction, we agree with the research which shows that intervention services are a critical component necessary for students to increase their achievement levels.. Our data have indicated that both in-school and out-of-school resources are effective in helping our students achieve at higher levels, especially at the high school level. The following table outlines how diminished resources have led to a decrease in WPS elementary school intervention programs.

Table 1: Status of Elementary School Level Interventions

	Number of Positions	Decline 2005 to 2006				
Program	2002-2003	2003-04	2004-05	2005-06	2006-07	
<i>Reading Recovery</i>	30	0	0	0	0	0%
<i>Elementary Reading Intervention Small Group</i>	18.5	34.5	32.5	25.5	12	-53%
<i>Elementary Math Initiatives</i>	8	22.5	23.5	20.5	8	-61%
<i>Full Day Preschools</i>	52	0	0	0	0	0%
<i>Half Day Preschools</i>	0	26	26	26	26	0%
<i>Tutors</i>	75	47	46	58	50	-14%

	2003-2004	2004-2005	2005-2006	Change
AFTERSCHOOL				
<i>Elementary Students</i>	1717	1327	1587*	+16%
Program Length	124 HOURS	124 HOURS	124 HOURS	0
<i>Middle School Students</i>	447	702	376	-46%
Program Length	128 HOURS	192 HOURS	192 HOURS	0
<i>High School Students</i>	259	573	965	+68%
Program Length		90 HOURS	102 HOURS	+13%
SUMMER SCHOOL				
<i>Elementary Students</i>	972	1376	940	-32%
Program Length	20	15	12	-20%

	DAYS	DAYS	DAYS	
<i>Middle School Students</i>	420	656	572	-13%
Program Length	20	15	12	-20%
	DAYS	DAYS	DAYS	
<i>High School Students</i>	862	738	795	+7%
Program Length	20	15	12	-20%
	DAYS	DAYS	DAYS	

Students in the Worcester Public Schools are faced with a “double whammy”. That is, the students are receiving fewer intervention services both during the school day and outside of the school day. Table 1 data indicate that 59% fewer services are available during school time and fewer services are available during out of school hours.

High Schools

The reduction of funding by 50% in the 596 account from Massachusetts DOE forces the WPS to make drastic decisions that have no possible positive results. We must choose between the highly effective MCAS tutor model, a highly effective model as acknowledged by the UMass Donahue Institute or the equally valuable summer CCC program, a model where students are provided a 6 hour paid internship at local college and Universities. Contained within the 6 hours are 2-1/2 hours of MCAS remediation.

Costs to provide additional intervention services

In order to provide the students who attend just the nine WPS underperforming schools with the appropriate level of intervention services, it would cost **\$5,712,000**. We calculated this rate using the total number of students in these schools who did not score at the proficient level (2,856) and multiplied it by the approximate costs for student of \$2,000.

- d. There is adequate weekly and annual time for teachers to discuss students progress, curriculum issues, instructional practice, and improvement efforts—in general no less than one hour/week of leadership directed collaborative work and five days/years professional development and planning.*

Recognizing the need for common planning time, in addition to required contractual meetings, the district strives to schedule itinerants (music, art, physical education, health) according to principals’ requests. This, in turn, supports the principals’ efforts to schedule common planning/networking for teachers on a bi-weekly basis. The District requires that teachers attend 90 minute meetings, weekly, to discuss curriculum, instruction, assessment and data analysis.

The Manager of Curriculum and Professional Development meets twice a month with district liaisons to analyze data, review curriculum, provide feedback on curriculum implementation and determine the focus for professional development.

Additionally, the district conducts a Department Head Institute, originated last year, to align standards based practices to instruction and assessment and to improve scores for open response across curricula. Data analysis is critical to these meetings. Department Heads bring this information back to teachers in their respective content area. In addition, over the last three years the District has conducted a Leadership Institute for small school

leaders which supports the development of theme-based small schools that has now incorporated the Department Head Institute.

All teachers participate in, at a minimum, the equivalent of 9.3 days of professional development. The breakdown for this time is:

- 3 days school-based staff development
- 1.3 days district wide MAP training
- 5 days Principals' monthly meetings (2 per month) on curriculum issues and instructional improvement

In addition, many teachers will receive additional staff development when coaches work with them in their classrooms, when they complete school-based staff development activities, or when they attend summer institutes or workshops.

4. Instructional Leadership

- a. Principal has authority to select and assign staff without regard to seniority to ensure that the right personnel are on hand to do the needed work*

With regard to employees covered by the teachers' collective bargaining agreement, Article IX (C) authorizes the Superintendent to assign teachers to grade and subject. Additionally, Article X (B) specifies that seniority is one of three criteria for the selection of staff seeking transfers within the district. Article X (B) reads as follows:

“When a vacancy occurs in a professional position, the Committee shall give due weight to the following criteria in determining transfers to fill said vacancies: Educational Preparation – Quality of performance within the educational profession – Length of service as a professional educator within the Worcester Public Schools.”

With regard to Article X (B), a 2001 arbitration concluded that a Worcester Public Schools' Principal could not give greater weight to performance or educational preparation than to is given to seniority. The Arbitrator wrote: “All three criteria have withstood the test of time and are entitled to equal weight.”

Additionally, in June 2006, the Worcester Public Schools negotiated a provision regarding underperforming schools, which could authorize the principal of an underperforming school, with the approval of two-thirds of the faculty, to select and assign staff to positions in the school without regard to seniority. This provision reads as follows:

“If a school is deemed underperforming by the Department of Education, the following will take place to develop a corrective plan:

- 1. The professional staff of the building along with the building administration and any appropriate DAB administrators will meet to mutually write an educational plan to bring the school out of underperforming status. This will be a jointly shared responsibility between staff and administration.*
- 2. This plan may require the waiving of certain articles of the contract. The plan will also have a one-year duration.*
- 3. The provisions of the contract that will not be altered are the following: Grievance procedure, leaves of absence, sick leave, reduction in force, dismissal of teachers and the salary grid.*

4. *Once the plan has been written, it shall be submitted to both the EAW Board of Directors and School Committee for approval. Such approval shall not be unreasonably withheld.*
5. *Once the plan has been approved by the EAW and the School Committee, it will be voted on by the EAW members in said building by Australian Ballot overseen by both EAW and Administration. In order for the plan to be approved, it must have 2/3 majority vote.*
6. *If during the course of the year the plan needs to be revised, the above process will govern.*
7. *Time to write the plan will be provided during the school day; if not, the EAW members will be reimbursed at the afterschool rate.*
8. *The Association and the School Committee agree to abide by all rules, statutes, regulations and other laws promulgated by the Board of Education and implemented by the Department of Education.*

The District has successfully negotiated contract language which addresses the Department of Education's first Enabling Condition and complies with the No Child Left Behind Act requirement that school districts abide by collective bargaining agreements.

b. Principal has control over financial resources to successfully implement improvements

Principals have complete authority to spend the funds in their instructional accounts for supplies, materials, and building-based professional development. Principals determine staffing assignments based on their assessment of building needs and budgeted positions.

c. Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies

In accordance with State statute, the WPS principals, using the DOE's Principles of Effective Teaching, formally evaluate teachers every two years.

In addition, the district requires that teachers weekly submit to principals their lessons which demonstrate that they are properly implementing the State's curriculum frameworks and using assessment data to inform instructional practices in their classrooms. Principals review, edit and monitor these lesson plans. Principals' ongoing supervision of teachers' performance informs and impacts teachers' evaluations, resulting in commendations, recommendations for additional staff development interventions, or progressive-discipline actions (reprimands, suspensions, or dismissal).

When evaluating teachers, WPS Principals are looking for satisfactory evidence of classroom performance which demonstrates that teachers are:

- Teaching the content of State-mandated curriculum frameworks;
- Implementing district-approved instructional materials (aligned with framework content);
- Using data from multiple, valid assessments in order to personalize and improve classroom instruction for all students; and
- Completing action steps contained in school improvement plans.

WPS Quadrant Managers, in turn, evaluate how well WPS principals assess their teachers.

SUMMARY

The statistics in this document provide evidence that adequate fiscal resources are necessary to provide those students from low socio-economic backgrounds with appropriate interventions to help increase achievement. In order for the Worcester Public Schools to implement, in our nine (9) underperforming schools, the two major support elements in the State-recommended plan, we need a minimum of \$7,160,000. These dollars would be used to 1. employ highly qualified teachers to provide in-school intervention services to all students who have scored in an MCAS category other than proficient and 2. to place full-time content (Reading and Mathematics) coaches in each of the schools.

**Worcester Public Schools
District Plan for Sullivan Middle School Intervention
January 2007**

1. Performance Targets:

	2005 CPI ELA	End of Cycle IV CPI ELA	Target Gain Cycle V ELA	Cycle V Improv.Target ELA
Aggregate	70.4	69.8	7.6	77.4
LEP	52.1	50.2	12.5	62.7
SPED	52.3	51.8	12.1	63.9
Low Income	66.8	66.1	8.5	74.6
African American	66.2	70.1	7.5	77.6
Asian/Pacific Islander	77.8	80.0	5.0	85.0
Hispanic	62.8	60.8	9.8	70.6
White	75.8	74.2	6.5	80.7

	2005 CPI Math	End of Cycle IV CPI Math	Target Gain Cycle V Math	Cycle V Improv.Target Math
Aggregate	44.1	42.5	14.4	56.9
LEP	33.3	30.0	17.5	47.5
SPED	23.8	25.0	18.8	43.8
Low Income	40.3	37.8	15.6	53.4
African American	31.9	32.7	16.8	49.5
Asian/Pacific Islander	66.4	58.6	10.4	69.0
Hispanic	34.3	33.4	16.7	50.1
White	48.8	49.0	12.8	61.8

**Please note that the target gains have been calculated to reflect the additional grades that will be tested in 2007.*

Using the Massachusetts Department of Education's 2005 and 2006 CPIs which the DOE included in their Adequate Yearly Progress (AYP) report, we calculated the baseline scores for Cycle V. In order to calculate the target gain, we used the formula: $100 - \text{baseline} / \# \text{ of cycles left}$.

We are using our Measures of Academic Progress (MAP) data to provide teachers with the information that is necessary to tailor instruction using differentiated instruction for all of our students to ensure they achieve at higher levels on the MCAS.

We were able to calculate our performance targets in the aggregate for the students currently in Sullivan Middle School. Testing results for the 2006 MCAS indicate that 41% of our students scored in the proficient/advanced category in ELA. However, 59% of our 7th grade students scored in the warning or needs improvement category in ELA and 86% of our 8th grade students' scores in the warning or needs improvement category in mathematics.

After reviewing these improvement targets, we determined that our greatest challenges are to improve the performance of our Special Education, LEP, Hispanic and low income students in the area of ELA and our Special Education, LEP, Hispanic, African American and low income students in Mathematics.

We have set the following performance goals for students in the aggregate. Once we have the breakdown of our subgroup CPI's, we will establish our performance goals for subgroups, as well.

	English Language Arts Performance Goals		
	Baseline 2006	2007	2008
CPI	69.8	74.9	77.4
	Mathematics Performance Goals		
	Baseline 2006	2007	2008
CPI	42.5	52.1	56.8

2. Hypotheses:

Standards-based Teaching and Learning

Sullivan Middle School is comprised of five smaller academies Goddard, DaVinci, Cider Mill, Salisbury and Clarence Hill. Each academy offers a rigorous academic curriculum. Students loop through 7th and 8th grade within their academy providing personalization, structure, and stability. Each academy's curriculum is based on the Massachusetts State Frameworks therefore all students have access to high quality instruction. In addition to their major subjects, the students participate in an enrichment program offered school-wide. All academies share a common schedule and access to enrichment classes as well as access to support services and special programming.

The District has taken several steps to address the performance issues at Sullivan Middle School. In analyzing WPS schools' data, we determined that these solutions would be enacted system-wide. These steps address the practices that we believe inhibited, to some extent, the establishment of the conditions for effective practice. To address the district-wide lack of consistency in our core middle school level mathematics programs, the district fully implemented the Connected Math Program (CMP), Fall 2006.

We also noted that there appeared to be inconsistent practices for differentiating instruction for all students, particularly those subgroups of students who have not achieved AYP. To address this, the District implemented a formative assessment, Measures of Academic Progress (MAP). This system allows teachers to access real-time student data and provide students with individualized instruction through the teachers' use of the DesCartes Continuum of Learning which is based on the Massachusetts State frameworks. All WPS teachers are currently participating in a mandated eight (8) hour training that addresses all aspects of MAP assessment, including the use of the DesCartes Learning Continuum.

WPS is addressing Sullivan Middle's Fact Finding recommendations in Standard-Based Teaching and Instruction in Mathematics by providing 7th grade teachers with on-going professional development through the Mathematics Professional Development Impact Study is directed by Pearson Achievement Solutions using Prentiss Hall. The professional development addresses the following

- ✓ math content
- ✓ math pedagogy
- ✓ Higher Order Thinking Skills related to CMP
- ✓ differentiated instruction for an inquire-based program
- ✓ assessing student work against the standards
- ✓ quality questioning techniques
- ✓ trainers coach and provide feedback immediately after teachers have attended the professional development

In addition 8th grade teachers are receiving continuous CMP training from CMP coaches.

District personnel conducted an MCAS item analysis which inferred that teachers were not providing students with enough practice and strategies to effectively answer open-response questions. In response to this, the district is currently preparing to pilot writing programs. Among these are: 1. Great Source's program, Write Source and 2. Pearson. Sullivan Middle School is currently using a 7 and 8 continuum

model, Writing to Learn, which infuses writing in all curricula areas. The teachers are also implementing literature circles for grades 7 and 8 students in all subject areas.

The District's hypothesis of intensifying teachers' instructional strategies and expertise in writing instruction was verified in the Sullivan Middle's Fact Finding review in Standards-based Teaching and Learning in ELA. The following systems are in place to address the recommendations

In addition, the ELA District Liaison provides coaching through modeling effective strategies, providing SRB materials, writing instructional strategies and lesson planning

- ✓ Teachers participate in CPT 3 periods a week and Sullivan Middle teachers use various protocols to students specific needs

Informing Practice with Data

As stated previously, the District identified a lack of consistency with the type and frequency of formative assessments being used at Sullivan Middle School and other Worcester public schools. This led to the district-wide adoption of the Measures of Academic Progress (MAP). During the Summer, teachers in WPS' underperforming schools completed 15 hours of MAP training. During the 2006-07 School Year, all WPS teachers are completing eight (8) hours of mandatory professional development in interpreting and using MAP results and reports.

Teachers are expected to conference with students to develop an action plan to help all students reach their MAP targeted growth goal. In doing so, teachers will implement differentiated strategies to address specific student academic needs. In order to assign appropriate instructional materials, teachers will use a student's instructional level, derived from the MAP interval score and Lexile levels.

In addition, grades 7 and 8 Sullivan Middle School students participate in Math ASSISTments developed by WPI professor, Dr. Neil Heffernan. The computer-based ASSISTments program is a diagnostic and accelerating tool which advances students skills and knowledge in mathematical concepts aligned to the State Mathematics frameworks and the Connected Math Program. High school teachers utilize MAP data in order to identify students needing remediation in specific areas and differentiate instruction accordingly.

All teachers will continuously and consistently review multiple sources of student-achievement data to move all students towards proficiency. These include the MCAS, MEPA, Quick Phonics Screen, summative assessments, portfolios, PSATs, and SATs.

The Sullivan Middle School provides students with these services based on data analysis

- ✓ All teachers are using multiple sources of student assessment data (MCAS, academic and MAP as well as data available through SAGE)
- ✓ All teachers instruct using research-based literacy strategies across the curriculum
- ✓ Guidance and support staff will identify incoming students through vocabulary, decoding, and comprehension assessments made available through the Learning Disabilities Department
- ✓ The above identified students have been targeted for more intensive reading instruction
- ✓ Wilson trained instructors/Reading Improvement Materials are used in targeted instruction

To support the recommendations of this key area, the District will continuously investigate effective assessments that align with the programs in place. Over and above, we will continue supporting Sullivan Middle's effective practices that are used to inform instruction with data.

Time for Teachers and Students

During Spring 2005, Deputy Superintendent Stephen Mills convened the WPS Middle School Task Force to examine data pertaining to the district's middle school students in order to research steps that would lead to academic success for all students with special emphasis on those subgroups of students who were not achieving proficiency on the MCAS. As a result of this Task Force, WPS middle school students now receive additional courses in ELA and Mathematics.

The Sullivan Middle School schedule provides the following time commitment for its students:

- ✓ All students including regular, SPED and ELL in grades 7 and 8 receive a double (56 minute) period of English Language Arts
- ✓ Regular, English language learners, and special-education students, in grades 7 and 8 receive a daily double period of mathematics
 - To facilitate the scheduling of double periods the building is operating on a common schedule
 - Identified students double dose ELA with ELA lab.(reading)
 - Literacy strategies are taught across the curriculum
 - Math Assistments available for identified students
 - Before and after school MCAS tutoring in ELA and math
- ✓ Classroom teachers and Clark University students provide a morning and afternoon Homework Center for approximately seventy-five (75) students who require supplemental instruction and focused skill development.
- ✓ Identified students receive extra reading class with Wilson Trained Instructors
- ✓ Individual Student Success Plans developed for every student in Warning or Needs Improvement categories on MCAS

Recognizing the need for common planning time, in addition to required contractual meetings, the principal strives to schedule enrichment teachers (e.g., music, art, physical education, health) according to school needs to schedule common planning/networking for teachers on a twice weekly basis. The District also requires that all teachers attend 90-minute meetings, bi-monthly, to discuss curriculum, instruction, assessment, and data analysis.

The Sullivan Middle School schedule provides the following time commitments for its professional staff:

- ✓ Teachers participate in two (2) common planning time (CPT) periods, weekly, to analyze data, discuss student progress, curriculum issues, student work, successful instructional practice and various school improvement efforts.
- ✓ Teachers currently participate in the District-mandated eight (8) hours of MAP training
- ✓ Grade 7 mathematics teachers participate in the Mathematics Professional Development Impact Study Teacher Institute which includes seminars and coaching sessions
- ✓ The principal, assistant principal, and department heads participate in the WPS School Leaders Institute. This is a year long sustained professional development opportunity which focuses on improving students' achievement through the implementation and monitoring of standards-based practice.
- ✓ Department heads conduct monthly meetings with 7th and 8th grade teachers, special education and ESL teachers to provide them with the opportunity to share best practice in the content area.
- ✓ The after school program site administrator conducts monthly meetings with staff to ensure that continuity exists between regular school day curriculum and after school project based learning.

As a result of the continued work of the Middle School Task Force, in June, 2006 the Worcester School Committee approved a new Grade 7 and 8 promotion policy that increases academic standards in ELA and mathematics for graduating from grade 7 to grade 8 and from grade 8 to grade 9.

Sullivan Middle and WPS have made a commitment to effectively change the students' "instructional time". Through the collaboration of the District, the Sullivan Middle principal, and the staff the programs and

strategies mentioned above have been implemented and are continually monitored for their effectiveness. Furthermore, these changes address the Fact Finding recommendations in the key area of Time for Teachers and Students for ELA and Math

Instructional Leadership

The District leadership identified as a district wide priority the monitoring of implementation and delivery of core programs. The District has developed a series of E (electronic)-Walks to ensure that there is fidelity of program implementation for the CMP Math Program. WPS principals’ E-walk observations are based on the Massachusetts Department of Education’s approved standards-based practice. The principals follow a district-mandated schedule of classroom walkthroughs. District personnel monitor the frequency and results of these walkthroughs; Managers address identified implementation issues with the principals and design needed professional development.

The Worcester Public Schools administration is moving towards a more adaptive leadership model. The principal at Sullivan Middle School has several structures in place that reflect the tenets of this model. In addition to the formal evaluations and district-required walkthroughs, the principal conducts informal walkthroughs and classroom observations. The principal has implemented the rounds model of professional development. Based on the medical model, this protocol provides the opportunity for classroom teachers, administration and university faculty to observe teaching practice. Teachers from WPS2 and University Park Campus School engage in this process to allow for cross fertilization of best practice.

Additionally the principal conducts weekly Sullivan Middle School /Clark University steering committee meetings.

All teachers use a common lesson plan template that conforms to the required WPS items including the Massachusetts State Frameworks, Worcester’s curricula standards, Sullivan Middle School’s School Improvement Plan and the seven principles of effective teaching

- ✓ All instructional leaders use a common teacher observation template to ensure the fidelity of the implementation of lesson plans and standardized curriculum and appropriate methodology
- ✓ All teachers use observation feedback worksheets to promote dialogue between teacher and instructional leader

As stated through-out the report, the District and the Sullivan Middle have professional development and programs in place for ELA and Mathematics that sustain the recommendations of the Fact Finding team in this key area for the Sullivan Middle and the District.

3. Assessment of Necessary Conditions:

Levers	Essential Enabling Conditions
<p><i>Standards-based Teaching and Learning</i></p>	<ul style="list-style-type: none"> • <i>Curricula are aligned to State Frameworks in core content areas</i> <p>In addition to the existing English Language Arts curriculum, the Worcester Public Schools has revised, and the Worcester School Committee has approved, both its Mathematics and Science and Technology curricula to reflect the Massachusetts Department of Education changes. The most current versions of these documents show vertical and horizontal alignment and are available to all teachers both in hard copy, available at the schools, and on the Worcester Public Schools web site which teachers can easily access in their classrooms.</p> <p>The district has purchased software, E-Walk, and implemented a hand-held computer-based monitoring process. Secondary principals and department heads review lesson plans weekly to ensure complete coverage of the benchmarks for student learning.</p> <ol style="list-style-type: none"> 1. The principal requires that all teachers use the WEMS lesson plan form to ensure that teachers address state standards and identify

	<p>specific skills they will teach</p> <p>2. The staff at WEMS adheres to all WPS Curricula when planning lessons and delivering instruction.</p> <p>In summation, the Worcester Public Schools does implement curricula that are fully-aligned to State frameworks in the core academic subjects.</p> <ul style="list-style-type: none"> • <i>Two full-time ELA and Mathematics subject area coaches provide faculty with consistent classroom observation and feedback on the quality of instructional practices.</i> <p>Middle/High School Levels</p> <p>Due to continuing declining resources, the WPS has had to eliminate some of these critical positions. Last year, there were three coaches at the middle school level, two (2) at the Accelerated Learning Laboratory and one (1) at Worcester East Middle School. This year there is only one coach at Worcester East Middle, - 66% reduction in these positions.</p> <p>Last year, there were seven (7) literacy coaches. This year there are none. However, District liaisons and school-based department heads frequently observe classrooms and provide feedback to principals and teachers at the secondary level.</p> <p>The principal at Sullivan Middle School has worked with staff and district personnel to implement the following services:</p> <ul style="list-style-type: none"> ✓ Grades 7 -8 Department heads provide consistent classroom observations, coaching, and feedback on the quality of instructional practice. ✓ A full time AVID coordinator/instructor supports teachers and students in the acquisition of AVID strategies to improve academic achievement. (not applicable) ✓ A full time Action Plan Facilitator monitors curriculum implementation. (not applicable) ✓ At this time we have approximately three teachers trained in AVID strategies ✓ Approximately 80 students are receiving instruction in an AVID classroom
<p><i>Informing Practice with Data</i></p>	<ul style="list-style-type: none"> • <i>Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math</i> <p>In addition to using extensive item analyses from the MCAS, as well as an analysis of the MEPA data, the District provides funding to purchase the following cumulative interim assessments as well as providing the necessary professional development which ensures that all teachers are using these formative assessments to improve student academic achievement.</p> <p>Measures of Academic Progress (MAP): Over the past three years, the School Committee and District personnel identified implementation of value-added assessment as a district priority. During the 2004-2005 school year, 7 schools piloted</p>

the North West Research Association's (NWEA) Measures of Academics Progress (MAP) computerized assessments. Positive feedback from pilot-site personnel combined with a district analysis of MCAS scores influenced the decision to implement this program in all Worcester Public School sites. During the 2005-2006 School Year the District increased MAP in all WPS schools. The district has provided professional development for administrators and teachers in the areas of test administration, interpreting test results, and applying data to effective instructional practices linked to the district curriculum and the Massachusetts Curriculum Frameworks.

All students in grades 2 through 9 will participate in MAP testing three times during the 2006-2007 school year. In addition, tenth graders who failed to pass 7th or 8th grade MCAS will also participate in testing. The District has added two new MAP components: 1. a new reporting system, the Dynamic Reporting Suite, which allows teachers to access and use MAP data more efficiently and 2. the Knowledge Academy, a series of online professional development trainings that are available on demand to District staff.

Math Assistments (MA): The district collaborates with WPI Professor Neil Heffernan to provide Math ASSISTments (MA) to all middle schools Grade 8 students. By November 2006, all Grade 7 students will be participating, as well. MA, a diagnostic and accelerating tool used to advanced students in mathematical concepts and operations, is tightly aligned to the Massachusetts State Frameworks and CMP.

In addition to the District prescribed assessments, the staff at Sullivan Middle School implement the following:

- ✓ Teachers review state standards and develop additional assessments using MAP results to address student strengths and weaknesses
- ✓ Teachers provide instructional activities for answering open response questions
- ✓ Teachers use the Connected Math Program which regularly assesses students' mastery
- ✓ Teachers provide students with weekly opportunities to participate in the Math ASSISTment computer-aided instruction program which identifies specific math skill areas required for completing MCAS multi-step problems
- ✓ Daily practice in open response and short answer questions to strengthen writing skills in preparation for the MCAS
- ✓ Daily math MCAS bonus Question of the Day
- ✓ Key vocabulary terms pre-taught (word walls)
- ✓ Teacher's conduct daily student reflections to check for comprehension
- ✓ All teachers are using multiple sources of student assessment data (MCAS, academic and MAP as well as data available through SAGE)

- ***Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions***

The NWEA MAP professional development addresses three (3) principles:

- Continuous academic growth for every child;

- Intense internal accountability at a school level; and
- Accelerated growth of at-risk students.

Through the NWEA training, administrators and teachers develop strategies to interpret and make use of assessment data to improve student achievement. Teachers and principals learn how to use MAP data to plan lessons in accordance with state frameworks. Teachers also are participating in workshops to gain techniques to apply MAP data for effective classroom instructional practices. NWEA provided these professional development sessions during October 2005, January 2006, and August 2006.

Classroom teachers, in-school intervention specialists, and after-school tutoring personnel use the MAP data and the accompanying instructional level reports. Those schools identified as “*in need of improvement*” have remedial, out-of-school time programs that use these MAP data to individualize instruction for all students.

MCAS item analysis reports: Annually the district generates and disseminates to principals, teachers and curriculum support staff detailed item analysis reports of MCAS items in English, math and science. Principals, teachers and curriculum support staff use these data when developing school improvement plans and daily lesson plans.

Test Wiz: The district provides each school with a copy of the Test Wiz disk. This disk includes the most current MCAS data for all students currently in the school. The district offers training on how to use these data. Principals and teachers use Test Wiz to identify students’ strengths and weaknesses in specific curriculum-framework content. Using Test Wiz data, the principal and school staff address these curriculum-need areas in the school improvement plan. WPS teachers develop individual student success plans for the high school remediation programs.

In addition, WPS staff use MAP data to identify “at risk” students for participation in both in-school and out-of-school-time intervention programs.

District staff generates the following student-performance data documents:

- Interim reports: Every five weeks, the district generates and mails to middle school parents interim progress reports which cite students’ progress and attendance in all academic subjects.
- Report cards: Quarterly the district generates and mails to parents of middle and high school students report cards which detail student’s grades and attendance in all academic subjects.
- Student Snapshots: This document contains individual student information which provides teachers with an overview of student services and pertinent information. The Student Snapshots include:
 - Attendance data
 - Enrollment history
 - Bilingual and/or Special Education services information
 - Test Data: Currently includes MCAS, MEPA, and MAP information

Individual Student Data Analysis: The District has recently developed a process and format for teachers to analyze multiple data sources of student achievement: MCAS; MAP; interim/term grades; and identified gaps among the multiple data sources. Teachers then identify appropriate instructional strategies and student

	<p>accommodations to improve student achievement in both ELA and Math.</p> <p>Student interventions, based on data analysis, which are in place at Sullivan Middle School include the following:</p> <ul style="list-style-type: none"> ✓ ELA and math teachers are charting mastery of students’ performance on open response and short answer questions. Teachers develop strategies according to students’ needs. ✓ Teachers examine MCAS data from grades 7 and 8 to identify struggling students for remediation. ✓ Teachers engage in curriculum mapping to inform instructional strategies. ✓ Teachers know and use state mandated assessments to set interim benchmarks for performance in each grade level. ✓ Teachers examine grade 6 data in order to set longitudinal goals for student success. ✓ Identified students are receiving intensive reading and math instruction in a small, self contained classroom with a reading specialist <p>In addition to the District-mandated 8-hour MAP training, twenty (20) of Sullivan Middle School’s faculty participated in a fifteen (15) hour summer professional development opportunity to better understand how to read and analyze MAP test results, learn and implement specific teaching strategies to address identified weaknesses, and differentiate instruction for all learners including Special Education and English Language Learners. From this training a team of five teachers/instructional leaders facilitate MAP professional development with all staff during seven monthly staff meetings (90 minutes each), the focus is on disaggregating and analyzing data and differentiating instruction.</p>
<p><i>Time for Teachers and Students</i></p>	<ul style="list-style-type: none"> • <i>There is adequate time for student learning for ELA and math on a daily/weekly basis.</i> <p>English Language Arts and Mathematics <i>Middle School Task Force:</i> During Spring 2005, Deputy Superintendent Dr. Stephen Mills convened the Middle School Task Force to examine data pertaining to middle school students in the District and to research steps that would lead to academic success for all students. As a result of the Task Force, middle school students receive additional courses in ELA and Mathematics.</p> <p>English Language Arts In order to improve students’ proficiency in English Language Arts, the principal and staff at Sullivan Middle School have implemented and supported the following five (5) instructional initiatives.</p> <p>1. Additional Grade 7 ELA course: The District developed a Middle School Academic Literacy Course. All 7th graders participate in an extra period to insure a strategic approach to reading in all content areas. Through the summer, 2006, the ELA Curriculum Liaison, the Special Education Coordinator and Middle School Reading Leadership Teams worked together to identify appropriate reading supports through a state Secondary School Reading Grant. Following DOE recommendations, the District purchased <u>Powerful Vocabulary for Reading Success</u> (Scholastic) for use in all 7th grade classroom and <u>Vocabulary from Classical Roots</u> by Fifer and Flowers (Educators Publishing Company). The WPS Curriculum Liaisons support principals’ subject-matter department heads and teachers making sure that new teachers have</p>

copies of and understand the standards. Finally, through grant funding, the District hired a Middle School Coordinator to oversee these literacy initiatives.

2. AVID: The Worcester AVID program, *Advancement Via Individual Determination*, is the largest in New England and one of only three in Massachusetts. Cambridge and Boston also have the AVID program.

AVID was initiated in the district in 2001 with five (5) schools. The total AVID student enrollment in those five schools was 244. Today, there are ten (10) AVID schools in Worcester. The student enrollment in 2006 was 709.

The program which runs in grades 7-12 is the first phase of the rigorous course pipeline. Many successful AVID students enter Honors and/or Advanced Placement classes due to the rigor of the AVID classes where teachers work with students to scaffold skills necessary to enter college. Critical thinking, inquiry, reading, and writing skills across the content areas are the primary focus of the program.

✓ 80 Sullivan Middle School students participate in the AVID program.

3. Special Education Services

In order to meet the needs of the special education subgroup, there are 17 teachers providing services to 209 students. The Special Education teachers follow the WPS curriculum which is aligned to the State curriculum frameworks. Special Education teachers also use MCAS and MAP results to differentiate instruction for Special Education students.

4. English Language Learners: In order to meet the needs of the ELL subgroup, there is one English as Second Language teacher who provide services to 30 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. ESL teachers participate in the intervention model trainings.

High School

Grade 9 Academic Course: All Grade 9 students participate in an additional academic literacy course. Directly effected by decreases in funding at both the State and Federal level and exacerbated by the final year the Carnegie and SLC Federal funding are programs developed in recent years such on the Reading and Writing across the curriculum Initiative, the Avid program, Novanet Technology at North High School and Novel/Stars Academic Assistance Technology program in the grade 9 repeater program.

Mathematics

When applying for additional grant resources to supplement these two curricula areas, the District gives preference to those schools identified as *“in need of improvement.”* For example, three elementary schools and one middle school identified as needing improvement are Comprehensive School Reform (CSR) recipients for a mathematics program. Our Mathematics Support Specialist is working closely with the Massachusetts Department of Education’s Mathematics Division to identify appropriate resources. Sullivan Middle School is a recipient of the CSR grant. The CSR Mathematic Support Specialist has provided the following professional development:

- ✓ Mathematical content for teachers
- ✓ Mathematical pedagogy
- ✓ Curriculum mapping
- ✓ Coaching/peer observations for CMP lessons
- ✓ Pacing and scope and sequence in CMP
- ✓ WPS Mathematical Curriculum

In order to improve students' proficiency in Mathematics, the principal and staff at Sullivan Middle School have implemented and supported the following four (4) instructional initiatives.

1. Additional Grade 8 Math Course: The WPS2 mathematics teachers identify, via MCAS and MAP scores, those 8th grade students who score below proficient on the MCAS.

- ✓ Identified students are receiving double period of mathematics instruction

2. Math Materials: During SY2004-2005 the Worcester Public Schools piloted the Connected Mathematics Program (CMP), a standards-based mathematical program. The District selected this program after analyzing the State math frameworks and assessment data (both MCAS and MAP) which indicated that students need more instruction in mathematical knowledge and understanding, skill development, and real-world applications. The District provides sustained professional development for teachers and administrators as well as training opportunities for parents.

- ✓ **Students in grades 11 and 12 are given the opportunity to enroll in Advance Placement Probability and Statistics.**
- ✓ **Students in grade 12 participate in the dual enrollment program at the College of the Holy Cross.**

3. Math Professional Development: MDRC, a national research organization, has selected the WPS middle school teachers to participate in its Federally-funded study on the effectiveness of math professional development to improve students' achievement.

The Sullivan Middle School schedule provides the following time commitment for students:

Targeted students in Grade 8 receive a double, 56 minute period of Math Regular and special education inclusion students, in Grade 8, who need additional mathematics help, receive a daily double period of mathematics

Teachers in grades 7 – 12 will have the opportunity to participate in an on-site course in conjunction with Clark University in writing across the curriculum with emphasis in the area of mathematics.

Special Education: In order to meet the needs of the special education subgroup, there are 7 teachers providing services to 82 students. The Special Education teachers follow the WPS curriculum which is aligned to the State curriculum frameworks. Special Education teachers also use MCAS and MAP results to differentiate instruction for Special Education students.

English Language Learners: In order to meet the needs of the ELL subgroup, there

is one English as Second Language teacher who provide services to 30 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. ESL teachers participate in the intervention model trainings.

- ***Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction and after school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development***

We agree with the research which shows that intervention services are a critical component necessary for students to increase their achievement levels. Our data have indicated that both in-school and out-of-school resources are effective in helping our students achieve at higher levels, especially at the high school level. The following table outlines how diminished resources have led to a decrease in WPS middle school out-of-school time tutoring programs and high school summer programs.

	2003-2004	2004-2005	2005-2006	Change
AFTERSCHOOL				
<i>Elementary Students</i>	1717	1327	1587	+16%
Program Length	124 HOURS	124 HOURS	124 HOURS	0
<i>Middle School Students</i>	447	702	376	-46%
Program Length	128 HOURS	192 HOURS	192 HOURS	0
<i>High School Students</i>	259	573	965	+68%
Program Length		90 HOURS	102 HOURS	+13%
SUMMER SCHOOL				
<i>Elementary Students</i>	972	1376	940	-32%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>Middle School Students</i>	420	656	572	-13%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>High School Students</i>	862	738	795	+7%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%

Students in the Worcester Public Schools are faced with a “double whammy”. That is, the students are receiving fewer intervention services both during the school day and outside of the school day.

Math Intervention: Our grade 9 numeracy course, an additional period of support every day in these areas has been curtailed due to the need to provide the essential required courses for the high school programs.

Costs to provide additional intervention services

In order to provide the students who attend just the nine WPS underperforming schools with the appropriate level of intervention services, it would cost **\$5,712,000**. We calculated this rate using the total number of students in these schools who did not

score at the proficient level (2,856) and multiplied it by \$2,000, which is the approximate cost per student.

The Sullivan Middle School staff provides students with the following intervention services:

- ✓ In-school: Teachers will deliver an individual 10 week ELA instructional program to identified grade 7 students.
 - ✓ After-school: WPS2 after school program provides 60 students with homework assistance; ELA and math skills practice in a project based program; and lessons that incorporate open response questions.
 - ✓ After-school: WPS2 classroom teachers work in the after school program to provide continuity of instruction for students.
 - ✓ After-school: 60 students participate in MCAS tutorial in ELA and mathematics.
 - ✓ Utilize resources provided by 21st Century Grant for before and after school programming
 - ✓ All teachers instruct using research-based literacy strategies across the curriculum
 - ✓ Guidance and support staff will identify incoming students through vocabulary, decoding, and comprehension assessments made available through the Learning Disabilities Department
 - ✓ The above identified students have been targeted for more intensive reading instruction
 - ✓ Wilson trained instructors/Reading Improvement Materials are used in targeted instruction
 - ✓ Targeted instruction includes daily open ended starter questions, MCAS math bonus questions, word walls with key vocabulary terms, daily class reflection and math computation drills
- ***There is adequate weekly and annual time for teachers to discuss students progress, curriculum issues, instructional practice, and improvement efforts-in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning.***

Recognizing the need for common planning time, in addition to required contractual meetings, the principal strives to schedule enrichment teachers (e.g., music, art, physical education, health) according to school needs to schedule common planning/networking for teachers on a twice weekly basis. The District also requires that all teachers attend 90-minute meetings, bi-monthly, to discuss curriculum, instruction, assessment, and data analysis.

Additionally, the district conducts a Department Head Institute, originated last year, to align standards based practices to instruction and assessment and to improve scores for open response across curricula. Data analysis is critical to these meetings. Department Heads bring this information back to teachers in their respective content area. In addition, over the last three years, the District has conducted a Leadership Institute for small school leaders which supports the development of theme-based small schools that has now incorporated the Department Head Institute.

The Manager of Curriculum and Professional Development meets twice/monthly with

	<p>district Curriculum Liaisons to analyze data, review curriculum, provide feedback on curriculum implementation and determine the focus for professional development.</p> <p>All teachers participate in, at a minimum, the equivalent of 9.3 days of professional development. The breakdown for this time is:</p> <ul style="list-style-type: none"> 3 days school-based staff development 1.3 days district wide MAP training 5 days Principals' monthly meetings (2 per month) on curriculum issues and instructional improvement <p>In addition, many teachers will receive additional staff development when coaches work with them in their classrooms, when they complete school-based staff development activities, or when they attend summer institutes or workshops.</p> <p>The Sullivan Middle School administrative staff and teachers have worked with District personnel to provide the following professional development:</p> <ul style="list-style-type: none"> ✓ Teachers participate in three (2) common planning time (CPT) periods weekly to discuss student progress, curriculum issues, looking at student work, instructional practice and improvement efforts. ✓ Implementing the AVID Coordinator and Action Plan Facilitator work with teachers during CPT to address best practices, instructional strategies, and feedback on strategies from coaching and effective use of data. ✓ All teachers currently participate in the District-mandated 8 hour MAP training. ✓ 20 Teachers participated in 15 hours MAP training during the summer. ✓ Mathematics Professional Development Impact Study Teacher Institute provides teacher seminars and teacher coaching. ✓ The WPS School Leaders Institute provides administrators and Department Heads with year-long sustained professional development on improving student's achievement through implementing and monitoring standards-based practice. ✓ Reading Leadership Teams review standards and curriculum and develops assessments to monitor skills between MAP testing. ✓ Teachers participate in the rounds process to share best practices. ✓ Grade 7 and 8 teachers attend department meetings to focus on instructional strategies and vertical alignment. ✓ Instructional leadership team reviews district data, school-wide data and sub-group data, develops data based action plans and disseminates to staff
<p><i>Instructional Leadership</i></p>	<ul style="list-style-type: none"> • <i>Principal has authority to select and assign staff without regard to seniority</i> <p>With regard to employees covered by the teachers' collective bargaining agreement, Article IX (C) authorizes the Superintendent to assign teachers to grade and subject. Additionally, Article X (B) specifies that seniority is one of three criteria for the selection of staff seeking transfers within the district. Article X (B) reads as follows:</p> <p>“When a vacancy occurs in a professional position, the Committee shall give due weight to the following criteria in determining transfers to fill said vacancies: Educational Preparation – Quality of performance within the educational profession – Length of service as a professional educator within the Worcester Public Schools.”</p>

With regard to Article X (B), a 2001 arbitration concluded that a Worcester Public Schools' Principal could not give greater weight to performance or educational preparation than to is given to seniority. The Arbitrator wrote: "All three criteria have withstood the test of time and are entitled to equal weight."

Additionally, in June 2006, the Worcester Public Schools negotiated a provision regarding underperforming schools, which could authorize the principal of an underperforming school, with the approval of two-thirds of the faculty, to select and assign staff to positions in the school without regard to seniority. This provision reads as follows:

"If a school is deemed underperforming by the Department of Education, the following will take place to develop a corrective plan:

1. *The professional staff of the building along with the building administration and any appropriate DAB administrators will meet to mutually write an educational plan to bring the school out of underperforming status. This will be a jointly shared responsibility between staff and administration.*
2. *This plan may require the waiving of certain articles of the contract. The plan will also have a one-year duration.*
3. *The provisions of the contract that will not be altered are the following: Grievance procedure, leaves of absence, sick leave, reduction in force, dismissal of teachers and the salary grid.*
4. *Once the plan has been written, it shall be submitted to both the EAW Board of Directors and School Committee for approval. Such approval shall not be unreasonably withheld.*
5. *Once the plan has been approved by the EAW and the School Committee, it will be voted on by the EAW members in said building by Australian Ballot overseen by both EAW and Administration. In order for the plan to be approved, it must have 2/3 majority vote.*
6. *If during the course of the year the plan needs to be revised, the above process will govern.*
7. *Time to write the plan will be provided during the school day; if not, the EAW members will be reimbursed at the after-school rate.*
8. *The Association and the School Committee agree to abide by all rules, statutes, regulations and other laws promulgated by the Board of Education and implemented by the Department of Education.*

The District has successfully negotiated contract language which addresses the Department of Education's first Enabling Condition and complies with the No Child Left Behind Act requirement that school districts abide by collective bargaining agreements.

- ***The right personnel are on hand to do the needed work***

- ✓ The district is providing new administration with mentor support.
- ✓ The principal will select and develop a qualified and effective cabinet in order to implement needed changes.
- ✓ The principal works with district personnel to ensure that there are a sufficient number of certified and skilled teachers in order to provide necessary support for student learning especially for special education students.

- ✓ The principal collects teacher meeting data in order to provide immediate support and intervention needed to support effective teaching practices.
- ✓ In order to provide continuity of instruction and increase personalization, Sullivan Middle School uses a “looping” schedule: when students graduate from grade 7 to grade 8, they keep the same teachers. (Teachers “loop” from grade 7 to 8 and then, the next year, from grade 8 to grade 7.)

- ***Principal has control over financial resources to successfully implement improvements***

Principals have complete authority to spend the funds in their instructional accounts for supplies, materials, and building-based professional development. Principals determine staffing assignments based on their assessment of building needs and budgeted positions.

- ***Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school’s strategies***

In accordance with State statute, the WPS principals, using the DOE’s Principles of Effective Teaching, formally evaluate teachers every two years.

In addition, the district requires that teachers weekly submit to principals their lessons which demonstrate that they are properly implementing the State’s curriculum frameworks and using assessment data to inform instructional practices in their classrooms. Principals review, edit and monitor these lesson plans. Principals’ ongoing supervision of teachers’ performance informs and impacts teachers’ evaluations, resulting in commendations, recommendations for additional staff development interventions, or progressive-discipline actions (reprimands, suspensions, or dismissal).

When evaluating teachers, WPS Principals are looking for satisfactory evidence of classroom performance which demonstrates that teachers are:

- ✓ Teaching the content of State-mandated curriculum frameworks;
- ✓ Implementing district-approved instructional materials (aligned with framework content);
- ✓ Using data from multiple, valid assessments in order to personalize and improve classroom instruction for all students; and
- ✓ Completing action steps contained in school improvement plans.

According to collective bargaining agreement, the principal provides staff with two (2) formal observations and one summative assessment yearly.

The principal, assistant principal, and department heads at Sullivan Middle School perform the following evaluative tasks:

- ✓ Weekly: use an observation rubric to provide formative evaluations of staff to assist in improving instruction
- ✓ A Common observation tool is used by all instructional leaders
- ✓ Daily: conduct walk-throughs to monitor appropriate instructional strategies
- ✓ Weekly: examine teachers’ lesson plan forms which require the inclusion of standard(s), skill(s), and content. The template was developed to standardize instruction and methodology.

	<ul style="list-style-type: none"> ✓ Regularly: the principal conducts meetings with department heads, and Assistant Principals in monitoring daily lessons, CPT, academic progress and student behavior ✓ Instructional leaders, support staff and teachers have been trained and are implementing PBIS principles and strategies which include collecting and analyzing school-wide, subgroup and individual students academic, discipline and attendance data; decisions are made on appropriate interventions based on data <p>WPS Quadrant Managers, in turn, evaluate how well WPS principals assess their teachers' performance.</p>
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4. Planned Improvements:

- ***What changes will the district make to get the essential personnel and conditions in place?***

All students participated in the Measures of Academic Progress (MAP) assessment program during the District's Fall 2006 testing period. All staff members will use MAP results to determine student's strengths and weaknesses, differentiate instruction in an effort to address individual student needs, and engage parents as partners who will work with teachers to help all students achieve their identified MAP growth targets.

- ***How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?***

The principal has adjusted the schedule to include opportunities for teachers to collaborate and analyze data during weekly scheduled curriculum and data meetings.

The infrastructure of Sullivan Middle School has been redesigned to accommodate the need to schedule all identified students in ELA and math. Identified students have been scheduled into smaller groups with specially trained teachers to address their needs in ELA and math

The after-school program provides students the opportunity to work with those teachers who are most familiar with their needs. There are approximately 60 students enrolled in this program.

- ***What specific changes will the district make by September 2006, January 2007, and September 2007?***

September 2006 –

- ✓ Maintained full time internal PBIS coach to assist and support instructional leaders, support staff and teachers in data collection, analysis and decision making; liaison to Girls Inc., South Worcester Neighborhood Center and Junior Achievement
- ✓ Created Principals Cabinet
- ✓ Redesigned the schedule to include time for structured curriculum and data meetings
- ✓ Implemented 56 minute classes
- ✓ Implemented rounds model of professional development

January 2007 –

- ✓ Teachers will have completed over 4 hours of the mandated MAP training.
- ✓ Every teacher in the school will know how to access MAP data reports and use them to effectively guide differentiated instruction for all learners, including English Language Learners and special education students.
- ✓ Grade 7 Mathematics teachers will continue to participate in the MDRC Math Impact trainings and research activities.
- ✓ All teachers will participate in best practices professional development
- ✓ By late Spring 2007, regular education teachers from Sullivan Middle School will complete District-sponsored ELL training.

- ✓ The District will collaborate with teachers' union to utilize new contractual procedures for underperforming schools.

September 2007- The District is currently in the process of projecting our FY '08 budget from all funding sources: local, state, and federal. We are also preparing a five-year budget analysis. At this time, we are not able to determine additional changes which require additional resources.

We are encouraged that the State Board of Education is seeking from the Legislature \$25 million to support instructional improvements in underperforming schools. We are ready to collaborate with the Board of Education in order to convince the Legislature to appropriate these essential funds especially to increase enabling conditions for providing: 1. subject-matter coaches, 2. in-school academic remediation (including computer-based programs), 3. after-school academic remediation, and 4 instructional materials and supplies.

- ***What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?***

Personnel from the school and District levels used multiple data sources (e.g., MCAS, MAP, MEPA) to determine the changes needed at Sullivan Middle School for the 2006-2007 school year. While Sullivan Middle School maintains the designation of underperforming for mathematics performance, our data analysis has helped us to determine that Sullivan Middle School staff must emphasize students' needs in both ELA and mathematics. Our MCAS scores on open-ended and short answer questions are very low. We believe that all students at Sullivan Middle School need to improve their vocabulary and writing skills in order for our students to perform at higher levels on MCAS. In addition, we have used information from the fact finding report to help us to move towards improving instruction for all of our students.

5. Outcomes:

During the 2006-2007 school year, several changes in student learning will be observable in the school:

- ✓ Teachers will use MAP assessment results to develop individual learning plans for students
- ✓ Sullivan Middle School students will achieve their individual MAP target-growth rates
- ✓ Teachers will differentiate instruction based on MAP results.
- ✓ Teachers will modify instruction based on MCAS item analysis.
- ✓ Teachers will deliver an additional individualized 10-week math instructional program to identified Grade 8 students.
- ✓ Team teachers will show evidence of student mastery of skills through improved scores on MCAS and MAP.

The formative MAP assessments continue to provide teachers with information needed to differentiate instruction for all of our students by setting individualized growth benchmarks that students should achieve during the school year.

6. Benchmarking Progress and Impact:

The District has several vehicles through which it will monitor progress and measure impact in meeting changed expectations for both the school organization and student learning. The building principal will meet with her Quadrant Manager to review MAP results and explain how teachers are using these data to inform instruction as well as to differentiate instruction for all students, including English Language Learners and special education students. To ensure that teachers are following the CMP prescribed curriculum, the Quadrant Manager and District Mathematics Liaison will meet with the principal to review E-Walks. This review will provide insight into level of the teachers' fidelity of implementation for this standards-based mathematics program. The Quadrant Manager, accompanied by the District's Mathematics and English Language Arts Curriculum Liaisons, will join the principal for classroom walk-throughs.

Quarterly, the Superintendent will visit the school and meet with the Deputy Superintendent, Quadrant Manager and principal to review formative assessment data and fidelity of implementing the instructional interventions and initiatives described in this plan.

The Quadrant Manager will ensure that the principal of Sullivan Middle School will monitor frequently and closely the following areas to ascertain progress through the observation rubric used by the principal, assistant principals, and department heads:

- ✓ **Classroom Instruction**
 - standard based lessons
 - differentiated instruction
 - practice with open response question
 - high expectations for all students
 - effectively uses PBIS principles and strategies to increase time on task for all students
- ✓ **Lesson plans**
 - aligned to the frameworks
 - clearly written objectives
 - strategies to address skills
 - aligned to School Improvement Plan
 - aligned to the Seven Principles of Effective Teaching
 - Teacher observation tool and feedback worksheet promote dialogue between instructional leader and teacher leading to improved instructional practices
- ✓ **Common Planning Time**
 - disaggregate MAP and MCAS data
 - analyze student work to inform instruction
 - identify skill deficits
 - develop strategies to address skills
 - develop additional classroom formative assessments with results achieved
 - share student assessment data with parents to develop home/school plan to improve student achievement
 - educate parents in CMP strategies to promote the completion of all math homework assignments

**Worcester Public Schools
District Plan for Chandler Magnet Elementary School Intervention**

January 2007

1. Performance Targets:

	2005 CPI ELA	End of Cycle IV CPI ELA	Target Gain Cycle V ELA	Cycle V Improv.Target ELA
Aggregate	52.5	50.4	12.4	62.8
LEP	44.4	44.6	13.9	58.5
SPED	51.5	43.9		
Low Income	51.5	49.3	12.7	62.0
African American				
Asian/Pacific Islander				
Hispanic	40.5	41.3	14.7	56.0
White	70.4	64.9	8.8	73.7

	2005 CPI Math	End of Cycle IV CPI Math	Target Gain Cycle V Math	Cycle V Improv.Target Math
Aggregate	48.2	46.7	13.3	60.0
LEP	35.7	35.9	16.0	51.9
SPED	33.3	29.5		
Low Income	45.3	43.4	14.2	57.6
African American				
Asian/Pacific Islander				
Hispanic	37.7	36.2	16.0	52.2
White	66.7	65.1	8.7	73.8

**Please note that the target gains have been calculated to reflect the additional grades that will be tested in 2007.*

Using the Massachusetts Department of Education's 2005 and 2006 CPIs which the DOE included in their Adequate Yearly Progress (AYP) report, we calculated the baseline scores for Cycle V, In order to calculate the target gain, we used the formula: $100 - \text{baseline} / \# \text{ of cycles left}$. We are currently using our Measures of Academic Progress (MAP) data to provide teachers with the information that is necessary to tailor instruction using differentiated instruction for all of our students to ensure they achieve at higher levels on the MCAS.

We were able to calculate our performance targets in the aggregate for the students currently in Chandler Magnet. The majority of students scored in the Warning and Needs Improvement levels on the 2006 MCAS in English Language Arts (90% in Grades 3 and 4) and in Math (85% in Grades 4 and 6).

After reviewing these improvement targets, we determined that our greatest challenges are to improve the performance of our Hispanic, LEP and low income students in the area of ELA and in Mathematics.

The State has set the following performance goals for the next two years for students in the aggregate.

	English Language Arts Performance Goals		
	Baseline 2006	2007	2008
CPI	50.4	58.6	62.8
	Mathematics Performance Goals		
	Baseline 2006	2007	2008
CPI	46.7	55.6	60.0

2. Hypotheses:

Standards-based Teaching and Learning

The District has taken several steps to address the performance issues at Chandler Magnet, which serves 335 students in grades Pre-K through 6. In analyzing WPS schools' data, we determined that these solutions would be enacted system-wide. These steps address the practices that we believe inhibited, to some extent, the establishment of the conditions for effective practice. To address the district-wide lack of consistency in our core elementary level reading and mathematics programs, the district purchased Houghton Mifflin Reading (Fall 2005) and Everyday Math (Fall 2003).

We also noted that there appeared to be inconsistent practices for differentiating instruction for all students, particularly those subgroups of students who have not achieved AYP. To address this, the District implemented a formative assessment, Measures of Academic Progress (MAP). This system allows teachers to access real-time student data and then to individualize instruction by using the DesCartes Continuum of Learning which is based on the Massachusetts State frameworks. All WPS teachers are currently participating in a mandated eight (8) hour training that addresses all aspects of MAP assessment, including the use of the DesCartes Learning Continuum.

District personnel conducted an MCAS item analysis which inferred that teachers were not providing students with enough practice and strategies to effectively answer open-response questions. In response to this, all schools have a document which explicitly outlines the Houghton Mifflin program's writing program. The Manager of Curriculum and Staff Development is currently arranging workshops to strengthen teachers' work with the Houghton Mifflin writing program. The District requires teachers to complete all activities in this writing component.

In addition to the aforementioned initiative, WPS is addressing Chandler Magnet's Fact Finding recommendations in Standard-Based Teaching and Instruction in Mathematics by providing on-going professional development through Math Support Specialist. The professional development addresses the following

- ✓ math content
- ✓ math pedagogy
- ✓ Higher Order Thinking Skills related to Everyday Math
- ✓ Everyday Math Pacing
- ✓ differentiated instruction for an inquire-based program
- ✓ assessing student work against the standards
- ✓ quality questioning techniques
- ✓ coach and provide feedback immediately after teachers have attended the professional development
- ✓ Principal and Assistant Principal will conduct weekly walkthroughs and review mathematics lesson plans
- ✓ Student work samples will be examined using protocols
- ✓ Teachers will be assisted in creating and using rubrics

- ✓ The Leadership Team will examine the school's master schedule to minimize interruptions during the mathematics time block
- ✓ Formative assessment will be monitored to ensure that instruction is adjusted to meet students' needs and achievement gaps
- ✓ Support teachers in using data to examine the gap between student performance and demonstrated skills.

Our hypothesis on infusing a culture of communication that addresses teachers' best practices, students' performance and their growth was verified in the Chandler Magnet's Fact Finding review in Standards-based Teaching and Learning in ELA.

Informing Practice with Data

As stated previously, the District identified a lack of consistency with the type and frequency of formative assessments being used at Chandler Magnet and other Worcester public schools. This led to the district wide adoption of the Measures of Academic Progress (MAP). All teachers are currently attending eight (8) hours of mandatory professional development for analyzing and using MAP data to guide classroom instruction.

Teachers are expected to conference with students to develop an action plan to help all students reach their MAP targeted growth goal. In doing so, teachers will implement differentiated strategies to address specific student needs. In order to assign appropriate materials, teachers will use a student's instructional level, derived from the MAP interval score and Lexile levels.

In addition, all Kindergarten and Grade 1 teachers administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment using hand-held Palm Pilots. The use of Palm Pilots insures that the tests are valid due to the automatic timing device incorporated into the software. Teachers use the DIBELS results for progress monitoring and student placement. Teachers, K-3, use GRADE and DRA assessment results to inform instruction.

All teachers will be actively engaged in continuous and consistent review of data to move all students towards proficiency.

Teachers were given MCAS data and MAP data for their current classes. In addition, during the last professional development day, teachers were given MCAS data with trend information in both English mathematics for the last three years. These trends were discussed and the MCAS questions that were problematic for Chandler Magnet students was also analyzed and discussed.

These conditions in place concur with the recommendations in this key area for ELA in the Fact Finding report. The district and Chandler Magnet Principal recognized the same priority areas for improvement.

Time for Teachers and Students

At the elementary school level there is a minimum time requirement for both English Language Arts/Reading and Mathematics. The District instituted an ELA/Reading time requirement of 120 minutes as part of its assurances to the John Silber Early Reading Initiative. In addition, the District employs a three-tier reading model. In Tier I, the teacher provides all students with the opportunity to engage in core reading program activities for the first 60 minutes. In Tier 2, students requiring moderate intervention services receive an additional 30 minutes—in most schools the classroom teachers provide this intervention, however, at Chandler Magnet, there is one (1) literacy tutor and one English Language Arts intervention teacher who provide these services. In Tier 3, students who require more immediate attention, receive an additional 30 minutes intervention (for a total of 60 minutes). The greatest barrier to ensuring that students have access to tiers 2 and 3 is funding. In the past, the District provided the lowest quartile of Grade 1 students with Reading Recovery services. We have gone from 34 full-time Reading Recovery teachers who serviced over 700 students annually, to none due to loss of funds. Title I used to pay for these positions, prior to a \$3

million decline in the past three years. Our test scores have held flat, or declined, since we lost the funds that had provided these effective intervention services to our students. Chandler Magnet had 2 Reading Recovery Teachers.

At Chandler Magnet, intervention teachers provide additional services and support for ELL and Special Education students.

Instructional Leadership

The District leadership identified the monitoring of the implementation and delivery of core programs as a district-wide issue. The District worked with X-Media to develop a series of E (electronic)-Walks to ensure there was fidelity of program implementation for the Houghton Mifflin Reading and Everyday Math programs as well as for the Making Meaning comprehension program. Principals follow a district-mandated schedule of classroom walkthroughs. District personnel monitor the frequency and results of these walkthroughs and the Quadrant Manager addresses any identified implementation issues with the principals.

The Worcester Public Schools administration is moving towards a more adaptive leadership model. The principal at Chandler Magnet has several structures in place that reflect the tenets of this model. The principal has created a leadership team whose members are responsible for implementing effective professional development, monitoring teacher instruction and student learning, encouraging teacher leadership, and implementing effective best practices strategies. In addition to the formal evaluations and district-required walkthroughs, the principal conducts informal walkthroughs and multiple classroom observations as well as individual professional dialogues. As part of the WPS’s involvement with the Massachusetts Math Initiative, the principal and 3 teachers attended an 8 day intensive math content institute. As a result of this institute a Mathematics Team was formed to address the issues that were glaring as a result of MCAS data. These issues include teachers’ mathematics content knowledge, trend analysis and the need to map the mathematics curriculum. The Mathematics Team is made up of the principal, assistant principal, NCLBIT, one teacher from each grade level from Chandler Magnet. In addition, the Math Chair at Worcester State College and at least two mathematics instructors attend the monthly meetings.

All the information described above sustains the recommendation of the Fact Finding team in this key area for the Chandler Magnet and the District.

3. Assessment of Necessary Conditions:

Levers	Essential Enabling Conditions
<p><i>Standards-based Teaching and Learning</i></p>	<ul style="list-style-type: none"> • <i>Curricula are aligned to State Frameworks in core content areas</i> <p>In addition to the existing English Language Arts curriculum, the Worcester Public Schools has revised, and the Worcester School Committee has approved, both its Mathematics and Science and Technology curricula to reflect the Massachusetts Department of Education changes. The most current versions of these documents are available to all teachers both in hard copy, available at the schools, and on the Worcester Public Schools web site which teachers can easily access in their classrooms.</p> <p>The district has purchased software, E Walk, and implemented a hand-held computer-based monitoring process. Elementary principals complete E-WALKS by utilizing hand-held Palm Pilots to record evidence for classroom implementation of scope and sequence content.</p> <p>The Chandler Magnet principal requires that all teachers use the Chandler Magnet lesson plan template to ensure that teachers address the state standards and identify specific skills they will teach. The staff at Chandler Magnet adheres to all WPS</p>

	<p>Curricula when planning lessons and delivering instruction. In summation, the Worcester Public Schools does implement curricula that are aligned to state frameworks in the core academic subjects.</p> <ul style="list-style-type: none"> • <i>Two full-time ELA and Mathematics subject area coaches provide faculty with consistent classroom observation and feedback on the quality of instructional practices.</i> <p>Elementary Every elementary school has a full time coach, the No Child Left Behind Implementation Teacher (NCLBIT), who is accountable for providing resources, training, and support for classroom teachers. In addition, NCLBITs are accountable for continually assessing students needs, determining best practices, and evaluating current research to ensure that the students are receiving scientifically research-based instruction in the areas of English Language Arts and Mathematics. The NCLBITs enter electronically, on a weekly basis, a log of their activities. These data include: classrooms visited, content area, type of activity, and time on task. District level personnel maintain and audit the NCLBIT logs. In addition, Dr. David Pearson, Dean, University of California, Berkley has trained NCLBITs to use the Pearson Literacy Observation Survey. District personnel will work with school based personnel to use the results of this observation tool to determine successful school-based literacy practices.</p> <p>The principal at Chandler Magnet has worked with staff and district personnel to implement the following services:</p> <ul style="list-style-type: none"> ✓ A full-time NCLBIT/Reading Coach who provides support to classroom teachers by modeling best practices and providing professional development. ✓ NCLBIT/<u>John Silber Early Reading</u> Coach support teachers with data analysis to ensure that teachers are meeting the needs of all subgroups. ✓ A full-time non-teaching assistant principal provides staff with consistent classroom observation and feedback.
	<ul style="list-style-type: none"> • <i>Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math</i> <p>In addition to using extensive item analyses from the MCAS, as well as an analysis of the MEPA, the District provides funding to purchase the following cumulative interim assessments as well the necessary training which ensures that all teachers are using these assessments to improve student academic achievement.</p> <p>Measures of Academic Progress (MAP): Over the past three years, the School Committee and District personnel identified implementation of value-added assessment as a district priority. During the 2004-2005 school year, 7 schools piloted the North West Research Association's (NWEA) <u>Measures of Academics Progress</u> (MAP) computerized assessments. Positive feedback from pilot-site personnel combined with a district analysis of MCAS scores influenced the decision to implement this program in all Worcester Public School sites immediately. During the 2005-2006 School Year the District increased MAP in all WPS schools. The district has provided professional development for administrators and teachers in the areas of</p>

test administration, interpreting test results, and applying data to effective instructional practices linked to the district curriculum and the Massachusetts Curriculum Frameworks.

All students in grades 2 through 9 will participate in MAP testing three times during the 2006-2007 school year. In addition, tenth graders who failed to pass 7th or 8th grade MCAS will also participate in testing. The District has added two new MAP components: 1. a new reporting system, the Dynamic Reporting Suite, which allows teachers to access and use MAP data more efficiently and 2. the Knowledge Academy, a series of online professional development trainings that are available on demand to District staff.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): As a result of the district’s participation in the Massachusetts Reading First Initiative, the District adopted this value-added assessment for all students in Kindergarten and Grade 1 during Fall 2005. The district has provided training for 143 classroom teachers to enable them to administer these assessments via hand-held Palm Pilots to 5,080 students. In addition, the District contracted with a Massachusetts Department of Education Partner, IDEALS Consultants, to provide training which provides teachers with the skills necessary to use these data to improve reading instruction for all students.

Developmental Reading Assessment (DRA): As a result of our partnership with the Massachusetts Department of Education in the Reading Excellence program, the District continues to use this assessment for all students in Grades K-3; 7,409 students participated in this assessment which identifies a student’s independent reading level.

In addition, teachers at Chandler Magnet:

- ✓ Use GRADE, Houghton Mifflin Unit assessments, and Everyday Math Unit assessments to drive instruction in their classrooms.
- ✓ Use information recorded on spreadsheets to identify students meeting benchmarks as well as those needing immediate intervention.

The following *Table 1* contains data which indicate how many students the Worcester Public Schools assessed using formative/value-added data.

Students Assessed During the 2005-2006 School Year

<u>ASSESSMENT</u>	<u>GRADE</u>	<u>STUDENTS ASSESSED</u>
MAP	Grades 2-10	14,226
MATH ASSISTMENTS	Grade 8	1,599
DIBELS	Grades K-1	3,742
DRA	Grades K-3	5,177
ESI	PK and K	1,849

- ***Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions***

The NWEA MAP professional development addresses three (3) principles:

- Continuous academic growth for every child;
- Intense internal accountability at a school level; and
- Accelerated growth of at-risk students.

Through the NWEA training, administrators and teachers develop strategies to interpret and make use of assessment data to improve student achievement. Teachers and principals learn how to use MAP data to plan lessons in accordance with state frameworks. Teachers also are participating in workshops to gain techniques to apply MAP data for effective classroom instructional practices. NWEA provided these professional development sessions during October 2005, January 2006, and August 2006.

Classroom teachers, in-school intervention specialists, and after-school tutoring personnel use the MAP data and the accompanying instructional level reports. Those schools identified as “*in need of improvement*” have remedial, out-of-school time programs that use these MAP data to individualize instruction for all students. .

MCAS item analysis reports: Annually the district generates and disseminates to principals, teachers and curriculum support staff detailed MCAS item analysis reports of MCAS items for each school in English, math and science. Principals, teachers and curriculum support staff use these data when developing school improvement plans.

Test Wiz : The district provides each school with a copy of the Test Wiz disk. This disk includes the most current MCAS data for all students currently in the school. The district offers training on how to use these data. Principals and teachers use Test Wiz to identify students’ strengths and weaknesses in specific curriculum-framework content. The principal and school staff address these curriculum-need areas in the school improvement plan. Teachers develop Individual student success plans for the high school remediation programs using Test Wiz data

In addition, Chandler Magnet staff use MAP data to identify “at risk” students for participation in both in-school and out-of-school-time intervention programs.

District staff generates the following student- performance data documents:

- Interim reports: Every five weeks, the district generates and mails to middle school parents interim progress reports which cite students’ progress and attendance in all academic subjects.
- Report cards: Quarterly the district generates and mails to parents of middle and high school students report cards which detail students grades and attendance in all academic subjects.
- Student Snapshots: This document provides individual student information which provides teachers with an overview of student services and pertinent information. The Student Snapshots include:
 - Attendance data
 - Enrollment history
 - Bilingual and/or Special Education services information

	<ul style="list-style-type: none"> ○ Test Data: Currently includes MCAS, MEPA, DRA, and DIBELS information <p><u>Individual Student Data Analysis:</u> The District has recently developed a process and format for teachers to analyze multiple data sources of student achievement: MCAS; MAP; interim/term grades; and identified gaps among the multiple data sources. Teachers will then identify appropriate instructional strategies and student accommodations to improve student achievement in both ELA and Math. Student interventions, based on data analysis, in place at Chandler Magnet include the following:</p> <ul style="list-style-type: none"> ✓ A Math Intervention Teacher (MIT) provides additional math instruction in a small group setting. During the course of the school year, the MIT will service approximately 70 students, including students from ELL and SPED subgroups, from grade 1 to grade 6. Teachers identify students based on MCAS, MEPA, and MAP results. ✓ An English Language Arts Intervention Teacher (ELAIT) provides additional language arts instruction in a small group setting. During the course of the school year, the ELAIT will service approximately 70 students, including students from ELL and SPED subgroups, from grade 1 to grade 6. Teachers identify students based on MCAS, MEPA, MAP, and DIBELS results. ✓ One literacy tutor provides services for K-3 students whom teachers have identified as needing additional service. Teachers use test results from DIBELS, DRA, and GRADE to select students. ✓ Three special education teachers provide services to 45 students with Individualized Education Plans. Both inclusion and pull out models are employed. ✓ Two English As a Second Language teachers provide intervention to approximately 90 English Language Learners as required by regulations. ✓ The NCLBIT maintains and makes available spreadsheets detailing individual student data profiles. ✓ Teachers participate in monthly data meetings to identify students and create intervention plans that include differentiation of instruction. Plans are monitored and adjusted on a bi-weekly basis. ✓ The principal, assistant principal, school adjustment counselor as well as classroom teachers meet with parents of at-risk students to put a plan in place for remediation and/or support services.
<p><i>Time for Teachers and Students</i></p>	<ul style="list-style-type: none"> • <i>There is adequate time for student learning for ELA and math on a daily/weekly basis</i> <p>English Language Arts Elementary: As part of a commitment to both the <u>Reading First</u> and <u>Making Meaning</u> study initiatives, the Worcester Public Schools has implemented a 120-minute per day literacy block in grades K-6. The Worcester Public Schools Three-Tier Reading Model, which mirrors the MA Department of Education’s literacy model. It addresses the concept of focused skill development instruction in the five essential reading components outlined in <u>Reading First</u>, as well as, the elements for the both the core and intervention programs. The district has committed over \$1.3 million to adopt the Houghton Mifflin core <i>reading</i> program, district-wide, for the 2005 – 2006 school year. The Worcester Public Schools consulted the MA Department of Education’s Reading Office before selecting these materials. In</p>

addition, the Worcester Public Schools worked with the MA Department of Education's Reading Office to identify and purchase appropriate reading intervention materials for those schools identified as "in need of improvement."

In order to improve students' proficiency in English Language Arts, the principal and staff at Chandler Magnet have implemented and supported the following instructional initiatives and services.

1. **John Silber Early Reading Initiative:** All students in grades K-3 participate in this initiative. There is one literacy tutor who provides support services to students and a John Silber Early Reading Coach who provides support to teachers.
2. **Houghton Mifflin Reading Program:** All teachers, K-6, are implementing the scientifically research-based literacy program.
3. **Sonday Intervention Program:** At least one teacher per grade level, 1-3, has participated in and is using the appropriate strategies from this phonics-based intervention program.
4. **Early Reading Intervention (ERI):** All Kindergarten teachers, instructional assistants, and tutors have participated in this program designed to support students who require Tier 3 intervention program.
5. **English Language Learners:** In order to meet the needs of the ELL subgroup, there are two English as Second Language teachers who provide services to 90 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students.
6. **Special Education Services:** In order to meet the needs of the Special Education subgroup, there are three teachers who provide services to 45 students in accordance with the DOE guidelines. The special education teachers use the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. Special education teachers also use MCAS, MEPA, and MAP results to differentiate instruction for special education students.

Mathematics

The Worcester Public Schools has implemented a 60-minute mathematics block for all students, K-6. This program provides specific teaching strategies for working with students in our LEP and SPED subgroups. In addition, mathematics intervention teachers provide additional support for those students needing additional skills and strategies. The District is in the fourth full year of using the standards-based Everyday Math program.

The District monitors these initiatives by analyzing reports *generated* from principals' E-Walks. The District Leadership Team reviews monthly reports and uses them to identify appropriate professional development activities that address specific curriculum areas and skills.

When applying for additional grant resources to supplement these two curricula areas, the District gives preference to those schools identified as "*in need of improvement.*" For example, three elementary schools and one middle school

identified as needing improvement are Comprehensive School Reform (CSR) recipients for a mathematics program. Our Mathematics Support Specialist is working closely with the Massachusetts Department of Education's Mathematics Division to identify appropriate resources.

In order to improve students' proficiency in Mathematics, the principal and staff at Chandler Magnet have implemented and supported the following instructional initiatives and services.

1. Everyday Mathematics: All students, grades K-6, participate in the Everyday Math program during a prescribed 90 minute mathematics block.

2. English Language Learners: In order to meet the needs of the ELL subgroup, there are two English as Second Language teachers who provide services to 90 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. SEI teachers participate in the intervention model trainings.

3. Special Education Services: In order to meet the needs of the Special Education subgroup, there are three teachers who provide services to 45 students in accordance with the DOE guidelines. The special education teachers use the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. Special education teachers also use MCAS, MEPA, and MAP results to differentiate instruction for special education students.

- *Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction and after school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development*

We agree with the research which shows that intervention services are a critical component necessary for students to increase their achievement levels.. Our data have indicated that both in-school and out-of-school resources are effective in helping our students achieve at higher levels, especially at the high school level. The following table outlines how diminished resources have decreased WPS elementary school intervention programs.

Table 1: Status of Elementary School Level Interventions

	Number of Positions	Decline 2005 to 2006				
Program	2002-2003	2003-04	2004-05	2005-06	2006-07	
<i>Reading Recovery</i>	30	0	0	0	0	0%
<i>Elementary Reading</i>	18.5	34.5	32.5	25.5	12	-53%

<i>Intervention Small Group</i>						
<i>Elementary Math Initiatives</i>	8	22.5	23.5	20.5	8	-61%
<i>Full Day Preschools</i>	52	0	0	0	0	0%
<i>Half Day Preschools</i>	0	26	26	26	26	0%
<i>Tutors</i>	75	47	46	58	50	-14%

	2003-2004	2004-2005	2005-2006	Change
AFTERSCHOOL				
<i>Elementary Students</i>	1717	1327	1587*	+16%
Program Length	124 HOURS	124 HOURS	124 HOURS	0
<i>Middle School Students</i>	447	702	376	-46%
Program Length	128 HOURS	192 HOURS	192 HOURS	0
<i>High School Students</i>	259	573	965	+68%
Program Length		90 HOURS	102 HOURS	+13%
SUMMER SCHOOL				
<i>Elementary Students</i>	972	1376	940	-32%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>Middle School Students</i>	420	656	572	-13%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>High School Students</i>	862	738	795	+7%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%

Students in the Worcester Public Schools are faced with a “double whammy”. That is, the students are receiving fewer intervention services both during the school day and outside of the school day. Table 1 data indicate that 59% fewer services are available during the school day and similarly the time-on-task on after school programs have been reduced.

Costs to provide additional intervention services

In order to provide the students who attend just the nine WPS underperforming schools with the appropriate level of intervention services, it would cost **\$5,712,000**. We calculated this rate using the total number of students in these schools who did not score at the proficient level (2,856) and multiplied it by the approximate costs for student, of \$2,000.

The Chandler Magnet principal has allocated staff to provide intervention services, in both ELA and math, for those students identified as being at-risk on MCAS, MAP, MEPA, and other Reading First assessments.

	<ul style="list-style-type: none"> ✓ A Math Intervention Teacher (MIT) provides additional math instruction in a small group setting. During the course of the school year, the MIT will service approximately 70 students, including students from ELL and SPED subgroups, from grade 1 to grade 6. Teachers identify students based on MCAS, MEPA, and MAP results. ✓ An English Language Arts Intervention Teacher (ELAIT) provides additional language arts instruction in a small group setting. During the course of the school year, the ELAIT will service approximately 70 students, including students from ELL and SPED subgroups, from grade 1 to grade 6. Teachers identify students based on MCAS, MEPA, MAP, and DIBELS results. ✓ One literacy tutor provides services for K-3 students whom teachers have identified as needing additional service. Teachers use test results from DIBELS, DRA, and GRADE to select students. ✓ The majority of the special education students are serviced in an inclusion setting with at least two adults in the classroom to provide support. <p>• <i>There is adequate monthly and annual time for teachers to discuss student progress, curriculum issues, instructional practice, and improvement efforts – in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning</i></p> <p>Recognizing the need for common planning time, in addition to required contractual meetings, the district strives to schedule itinerants (music, art, physical education, health) according to principals' requests. This, in turn, supports the principals' efforts to schedule common planning/networking for teachers on a bi-weekly basis. The District requires that teachers attend 90 minute meetings, twice monthly, to discuss curriculum, instruction, assessment and data analysis.</p> <p>The Manager of Curriculum and Professional Development meets twice a month with district liaisons to analyze data, review curriculum, provide feedback on curriculum implementation and determine the focus for professional development.</p> <p>All teachers participate in, at a minimum, the equivalent of 9.3 days of professional development. The breakdown for this time is:</p> <ul style="list-style-type: none"> 3 days school-based staff development 1.3 days district wide MAP training 5 days Principals' monthly meetings (2 per month) on curriculum issues and instructional improvement <p>In addition, many teachers will receive additional staff development when coaches work with them in their classrooms, when they complete school-based staff development activities, or when they attend summer institutes or workshops.</p> <p>The Chandler Magnet administrative staff and teachers have worked with District personnel to provide the following professional development:</p> <ul style="list-style-type: none"> ✓ In addition to the three preparation periods, all teachers attend monthly curriculum meetings. Agenda and meeting minutes are submitted to principal weekly and maintained in grade level binder. ✓ Weekly data/intervention meetings are offered 6 times per month. Agenda
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	<p>and meeting minutes are submitted to the principal, teachers, and maintained in grade level binder. We will provide for more consistent leadership representation during teacher meetings.</p> <ul style="list-style-type: none"> ✓ Second monthly staff meeting is dedicated to professional development, according to student and/or teacher need. ✓ Professional development is offered to teachers throughout the school year, including during the school day (NCLBIT). ✓ On-going professional dialogue between teachers and leaders throughout the school day.
<p>Instructional Leadership</p>	<ul style="list-style-type: none"> • Principal has authority to select and assign staff without regard to seniority <p>With regard to employees covered by the teachers’ collective bargaining agreement, Article IX (C) authorizes the Superintendent to assign teachers to grade and subject. Additionally, Article X (B) specifies that seniority is one of three criteria for the selection of staff seeking transfers within the district. Article X (B) reads as follows:</p> <p>“When a vacancy occurs in a professional position, the Committee shall give due weight to the following criteria in determining transfers to fill said vacancies: Educational Preparation – Quality of performance within the educational profession – Length of service as a professional educator within the Worcester Public Schools.”</p> <p>With regard to Article X (B), a 2001 arbitration concluded that a Worcester Public Schools’ Principal could not give greater weight to performance or educational preparation than to is given to seniority. The Arbitrator wrote: “All three criteria have withstood the test of time and are entitled to equal weight.”</p> <p>Additionally, in June 2006, the Worcester Public Schools negotiated a provision regarding underperforming schools, which could authorize the principal of an underperforming school, with the approval of two-thirds of the faculty, to select and assign staff to positions in the school without regard to seniority. This provision reads as follows:</p> <p>“If a school is deemed underperforming by the Department of Education, the following will take place to develop a corrective plan:</p> <ol style="list-style-type: none"> 1. <i>The professional staff of the building along with the building administration and any appropriate DAB administrators will meet to mutually write an educational plan to bring the school out of underperforming status. This will be a jointly shared responsibility between staff and administration.</i> 2. <i>This plan may require the waiving of certain articles of the contract. The plan will also have a one-year duration.</i> 3. <i>The provisions of the contract that will not be altered are the following: Grievance procedure, leaves of absence, sick leave, reduction in force, dismissal of teachers and the salary grid.</i> 4. <i>Once the plan has been written, it shall be submitted to both the EAW Board of Directors and School Committee for approval. Such approval shall not be unreasonably withheld.</i> 5. <i>Once the plan has been approved by the EAW and the School Committee, it will be voted on by the EAW members in said building by Australian Ballot overseen by both EAW and Administration. In order for the plan to be approved, it must have 2/3 majority vote.</i>

6. *If during the course of the year the plan needs to be revised, the above process will govern.*
7. *Time to write the plan will be provided during the school day; if not, the EAW members will be reimbursed at the afterschool rate.*
8. *The Association and the School Committee agree to abide by all rules, statutes, regulations and other laws promulgated by the Board of Education and implemented by the Department of Education.*

The District has successfully negotiated contract language which addresses the Department of Education's first Enabling Condition and complies with the No Child Left Behind Act requirement that school districts abide by collective bargaining agreements.

- ***The right personnel are on hand to do the needed work***

Chandler Magnet is adequately staffed and has an average class size of 21.4. In addition, there is a full-time John Silber Early Reading coach/No Child Left Behind Implementation Teacher, full-time Mathematics Intervention teacher, full-time English Language Arts Intervention teacher, and 1 literacy tutor.

In addition, at Chandler Magnet:

- ✓ The Chandler Magnet Principal will select and develop a qualified and effective leadership team in order to implement needed changes.
- ✓ The Chandler Magnet Principal created intervention teams and an implementation schedule
- ✓ The Chandler Magnet Principal works with district personnel to ensure that a sufficient number of certified and skilled teachers in order to provide necessary support for student learning – especially for ELL and Special Education.
- ✓ The Chandler Magnet Principal collects teacher meeting data in order to provide immediate support and intervention needed to support effective teaching practices.

- ***Principal has control over financial resources to successfully implement improvements***

Principals have complete authority to spend the funds in their instructional accounts for supplies, materials, and building-based professional development. Principals determine staffing assignments based on their assessment of building needs and budgeted positions.

- ***Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies***

In accordance with State statute, the WPS principals, using the DOE's Principles of Effective Teaching, formally evaluate teachers every two years.

In addition, the district requires that teachers weekly submit to principals their lessons which demonstrate that they are properly implementing the State's curriculum frameworks and using assessment data to inform instructional practices in their classrooms. Principals review, edit and monitor these lesson plans. Principals' ongoing supervision of teachers' performance informs and impacts teachers' evaluations, resulting in commendations, recommendations for additional staff

	<p>development interventions, or progressive-discipline actions (reprimands, suspensions, or dismissal).</p> <p>When evaluating teachers, WPS Principals are looking for satisfactory evidence of classroom performance which demonstrates that teachers are:</p> <ul style="list-style-type: none"> • Teaching the content of State-mandated curriculum frameworks; • Implementing district-approved instructional materials (aligned with framework content); • Using data from multiple, valid assessments in order to personalize and improve classroom instruction for all students; and • Completing action steps contained in school improvement plans. <p>WPS Quadrant Managers, in turn, evaluate how well WPS principals assess their teachers' performance.</p>
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4. Planned Improvements:

What changes will the district make to get the essential personnel and conditions in place?

The District has provided resources to ensure that Chandler Magnet has the essential personnel and conditions in place. The district has provided Chandler Magnet with a full-time non-teaching assistant principal, a NCLBIT, an English Language Arts Intervention Teacher (ELAIT), a Math Intervention Teacher (MIT), 3 Special Education teachers, two ESL teachers and one literacy tutor.

All students participated in the Measures of Academic Progress (MAP) assessment program during the District's Fall 2006 testing period. All staff members will use MAP results to determine student's strengths and weaknesses, differentiate instruction in an effort to address individual student needs, and engage parents as partners who will work with teachers to help all students achieve their identified MAP growth targets.

Chandler Magnet teachers will enhance the reading curriculum by continuing to participate in the Developmental Studies reading comprehension pilot.

- ***How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?***

The principal has adjusted the schedule to include opportunities for teachers to collaborate and analyze data during weekly scheduled curriculum and data meetings.

The after school program provides students the opportunity to work with those teachers who are most familiar with their needs. There are approximately 75 students enrolled in this program.

- ***What specific changes will the district make by September 2006, January 2007, and September 2007?***

September 2006

- ✓ Created Instructional Leadership Team
- ✓ Redesigned the schedule to include time for structured curriculum and data meetings
- ✓ Implemented an uninterrupted 120 minute literacy block
- ✓ Implemented peer observation system

January 2007

- ✓ Teachers will have completed over 4 hours of the mandated MAP training

- ✓ Every teacher in the school will know how to access MAP data reports and use them to effectively guide differentiated instruction for all learners, including English Language Learners and special education students.
- ✓ Primary level teachers will continue to participate in Reading First professional development
- ✓ All teachers will participate in best practices professional development

September 2007

The District is currently in the process of projecting our FY '08 budget from all funding sources: local, state, and federal. We are also preparing a five-year budget analysis. At this time, we are not able to determine additional changes which require additional resources.

We are encouraged that the State Board of Education is seeking from the Legislature \$25 million to support instructional improvements in underperforming schools. We are ready to collaborate with the Board of Education in order to convince the Legislature to appropriate these essential funds especially to increase enabling conditions for providing: 1. subject-matter coaches, 2. in-school academic remediation (including computer-based programs), 3. after-school academic remediation, and 4. instructional materials and supplies.

- *What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?*

Personnel from the school and District levels used multiple data sources (e.g., MCAS, MAP, MEPA) to determine the changes needed at Chandler Magnet for the 2006-2007 school year.. In addition, we have used information from the fact finding report to help us to move towards improving instruction for all of our students.

5. Outcomes:

During the 2006-2007 school year, several changes in student learning will be observable in the school:

- ✓ Increased time on learning in ELA (double dosing) for identified students
- ✓ Small group and independent learning
- ✓ Structured teacher meeting format
- ✓ More teacher leader dialogue ---professional learning community

The formative MAP assessments continue to provide teachers with information needed to differentiate instruction for all of our students by setting individualized growth benchmarks that students should achieve during the school year.

6. Benchmarking Progress and Impact:

The District has several vehicles through which it will monitor progress and measure impact in meeting changed expectations for both the school organization and student learning. The building principal will meet with her Quadrant Manager to review MAP results and explain how teachers are using these data to inform instruction as well as to differentiate instruction for all students, including English Language Learners and special education students. To ensure that teachers are following both the Houghton Mifflin Reading and Everyday Math prescribed standards-based core programs, the Quadrant Manager, Manager of Elementary Initiatives, District Reading First Facilitator, and the District Mathematics Liaison will meet with the principal to review E-Walks. This review will provide insight into level of the teachers' fidelity of

implementation to these core programs. The Quadrant Manager, accompanied by the Manager of Elementary Initiatives, will join the principal for classroom walk-throughs.

Quarterly, the Superintendent will visit the school and meet with the Deputy Superintendent, Quadrant Manager and principal to review formative assessment data and fidelity of implementing the instructional interventions and initiatives described in this plan.

The Quadrant Manager will ensure that the principal of Chandler Magnet will monitor frequently and closely the following areas to ascertain progress through the observation rubric used by the principal, assistant principals, and department heads:

- ✓ **Classroom Instruction**
 - standard based lessons
 - differentiated instruction
- ✓ **Lesson plans**
 - clearly written objectives
 - strategies to address skills
- ✓ **Common Planning Time**
 - prepare agendas and maintain a log of teacher activities
 - disaggregate MAP and MCAS data
 - analyze student work to inform instruction
 - share strategies to address skills
- ✓ **Peer Coaching and Observations**
 - shared best practices and intra-classroom and out-of-school observations
 - professional dialogue

**Worcester Public Schools
District Plan for Burncoat Elementary Preparatory School Intervention**

January 2007

1. Performance Targets:

	2005 CPI ELA	End of Cycle IV CPI ELA	Target Gain Cycle V ELA	Cycle V Improv.Target ELA
Aggregate	69.7	69.2	7.7	76.9
LEP	60.2	63.3	9.2	72.5
SPED		56.0	11.0	67.0
Low Income	68.9	67.4	8.2	75.6
African American				
Asian/Pacific Islander				
Hispanic	62.9	64.9	8.8	73.7
White	-	75.7	6.1	81.8

	2005 CPI Math	End of Cycle IV CPI Math	Target Gain Cycle V Math	Cycle V Improv.Target Math
Aggregate	55.6	63.1	9.2	72.3
LEP	48.0	54.2	11.5	65.7
SPED	-	-	25.0	25.0
Low Income	50.5	58.5	10.4	68.9
African American				
Asian/Pacific Islander				
Hispanic	45.7	54.4	11.4	65.8
White	-	78.8	5.3	84.1

**Please note that the target gains have been calculated to reflect the additional grades that will be tested in 2007.*

Using the Massachusetts Department of Education’s 2005 and 2006 CPIs which the DOE included in their Adequate Yearly Progress (AYP) report, we calculated the baseline scores for Cycle V, In order to calculate the target gain, we used the formula: $100 - \text{baseline} / \# \text{ of cycles left}$. We are currently using our Measures of Academic Progress (MAP) data to provide teachers with the information that is necessary to tailor instruction using differentiated instruction for all of our students to ensure they achieve at higher levels on the MCAS.

We were able to calculate our performance targets in the aggregate for the students currently in Burncoat Elementary Preparatory School (Burncoat Prep). For the 2006 ELA MCAS, students scored between 31% in Proficient/Advanced and 31% in High Needs Improvement. The Low Needs Improvement category decreased to 22% and 17% of the students scored in the Warning level.

For the 2006 Math MCAS, students attained their target CPI goal of 63.1. The percentage of students in Proficient/Advanced increased from 17% in 2005 to 42% in 2006 and decreased in Warning High and Low from 44% to 17%. The percentages in Needs Improvement High and Low also decreased. The following factors contributed to this decrease:

- ✓ Consistent item analysis of past MCAS tests looking for areas of weaknesses and strengths
- ✓ Curriculum mapping
- ✓ Deeper knowledge of past MCAS questions regarding standards addressed most often and what standards tend to be open responses (for example, area and perimeter are an open response question every year). We focused on that standard and did very well on that question

- ✓ Utilizing MAP scores to differentiate instruction for individual students
- ✓ Utilizing MAP scores to look for areas of whole class weakness so instruction can meet the need
- ✓ Fidelity to Everyday Math pacing so that teachers cover all units
- ✓ Knowledge of gaps in EDM so that areas not strongly covered can be supplemented such as reading of graphs, data analysis and probability
- ✓ Repeated practice of past MCAS questions
- ✓ Repeated practice of how to answer an open response question.
- ✓ Use of DOE website "NCS Mentor" to view anchor papers and observe how scorers rated them
- ✓ Afterschool MCAS tutoring
- ✓ Use of "Study Island"
- ✓ Use of literacy/numeracy tutors
- ✓ EDM professional development
- ✓ Math coach through the CSR Grant

The State has set the following performance goals for the next two years for students in the aggregate.

	English Language Arts Performance Goals		
	Baseline 2006	2007	2008
CPI	69.2	74.3	76.9
	Mathematics Performance Goals		
	Baseline 2006	2007	2008
CPI	63.5	71.2	72.6

2. Hypotheses:

Standards-based Teaching and Learning

The District has taken several steps to address the performance issues at Burncoat Prep, which serves 230 students in grades Kindergarten through 6. In analyzing WPS schools' data, we determined that these solutions would be enacted system-wide. These steps address the practices that we believe inhibited, to some extent, the establishment of the conditions for effective practice. To address the district-wide lack of consistency in our core elementary level reading and mathematics programs, the district purchased Houghton Mifflin Reading (Fall 2005) and Everyday Math (Fall 2003).

We also noted that there appeared to be inconsistent practices for differentiating instruction for all students, particularly those subgroups of students who have not achieved AYP. To address this, the District implemented a formative assessment, Measures of Academic Progress (MAP). This system allows teachers to access real-time student data and then to individualize instruction by using the DesCartes Continuum of Learning which is based on the Massachusetts State frameworks. All WPS teachers are currently participating in a mandated eight (8) hour training that addresses all aspects of MAP assessment, including the use of the DesCartes Learning Continuum.

District personnel conducted an MCAS item analysis which inferred that teachers were not providing students with enough practice and strategies to effectively answer open-response questions. In response to this, all schools have a document which explicitly outlines the Houghton Mifflin program's writing program. The Manager of Curriculum and Staff Development is currently arranging workshops to strengthen teachers' work with the Houghton Mifflin writing program. The District requires teachers to complete all activities in this writing component.

The recommendations from the Fact Finding, key area Standards-based Teaching and Learning in ELA and Mathematics validated WPS findings. In addition to the initiatives above, Burncoat Prep is receiving services from the District's Elementary Reading facilitator and the Math Support Specialist to support the recommendations of

- ✓ helping teachers with developing instructional strategies for high order thinking
- ✓ developing peer coaching protocols
- ✓ to assist with centers and anchor activities

Informing Practice with Data

As stated previously, the District identified a lack of consistency with the type and frequency of formative assessments being used at Burncoat Prep and other Worcester public schools. This led to the district wide adoption of the Measures of Academic Progress (MAP). All teachers are currently attending eight (8) hours of mandatory professional development for analyzing and using MAP data to guide classroom instruction.

Teachers are expected to conference with students to develop an action plan to help all students reach their MAP targeted growth goal. In doing so, teachers will implement differentiated strategies to address specific student needs. In order to assign appropriate materials, teachers will use a student's instructional level, derived from the MAP interval score and Lexile levels.

In addition, all Kindergarten and Grade 1 teachers administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment using hand-held Palm Pilots. The use of Palm Pilots insures that the tests are valid due to the automatic timing device incorporated into the software. Teachers use the DIBELS results for progress monitoring and student placement. Teachers, K-3, use GRADE and DRA assessment results to inform instruction.

All teachers will be actively engaged in continuous and consistent review of data to move all students towards proficiency.

These conditions in place sustain the recommendations from this key area in the Fact Finding of using assessments to drive instruction, and for teachers to increase the use of probing questions as their assessment of their students' performance.

Time for Teachers and Students

At the elementary school level there is a minimum time requirement for both English Language Arts/Reading and Mathematics. The District instituted an ELA/Reading time requirement of 120 minutes as part of its assurances to the Reading First program. In addition, the District employs a three-tier reading model. In Tier I, the teacher provides all students with the opportunity to engage in core reading program activities for the first 60 minutes. In Tier 2, students requiring moderate intervention services receive an additional 30 minutes—in most schools the classroom teachers provide this intervention, however, at Burncoat Prep, there are one (1) literacy tutor and one English Language Arts intervention teacher who provides these services. In Tier 3, students who require more immediate attention, receive an additional 30 minutes intervention (for a total of 60 minutes). The greatest barrier to ensuring that students have access to tiers 2 and 3 is funding. In the past, the District provided the lowest quartile of Grade 1 students with Reading Recovery services. We have gone from 34 full-time Reading Recovery teachers who serviced over 700 students annually, to none due to loss of funds. Title I used to pay for these positions, prior to a \$3 million decline in the past three years. Our test scores have held flat, or declined, since we lost the funds that had provided these effective intervention services to our students. Burncoat Prep had 2 Reading Recovery Teachers.

At Burncoat Prep, intervention teachers provide additional services and support for ELL and Special Education students.

Burncoat Prep provides CPT bi-weekly during the Monday meetings. Teachers devote this time to planning lessons that address their students' needs according to the data. This also addresses the recommendation stated in this key area in the Fact Finding Report.

Instructional Leadership

The District leadership identified the monitoring of the implementation and delivery of core programs as a district-wide issue. The District worked with X-Media to develop a series of E (electronic)-Walks to ensure there was fidelity of program implementation for the Houghton Mifflin Reading and Everyday Math

programs as well as for the Making Meaning comprehension program. Principals follow a district-mandated schedule of classroom walkthroughs. District personnel monitor the frequency and results of these walkthroughs and the Quadrant Manager addresses any identified implementation issues with the principals.

The Worcester Public Schools administration is moving towards a more adaptive leadership model. The principal at Burncoat Prep has several structures in place that reflect the tenets of this model. The principal has created a leadership team whose members are responsible for implementing effective professional development, monitoring teacher instruction and student learning, encouraging teacher leadership, and implementing effective best practices strategies. In addition to the formal evaluations and district-required walkthroughs, the principal conducts informal walkthroughs and multiple classroom observations as well as individual professional dialogues.

All the information described above sustains the recommendation of the Fact Finding team in this key area.

3. Assessment of Necessary Conditions:

Levers	Essential Enabling Conditions
<p>Standards-based Teaching and Learning</p>	<ul style="list-style-type: none"> <p>• Curricula are aligned to State Frameworks in core content areas In addition to the existing English Language Arts curriculum, the Worcester Public Schools has revised, and the Worcester School Committee has approved, both its Mathematics and Science and Technology curricula to reflect the Massachusetts Department of Education changes. The most current versions of these documents are available to all teachers both in hard copy, available at the schools, and on the Worcester Public Schools web site which teachers can easily access in their classrooms.</p> <p>The district has purchased software, E Walk, and implemented a hand-held computer-based monitoring process. Elementary principals complete E-WALKS by utilizing hand-held Palm Pilots to record evidence for classroom implementation of scope and sequence content.</p> <p>The Burncoat Prep principal requires that all teachers use the Burncoat Prep lesson plan template to ensure that teachers address the state standards and identify specific skills they will teach. The staff at Burncoat Prep adheres to all WPS Curricula when planning lessons and delivering instruction.</p> <p>In summation, the Worcester Public Schools does implement curricula that are aligned to state frameworks in the core academic subjects.</p> <p>• Two full-time ELA and Mathematics subject area coaches provide faculty with consistent classroom observation and feedback on the quality of instructional practices.</p> <p>Elementary Every elementary school has a full time coach, the No Child Left Behind Implementation Teacher (NCLBIT), who is accountable for providing resources, training, and support for classroom teachers. In addition, NCLBITs are accountable for continually assessing students needs, determining best practices, and evaluating current research to ensure that the students are receiving scientifically research-based instruction in the areas of English Language Arts and Mathematics. The NCLBITs enter electronically, on a weekly basis, a log of their activities. These data include: classrooms visited, content area, type of activity, and time on task. District level personnel maintain and audit the NCLBIT logs. In addition, Dr. David Pearson, Dean, University of California, Berkley has trained NCLBITs to use the Pearson Literacy Observation Survey. District personnel will work with school based personnel to use the results of this observation tool to determine successful school-</p>

	<p>based literacy practices.</p> <p>The principal at Burncoat Prep has worked with staff and district personnel to implement the following services:</p> <ul style="list-style-type: none"> ✓ A full-time numeracy tutor provides support for students K-3 ✓ A full-time NCLBIT provides support to classroom teachers by modeling best practices and providing professional development. ✓ The principal provides opportunities for teachers to take part in peer observations in classrooms where teachers model effective teaching practices. The administration provides time for professional dialogue between the two teachers after the peer observation.
	<ul style="list-style-type: none"> • <i>Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math</i> <p>In addition to using extensive item analyses from the MCAS, as well as an analysis of the MEPA, the District provides funding to purchase the following cumulative interim assessments as well the necessary training which ensures that all teachers are using these assessments to improve student academic achievement.</p> <p>Measures of Academic Progress (MAP): Over the past three years, the School Committee and District personnel identified implementation of value-added assessment as a district priority. During the 2004-2005 school year, 7 schools piloted the North West Research Association's (NWEA) <u>Measures of Academics Progress</u> (MAP) computerized assessments. Positive feedback from pilot-site personnel combined with a district analysis of MCAS scores influenced the decision to implement this program in all Worcester Public School sites immediately. During the 2005-2006 School Year the District increased MAP in all WPS schools. The district has provided professional development for administrators and teachers in the areas of test administration, interpreting test results, and applying data to effective instructional practices linked to the district curriculum and the Massachusetts Curriculum Frameworks.</p> <p>All students in grades 2 through 9 will participate in MAP testing three times during the 2006-2007 school year. In addition, tenth graders who failed to pass 7th or 8th grade MCAS will also participate in testing. The District has added two new MAP components: 1. a new reporting system, the Dynamic Reporting Suite, which allows teachers to access and use MAP data more efficiently and 2. the Knowledge Academy, a series of online professional development trainings that are available on demand to District staff.</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS): As a result of the district's participation in the Massachusetts Reading First Initiative, the District adopted this value-added assessment for all students in Kindergarten and Grade 1 during Fall 2005. The district has provided training for 143 classroom teachers to enable them to administer these assessments via hand-held Palm Pilots to 5,080 students. In addition, the District contracted with a Massachusetts Department of Education Partner, IDEALS Consultants, to provide training which provides teachers with the skills necessary to use these data to improve reading instruction for all students.</p> <p>Developmental Reading Assessment (DRA): As a result of our partnership with the Massachusetts Department of Education in the Reading Excellence program, the District continues to use this assessment for all students in Grades K-3; 7,409 students participated</p>

in this assessment which identifies a student's independent reading level.

In addition, teachers at Burncoat Prep:

- ✓ Use Houghton Mifflin Unit assessments, and Everyday Math Unit assessments to drive instruction in their classrooms.
- ✓ Use information recorded on spreadsheets to identify students meeting benchmarks as well as those needing immediate intervention.
- ✓ Used "Study Island" in 2005-2006

The following *Table 1* contains data which indicate how many students the Worcester Public Schools assessed using formative/value-added data.

Students Assessed During the 2005-2006 School Year

<u>ASSESSMENT</u>	<u>GRADE</u>	<u>STUDENTS ASSESSED</u>
MAP	Grades 2-10	14,226
MATH ASSISTMENTS	Grade 8	1,599
DIBELS	Grades K-1	3,742
DRA	Grades K-3	5,177
ESI	PK and K	1,849

- ***Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions***

The NWEA MAP professional development addresses three (3) principles:

- Continuous academic growth for every child;
- Intense internal accountability at a school level; and
- Accelerated growth of at-risk students.

Through the NWEA training, administrators and teachers develop strategies to interpret and make use of assessment data to improve student achievement. Teachers and principals learn how to use MAP data to plan lessons in accordance with state frameworks. Teachers also are participating in workshops to gain techniques to apply MAP data for effective classroom instructional practices. NWEA provided these professional development sessions during October 2005, January 2006, and August 2006.

Classroom teachers, in-school intervention specialists, and after-school tutoring personnel use the MAP data and the accompanying instructional level reports. Those schools identified as "*in need of improvement*" have remedial, out-of-school time programs that use these MAP data to individualize instruction for all students. .

MCAS item analysis reports: Annually the district generates and disseminates to principals, teachers and curriculum support staff detailed MCAS item analysis reports of MCAS items for each school in English, math and science. Principals, teachers and curriculum support staff use these data when developing school improvement plans.

Test Wiz : The district provides each school with a copy of the Test Wiz disk. This disk includes the most current MCAS data for all students currently in the school. The district

offers training on how to use these data. Principals and teachers use Test Wiz to identify students' strengths and weaknesses in specific curriculum-framework content. The principal and school staff address these curriculum-need areas in the school improvement plan. Teachers develop Individual student success plans for the high school remediation programs using Test Wiz data

In addition, staff use MAP data to identify "at risk" students for participation in both in-school and out-of-school-time intervention programs.

District staff generates the following student- performance data documents:

- Interim reports: Every five weeks, the district generates and mails to middle school parents interim progress reports which cite students' progress and attendance in all academic subjects.
- Report cards: Quarterly the district generates and mails to parents of middle and high school students report cards which detail students grades and attendance in all academic subjects.
- Student Snapshots: This document provides individual student information which provides teachers with an overview of student services and pertinent information. The Student Snapshots include:
 - Attendance data
 - Enrollment history
 - Bilingual and/or Special Education services information
 - Test Data: Currently includes MCAS, MEPA, DRA, and DIBELS information

Individual Student Data Analysis: The District has recently developed a process and format for teachers to analyze multiple data sources of student achievement: MCAS; MAP; interim/term grades; and identified gaps among the multiple data sources. Teachers will then identify appropriate instructional strategies and student accommodations to improve student achievement in both ELA and Math.

Student interventions, based on data analysis, in place at Burncoat Prep include the following:

- ✓ A Math Intervention Teacher (MIT) provides additional math instruction in a small group setting. During the course of the school year, the MIT will service approximately 28 students, including students from ELL and SPED subgroups, from grade 1 to grade 6. Teachers identify students based on MCAS, MEPA, and MAP results.
- ✓ Two full-time teachers and one part-time teacher provide services for K-3 students whom teachers have identified as needing additional service. Teachers use test results from DIBELS, and DRA to select students.
- ✓ Two special education teachers provide services to 45 students with Individualized Education Plans using both inclusion and pull out models.
- ✓ Two Sheltered English Immersion teachers provide intervention to approximately 33 English Language Learners as required by regulations.
- ✓ The NCLBIT maintains and makes available spreadsheets detailing individual student data profiles.
- ✓ Teachers participate in weekly data meetings to identify students and create

	<p>intervention plans that include differentiation of instruction. The principal monitors plans and teachers adjust them on a bi-weekly basis.</p>
<p><i>Time for Teachers and Students</i></p>	<ul style="list-style-type: none"> • <i>There is adequate time for student learning for ELA and math on a daily/weekly basis</i> <p>English Language Arts Elementary: As part of a commitment to both the <u>Reading First</u> and <u>Making Meaning</u> study initiatives, the Worcester Public Schools has implemented a 120-minute per day literacy block in grades K-6. The Worcester Public Schools Three-Tier Reading Model, which mirrors the MA Department of Education’s literacy model. It addresses the concept of focused skill development instruction in the five essential reading components outlined in <u>Reading First</u>, as well as, the elements for the both the core and intervention programs. The district has committed over \$1.3 million to adopt the Houghton Mifflin core <i>reading</i> program, district-wide, for the 2005 – 2006 school year. The Worcester Public Schools consulted the MA Department of Education’s Reading Office before selecting these materials. In addition, the Worcester Public Schools worked with the MA Department of Education’s Reading Office to identify and purchase appropriate reading intervention materials for those schools identified as “in need of improvement.”</p> <p>In order to improve students’ proficiency in English Language Arts, the principal and staff at Burncoat Prep have implemented and supported the following instructional initiatives and services.</p> <ol style="list-style-type: none"> 1. There is a full-time Mathematics Intervention teacher and one part-time tutor who provide support services to students and the NCLBIT provides support to teachers. 2. Houghton Mifflin Reading Program: All teachers, K-6, are implementing the scientifically research-based literacy program. 3. Making Meaning: All teachers, Grades 4-6, are implementing this comprehension program. 4. Early Reading Intervention (ERI): All Kindergarten teachers, instructional assistants, and tutors have participated in this program designed to support students who require Tier 3 intervention program. 5. English Language Learners: In order to meet the needs of the ELL subgroup, there is two Structured English Immersion teachers who provide services to 33 students in accordance with the DOE guidelines. The SEI teachers use the Worcester Public Schools’ curriculum which is aligned to the State curriculum frameworks. SEI teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. SEI teachers participate in the intervention model trainings. 6. Special Education Services: In order to meet the needs of the Special Education subgroup, there are two teachers and one part time tutor who provide services to 45 students in accordance with the DOE guidelines. The special education teachers use the Worcester Public Schools’ curriculum. Special education teachers also use MCAS, MEPA, and MAP results to differentiate instruction for special education students. <p>• Mathematics The Worcester Public Schools has implemented a 60-minute mathematics block for all students, K-6. This program provides specific teaching strategies for working with students in our LEP and SPED subgroups. In addition, mathematics intervention teachers provide additional support for those students needing additional skills and strategies. The District is in the fourth full year of using the standards-based <u>Everyday Math</u> program.</p>

The District monitors these initiatives by analyzing reports *generated* from principals' E-Walks. The District Leadership Team reviews monthly reports and uses them to identify appropriate professional development activities that address specific curriculum areas and skills.

When applying for additional grant resources to supplement these two curricula areas, the District gives preference to those schools identified as "*in need of improvement.*" For example, three elementary schools and one middle school identified as needing improvement are Comprehensive School Reform (CSR) recipients for a mathematics program. Our Mathematics Support Specialist is working closely with the Massachusetts Department of Education's Mathematics Division to identify appropriate resources. Burncoat Prep is a recipient of the CSR grant. The CSR Mathematic Support Specialist has provided the following professional development:

- ✓ Mathematical content for teachers
- ✓ Mathematical pedagogy
- ✓ Curriculum mapping
- ✓ Coaching/peer observations for EDM lessons
- ✓ Pacing and scope and sequence in EDM
- ✓ WPS Mathematical Curriculum

In order to improve students' proficiency in Mathematics, the principal and staff at Burncoat Prep have implemented and supported the following instructional initiatives and services.

1. Everyday Mathematics: All students, grades K-6, participate in the Everyday Math program during a prescribed 90 minute mathematics block.

2. English Language Learners: In order to meet the needs of the ELL subgroup, there are two Structured English Immersion teachers who provide services to 33 students in accordance with the DOE guidelines. The SEI teachers use the Worcester Public Schools curriculum which is aligned to the State curriculum frameworks. SEI teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. SEI teachers participate in the intervention model trainings.

3.Special Education Services: In order to meet the needs of the Special Education subgroup, there are two teachers who provide services to 45 students in accordance with the DOE guidelines. The special education teachers use the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. Special education teachers also use MCAS, MEPA, and MAP results to differentiate instruction for special education students.

- *Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction and after school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development*

We agree with the research which shows that intervention services are a critical component necessary for students to increase their achievement levels. Our data have indicated that both in-school and out-of-school resources are effective in helping our students achieve at higher levels, especially at the high school level. The following table

outlines how diminished resources have decreased WPS elementary school intervention programs.

Table 1: Status of Elementary School Level Interventions

	Number of Positions	Decline 2005 to 2006				
Program	2002-2003	2003-04	2004-05	2005-06	2006-07	
<i>Reading Recovery</i>	30	0	0	0	0	0%
<i>Elementary Reading Intervention Small Group</i>	18.5	34.5	32.5	25.5	12	-53%
<i>Elementary Math Initiatives</i>	8	22.5	23.5	20.5	8	-61%
<i>Full Day Preschools</i>	52	0	0	0	0	0%
<i>Half Day Preschools</i>	0	26	26	26	26	0%
<i>Tutors</i>	75	47	46	58	50	-14%

	2003-2004	2004-2005	2005-2006	Change
AFTERSCHOOL				
<i>Elementary Students</i>	1717	1327	1587*	+16%
Program Length	124 HOURS	124 HOURS	124 HOURS	0
<i>Middle School Students</i>	447	702	376	-46%
Program Length	128 HOURS	192 HOURS	192 HOURS	0
<i>High School Students</i>	259	573	965	+68%
Program Length		90 HOURS	102 HOURS	+13%
SUMMER SCHOOL				
<i>Elementary Students</i>	972	1376	940	-32%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>Middle School Students</i>	420	656	572	-13%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>High School Students</i>	862	738	795	+7%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%

Students in the Worcester Public Schools are faced with a “double whammy”. That is, the students are receiving fewer intervention services both during the school day and outside

of the school day. Table 1 data indicate that 59% fewer services are available during the school day and similarly the time-on-task on after school programs have been reduced.

Costs to provide additional intervention services

In order to provide the students who attend just the nine WPS underperforming schools with the appropriate level of intervention services, it would cost **\$5,712,000**. We calculated this rate using the total number of students in these schools who did not score at the proficient level (2,856) and multiplied it by the approximate costs for student, of \$2,000.

The Burncoat Prep principal has allocated staff to provide intervention services, in both ELA and math, for those students identified as being at-risk on MCAS, MAP, MEPA, and other assessments.

- ✓ A Math Intervention Teacher (MIT) provides additional math instruction in a small group setting. During the course of the school year, the MIT will service approximately 70 students, including students from ELL and SPED subgroups, from grade 1 to grade 6. Teachers identify students based on MCAS, MEPA, and MAP results.
- ✓ Two full-time and one part-time teachers provide services for K-3 students whom teachers have identified as needing additional service. Teachers use test results from DIBELS, and DRA to select students.

- *There is adequate weekly and annual time for teachers to discuss student progress, curriculum issues, instructional practice, and improvement efforts – in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning*

Recognizing the need for common planning time, in addition to required contractual meetings, the district strives to schedule itinerants (music, art, physical education, health) according to principals' requests. This, in turn, supports the principals' efforts to schedule common planning/networking for teachers on a bi-weekly basis. The District requires that teachers attend 90 minute meetings, twice monthly, to discuss curriculum, instruction, assessment and data analysis.

The Manager of Curriculum and Professional Development meets twice a month with district liaisons to analyze data, review curriculum, provide feedback on curriculum implementation and determine the focus for professional development.

All teachers participate in, at a minimum, the equivalent of 9.3 days of professional development. The breakdown for this time is:

- 3 days school-based staff development
- 1.3 days district wide MAP training
- 5 days Principals' monthly meetings (2 per month) on curriculum issues and instructional improvement

In addition, many teachers will receive additional staff development when coaches work with them in their classrooms, when they complete school-based staff development activities, or when they attend summer institutes or workshops.

The Burncoat Prep administrative staff and teachers have worked with District personnel to provide the following professional development:

- ✓ In addition to the three preparation periods, all teachers attend bi-weekly

	<p>curriculum meetings. Teachers submit agenda and meeting minutes to principal weekly.</p> <ul style="list-style-type: none"> ✓ Teachers attend weekly data/intervention meetings monthly. Teachers submit agenda and meeting minutes to the principal, and building leaders will monitor these meetings. ✓ The principal dedicates the second monthly staff meeting to professional development, according to student and/or teacher needs. ✓ Teachers participate in professional development throughout the school year, including during the school day (NCLBIT, Mathematics Support Specialist). ✓ On-going professional dialogue between teachers and leaders throughout the school day.
<p>Instructional Leadership</p>	<ul style="list-style-type: none"> • Principal has authority to select and assign staff without regard to seniority <p>With regard to employees covered by the teachers’ collective bargaining agreement, Article IX (C) authorizes the Superintendent to assign teachers to grade and subject. Additionally, Article X (B) specifies that seniority is one of three criteria for the selection of staff seeking transfers within the district. Article X (B) reads as follows:</p> <p>“When a vacancy occurs in a professional position, the Committee shall give due weight to the following criteria in determining transfers to fill said vacancies: Educational Preparation – Quality of performance within the educational profession – Length of service as a professional educator within the Worcester Public Schools.”</p> <p>With regard to Article X (B), a 2001 arbitration concluded that a Worcester Public Schools’ Principal could not give greater weight to performance or educational preparation than to is given to seniority. The Arbitrator wrote: “All three criteria have withstood the test of time and are entitled to equal weight.”</p> <p>Additionally, in June 2006, the Worcester Public Schools negotiated a provision regarding underperforming schools, which could authorize the principal of an underperforming school, with the approval of two-thirds of the faculty, to select and assign staff to positions in the school without regard to seniority. This provision reads as follows:</p> <p>“If a school is deemed underperforming by the Department of Education, the following will take place to develop a corrective plan:</p> <ol style="list-style-type: none"> 1. <i>The professional staff of the building along with the building administration and any appropriate DAB administrators will meet to mutually write an educational plan to bring the school out of underperforming status. This will be a jointly shared responsibility between staff and administration.</i> 2. <i>This plan may require the waiving of certain articles of the contract. The plan will also have a one-year duration.</i> 3. <i>The provisions of the contract that will not be altered are the following: Grievance procedure, leaves of absence, sick leave, reduction in force, dismissal of teachers and the salary grid.</i> 4. <i>Once the plan has been written, it shall be submitted to both the EAW Board of Directors and School Committee for approval. Such approval shall not be unreasonably withheld.</i> 5. <i>Once the plan has been approved by the EAW and the School Committee, it will be voted on by the EAW members in said building by Australian Ballot overseen by both EAW and Administration. In order for the plan to be approved, it must have 2/3 majority vote.</i> 6. <i>If during the course of the year the plan needs to be revised, the above process will</i>

govern.

7. *Time to write the plan will be provided during the school day; if not, the EAW members will be reimbursed at the afterschool rate.*
8. *The Association and the School Committee agree to abide by all rules, statutes, regulations and other laws promulgated by the Board of Education and implemented by the Department of Education.*

The District has successfully negotiated contract language which addresses the Department of Education's first Enabling Condition and complies with the No Child Left Behind Act requirement that school districts abide by collective bargaining agreements.

- ***The right personnel are on hand to do the needed work***

Burncoat Prep is adequately staffed and has an average class size of 17.6. In addition, full-time No Child Left Behind Implementation Teacher, full-time Mathematics Intervention teacher, and 2 full-time and one part-time certified teacher tutors.

In addition, at Burncoat Prep:

- ✓ The Burncoat Prep Principal will select and develop a qualified and effective leadership team in order to implement needed changes.
 - ✓ The Burncoat Prep Principal created intervention teams and an implementation schedule
 - ✓ The Burncoat Prep Principal works with district personnel to ensure that a sufficient number of certified and skilled teachers in order to provide necessary support for student learning – especially for ELL and Special Education.
 - ✓ The Burncoat Prep Principal collects teacher meeting data in order to provide immediate support and intervention needed to support effective teaching practices.
 - ✓ An additional second grade teaching position to decrease class size
 - ✓ The Math Support Specialist supports teachers with the Mathematic curriculum
- ***Principal has control over financial resources to successfully implement improvements***

Principals have complete authority to spend the funds in their instructional accounts for supplies, materials, and building-based professional development. Principals determine staffing assignments based on their assessment of building needs and budgeted positions.

- ***Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies***

In accordance with State statute, the WPS principals, using the DOE's Principles of Effective Teaching, formally evaluate teachers every two years.

In addition, the district requires that teachers weekly submit to principals their lessons which demonstrate that they are properly implementing the State's curriculum frameworks and using assessment data to inform instructional practices in their classrooms. Principals review, edit and monitor these lesson plans. Principals' ongoing supervision of teachers' performance informs and impacts teachers' evaluations, resulting in commendations, recommendations for additional staff development interventions, or progressive-discipline actions (reprimands, suspensions, or dismissal).

When evaluating teachers, WPS Principals are looking for satisfactory evidence of classroom performance which demonstrates that teachers are:

	<ul style="list-style-type: none"> • Teaching the content of State-mandated curriculum frameworks; • Implementing district-approved instructional materials (aligned with framework content); • Using data from multiple, valid assessments in order to personalize and improve classroom instruction for all students; and • Completing action steps contained in school improvement plans. <p>WPS Quadrant Managers, in turn, evaluate how well WPS principals assess their teachers' performance.</p>
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4. Planned Improvements:

What changes will the district make to get the essential personnel and conditions in place?

The District has provided resources to ensure that Burncoat Prep has the essential personnel and conditions in place including a building-based professional development coordinator (NCLBIT) who is experienced in working with the subgroups whose test scores were less than proficient. In addition, this school has one (1) full time intervention teacher and one (1) part-time tutor (certified teachers) who work with identified students as needing additional help to increase their proficiency.

All students participated in the Measures of Academic Progress (MAP) assessment program during the District's Fall 2006 testing period. All staff members will use MAP results to determine student's strengths and weaknesses differentiate instruction in an effort to address individual student needs, and engage parents as partners who will work with teachers to help all students achieve their identified MAP growth targets.

- ***How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?***

The principal has adjusted the schedule to include opportunities for teachers to collaborate and analyze data during weekly scheduled curriculum and data meetings.

The after-school program provides students the opportunity to work with those teachers who are most familiar with their needs. There are approximately 58 students enrolled in this program.

- ***What specific changes will the district make by September 2006, January 2007, and September 2007?***

September 2006

- ✓ Created Instructional Leadership Team
- ✓ Redesigned the schedule to include time for structured curriculum and data meetings
- ✓ Implemented an uninterrupted 120 minute literacy block
- ✓ Implemented peer observation model
- ✓ Trained in NCS Mentor program

January 2007

- ✓ Teachers will have completed over 4 hours of the mandated MAP training
- ✓ Every teacher in the school will know how to access MAP data reports and use them to effectively guide differentiated instruction for all learners, including English Language Learners and special education students.
- ✓ Primary level teachers will continue to participate in Reading First professional development
- ✓ All teachers will participate in best practices professional development

September 2007

The District is currently in the process of projecting our FY '08 budget from all funding sources: local, state, and federal. We are also preparing a five-year budget analysis. At this time, we are not able to determine additional changes which require additional resources.

We are encouraged that the State Board of Education is seeking from the Legislature \$25 million to support instructional improvements in underperforming schools. We are ready to collaborate with the Board of Education in order to convince the Legislature to appropriate these essential funds especially to increase enabling conditions for providing: 1. subject-matter coaches, 2. in-school academic remediation (including computer-based programs), 3. after-school academic remediation, and 4. instructional materials and supplies.

- *What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?*

Personnel from the school and District levels used multiple data sources (e.g., MCAS, MAP, MEPA) to determine the changes needed at Burncoat Prep for the 2006-2007 school year. In addition, we have used information from the fact finding report to help us to move towards improving instruction for all of our students.

5. Outcomes:

During the 2006-2007 school year, we expect the following changes in student learning

- ✓ Increased time on learning in ELA (double dosing) for identified students
- ✓ Small group and independent learning
- ✓ Structured teacher meeting format
- ✓ More teacher leader dialogue ---professional learning community
- ✓ More professional development to increase content knowledge

The formative MAP assessments continue to provide teachers with information needed to differentiate instruction for all of our students by setting individualized growth benchmarks that students should achieve during the school year.

6. Benchmarking Progress and Impact:

The District has several vehicles through which it will monitor progress and measure impact in meeting changed expectations for both the school organization and student learning. The building principal will meet with her Quadrant Manager to review MAP results and explain how teachers are using these data to inform instruction as well as to differentiate instruction for all students, including English Language Learners and special education students. To ensure that teachers are following both the Houghton Mifflin Reading and Everyday Math prescribed standards-based core programs, the Quadrant Manager, Manager of Elementary Initiatives, District Reading First Facilitator, and the District Mathematics Liaison will meet with the principal to review E-Walks. This review will provide insight into level of the teachers' fidelity of implementation to these core programs. The Quadrant Manager, accompanied by the Manager of Elementary Initiatives, will join the principal for classroom walk-throughs.

Quarterly, the Superintendent will visit the school and meet with the Deputy Superintendent, Quadrant Manager and principal to review formative assessment data and fidelity of implementing the instructional interventions and initiatives described in this plan.

The Quadrant Manager will ensure that the principal of Burncoat Prep will monitor frequently and closely the following areas to ascertain progress through the observation rubric used by the principal, assistant principals, and department heads:

- ✓ **Classroom Instruction**
 - standard based lessons
 - differentiated instruction
- ✓ **Lesson plans**
 - clearly written objectives
 - strategies to address skills
- ✓ **Common Planning Time**
 - prepare agendas and maintain a log of teacher activities
 - disaggregate MAP and MCAS data
 - analyze student work to inform instruction
 - share strategies to address skills
- ✓ **Peer Coaching and Observations**
 - shared best practices and intra-classroom and out-of-school observations
 - professional dialogue

**Worcester Public Schools
District Plan for Chandler Elementary School Intervention**

January 2007

1. Performance Targets:

	2005 CPI ELA	End of Cycle IV CPI ELA	Target Gain Cycle V ELA	Cycle V Improv.Target ELA
Aggregate	44.3	46.8	13.3	60.1
LEP	41.3	44.7	13.8	58.5
SPED				
Low Income	43.3	46.3	13.4	59.7
African American				
Asian/Pacific Islander				
Hispanic	40.9	45.4	13.7	59.1
White				

	2005 CPI Math	End of Cycle IV CPI Math	Target Gain Cycle V Math	Cycle V Improv.Target Math
Aggregate	37.7	41.1	14.7	55.8
LEP		36.0	16.0	52.0
SPED				
Low Income	38.0	41.2	14.7	55.9
African American				
Asian/Pacific Islander				
Hispanic	28.8	35.0	16.3	51.3
White				

**Please note that the target gains have been calculated to reflect the additional grades that will be tested in 2007.*

Using the Massachusetts Department of Education's 2005 and 2006 CPIs which the DOE included in their Adequate Yearly Progress (AYP) report, we calculated the baseline scores for Cycle V, In order to calculate the target gain, we used the formula: $100 - \text{baseline} / \# \text{ of cycles left}$. We are currently using our Measures of Academic Progress (MAP) data to provide teachers with the information that is necessary to tailor instruction using differentiated instruction for all of our students to ensure they achieve at higher levels on the MCAS.

We were able to calculate our performance targets in the aggregate for the students currently in Chandler Elementary School. In ELA for the 2006 MCAS Chandler Elementary increased in the Proficient/Advance and had a decrease in the Needs Improvement categories. Although there was that growth, 50% of the students were in the Warning categories.

In Mathematics for the 2006 MCAS Chandler Elementary had an increase in the Proficient/Advanced and decreased from 65% to 54% in the Warning categories. The percentage in Needs Improvement High and Low increased slightly.

After reviewing these improvement targets, we determined that our greatest challenges are to improve the performance of our LEP, Hispanic and low income students in the area of ELA and our LEP, Hispanic, and low income students in Mathematics.

The State has set the following performance goals for the next two years for students in the aggregate.

English Language Arts Performance Goals			
	Baseline 2006	2007	2008
CPI	46.8	55.7	60.1
Mathematics Performance Goals			
	Baseline 2006	2007	2008
CPI	41.1	50.9	55.8

2. Hypotheses:

Standards-based Teaching and Learning

The District has taken several steps to address the performance issues at Chandler Elementary, which serves 310 students in grades Pre-K through 6. In analyzing WPS schools' data, we determined that these solutions would be enacted system-wide. These steps address the practices that we believe inhibited, to some extent, the establishment of the conditions for effective practice. To address the district-wide lack of consistency in our core elementary level reading and mathematics programs, the district purchased Houghton Mifflin Reading (Fall 2005) and Everyday Math (Fall 2003).

We also noted that there appeared to be inconsistent practices for differentiating instruction for all students, particularly those subgroups of students who have not achieved AYP. To address this, the District implemented a formative assessment, Measures of Academic Progress (MAP). This system allows teachers to access real-time student data and then to individualize instruction by using the DesCartes Continuum of Learning which is based on the Massachusetts State frameworks. All WPS teachers are currently participating in a mandated eight (8) hour training that addresses all aspects of MAP assessment, including the use of the DesCartes Learning Continuum.

District personnel conducted an MCAS item analysis which inferred that teachers were not providing students with enough practice and strategies to effectively answer open-response questions. In response to this, all schools have a document which explicitly outlines the Houghton Mifflin program's writing program. The Manager of Curriculum and Staff Development is currently arranging workshops to strengthen teachers' work with the Houghton Mifflin writing program. The District requires teachers to complete all activities in this writing component.

The recommendations from the Fact Finding, key area Standards-based Teaching and Learning in ELA and Mathematics validated WPS findings. In addition to the initiatives above, Chandler Elementary is receiving services from the District's Elementary Reading facilitator and the Math Support Specialist to support the recommendations of

- ✓ helping teachers with developing instructional strategies for high order thinking
- ✓ developing peer coaching protocols
- ✓ to assist with centers and anchor activities

Informing Practice with Data

As stated previously, the District identified a lack of consistency with the type and frequency of formative assessments being used at Chandler Elementary and other Worcester public schools. This led to the district wide adoption of the Measures of Academic Progress (MAP). All teachers are currently attending

eight (8) hours of mandatory professional development for analyzing and using MAP data to guide classroom instruction.

Teachers are expected to conference with students to develop an action plan to help all students reach their MAP targeted growth goal. In doing so, teachers will implement differentiated strategies to address specific student needs. In order to assign appropriate materials, teachers will use a student's instructional level, derived from the MAP interval score and Lexile levels.

In addition, all Kindergarten and Grade 1 teachers administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment using hand-held Palm Pilots. The use of Palm Pilots insures that the tests are valid due to the automatic timing device incorporated into the software. Teachers use the DIBELS results for progress monitoring and student placement. Teachers, K-3, use DRA assessment results to inform instruction.

All teachers will be actively engaged in continuous and consistent review of data to move all students towards proficiency.

These conditions in place sustain the recommendations from this key area in the Fact Finding of using assessments to drive instruction, and for teachers to increase the use of probing questions as their assessment of their students' performance.

Time for Teachers and Students

At the elementary school level there is a minimum time requirement for both English Language Arts/Reading and Mathematics. The District instituted an ELA/Reading time requirement of 120 minutes as part of its assurances to the Reading First program. In addition, the District employs a three-tier reading model. In Tier I, the teacher provides all students with the opportunity to engage in core reading program activities for the first 60 minutes. In Tier 2, students requiring moderate intervention services receive an additional 30 minutes—in most schools the classroom teachers provide this intervention, however, at Chandler Elementary, there are three (3) intervention tutors to support these services. In Tier 3, students who require more immediate attention, receive an additional 30 minutes intervention (for a total of 60 (120 minutes) minutes). The greatest barrier to ensuring that students have access to tiers 2 and 3 is funding. In the past, the District provided the lowest quartile of Grade 1 students with Reading Recovery services. We have gone from 34 full-time Reading Recovery teachers who serviced over 700 students annually, to none due to loss of funds. Title I used to pay for these positions, prior to a \$3 million decline in the past three years. Our test scores have held flat, or declined, since we lost the funds that had provided these effective intervention services to our students.

At Chandler Elementary, intervention tutors provide additional services and support for ELL and Special Education students. These intervention tutors also provide ELA daily instruction in the 120 minutes ELA/Reading time. Students are assigned to ELA or Mathematic flexible groups according to their instructional levels determined by the data.

Chandler Elementary provides CPT bi-weekly during the Monday meetings and monthly component meetings. This time is devoted to planning lessons that address their students' needs according to the data. This also addresses the recommendation stated in this key area in the Fact Finding Report.

Instructional Leadership

The District leadership identified the monitoring of the implementation and delivery of core programs as a district-wide issue. The District worked with X-Media to develop a series of E (electronic)-Walks to ensure there was fidelity of program implementation for the Houghton Mifflin Reading and Everyday Math programs as well as for the Making Meaning comprehension program. Principals follow a district-mandated schedule of classroom walkthroughs. District personnel monitor the frequency and results of these walkthroughs and the Quadrant Manager addresses any identified implementation issues with the principals.

The Worcester Public Schools administration is moving towards a more adaptive leadership model. The principal at Chandler Elementary has several structures in place that reflect the tenets of this model. The principal has created a leadership team whose members are responsible for implementing effective

professional development, monitoring teacher instruction and student learning, encouraging teacher leadership, and implementing effective best practices strategies. In addition to the formal evaluations and district-required walkthroughs, the principal conducts informal walkthroughs and multiple classroom observations as well as individual professional dialogues.

The principal at Chandler Elementary has designed a “coaching team” to support teachers with instructional techniques and strategies. The team consists of the principal, the assistant principal, the NCLBIT and the Math Intervention Teacher (MIT).

All the information described above sustains the recommendation of the Fact Finding team in this key area.

3. Assessment of Necessary Conditions:

Levers	Essential Enabling Conditions
<p>Standards-based Teaching and Learning</p>	<ul style="list-style-type: none"> <p>• <i>Curricula are aligned to State Frameworks in core content areas</i> In addition to the existing English Language Arts curriculum, the Worcester Public Schools has revised, and the Worcester School Committee has approved, both its Mathematics and Science and Technology curricula to reflect the Massachusetts Department of Education changes. The most current versions of these documents are available to all teachers both in hard copy, available at the schools, and on the Worcester Public Schools web site which teachers can easily access in their classrooms.</p> <p>The district has purchased software, E Walk, and implemented a hand-held computer-based monitoring process. Elementary principals complete E-WALKS by utilizing hand-held Palm Pilots to record evidence for classroom implementation of scope and sequence content.</p> <p>The Chandler Elementary principal requires that all teachers use the Chandler Elementary lesson plan template to ensure that teachers address the state standards and identify specific skills they will teach. The staff at Chandler Elementary adheres to all WPS Curricula when planning lessons and delivering instruction.</p> <p>In summation, the Worcester Public Schools does implement curricula that are aligned to state frameworks in the core academic subjects.</p> <p>• <i>Two full-time ELA and Mathematics subject area coaches provide faculty with consistent classroom observation and feedback on the quality of instructional practices.</i></p> <p>Elementary Every elementary school has a full time coach, the No Child Left Behind Implementation Teacher (NCLBIT), who is accountable for providing resources, training, and support for classroom teachers. In addition, NCLBITs are accountable for continually assessing students needs, determining best practices, and evaluating current research to ensure that the students are receiving scientifically research-based instruction in the areas of English Language Arts and Mathematics. The NCLBITs enter electronically, on a weekly basis, a log of their activities. This data includes: classrooms visited, content area, type of activity, and time on task. District level personnel maintain and audit the NCLBIT logs. In addition, Dr. David Pearson, Dean, University of California, Berkley has trained NCLBITs to use the Pearson Literacy Observation Survey. District personnel will work with school based personnel to use the results of this observation tool to determine successful school-based</p>

	<p>literacy practices.</p> <p>The principal at Chandler Elementary has worked with staff and district personnel to implement the following services:</p> <ul style="list-style-type: none"> ✓ Three (3) part-time intervention tutors provides support for students in grades 1-6. ✓ A full-time NCLBIT provides support to classroom teachers by modeling best practices and providing professional development in ELA, Math, MAP and Making Meaning. (and analyzing data to inform classroom instruction) ✓ The “Coaching Team” provides support to classroom teachers by modeling best practices and providing professional development in ELA, Math, MAP,,Making Meaning and PBIS strategies. ✓ The principal provides opportunities for teachers to take part in peer observations in classrooms where teachers model effective teaching practices. The administration provides time for professional dialogue between the two teachers after the peer observation.
	<ul style="list-style-type: none"> • <i>Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math</i> <p>In addition to using extensive item analyses from the MCAS, as well as an analysis of the MEPA, the District provides funding to purchase the following cumulative interim assessments as well the necessary training which ensures that all teachers are using these assessments to improve student academic achievement.</p> <p>Measures of Academic Progress (MAP): Over the past three years, the School Committee and District personnel identified implementation of value-added assessment as a district priority. During the 2004-2005 school year, 7 schools piloted the North West Research Association’s (NWEA) <u>Measures of Academics Progress (MAP)</u> computerized assessments. Positive feedback from pilot-site personnel combined with a district analysis of MCAS scores influenced the decision to implement this program in all Worcester Public School sites immediately. During the 2005-2006 School Year the District increased MAP in all WPS schools. The district has provided professional development for administrators and teachers in the areas of test administration, interpreting test results, and applying data to effective instructional practices linked to the district curriculum and the Massachusetts Curriculum Frameworks.</p> <p>All students in grades 2 through 9 will participate in MAP testing three times during the 2006-2007 school year. In addition, tenth graders who failed to pass 7th or 8th grade MCAS will also participate in testing. The District has added two new MAP components: 1. a new reporting system, the Dynamic Reporting Suite, which allows teachers to access and use MAP data more efficiently and 2. the Knowledge Academy, a series of online professional development trainings that are available on demand to District staff.</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS): As a result of the district’s participation in the Massachusetts Reading First Initiative, the District adopted this value-added assessment for all students in Kindergarten and Grade 1 during Fall 2005. The district has provided training for 143 classroom teachers to enable them to administer these</p>

assessments via hand-held Palm Pilots to 5,080 students. In addition, the District contracted with a Massachusetts Department of Education Partner, IDEALS Consultants, to provide training which provides teachers with the skills necessary to use these data to improve reading instruction for all students.

Developmental Reading Assessment (DRA): As a result of our partnership with the Massachusetts Department of Education in the Reading Excellence program, the District continues to use this assessment for all students in Grades K-3; 7,409 students participated in this assessment which identifies a student’s independent reading level.

In addition, teachers at Chandler Elementary:

- ✓ Use Houghton Mifflin Unit assessments, and Everyday Math Unit assessments to drive instruction in their classrooms.
- ✓ Use information recorded on spreadsheets to identify students meeting benchmarks as well as those needing immediate intervention.
- ✓ Use Making Meaning assessments

The following *Table 1* contains data which indicate how many students the Worcester Public Schools assessed using formative/value-added data.

Students Assessed During the 2005-2006 School Year

<u>ASSESSMENT</u>	<u>GRADE</u>	<u>STUDENTS ASSESSED</u>
MAP	Grades 2-10	14,226
MATH ASSISTMENTS	Grade 8	1,599
DIBELS	Grades K-1	3,742
DRA	Grades K-3	5,177
ESI	PK and K	1,849

- ***Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions***

The NWEA MAP professional development addresses three (3) principles:

- Continuous academic growth for every child;
- Intense internal accountability at a school level; and
- Accelerated growth of at-risk students.

Through the NWEA training, administrators and teachers develop strategies to interpret and make use of assessment data to improve student achievement. Teachers and principals learn how to use MAP data to plan lessons in accordance with state frameworks. Teachers also are participating in workshops to gain techniques to apply MAP data for effective classroom instructional practices. NWEA provided these professional development sessions during October 2005, January 2006, and August 2006.

Classroom teachers, in-school intervention specialists, and after-school tutoring personnel use the MAP data and the accompanying instructional level reports. Those schools identified as “*in need of improvement*” have remedial, out-of-school time programs that use these MAP data to individualize instruction for all students. .

MCAS item analysis reports: Annually the district generates and disseminates to principals,

teachers and curriculum support staff detailed MCAS item analysis reports of MCAS items for each school in English, math and science. Principals, teachers and curriculum support staff use these data when developing school improvement plans.

Test Wiz : The district provides each school with a copy of the Test Wiz disk. This disk includes the most current MCAS data for all students currently in the school. The district offers training on how to use these data. Principals and teachers use Test Wiz to identify students' strengths and weaknesses in specific curriculum-framework content. The principal and school staff address these curriculum-need areas in the school improvement plan. Teachers develop Individual student success plans for the high school remediation programs using Test Wiz data

In addition, Chandler Elementary staff use MAP data to identify "at risk" students for participation in both in-school and out-of-school-time intervention programs.

District staff generates the following student- performance data documents:

- Interim reports: Every five weeks, the district generates and mails to middle school parents interim progress reports which cite students' progress and attendance in all academic subjects.
- Report cards: Quarterly the district generates and mails to parents of middle and high school students report cards which detail students grades and attendance in all academic subjects.
- Student Snapshots: This document provides individual student information which provides teachers with an overview of student services and pertinent information. The Student Snapshots include:
 - Attendance data
 - Enrollment history
 - Bilingual and/or Special Education services information
 - Test Data: Currently includes MCAS, MEPA, DRA, and DIBELS information

Individual Student Data Analysis: The District has recently developed a process and format for teachers to analyze multiple data sources of student achievement: MCAS; MAP; interim/term grades; and identified gaps among the multiple data sources. Teachers will then identify appropriate instructional strategies and student accommodations to improve student achievement in both ELA and Math.

Student interventions, based on data analysis, in place at Chandler Elementary include the following:

- ✓ A Math Intervention Teacher (MIT) provides additional math instruction in a small group setting. During the course of the school year, the MIT will service approximately 38 students, including students from ELL and SPED subgroups, from grade 1 to grade 6. Teachers identify students based on MCAS, MEPA, and MAP results. In addition, the MIT coaches and models for teachers with best practices and develops their content knowledge in math.
- ✓ Three (3) intervention tutors provides services for grades 1-6 students whom teachers have identified as needing additional service.

	<ul style="list-style-type: none"> ✓ Four (4) special education teachers provide services to 56 students with Individualized Education Plans. Both inclusion and pull out models are employed. ✓ Two (2) English as a Second Language teachers provide intervention to approximately 100 English Language Learners as required by regulations. ✓ The NCLBIT maintains and makes available spreadsheets detailing individual student data profiles. ✓ Teachers participate in bi-weekly data meetings to identify students and create intervention plans that include differentiation of instruction. Plans are monitored and adjusted on a bi-weekly basis.
<p><i>Time for Teachers and Students</i></p>	<ul style="list-style-type: none"> • <i>There is adequate time for student learning for ELA and math on a daily/weekly basis</i> <p>English Language Arts</p> <p>Elementary: As part of a commitment to both the <u>Reading First</u> and <u>Making Meaning</u> study initiatives, the Worcester Public Schools has implemented a 120-minute per day literacy block in grades K-6. The Worcester Public Schools Three-Tier Reading Model, which mirrors the MA Department of Education’s literacy model. It addresses the concept of focused skill development instruction in the five essential reading components outlined in <u>Reading First</u>, as well as, the elements for the both the core and intervention programs. The district has committed over \$1.3 million to adopt the Houghton Mifflin core <i>reading</i> program, district-wide, for the 2005 – 2006 school year. The Worcester Public Schools consulted the MA Department of Education’s Reading Office before selecting these materials. In addition, the Worcester Public Schools worked with the MA Department of Education’s Reading Office to identify and purchase appropriate reading intervention materials for those schools identified as “in need of improvement.”</p> <p>In order to improve students’ proficiency in English Language Arts, the principal and staff at Chandler Elementary have implemented and supported the following instructional initiatives and services.</p> <ol style="list-style-type: none"> 1. There is a full-time Mathematics Intervention teacher and three part-time tutors who provide support services to students and along with the NCLBIT provide support to teachers. 2. Houghton Mifflin Reading Program: All teachers, Pre-k to 6, are implementing the scientifically research-based literacy program. At Chandler Elementary, the Pre-k class is piloting the Houghton Mifflin Reading Program this year. 3. Making Meaning: All teachers, grades K-6, are implementing this comprehensive program. 4. Early Reading Intervention (ERI): All Kindergarten teachers and instructional assistants have participated in this program designed to support students who require the Tier 3 intervention program. 5. English Language Learners: In order to meet the needs of the ELL subgroup, there are two English as a Second Language teachers who provide services to 100 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools’ curriculum which is aligned to the state curriculum frameworks. ESL teachers use the MEPA, MELA-O, MCAS, DRA and MAP results to differentiate instruction for ELL students. ESL teachers participate in the intervention model trainings. 6. Special Education Services: In order to meet the needs of the Special Education subgroup, there are four teachers who provide services to 56 students in accordance

with the DOE guidelines. The special education teachers use the Worcester Public Schools' curriculum which is aligned to the state curriculum frameworks. Special education teachers also use MCAS, MEPA, DRA and MAP results to differentiate instruction for special education students.

Mathematics

The Worcester Public Schools has implemented a 60-minute mathematics block for all students, K-6. This program provides specific teaching strategies for working with students in our LEP and SPED subgroups. In addition, mathematics intervention teachers provide additional support for those students needing additional skills and strategies. The District is in the fourth full year of using the standards-based Everyday Math program. Chandler Elementary has a 90 minute block for math instruction.

The District monitors these initiatives by analyzing reports *generated* from principals' E-Walks. The District Leadership Team reviews monthly reports and uses them to identify appropriate professional development activities that address specific curriculum areas and skills.

When applying for additional grant resources to supplement these two curriculum areas, the District gives preference to those schools identified as "*in need of improvement.*" For example, three elementary schools and one middle school identified as needing improvement are Comprehensive School Reform (CSR) recipients for a mathematics program. Our Mathematics Support Specialist is working closely with the Massachusetts Department of Education's Mathematics Division to identify appropriate resources. Chandler Elementary is a recipient of the CSR grant. The following topics for professional development have been provided by the Mathematics Support Specialist:

- ✓ Mathematical content for teachers
- ✓ Mathematical pedagogy
- ✓ Curriculum mapping
- ✓ Coaching/peer observations for EDM lessons
- ✓ Pacing and scope and sequence in EDM
- ✓ WPS Mathematics Curriculum
- ✓ Massachusetts Mathematical Institute during Summer 2006 (8 staff members participated in the two week institute)

In order to improve students' proficiency in Mathematics, the principal and staff at Chandler Elementary have implemented and supported the following instructional initiatives and services.

1. Everyday Mathematics: All students, grades K-6, participate in the Everyday Math program during a prescribed 90 minute mathematics block.

2. English Language Learners: In order to meet the needs of the ELL subgroup, there are two English as a Second Language teachers who provide services to 100 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MELA-O, MCAS, DRA and MAP results to differentiate instruction for ELL students. ESL teachers participate in the intervention model trainings.

3. Special Education Services: In order to meet the needs of the Special Education

subgroup, there are four teachers and one part time who provide services to 56 students in accordance with the DOE guidelines. The special education teachers use the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. Special education teachers also use MCAS, MEPA, **DRA** and MAP results to differentiate instruction for special education students.

- *Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction and after school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development*

We agree with the research which shows that intervention services are a critical component necessary for students to increase their achievement levels. Our data have indicated that both in-school and out-of-school resources are effective in helping our students achieve at higher levels, especially at the high school level. The following table outlines how diminished resources have decreased WPS elementary school intervention programs.

Table 1: Status of Elementary School Level Interventions

	Number of Positions	Decline 2005 to 2006				
Program	2002-2003	2003-04	2004-05	2005-06	2006-07	
<i>Reading Recovery</i>	30	0	0	0	0	0%
<i>Elementary Reading Intervention Small Group</i>	18.5	34.5	32.5	25.5	12	-53%
<i>Elementary Math Initiatives</i>	8	22.5	23.5	20.5	8	-61%
<i>Full Day Preschools</i>	52	0	0	0	0	0%
<i>Half Day Preschools</i>	0	26	26	26	26	0%
<i>Tutors</i>	75	47	46	58	50	-14%

	2003-2004	2004-2005	2005-2006	Change
AFTERSCHOOL				
<i>Elementary Students</i>	1717	1327	1587*	+16%
Program Length	124 HOURS	124 HOURS	124 HOURS	0
<i>Middle School Students</i>	447	702	376	-46%
Program Length	128 HOURS	192 HOURS	192 HOURS	0
<i>High School Students</i>	259	573	965	+68%
Program Length		90 HOURS	102 HOURS	+13%
SUMMER SCHOOL				
<i>Elementary Students</i>	972	1376	940	-32%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%

<i>Middle School Students</i>	420	656	572	-13%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>High School Students</i>	862	738	795	+7%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%

Students in the Worcester Public Schools are faced with a “double whammy”. That is, the students are receiving fewer intervention services both during the school day and outside of the school day. Table 1 data indicate that 59% fewer services are available during the school day and similarly the time-on-task on after school programs have been reduced.

Costs to provide additional intervention services

In order to provide the students who attend just the nine WPS underperforming schools with the appropriate level of intervention services, it would cost \$5,712,000. We calculated this rate using the total number of students in these schools who did not score at the proficient level (2,856) and multiplied it by the approximate costs for student, of \$2,000.

The Chandler Elementary principal has allocated staff to provide intervention services, in both ELA and Math, for those students identified as being at-risk on MCAS, MAP, MEPA, DRA and other assessments.

- ✓ A Math Intervention Teacher (MIT) provides additional math instruction in a small group setting. During the course of the school year, the MIT will service approximately 38 students, including students from ELL and SPED subgroups, from grade 1 to grade 6. Teachers identify students based on MCAS, MEPA, **DRA** and MAP results. In addition the MIT coaches teachers with best practices and develops their content knowledge in math.
- ✓ Intervention tutors provide services for grades 1-6 students whom teachers have identified as needing additional service. Teachers use test results from DIBELS, DRA , MAP and MCAS to select students.
- ***There is adequate weekly and annual time for teachers to discuss student progress, curriculum issues, instructional practice, and improvement efforts – in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning***

Recognizing the need for common planning time, in addition to required contractual meetings, the district strives to schedule itinerants (music, art, physical education, health) according to principals’ requests. This, in turn, supports the principals’ efforts to schedule common planning/networking for teachers on a bi-weekly basis. The District requires that teachers attend 90 minute meetings, twice monthly, to discuss curriculum, instruction, assessment and data analysis.

The Manager of Curriculum and Professional Development meets twice a month with district liaisons to analyze data, review curriculum, provide feedback on curriculum implementation and determine the focus for professional development.

	<p>All teachers participate in, at a minimum, the equivalent of 9.3 days of professional development. The breakdown for this time is:</p> <ul style="list-style-type: none"> 3 days school-based staff development 1.3 days district wide MAP training 5 days Principals' monthly meetings (2 per month) on curriculum issues and instructional improvement <p>In addition, many teachers will receive additional staff development when coaches work with them in their classrooms, when they complete school-based staff development activities, or when they attend summer institutes or workshops.</p> <p>The Chandler Elementary leadership team and teachers have worked with District personnel to provide the following professional development:</p> <ul style="list-style-type: none"> ✓ In addition to the three preparation periods, all teachers attend monthly curriculum meetings. Agenda and meeting minutes are submitted to principal weekly and maintained in grade level binder. ✓ Data/intervention meetings are offered each month. Agenda and meeting minutes are submitted to the principal, teachers, and maintained in grade level binder. This will provide for more consistent leadership representation during teacher meetings. ✓ Second monthly staff meeting is dedicated to professional development and data analysis, according to student and/or teacher need. ✓ Professional development is offered to teachers throughout the school year, including during the school day (NCLBIT/MIT/AP). ✓ Professional development is offered to teachers throughout the school year, including during the school day (Mathematics Support Specialist). ✓ On-going professional dialogue between teachers and leaders takes place throughout the school day. ✓ Site visits to other CSR schools are arranged to provide teachers with examples of best practices support and techniques. ✓ 80% of the Chandler Elementary staff participated in a two day summer MAP training.
<p>Instructional Leadership</p>	<ul style="list-style-type: none"> • Principal has authority to select and assign staff without regard to seniority <p>With regard to employees covered by the teachers' collective bargaining agreement, Article IX (C) authorizes the Superintendent to assign teachers to grade and subject. Additionally, Article X (B) specifies that seniority is one of three criteria for the selection of staff seeking transfers within the district. Article X (B) reads as follows:</p> <p>“When a vacancy occurs in a professional position, the Committee shall give due weight to the following criteria in determining transfers to fill said vacancies: Educational Preparation – Quality of performance within the educational profession – Length of service as a professional educator within the Worcester Public Schools.”</p> <p>With regard to Article X (B), a 2001 arbitration concluded that a Worcester Public Schools' Principal could not give greater weight to performance or educational preparation than to is given to seniority. The Arbitrator wrote: “All three criteria have withstood the test of time and are entitled to equal weight.”</p> <p>Additionally, in June 2006, the Worcester Public Schools negotiated a provision regarding</p>

underperforming schools, which could authorize the principal of an underperforming school, with the approval of two-thirds of the faculty, to select and assign staff to positions in the school without regard to seniority. This provision reads as follows:

“If a school is deemed underperforming by the Department of Education, the following will take place to develop a corrective plan:

1. *The professional staff of the building along with the building administration and any appropriate DAB administrators will meet to mutually write an educational plan to bring the school out of underperforming status. This will be a jointly shared responsibility between staff and administration.*
2. *This plan may require the waiving of certain articles of the contract. The plan will also have a one-year duration.*
3. *The provisions of the contract that will not be altered are the following: Grievance procedure, leaves of absence, sick leave, reduction in force, dismissal of teachers and the salary grid.*
4. *Once the plan has been written, it shall be submitted to both the EAW Board of Directors and School Committee for approval. Such approval shall not be unreasonably withheld.*
5. *Once the plan has been approved by the EAW and the School Committee, it will be voted on by the EAW members in said building by Australian Ballot overseen by both EAW and Administration. In order for the plan to be approved, it must have 2/3 majority vote.*
6. *If during the course of the year the plan needs to be revised, the above process will govern.*
7. *Time to write the plan will be provided during the school day; if not, the EAW members will be reimbursed at the after school rate.*
8. *The Association and the School Committee agree to abide by all rules, statutes, regulations and other laws promulgated by the Board of Education and implemented by the Department of Education.*

The District has successfully negotiated contract language which addresses the Department of Education’s first Enabling Condition and complies with the No Child Left Behind Act requirement that school districts abide by collective bargaining agreements.

• ***The right personnel are on hand to do the needed work***

Chandler Elementary is adequately staffed and has an average class size of 18.2. In addition, a full-time No Child Left Behind Implementation Teacher, full-time Mathematics Intervention teacher, and an assistant principal to support curriculum initiatives and instructional staff.

In addition, at Chandler Elementary:

- ✓ The Chandler Elementary Principal will select and develop a qualified and effective leadership team in order to implement needed changes.
- ✓ The Chandler Elementary Principal created intervention teams and an implementation schedule
- ✓ The Chandler Elementary Principal works with district personnel to ensure that a sufficient number of certified and skilled teachers provide necessary support for student learning – especially for ELL and Special Education.
- ✓ The Chandler Elementary Principal collects teacher meeting data in order to

	<p>provide immediate support and intervention needed to support effective teaching practices.</p> <ul style="list-style-type: none"> ✓ The Math Support Specialist supports teachers with the Mathematics curriculum • <i>Principal has control over financial resources to successfully implement improvements</i> <p>Principals have complete authority to spend the funds in their instructional accounts for supplies, materials, and building-based professional development. Principals determine staffing assignments based on their assessment of building needs and budgeted positions.</p> <ul style="list-style-type: none"> • <i>Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies</i> <p>In accordance with State statute, the WPS principals, using the DOE's Principles of Effective Teaching, formally evaluate teachers every two years.</p> <p>In addition, the district requires that teachers weekly submit to principals their lessons which demonstrate that they are properly implementing the State's curriculum frameworks and using assessment data to inform instructional practices in their classrooms. Principals review, edit and monitor these lesson plans. Principals' ongoing supervision of teachers' performance informs and impacts teachers' evaluations, resulting in commendations, recommendations for additional staff development interventions, or progressive-discipline actions (reprimands, suspensions, or dismissal).</p> <p>When evaluating teachers, WPS Principals are looking for satisfactory evidence of classroom performance which demonstrates that teachers are:</p> <ul style="list-style-type: none"> • Teaching the content of State-mandated curriculum frameworks; • Implementing district-approved instructional materials (aligned with framework content); • Using data from multiple, valid assessments in order to personalize and improve classroom instruction for all students; and • Completing action steps contained in school improvement plans. <p>WPS Quadrant Managers, in turn, evaluate how well WPS principals assess their teachers' performance.</p>
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4. Planned Improvements:

What changes will the district make to get the essential personnel and conditions in place?

The District has provided resources to ensure that Chandler Elementary has the essential personnel and conditions in place. A building-based professional development coordinator (NCLBIT) is experienced in working with the subgroups whose test scores were less than proficient. In addition, this school has one (1) full time Math Intervention Teacher and (3) part-time tutors who work with students identified as needing additional help to increase student achievement.

All students participated in the Measures of Academic Progress (MAP) assessment program during the District's Fall 2006 testing period. All staff members will use MAP results to determine student's strengths and weaknesses differentiate instruction in an effort to address individual student needs, and engage parents as partners who will work with teachers to help all students achieve their identified MAP growth targets.

- ***How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?***

The principal has adjusted the schedule to include opportunities for teachers to collaborate and analyze data during weekly scheduled curriculum and data meetings.

The after school program provides students in grades 3-6 the opportunity to work with those teachers who are most familiar with their academic and social needs. There are approximately 65 students enrolled in **this program which runs 3 hours per day/four days a week.**

- ***What specific changes will the district make by September 2006, January 2007, and September 2007?***

September 2006

- ✓ Created Instructional Leadership Team
- ✓ Redesigned the schedule to include time for structured curriculum and data meetings
- ✓ Implemented a 120 minute literacy block
- ✓ Implemented a 90 minute math block
- ✓ Implemented peer observation model
- ✓ Trained in NCS Mentor program
- ✓ Prepare and submit an Expanding Learning Time Planning Grant

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- ✓ Teachers will have completed over 4 hours of the mandated MAP training
- ✓ Every teacher in the school will know how to access MAP data reports and use them to effectively guide differentiated instruction for all learners, including English Language Learners and Special Education Students.
- ✓ All teachers will continue to participate in professional development opportunities to enhance effective instructional practices and strategies.
- ✓ All teachers will implement the acquired knowledge, best practices and strategies as a result of effective professional development.
- ✓ Continue to plan for the Expanding Learning Time school redesign.

- ✓ **September 2007**

The District is currently in the process of projecting our FY '08 budget from all funding sources: local, state, and federal. We are also preparing a five-year budget analysis. At this time, we are not able to determine additional changes which require additional resources.

We are encouraged that the State Board of Education is seeking from the Legislature \$25 million to support instructional improvements in underperforming schools. We are ready to collaborate with the Board of Education in order to convince the Legislature to appropriate these essential funds especially to increase enabling conditions for providing: 1. subject-matter coaches, 2. in-school academic remediation (including computer-based programs), 3. after-school academic remediation, and 4. instructional materials and supplies.

Chandler Elementary School has been awarded a DOE Expanded Learning Time Planning Grant to redesign the school day. Currently, we are at the planning stage in accordance to DOE requirements to increasing student time on learning by 25 percent. The proposed school redesign will enable us to provide additional ELA and Math instructional time during school day. Both ELL and SPED subgroups will have increased daily instructional time as a result of the expanded learning time. In addition, professional development for all instructional personnel will be embedded into the school day as a result of the expanded school day. Most importantly, the proposed school redesign will not only provide additional academic support but enrichment opportunities for all students in grades PK-6 at Chandler Elementary School.

- *What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?*

Personnel from the school and District levels used multiple data sources (e.g., MCAS, MAP, MEPA) to determine the changes needed at Chandler Elementary for the 2006-2007 school year.. In addition, we have used information from the fact finding report to help us to move towards improving instruction for all of our students.

5. **Outcomes:**

During the 2006-2007 school year, several changes in student learning will be observable in the school:

- ✓ Increased time on learning in ELA/Math (double dosing) for identified students
- ✓ Small group and independent learning opportunities
- ✓ Structured teacher meeting format to facilitate CPT.
- ✓ More teacher leader dialogue to strengthen the professional learning community
- ✓ More professional development to increase content knowledge and its application to effective classroom instruction.

The formative MAP assessments continue to provide teachers with information needed to differentiate instruction for all of our students by setting individualized growth benchmarks that students should achieve during the school year.

6. **Benchmarking Progress and Impact:**

The District has several vehicles through which it will monitor progress and measure impact in meeting changed expectations for both the school organization and student learning. The building principal will meet with her Quadrant Manager to review MAP results and explain how teachers are using these data to inform instruction as well as to differentiate instruction for all students, including English Language Learners and special education students. To ensure that teachers are following both the Houghton Mifflin Reading and Everyday Math prescribed standards-based core programs, the Quadrant Manager, Manager of Elementary Initiatives, District Reading First Facilitator, and the District Mathematics Liaison will meet with the principal to review E-Walks. This review will provide insight into level of the teachers' fidelity of implementation to these core programs. The Quadrant Manager, accompanied by the Manager of Elementary Initiatives, will join the principal for classroom walk-throughs.

Quarterly, the Superintendent will visit the school and meet with the Deputy Superintendent, Quadrant Manager and principal to review formative assessment data and fidelity of implementing the instructional interventions and initiatives described in this plan.

The Quadrant Manager will ensure that the principal of Chandler Elementary will monitor frequently and closely the following areas to ascertain progress through the observation rubric used by the principal, assistant principals, and department heads:

- ✓ **Classroom Instruction**
 - standard based lessons
 - differentiated instruction
- ✓ **Lesson plans**
 - clearly written objectives
 - strategies to address skills
 - establishing a school-wide lesson plan format
- ✓ **Common Planning Time**
 - prepare agendas and maintain a log of teacher activities
 - disaggregate MAP, MCAS DRA and DIBELS data
 - analyze student work to inform instruction
 - share strategies to address skills
- ✓ **Peer Coaching and Observations**
 - coaching team will develop a peer coaching model to support teachers
 - shared best practices and intra-classroom and out-of-school observations
 - professional dialogue

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1. Performance Targets:

	2005 CPI ELA	End of Cycle IV CPI ELA (2006)	Target Gain Cycle V ELA	Cycle V Improv.Target ELA
Aggregate	77.9	76.4	5.9	82.3
LEP	51.7	50.0	12.9	62.5
SPED	56.3	52.4	11.9	64.3
Low Income	69.3	67.8	8.1	75.9
African American	68.8	68.3	7.9	76.5
Asian/Pacific Islander	85.5	84.7	3.8	88.5
Hispanic	64.1	64.3	8.9	73.2
White	85.6	81.7	4.6	86.3

	2005 CPI Math	End of Cycle IV CPI Math (2006)	Target Gain Cycle V Math	Cycle V Improv.Target Math
Aggregate	54.2	55.4	11.2	66.6
LEP	38.1	38.2	15.5	53.7
SPED	31.3	32.1	17.0	49.1
Low Income	46.1	46.2	13.5	59.7
African American	39.3	40.4	14.9	55.3
Asian/Pacific Islander	63.9	70.6	7.4	78.0
Hispanic	41.6	41.9	14.5	56.4
White	60.8	62.2	9.5	71.7

**Please note that the target gains have been calculated to reflect the additional grades that will be tested in 2007*

Using the Massachusetts Department of Education's 2005 and 2006 CPIs which the DOE included in their Adequate Yearly Progress (AYP) report, we calculated the baseline scores for Cycle V. In order to calculate the target gain, we used the formula: $100 - \text{baseline} / \# \text{ of cycles left}$. This enables us to determine the Cycle V improvement targets.

We were able to calculate our performance targets in the aggregate for the students currently attending Forest Grove Middle School (FGMS). Testing results for the 2006 MCAS indicated that in ELA 49% of the 7th grade students were in the proficient/advanced category. However, 37% still remain in the needs improvement categories and 14% in the warning categories. In Mathematics 30% of the 8th grade students were in the proficient/advanced category. Although the percentages in warning high and low categories did show a decrease, 28% of the 8th grade students were in the needs improvement high and low categories.

After reviewing these improvement targets, we determined that our greatest challenges are to improve the performance of our Special Education, LEP, Hispanic and low income students in the area of ELA and our Special Education, LEP, African American and Hispanic students in Mathematics.

We will correlate these data to our Measures of Academic Progress (MAP) data to provide teachers with the information necessary to tailor instruction to meet the differentiated needs of our targeted subgroups to ensure that they achieve at higher levels on the MCAS.

We have set the following performance goals for students in the aggregate. Once we have the breakdown of our subgroup CPI's, we will establish our performance goals for subgroups, as well.

	English Language Arts Performance Goals		
	Baseline 2006	2007	2008
CPI	76.4	80.3	82.3
	Mathematics Performance Goals		
	Baseline 2006	2007	2008
CPI	55.4	62.8	66.5

2. Hypotheses:

Standards-based Teaching and Learning

The District has taken several steps to address the performance issues at FGMS. In analyzing WPS schools' data, we determined that these solutions would be enacted system-wide. These steps address the practices that we believe inhibited, to some extent, the establishment of the conditions for effective practice. To address the district-wide lack of consistency in our core middle school level mathematics programs, the district fully implemented the Connected Math Program (CMP), Fall 2005.

In addition to the aforementioned initiative, WPS is addressing FGMS' Fact Finding recommendations in Standard-Based Teaching and Instruction in Mathematics by providing on-going professional development through America's Choice. The professional development addresses the following math content

- ✓ math pedagogy
- ✓ Higher Order Thinking Skills related to CMP
- ✓ differentiated instruction for an inquire-based program
- ✓ assessing student work against the standards
- ✓ quality questioning techniques
- ✓ trainers coach and provide feedback immediately after teachers have attended the professional development

We also noted that there appeared to be inconsistent practices for differentiating instruction for all students, particularly those subgroups of students who have not achieved AYP. To address this, the District implemented a formative assessment, Measures of Academic Progress (MAP). This system allows teachers to access real-time student data and provide students with individualized instruction through the teachers' use of the DesCartes Continuum of Learning which is based on the Massachusetts State frameworks. All WPS teachers are currently participating in a mandated eight (8) hour training that addresses all aspects of MAP assessment, including the use of the DesCartes Learning Continuum.

District personnel conducted an MCAS item analysis which inferred that teachers were not providing students with enough practice and strategies to effectively answer open-response questions. In response to this, the district is currently preparing to pilot writing programs. Among these are: 1. Great Source's program, Write Source, Writers' Express and 2. Pearson. FGMS is currently using a 7-8 continuum model, Writing to Learn, which infuses writing in all curricula areas. The teachers are also implementing literature circles for grades 7-8 students in all subject areas.

Our hypothesis on differentiated instruction was verified in the FGMS's Fact Finding review in Standards-based Teaching and Learning in ELA. The following systems are in place to address the recommendations

ELA District Liaison provides coaching through modeling effective strategies, providing SRB materials, and lesson planning

- ✓ Teachers participate in CPT 3 periods a week and FGMS teachers use various protocols to students specific needs

Informing Practice with Data

As stated previously, the District identified a lack of consistency with the type and frequency of formative assessments being used at FGMS and other Worcester public schools. This led to the district-wide adoption of the Measures of Academic Progress (MAP). During the Summer, teachers in WPS' underperforming schools completed 15 hours of MAP training. During the 2006-07 School Year, all WPS teachers are completing eight (8) hours of mandatory professional development in interpreting and using MAP results and reports.

Teachers are expected to conference with students to develop an action plan to help all students reach their MAP targeted growth goal. In doing so, teachers will implement differentiated strategies to address specific student academic needs. In order to assign appropriate instructional materials, teachers will use a student's instructional level, derived from the MAP interval score and Lexile levels.

In addition, grades 7 and 8 Forest Grove Middle School students participate in Math ASSISTments developed by WPI professor, Dr. Neil Heffernan. The computer-based ASSISTments program is a diagnostic and accelerating tool which advances students' skills and knowledge in mathematical concepts aligned to the State Mathematics Frameworks and the Connected Math Program. Middle school teachers utilize MAP data in order to identify students needing remediation in specific areas and differentiate instruction accordingly.

All teachers will continuously and consistently review multiple sources of student-achievement data to move all students towards proficiency. These include the MCAS, MEPA, Quick Phonics Screen, summative assessments, portfolios, PSATs, and SATs.

The Fact Finding recommendations in the key are of Informing Practice with Data in ELA and Math confirmed what the District and FGMS determined were priorities as well. The above mentioned changes address the recommendation of increased time for teachers to have professional dialogue about best practices derived from data analysis, student work and self reflection.

Time for Teachers and Students

During Spring 2005, Deputy Superintendent Stephen Mills convened the WPS Middle School Task Force to examine data pertaining to the district's middle school students in order to research steps that would lead to academic success for all students with special emphasis on those subgroups of students who were not achieving proficiency on the MCAS. As a result of this Task Force, WPS middle school students now receive additional courses in ELA and Mathematics.

The FG schedule provides the following time commitment for its students:

- ✓ Identified students including regular, SPED and ELL in grades 7 and 8 receive a double (53 minute) period of English Language Arts instruction
- ✓ Identified regular, English Language Learners, and special-education students, in grades 7 and 8, and 10, receive a daily double period of mathematics
- ✓ Rescheduled the day from 7 to 6 period day; class time increased from 44 to 53 minutes
- ✓ After school extra help sessions
- ✓ Class time increased from 44 to 53 minutes in each subject
- ✓ MCAS after school program for identified students
- ✓ Summer MCAS program
- ✓ Writer's Express Summer transitions program for students formally in grade six

Recognizing the need for common planning time, in addition to required contractual meetings, the principal strives to schedule enrichment teachers (e.g., music, art, physical education, health) according to school needs to schedule common planning/networking for teachers on a twice weekly basis. The District also requires that all teachers attend 90-minute meetings, bi-monthly, to discuss curriculum, instruction, assessment, and data analysis.

The FGMS schedule provides the following time commitments for its professional staff:

- ✓ Teachers participate in two (2) common planning time (CPT) periods, weekly, to analyze data, discuss student progress, curriculum issues, student work, successful instructional practice and various school improvement efforts.
- ✓ Teachers currently participate in the District-mandated eight (8) hours of MAP training
- ✓ Grade 7 mathematics teachers participate in the Mathematics Professional Development Impact Study Teacher Institute which includes seminars and coaching sessions
- ✓ The principal, assistant principal, and department heads participate in the WPS School Leaders Institute. This is a year long sustained professional development opportunity which focuses on improving students' achievement through the implementation and monitoring of standards-based practice.
- ✓ Department heads conduct monthly meetings that include grades 7 and 8 teachers which provide them with the opportunity to share best practice in the content area.
- ✓ The after school program site administrator conducts monthly meetings with staff to ensure that continuity exists between regular school day curriculum and after school project based learning.

As a result of the continued work of the Middle School Task Force, in June, 2006 the Worcester School Committee approved a new Grade 7 and 8 promotion policy that increases academic standards in ELA and mathematics for graduating from grade 7 to grade 8 and from grade 8 to grade 9.

FGMS and WPS have made a commitment to effectively change the students' "instructional time". Through the collaboration of the District, the FGMS principal, and the staff the programs and strategies mentioned above have been implemented and are continually monitored for their effectiveness. Furthermore, these changes address the Fact Finding recommendations in the key area of Time for Teachers and Students for ELA and Math.

Instructional Leadership

The District leadership identified as a district wide priority the monitoring of implementation and delivery of core programs. The District has developed a series of E (electronic)-Walks to ensure that there is fidelity of program implementation for the CMP Math Program. WPS principals' E-walk observations are based on the Massachusetts Department of Education's approved standards-based practice. The principals follow a district-mandated schedule of classroom walkthroughs. District personnel monitor the frequency and results of these walkthroughs; Managers address identified implementation issues with the principals and design needed professional development.

The Worcester Public Schools administration is moving towards a more adaptive leadership model. The principal at has several structures in place that reflect the tenets of this model. In addition to the formal evaluations and district-required walkthroughs, the principal conducts informal walkthroughs and classroom observations. In addition, FGMS hold bi-monthly Instructional Leadership Team (ILT) meetings for discussing and implementing identified curriculum initiatives.

As stated through-out the report, the District and the FGMS have professional development and programs in place for ELA and Mathematics that sustain the recommendations of the Fact Finding team in this key area for the FGMS and the District.

3. Assessment of Necessary Conditions:

Levers	Essential Enabling Conditions
<i>Standards-based</i>	<ul style="list-style-type: none"> • <i>Curricula are aligned to State Frameworks in core content areas</i> In addition to the existing English Language Arts curriculum, the Worcester Public

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<p>Teaching and Learning</p>	<p>Schools has revised, and the Worcester School Committee has approved, both its Mathematics and Science and Technology curricula to reflect the Massachusetts Department of Education changes. The most current versions of these documents show vertical and horizontal alignment and are available to all teachers both in hard copy, available at the schools, and on the Worcester Public Schools web site which teachers can easily access in their classrooms.</p> <p>The district has purchased software, E-Walk, and implemented a hand-held computer-based monitoring process. Secondary principals and department heads review lesson plans weekly to ensure complete coverage of the benchmarks for student learning.</p> <ol style="list-style-type: none"> 1. The principal requires that all teachers use the FGMS lesson plan form to ensure that teachers address state standards, literacy strategies and identify specific skills they will teach 2. The staff at FGMS adheres to all WPS Curricula when planning lessons and delivering instruction. <p>In summation, the Worcester Public Schools does implement curricula that are fully-aligned to State frameworks in the core academic subjects.</p> <ul style="list-style-type: none"> • <i>Two full-time ELA and Mathematics subject area coaches provide faculty with consistent classroom observation and feedback on the quality of instructional practices.</i> <p>Middle/High School Levels</p> <p>Due to continuing declining resources, the WPS has had to eliminate some of these critical positions. Last year, there were three coaches at the middle school level, two (2) at the Accelerated Learning Laboratory and one (1) at Worcester East Middle School. This year there is only one coach at Worcester East Middle, - 66% reduction in these positions.</p> <p>Last year, there were seven (7) literacy coaches. This year there are none. However, District liaisons and school-based department heads frequently observe classrooms and provide feedback to principals and teachers at the secondary level.</p> <p>The principal at FGMS has worked with staff and district personnel to implement the following services:</p> <ul style="list-style-type: none"> ✓ Grades 7 and 8 Department heads provide consistent classroom observations, coaching, and feedback on the quality of instructional practice. ✓ A full time AVID coordinator/instructor supports teachers and students in the acquisition of AVID strategies to improve academic achievement. ✓ The reading department chair, who is also a specialist in literacy, introduces and defines literacy strategies for teachers and students on a monthly basis. She models instructional strategies for literacy for all teachers.
<p>Informing Practice with Data</p>	<ul style="list-style-type: none"> • <i>Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math</i> <p>In addition to using extensive item analyses from the MCAS, as well as an analysis of</p>

the MEPA data, the District provides funding to purchase the following cumulative interim assessments as well as providing the necessary professional development which ensures that all teachers are using these formative assessments to improve student academic achievement.

Measures of Academic Progress (MAP): Over the past three years, the School Committee and District personnel identified implementation of value-added assessment as a district priority. During the 2004-2005 school year, 7 schools piloted the North West Research Association's (NWEA) Measures of Academics Progress (MAP) computerized assessments. Positive feedback from pilot-site personnel combined with a district analysis of MCAS scores influenced the decision to implement this program in all Worcester Public School sites. During the 2005-2006 School Year the District increased MAP in all WPS schools. The district has provided professional development for administrators and teachers in the areas of test administration, interpreting test results, and applying data to effective instructional practices linked to the district curriculum and the Massachusetts Curriculum Frameworks.

All students in grades 2 through 9 will participate in MAP testing three times during the 2006-2007 school year. In addition, tenth graders who failed to pass 7th or 8th grade MCAS will also participate in testing. The District has added two new MAP components: 1. a new reporting system, the Dynamic Reporting Suite, which allows teachers to access and use MAP data more efficiently and 2. the Knowledge Academy, a series of online professional development trainings that are available on demand to District staff.

Math Assistments (MA): The district collaborates with WPI Professor Neil Heffernan to provide Math ASSISTments (MA) to all middle schools Grade 8 students. By November 2006, all Grade 7 students will be participating, as well. MA, a diagnostic and accelerating tool used to advanced students in mathematical concepts and operations, is tightly aligned to the Massachusetts State Frameworks and CMP.

In addition to the District prescribed assessments, the staff at FGMS implement the following:

- ✓ Teachers review state standards and develop additional assessments using MAP results to address student strengths and weaknesses
- ✓ Teachers provide instructional activities for answering open response questions
- ✓ Teachers use the Connected Math Program which regularly assesses students' mastery
- ✓ Teachers provide students with weekly opportunities to participate in the Math ASSISTment computer-aided instruction program which identifies specific math skill areas required for completing MCAS multi-step problems
- ✓ Larson-Pre Algebra software program computer lab has been established to provide students with an opportunity to solve math problems on the computer through a guided tutorial program.

- ***Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions***

The NWEA MAP professional development addresses three (3) principles:

- Continuous academic growth for every child;
- Intense internal accountability at a school level; and
- Accelerated growth of at-risk students.

Through the NWEA training, administrators and teachers develop strategies to interpret and make use of assessment data to improve student achievement. Teachers and principals learn how to use MAP data to plan lessons in accordance with state frameworks. Teachers also are participating in workshops to gain techniques to apply MAP data for effective classroom instructional practices. NWEA provided these professional development sessions during October 2005, January 2006, and August 2006.

Classroom teachers, in-school intervention specialists, and after-school tutoring personnel use the MAP data and the accompanying instructional level reports. Those schools identified as “*in need of improvement*” have remedial, out-of-school time programs that use these MAP data to individualize instruction for all students.

MCAS item analysis reports: Annually the district generates and disseminates to principals, teachers and curriculum support staff detailed item analysis reports of MCAS items in English, math and science. Principals, teachers and curriculum support staff use these data when developing school improvement plans and daily lesson plans.

Test Wiz: The district provides each school with a copy of the Test Wiz disk. This disk includes the most current MCAS data for all students currently in the school. The district offers training on how to use these data. Principals and teachers use Test Wiz to identify students’ strengths and weaknesses in specific curriculum-framework content. Using Test Wiz data, the principal and school staff address these curriculum-need areas in the school improvement plan. WPS teachers develop individual student success plans for the high school remediation programs.

In addition, WPS staff use MAP data to identify “at risk” students for participation in both in-school and out-of-school-time intervention programs.

District staff generates the following student-performance data documents:

- Interim reports: Every five weeks, the district generates and mails to middle school parents interim progress reports which cite students’ progress and attendance in all academic subjects.
- Report cards: Quarterly the district generates and mails to parents of middle and high school students report cards which detail student’s grades and attendance in all academic subjects.
- Student Snapshots: This document contains individual student information which provides teachers with an overview of student services and pertinent information. The Student Snapshots include:
 - Attendance data
 - Enrollment history

	<ul style="list-style-type: none"> ○ Bilingual and/or Special Education services information ○ Test Data: Currently includes MCAS, MEPA, and MAP information <p><u>Individual Student Data Analysis</u>: The District has recently developed a process and format for teachers to analyze multiple data sources of student achievement: MCAS; MAP; interim/term grades; and identified gaps among the multiple data sources. Teachers then identify appropriate instructional strategies and student accommodations to improve student achievement in both ELA and Math.</p> <p>Student interventions, based on data analysis, which are in place at FGMS include the following:</p> <ul style="list-style-type: none"> ✓ ELA and mathematics teachers use the MCAS open response questions to examine students' responses and provide feedback based on the MCAS rubric. ✓ Teachers examine MCAS data from grades 7 and 8 to identify struggling students for remediation. ✓ Teachers examine MCAS data from grades 7 and 8 to identify students needs. ✓ Teachers engage in curriculum mapping to inform instructional strategies. ✓ Teachers know and use state mandated assessments to set interim benchmarks for performance in each grade level. ✓ Teachers examine grade 6 data in order to set longitudinal goals for student success. <p>In addition to the District-mandated 8-hour MAP training, the 24 of FGMS faculty participated in a fifteen (15) hour summer professional development opportunity to better understand how to read and analyze MAP test results, learn and implement specific teaching strategies to address identified weaknesses, and differentiate instruction for all learners including Special Education and English Language Learners.</p>
<p>Time for Teachers and Students</p>	<ul style="list-style-type: none"> • <i>There is adequate time for student learning for ELA and math on a daily/weekly basis.</i> <p>English Language Arts and Mathematics Middle School Task Force: During Spring 2005, Deputy Superintendent Dr. Stephen Mills convened the Middle School Task Force to examine data pertaining to middle school students in the District and to research steps that would lead to academic success for all students. As a result of the Task Force, middle school students receive additional courses in ELA and Mathematics.</p> <p>At FGMS identified students receive additional instruction in literacy and reading on a daily basis. During the spring vacation of 2006, identified students attended a math camp held at the school that provided them with daily differentiated instruction in math.</p> <p>English Language Arts In order to improve students' proficiency in English Language Arts, the principal and staff at FGMS have implemented and supported the following five (5) instructional initiatives.</p> <p>1. Additional Grade 7 ELA course: The District developed a Middle School</p>

Academic Literacy Course. All 7th graders participate in an extra period to insure a strategic approach to reading in all content areas. Through the summer, 2006, the ELA Curriculum Liaison, the Special Education Coordinator and Middle School Reading Leadership Teams worked together to identify appropriate reading supports through a state Secondary School Reading Grant. Following DOE recommendations, the District purchased Powerful Vocabulary for Reading Success (Scholastic) for use in all 7th grade classroom and Vocabulary from Classical Roots by Fifer and Flowers (Educators Publishing Company). The WPS Curriculum Liaisons support principals' subject-matter department heads and teachers making sure that new teachers have copies of and understand the standards. Finally, through grant funding, the District hired a Middle School Coordinator to oversee these literacy initiatives.

2. AVID: The Worcester AVID program, *Advancement Via Individual Determination*, is the largest in New England and one of only three in Massachusetts. Cambridge and Boston also have the AVID program.

AVID was initiated in the district in 2001 with five (5) schools. The total AVID student enrollment in those five schools was 244. Today, there are ten (10) AVID schools in Worcester. The student enrollment in 2006 was 709.

The program which runs in grades 7-12 is the first phase of the rigorous course pipeline. Many successful AVID students enter Honors and/or Advanced Placement classes due to the rigor of the AVID classes where teachers work with students to scaffold skills necessary to enter college. Critical thinking, inquiry, reading, and writing skills across the content areas are the primary focus of the program.

✓ 25 FGMS students participate in the AVID program.

3. Special Education Services

Teachers examine MCAS data from grades 7, 8, and 10 to identify struggling students for remediation. The Special Education teachers follow the WPS curriculum which is aligned to the State Curriculum Frameworks. Special Education teachers also use MCAS and MAP results to differentiate instruction for Special Education students.

4. English Language Learners: In order to meet the needs of the ELL subgroup, there is one English as Second Language teacher who provide services to 40 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. ESL teachers participate in the intervention model trainings.

High School

Grade 9 Academic Course: All Grade 9 students participate in an additional academic literacy course. Directly effected by decreases in funding at both the State and Federal level and exacerbated by the final year the Carnegie and SLC Federal funding are programs developed in recent years such on the Reading and Writing across the curriculum Initiative, the Avid program, Novanet Technology at North High School and Novel/Stars Academic Assistance Technology program in the grade 9 repeater program.

Mathematics

In order to improve students' proficiency in Mathematics, the principal and staff at FGMS have implemented and supported the following four (4) instructional initiatives.

1. Additional Grade 8 Math Course: The FGMS mathematics teachers identify, via MCAS and MAP scores, those 8th grade students who score below proficient on the MCAS.

2. Math Materials: During SY2004-2005 the Worcester Public Schools piloted the Connected Mathematics Program (CMP), a standards-based mathematical program. The District selected this program after analyzing the State math frameworks and assessment data (both MCAS and MAP) which indicated that students need more instruction in mathematical knowledge and understanding, skill development, and real-world applications. The District provides sustained professional development for teachers and administrators as well as training opportunities for parents.

- ✓ **Students in grades 11 and 12 are given the opportunity to enroll in Advance Placement Probability and Statistics.**
- ✓ **Students in grade 12 participate in the dual enrollment program at the College of the Holy Cross.**

3. Math Professional Development: MDRC, a national research organization, has selected the WPS middle school teachers to participate in its Federally-funded study on the effectiveness of math professional development to improve students' achievement.

The FGMS schedule provides the following time commitment for students:

- ✓ Regular and special education inclusion students, in Grade 8, who need additional mathematics help, receive a daily double period of mathematics
- ✓ Identified students receive additional instruction in literacy and mathematics one period a day.

Teachers in grades 7 – 12 will have the opportunity to participate in an on-site course in conjunction with Clark University in writing across the curriculum with emphasis in the area of mathematics.

Special Education: In order to meet the needs of the special education subgroup, there are 9 teachers providing services to 198 students. The Special Education teachers follow the WPS curriculum which is aligned to the State curriculum frameworks. Special Education teachers also use MCAS and MAP results to differentiate instruction for Special Education students.

English Language Learners: In order to meet the needs of the ELL subgroup, there is one English as Second Language teacher who provide services to 40 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. ESL teachers participate in the intervention model trainings.

- *Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction and after school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development*

We agree with the research which shows that intervention services are a critical component necessary for students to increase their achievement levels. Our data have indicated that both in-school and out-of-school resources are effective in helping our students achieve at higher levels, especially at the high school level. The following table outlines how diminished resources have led to a decrease in WPS middle school out-of-school time tutoring programs and high school summer programs.

	2003-2004	2004-2005	2005-2006	Change
AFTERSCHOOL				
<i>Elementary Students</i>	1717	1327	1587	+16%
Program Length	124 HOURS	124 HOURS	124 HOURS	0
<i>Middle School Students</i>	447	702	376	-46%
Program Length	128 HOURS	192 HOURS	192 HOURS	0
<i>High School Students</i>	259	573	965	+68%
Program Length		90 HOURS	102 HOURS	+13%
SUMMER SCHOOL				
<i>Elementary Students</i>	972	1376	940	-32%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>Middle School Students</i>	420	656	572	-13%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>High School Students</i>	862	738	795	+7%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%

Students in the Worcester Public Schools are faced with a “double whammy”. That is, the students are receiving fewer intervention services both during the school day and outside of the school day.

Math Intervention: Our grade 9 numeracy course, an additional period of support every day in these areas has been curtailed due to the need to provide the essential required courses for the high school programs.

Costs to provide additional intervention services

In order to provide the students who attend just the nine WPS underperforming schools with the appropriate level of intervention services, it would cost **\$5,712,000**. We calculated this rate using the total number of students in these schools who did not score at the proficient level (2,856) and multiplied it by \$2,000, which is the approximate cost per student.

The FGMS staff provides students with the following intervention services:

- ✓ In-school: Teachers will deliver an individual 10 week ELA instructional program to identified grade 7 students.
- ✓ In-school: Students not achieving proficiency in the math MCAS will be enrolled in a year long MCAS math remediation class.
- ✓ After-school: FGMS after school program provides students with homework assistance; ELA and math skills practice; and lessons that

- incorporate open response questions.
- ✓ After-school: FGMS classroom teachers work in the after school program to provide continuity of instruction for students.
- ✓ After-school: 121 students participate in MCAS tutorial in ELA and mathematics.
- ✓ A Worcester Arts & Humanities grant entitled “Scholars of the Past” will provide professional development, materials and access to cultural institutions to provide a curriculum to grade 8 students that will coincide with their study of the medieval ages.
- ✓ A Department of Education reading implementation grant will provide materials and professional development to teachers to develop reading and literacy skills in students in grades 7 and 8.

- ***There is adequate weekly and annual time for teachers to discuss students progress, curriculum issues, instructional practice, and improvement efforts-in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning.***

Recognizing the need for common planning time, in addition to required contractual meetings, the principal strives to schedule enrichment teachers (e.g., music, art, physical education, health) according to school needs to schedule common planning/networking for teachers on a twice weekly basis. The District also requires that all teachers attend 90-minute meetings, bi-monthly, to discuss curriculum, instruction, assessment, and data analysis.

Additionally, the district conducts a Department Head Institute, originated last year, to align standards based practices to instruction and assessment and to improve scores for open response across curricula. Data analysis is critical to these meetings. Department Heads bring this information back to teachers in their respective content area. In addition, over the last three years, the District has conducted a Leadership Institute for small school leaders which supports the development of theme-based small schools that has now incorporated the Department Head Institute.

The Manager of Curriculum and Professional Development meets twice/monthly with district Curriculum Liaisons to analyze data, review curriculum, provide feedback on curriculum implementation and determine the focus for professional development.

All teachers participate in, at a minimum, the equivalent of 9.3 days of professional development. The breakdown for this time is:

- 3 days school-based staff development
- 1.3 days district wide MAP training
- 5 days Principals’ monthly meetings (2 per month) on curriculum issues and instructional improvement

In addition, many teachers will receive additional staff development when coaches work with them in their classrooms, when they complete school-based staff development activities, or when they attend summer institutes or workshops.

The FGMS administrative staff and teachers have worked with District personnel to provide the following professional development:

	<ul style="list-style-type: none"> ✓ Teachers participate in 90 minutes of common planning time (CPT) per week to discuss student progress, curriculum issues, looking at student work, instructional practice, improvement efforts and parent conferences. ✓ The AVID Coordinator work with teachers during CPT to address best practices, instructional strategies, feedback on strategies from coaching and effective use of data. ✓ All teachers currently participate in the District-mandated 8 hour MAP training. ✓ Teachers participated in 15 hours MAP training during the summer. ✓ Mathematics Professional Development Impact Study Teacher Institute provides teacher seminars and teacher coaching. ✓ The WPS School Leaders Institute provides administrators and Department Heads with year-long sustained professional development on improving student’s achievement through implementing and monitoring standards-based practice. ✓ Reading and ELA Department Heads review standards and curriculum and develop assessments to monitor skills between MAP testing. ✓ Teachers share best practices at monthly department and faculty meetings. ✓ All teachers attend department meetings to focus on instructional strategies and vertical alignment. ✓ Teachers participate in peer observations to share best practices.
<p><i>Instructional Leadership</i></p>	<ul style="list-style-type: none"> • <i>Principal has authority to select and assign staff without regard to seniority</i> <p>With regard to employees covered by the teachers’ collective bargaining agreement, Article IX (C) authorizes the Superintendent to assign teachers to grade and subject. Additionally, Article X (B) specifies that seniority is one of three criteria for the selection of staff seeking transfers within the district. Article X (B) reads as follows:</p> <p>“When a vacancy occurs in a professional position, the Committee shall give due weight to the following criteria in determining transfers to fill said vacancies: Educational Preparation – Quality of performance within the educational profession – Length of service as a professional educator within the Worcester Public Schools.”</p> <p>With regard to Article X (B), a 2001 arbitration concluded that a Worcester Public Schools’ Principal could not give greater weight to performance or educational preparation than to is given to seniority. The Arbitrator wrote: “All three criteria have withstood the test of time and are entitled to equal weight.”</p> <p>Additionally, in June 2006, the Worcester Public Schools negotiated a provision regarding underperforming schools, which could authorize the principal of an underperforming school, with the approval of two-thirds of the faculty, to select and assign staff to positions in the school without regard to seniority. This provision reads as follows:</p> <p>“If a school is deemed underperforming by the Department of Education, the following will take place to develop a corrective plan:</p> <ol style="list-style-type: none"> 1. <i>The professional staff of the building along with the building administration and any appropriate DAB administrators will meet to mutually write an educational plan to bring the school out of underperforming status. This will be a jointly</i>

- shared responsibility between staff and administration.*
2. *This plan may require the waiving of certain articles of the contract. The plan will also have a one-year duration.*
 3. *The provisions of the contract that will not be altered are the following: Grievance procedure, leaves of absence, sick leave, reduction in force, dismissal of teachers and the salary grid.*
 4. *Once the plan has been written, it shall be submitted to both the EAW Board of Directors and School Committee for approval. Such approval shall not be unreasonably withheld.*
 5. *Once the plan has been approved by the EAW and the School Committee, it will be voted on by the EAW members in said building by Australian Ballot overseen by both EAW and Administration. In order for the plan to be approved, it must have 2/3 majority vote.*
 6. *If during the course of the year the plan needs to be revised, the above process will govern.*
 7. *Time to write the plan will be provided during the school day; if not, the EAW members will be reimbursed at the after-school rate.*
 8. *The Association and the School Committee agree to abide by all rules, statutes, regulations and other laws promulgated by the Board of Education and implemented by the Department of Education.*

The District has successfully negotiated contract language which addresses the Department of Education's first Enabling Condition and complies with the No Child Left Behind Act requirement that school districts abide by collective bargaining agreements.

- ***The right personnel are on hand to do the needed work***

- ✓ The principal will select and develop a qualified and effective cabinet in order to implement needed changes.
- ✓ The principal works with district personnel to ensure that there are a sufficient number of certified and skilled teachers in order to provide necessary support for student learning especially for special education students.
- ✓ The principal collects teacher meeting data in order to provide immediate support and intervention needed to support effective teaching practices.
- ✓ In order to provide continuity of instruction and increase personalization, FGMS uses a "looping" schedule: when students graduate from grade 7 to grade 8, they keep the same teachers. (Teachers "loop" from grade 7 to 8 and then, the next year, from grade 8 to grade 7.)
- ✓ FGMS has added the position of Reading Department Chair. The teacher is a certified literacy/reading specialist.
- ✓ Two (2) teachers were added to Reading Department to increase the number of Reading teachers from four (4) to seven (7).
- ✓ The recently hired School Facilitator is a certified reading specialist and AVID teacher.

- ***Principal has control over financial resources to successfully implement improvements***

Principals have complete authority to spend the funds in their instructional accounts

	<p>for supplies, materials, and building-based professional development. Principals determine staffing assignments based on their assessment of building needs and budgeted positions.</p> <ul style="list-style-type: none"> • <i>Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies</i> <p>In accordance with State statute, the WPS principals, using the DOE's Principles of Effective Teaching, formally evaluate teachers every two years.</p> <p>In addition, the district requires that teachers weekly submit to principals their lessons which demonstrate that they are properly implementing the State's curriculum frameworks and using assessment data to inform instructional practices in their classrooms. Principals review, edit and monitor these lesson plans. Principals' ongoing supervision of teachers' performance informs and impacts teachers' evaluations, resulting in commendations, recommendations for additional staff development interventions, or progressive-discipline actions (reprimands, suspensions, or dismissal).</p> <p>When evaluating teachers, WPS Principals are looking for satisfactory evidence of classroom performance which demonstrates that teachers are:</p> <ul style="list-style-type: none"> ✓ Teaching the content of State-mandated curriculum frameworks; ✓ Implementing district-approved instructional materials (aligned with framework content); ✓ Using data from multiple, valid assessments in order to personalize and improve classroom instruction for all students; and ✓ Completing action steps contained in school improvement plans. <p>According to collective bargaining agreement, the principal provides staff with two (2) formal observations and one summative assessment yearly.</p> <p>The principal, assistant principal, and department heads and school facilitator at FGMS perform the following evaluative tasks:</p> <ul style="list-style-type: none"> ✓ On a regular basis: conduct walk-throughs to monitor appropriate instructional strategies ✓ Weekly: examine teachers' lesson plan forms which require the inclusion of standard(s), skill(s), and content. ✓ Regularly: the principal conducts meetings with department heads, school facilitator, and Assistant Principals in monitoring daily lessons, CPT, academic progress and student behavior <p>WPS Quadrant Managers, in turn, evaluate how well WPS principals assess their teachers' performance.</p>
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4. Planned Improvements:

- ***What changes will the district make to get the essential personnel and conditions in place?***
 The District has provided resources to ensure that FGMS has the essential personnel and conditions in place. As part of the ongoing support the District provided FGMS with the additional position of Reading Department Chair and two additional reading teachers. This position was a result of the a data

analysis of 7 and 8 grade students deficiencies in literacy and reading. This has prevented students from achieving at high levels in all content areas including math. Forest Grove Middle School has scheduled additional time for instruction in ELA through the addition of 3 reading teachers and in math with a 1/5 math position filled by the math department chair.

All students participated in the Measures of Academic Progress (MAP) assessment program during the District's Fall 2006 testing period. All staff members will use MAP results to determine student's strengths and weaknesses, differentiate instruction in an effort to address individual student needs, and engage parents as partners who will work with teachers to help all students achieve their identified MAP growth targets.

- ***How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?***

The principal has adjusted the schedule to include opportunities for teachers to collaborate and analyze data during weekly scheduled curriculum and data meetings. Teachers were re-located to be in the proximity of other teachers that taught the same content area and grade. It enables teachers to informally discuss students' needs, curriculum and other pertinent information that would enhance their students' instruction.

The after-school program provides students the opportunity to work with those teachers who are most familiar with their needs. There are approximately 80 students enrolled in this program.

- ***What specific changes will the district make by September 2006, January 2007, and September 2007?***

September 2006 –

- ✓ Redesigned the schedule to include time for structured curriculum and data meetings
- ✓ Implemented 56 minute classes
- ✓ Implemented rounds model of professional development
- ✓ "Looping" schedule begins in grade 7
- ✓ Transition Program
- ✓ Grade 7 and 8 promotion program

January 2007 –

- ✓ Teachers will have completed over 4 hours of the mandated MAP training.
- ✓ Every teacher in the school will know how to access MAP data reports and use them to effectively guide differentiated instruction for all learners, including English Language Learners and special education students.
- ✓ Grade 7 Mathematics teachers will continue to participate in the MDRC Math Impact trainings and research activities.
- ✓ All teachers will participate in best practices professional development
- ✓ By late Spring 2007, regular education teachers from FGMS will complete District-sponsored ELL training.
- ✓ The District will collaborate with teachers' union to utilize new contractual procedures for underperforming schools.

September 2007- The District is currently in the process of projecting our FY '08 budget from all funding sources: local, state, and federal. We are also preparing a five-year budget analysis. At this time, we are not able to determine additional changes which require additional resources.

We are encouraged that the State Board of Education is seeking from the Legislature \$25 million to support instructional improvements in underperforming schools. We are ready to collaborate with the Board of Education in order to convince the Legislature to appropriate these essential funds especially to increase

enabling conditions for providing: 1. subject-matter coaches, 2. in-school academic remediation (including computer-based programs), 3. after-school academic remediation, and 4 instructional materials and supplies.

- ***What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?***

Personnel from the school and District levels used multiple data sources (e.g., MCAS, MAP, MEPA) to determine the changes needed at FGMS for the 2006-2007 school year. While FGMS maintains the designation of underperforming for mathematics performance, our data analysis has helped us to determine that FGMS staff must emphasize students' needs in both ELA and mathematics. Our MCAS scores on open-ended and short answer questions are very low. We believe that all students at FGMS need to improve their vocabulary and writing skills in order for our students to perform at higher levels on MCAS. In addition, we have used information from the fact finding report to help us to move towards improving instruction for all of our students.

5. Outcomes:

During the 2006-2007 school year, several changes in student learning will be observable in the school:

- ✓ Teachers will use MAP assessment results to develop individual learning plans for students
- ✓ FGMS students will achieve their individual MAP target-growth rates
- ✓ Teachers will differentiate instruction based on MAP results.
- ✓ Teachers will modify instruction based on MCAS item analysis.
- ✓ Teachers will deliver an additional individualized 10-week math instructional program to identified Grade 8 students.
- ✓ Team/cluster teachers will show evidence of student mastery of skills through improved scores on MCAS and MAP.

The formative MAP assessments continue to provide teachers with information needed to differentiate instruction for all of our students by setting individualized growth benchmarks that students should achieve during the school year.

6. Benchmarking Progress and Impact:

The District has several vehicles through which it will monitor progress and measure impact in meeting changed expectations for both the school organization and student learning. The building principal will meet with her Quadrant Manager to review MAP results and explain how teachers are using these data to inform instruction as well as to differentiate instruction for all students, including English Language Learners and special education students. To ensure that teachers are following the CMP prescribed curriculum, the Quadrant Manager and District Mathematics Liaison will meet with the principal to review E-Walks. This review will provide insight into level of the teachers' fidelity of implementation for this standards-based mathematics program. The Quadrant Manager, accompanied by the District's Mathematics and English Language Arts Curriculum Liaisons, will join the principal for classroom walk-throughs.

Quarterly, the Superintendent will visit the school and meet with the Deputy Superintendent, Quadrant Manager and principal to review formative assessment data and fidelity of implementing the instructional interventions and initiatives described in this plan.

The Quadrant Manager will ensure that the principal of FGMS will monitor frequently and closely the following areas to ascertain progress through the observation rubric used by the principal, assistant principals, and department heads:

- ✓ **Classroom Instruction**
 - standard based lessons
 - differentiated instruction
 - practice with open response question
 - high expectations for all students
- ✓ **Lesson plans**
 - aligned to the frameworks
 - clearly written objectives
 - strategies to address skills
- ✓ **Planning Time (Department/Faculty Meetings)**
 - disaggregate MAP and MCAS data
 - analyze student work to inform instruction
 - identify skill deficits
 - develop strategies to address skills
 - develop additional classroom formative assessments with results achieved

**Worcester Public Schools
District Plan for Burncoat Middle School Intervention
January 2007**

1. Performance Targets:

	2005 CPI ELA	End of Cycle IV CPI ELA	Target Gain Cycle V ELA	Cycle V Improv.Target ELA
Aggregate	71.1	69.2	7.7	76.9
LEP	46.0	42.8	14.3	57.1
SPED	39.3	40.2	15.0	55.2
Low Income	62.4	60.5	9.9	70.4
African American	70.3	68.3	7.9	76.2
Asian/Pacific Islander				
Hispanic	55.4	53.4	11.7	65.1
White	82.7	80.5	4.9	85.4

	2005 CPI Math	End of Cycle IV CPI Math	Target Gain Cycle V Math	Cycle V Improv.Target Math
Aggregate	44.8	46.5	13.4	59.9
LEP	29.1	28.5	17.9	46.4
SPED	21.3	20.2	20.0	40.2
Low Income	35.1	36.1	16.0	52.1
African American	41.9	42.0	14.5	56.5
Asian/Pacific Islander		69.6	7.6	77.2
Hispanic	28.1	31.0	17.3	48.3
White	55.6	57.2	10.7	67.9

**Please note that the target gains have been calculated to reflect the additional grades that will be tested in 2007.*

Using the Massachusetts Department of Education's 2005 and 2006 CPIs which the DOE included in their Adequate Yearly Progress (AYP) report, we calculated the baseline scores for Cycle V. In order to calculate the target gain, we used the formula: $100 - \text{baseline} / \# \text{ of cycles left}$.

We are currently using our Measures of Academic Progress (MAP) data to provide teachers with the information that is necessary to tailor instruction using differentiated instruction for all of our students to ensure they achieve at higher levels on the MCAS.

We were able to calculate our performance targets in the aggregate for the students currently attending Burncoat Middle School (BMS). Testing results for the 2006 MCAS indicated that there were decreases in the percentage of students in the categories of needs improvement high and low in ELA. However, 38% of the 7th grade still remains in the need improvement categories and 25% in warning high and low categories. In Mathematics 20% of the 8th grade students were in the proficient/advanced category. Although the percentages in the needs improvement high and low and warning high and low categories did show decreases, 49% of the 8th grade students were in the warning high and low categories in Mathematics.

After reviewing these improvement targets, we determined that our greatest challenges are to improve the performance of our Special Education, LEP, Hispanic and low income students in the area of ELA and our Special Education, LEP, Hispanic, and low income students in Mathematics.

We have set the following performance goals for students in the aggregate. Once we have the breakdown of our subgroup CPI's, we will establish our performance goals for subgroups, as well.

	English Language Arts Performance Goals		
	Baseline 2006	2007	2008
CPI	69.2	74.3	76.9
	Mathematics Performance Goals		
	Baseline 2006	2007	2008
CPI	46.5	55.5	59.9

2. Hypotheses:

Standards-based Teaching and Learning

The District has taken several steps to address the performance issues at BMS. In analyzing WPS schools' data we determined these solutions would be enacted system-wide. These steps address the practices that we believe inhibited, to some extent, the establishment of the conditions for effective practice. To address the district-wide lack of consistency in our core middle school level mathematics programs, the district fully implemented the Connected Math Program (CMP), Fall 2005.

In addition to the aforementioned initiative, WPS is addressing BMS' Fact Finding recommendations in Standard-Based Teaching and Instruction in Mathematics by providing on-going professional development through America's Choice. The professional development addresses the following

- ✓ math content
- ✓ math pedagogy
- ✓ Higher Order Thinking Skills related to CMP
- ✓ differentiated instruction for an inquire-based program
- ✓ assessing student work against the standards
- ✓ quality questioning techniques
- ✓ trainers coach and provide feedback immediately after teachers have attended the professional development

We also noted that there appeared to be inconsistent practices for differentiating instruction for all students, particularly those subgroups of students who have not achieved AYP. To address this, the District implemented a formative assessment, Measures of Academic Progress (MAP). This system allows teachers to access real-time student data and provide students with individualized instruction through the teachers' use of the DesCartes Continuum of Learning which is based on the Massachusetts State frameworks. All WPS teachers are currently participating in a mandated eight (8) hour training that addresses all aspects of MAP assessment, including the use of the DesCartes Learning Continuum.

Our hypothesis on differentiated instruction was verified in the BMS's Fact Finding review in Standards-based Teaching and Learning in ELA. The following systems are in place to address the recommendations

- ✓ ELA District Liaison provides coaching through modeling effective strategies, providing SRB materials, and lesson planning
- ✓ Teachers participate in CPT 3 periods a week and BMS teachers use various protocols to students specific needs

District personnel conducted an MCAS item analysis which inferred that teachers were not providing students with enough practice and strategies to effectively answer open-response questions. In response to this, the district is currently preparing to pilot writing programs. Among these are: 1. Great Source's program, Write Source and 2. Pearson. BMS is currently using a 7th and 8th continuum model, Writing to

Learn, which infuses writing in all curricula areas. The teachers are also implementing literature circles for grades 7th and 8th students in all subject areas.

Informing Practice with Data

As stated previously, the District identified a lack of consistency with the type and frequency of formative assessments being used at BMS and other Worcester public schools. This led to the district-wide adoption of the Measures of Academic Progress (MAP). During the summer, teachers in WPS' underperforming schools completed 15 hours of MAP training. During the 2006-07 School Year, all WPS teachers are completing eight (8) hours of mandatory professional development in interpreting and using MAP results and reports.

Teachers are expected to conference with students to develop an action plan to help all students reach their MAP targeted growth goal. In doing so, teachers will implement differentiated strategies to address specific student academic needs. In order to assign appropriate instructional materials, teachers will use a student's instructional level, derived from the MAP interval score and Lexile levels. Other resources that we provide to address the recommendation of a systematic approach to assessing reading writing are

- ✓ The Great Source program
- ✓ DOE Mentor software

In addition, BMS students participate in Math ASSISTments developed by WPI professor, Dr. Neil Heffernan. The computer-based ASSISTments program is a diagnostic and accelerating tool that scaffolds MCAS style practice questions which advances students skills and knowledge in mathematical concepts aligned to the State Mathematics frameworks and the Connected Math Program. Teachers utilize MAP data in order to identify students needing remediation in specific areas in order to differentiate instruction accordingly.

Teachers continuously and consistently review multiple sources of student-achievement data to move all students towards proficiency. These include the MCAS, MEPA, Quick Phonics Screen, summative assessments, and portfolios.

Time for Teachers and Students

During Spring 2005, Deputy Superintendent Stephen Mills convened the WPS Middle School Task Force to examine data pertaining to the district's middle school students in order to research steps that would lead to academic success for all students with special emphasis on those subgroups of students who were not achieving proficiency on the MCAS. As a result of this Task Force, WPS middle school students now receive additional courses in ELA and Mathematics.

The BMS schedule provides the following time commitment for its students:

- ✓ 56 minute blocks provides for both literacy and English Language Arts
- ✓ Non-Magnet students receive an additional 10 week class entitled "Math Enrichment through Technology". It is designed to supplement CMP and the Math Frameworks.
- ✓ Classroom teachers have the opportunity to utilize home room activity period for up to one hour a week to target specific students who require supplemental instruction and focused skill development.
- ✓ Four sections of Advancement Via Individual Determination (AVID) are currently offered at BMS.

Recognizing the need for common planning time, in addition to required contractual meetings, the principal strives to schedule enrichment teachers (e.g., music, art, physical education, health) according to school needs to schedule common planning/networking for teachers on a twice weekly basis. The District also requires that all teachers attend 90-minute meetings, bi-monthly, to discuss curriculum, instruction, assessment, and data analysis.

The BMS schedule provides the following time commitments for the professional staff:

- ✓ Teachers participate in three periods of common planning time (CPT) weekly, to analyze data, discuss student progress, curriculum issues, student work, successful instructional practice, various school improvement efforts and meet with parents.
- ✓ Teachers currently participate in the District-mandated eight (8) hours of MAP training
- ✓ Grade 7 mathematics teachers participate in the Mathematics Professional Development Impact Study Teacher Institute which includes seminars and coaching sessions
- ✓ The principal and department heads participate in the WPS School Leaders Institute. This is a year long sustained professional development opportunity which focuses on improving students' achievement through the implementation and monitoring of standards-based practice.
- ✓ Department heads conduct monthly meetings which provide them with the opportunity to share best practices in their content areas and review curriculum.
- ✓ The after school program site administrator conducts monthly meetings with staff to ensure that continuity exists between regular school day curriculum and after school project based learning.
- ✓ The Reading Leadership Team meets once a month to ensure that the designated Eight Strategies that Good Readers Use Across the Curriculum are reinforced through professional development, demonstrations at monthly principals meetings, and align with our readings goals of 2006-2007. This team also promotes the use of appropriate reading strategies across the curriculum.
- ✓ The AVID site team meets once a month to develop long term goals and implement strategies for AVID students.

As a result of the continued work of the Middle School Task Force, in June, 2006 the Worcester School Committee approved a new Grade 7 and 8 promotion policy that increases academic standards in ELA and mathematics for graduating from grade 7 to grade 8 and from grade 8 to grade 9.

As recommended, we will continue to measure the fidelity of implementation of our programs.

Instructional Leadership

The District leadership identified as a district wide priority the monitoring of implementation and delivery of core programs. The District has developed a series of E (electronic)-Walks to ensure that there is fidelity of program implementation for the CMP Math Program. WPS principals' E-walk observations are based on the Massachusetts Department of Education's approved standards-based practice. The principals follow a district-mandated schedule of classroom walkthroughs. District personnel monitor the frequency and results of these walkthroughs; Managers address identified implementation issues with the principals and design needed professional development.

The Worcester Public Schools administration is moving towards a more adaptive leadership model. The principal at BMS has several structures in place that reflect the tenets of this model. In addition to the formal evaluations and district-required walkthroughs, the principal, assistant principal and department heads conduct informal walkthroughs and classroom observations.

As stated through-out the report, the District and the BMS have professional development and programs in place for ELA and Mathematics which address the recommendations of the Leadership for Instructional Improvement.

3. Assessment of Necessary Conditions:

Levers	Essential Enabling Conditions
<p>Standards-based Teaching and Learning</p>	<ul style="list-style-type: none"> • Curricula are aligned to State Frameworks in core content areas In addition to the existing English Language Arts curriculum, the Worcester Public Schools has revised, and the Worcester School Committee has approved, both its Mathematics and Science and Technology curricula to reflect the Massachusetts Department of Education changes. The most current versions of these documents show vertical and horizontal alignment and are available to all teachers both in hard copy, available at the schools, and on the Worcester Public Schools web site which teachers can easily access in their classrooms. <p>The district has purchased software, E-Walk, and implemented a hand-held computer-based monitoring process. Secondary principals and department heads review lesson plans weekly to ensure complete coverage of the benchmarks for student learning.</p> <ol style="list-style-type: none"> 1. The principal requires that all teachers include in their lesson plans alignment to the School Improvement Plan, and the Massachusetts State Frameworks which address state standards and identify specific skills they will teach. 2. The staff at BMS adheres to all WPS Curricula when planning lessons and delivering instruction. <p>In summation, the Worcester Public Schools does implement curricula that are fully-aligned to State frameworks in the core academic subjects.</p> <ul style="list-style-type: none"> • Two full-time ELA and Mathematics subject area coaches provide faculty with consistent classroom observation and feedback on the quality of instructional practices. <p>Middle/High School Levels Due to continuing declining resources, the WPS has had to eliminate some of these critical positions. Last year, there were three coaches at the middle school level, two (2) at the Accelerated Learning Laboratory and one (1) at Worcester East Middle School. This year there is only one coach at Worcester East Middle, - 66% reduction in these positions. BMS does not have a coach at the present time. Last year, there were seven (7) literacy coaches. This year there are none. However, District liaisons and school-based department heads frequently observe classrooms and provide feedback to principals and teachers at the secondary level.</p> <p>The principal at BMS has worked with staff and district personnel to implement the following services:</p> <ul style="list-style-type: none"> ✓ Department heads provide classroom observations, coaching, and feedback on the quality of instructional practice. ✓ A full time AVID coordinator/instructor supports teachers and students in the acquisition of AVID strategies to improve academic achievement.
<p>Informing</p>	<ul style="list-style-type: none"> • Interim assessments aligned to state standards are conducted 4-6 times per year

**Practice with
Data**

in ELA and math

In addition to using extensive item analyses from the MCAS, as well as an analysis of the MEPA data, the District provides funding to purchase the following cumulative interim assessments as well as providing the necessary professional development which ensures that all teachers are using these formative assessments to improve student academic achievement.

Measures of Academic Progress (MAP): Over the past three years, the School Committee and District personnel identified implementation of value-added assessment as a district priority. During the 2004-2005 school year, 7 schools piloted the North West Research Association's (NWEA) Measures of Academic Progress (MAP) computerized assessments. Positive feedback from pilot-site personnel combined with a district analysis of MCAS scores influenced the decision to implement this program in all Worcester Public School sites. During the 2005-2006 School Year the District increased MAP in all WPS schools. The district has provided professional development for administrators and teachers in the areas of test administration, interpreting test results, and applying data to effective instructional practices linked to the district curriculum and the Massachusetts Curriculum Frameworks.

All students in grades 2 through 9 will participate in MAP testing three times during the 2006-2007 school year. In addition, tenth graders who failed to pass 7th or 8th grade MCAS will also participate in testing. The District has added two new MAP components: 1. a new reporting system, the Dynamic Reporting Suite, which allows teachers to access and use MAP data more efficiently and 2. the Knowledge Academy, a series of online professional development trainings that are available on demand to District staff.

Math Assistments (MA): The district collaborates with WPI Professor Neil Heffernan to provide Math ASSISTments (MA) to all middle schools Grade 8 students. MA, a diagnostic and accelerating tool used to advanced students in mathematical concepts and operations, is tightly aligned to the Massachusetts State Frameworks and CMP.

In addition to the District prescribed assessments, the staff at BMS implement the following:

- ✓ Teachers review state standards and develop additional assessments using MAP results to address student strengths and weaknesses
- ✓ Teachers provide instructional activities for answering open response questions
- ✓ Teachers use the Connected Math Program which regularly assesses students' progress toward mastery
- ✓ Teachers provide students with bi-weekly opportunities to participate in the Math ASSISTment computer-aided instruction program which identifies specific math skill areas required for completing MCAS multi-step problems
- ✓ 21st Century Grant activities embed with additional math components during the after-school program

- ***Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions***

The NWEA MAP professional development addresses three (3) principles:

- Continuous academic growth for every child;
- Intense internal accountability at a school level; and
- Accelerated growth of at-risk students.

Through the NWEA training, administrators and teachers develop strategies to interpret and make use of assessment data to improve student achievement. Teachers and principals learn how to use MAP data to plan lessons in accordance with state frameworks. Teachers also are participating in workshops to gain techniques to apply MAP data for effective classroom instructional practices. NWEA provided these professional development sessions during October 2005, January 2006, and August 2006.

Classroom teachers, in-school intervention specialists, and after-school tutoring personnel use the MAP data and the accompanying instructional level reports. Those schools identified as “*in need of improvement*” have remedial, out-of-school time programs that use these MAP data to individualize instruction for all students.

MCAS item analysis reports: Annually the district generates and disseminates to principals, teachers and curriculum support staff detailed item analysis reports of MCAS items in English, math and science. Principals, teachers and curriculum support staff use these data when developing school improvement plans and daily lesson plans.

Test Wiz: The district provides each school with a copy of the Test Wiz disk. This disk includes the most current MCAS data for all students currently in the school. The district offers training on how to use these data. Principals and teachers use Test Wiz to identify students’ strengths and weaknesses in specific curriculum-framework content. Using Test Wiz data, the principal and school staff address these curriculum-need areas in the school improvement plan. WPS teachers develop individual student success plans for the high school remediation programs.

In addition, WPS staff use MAP data to identify “at risk” students for participation in both in-school and out-of-school-time intervention programs.

District staff generates the following student-performance data documents:

- Interim reports: Every five weeks, the district generates and mails to middle school parents interim progress reports which cite students’ progress and attendance in all academic subjects.
- Report cards: Quarterly the district generates and mails to parents of middle and high school students report cards which detail student’s grades and attendance in all academic subjects.
- Student Snapshots: This document contains individual student information which provides teachers with an overview of student services and pertinent information. The Student Snapshots include:
 - Attendance data
 - Enrollment history

	<ul style="list-style-type: none"> ○ Bilingual and/or Special Education services information ○ Test Data: Currently includes MCAS, MEPA, and MAP information <p><u>Individual Student Data Analysis</u>: The District has recently developed a process and format for teachers to analyze multiple data sources of student achievement: MCAS; MAP; interim/term grades; and identified gaps among the multiple data sources. Teachers then identify appropriate instructional strategies and student accommodations to improve student achievement in both ELA and Math.</p> <p>Student interventions, based on data analysis, which are in place at BMS include the following:</p> <ul style="list-style-type: none"> ✓ ELA and math teachers are evaluating progress of students' performance on open response and short answer questions. Teachers develop strategies according to students' needs. ✓ Teachers examine MCAS data from grades 6, 7 and 8 to identify struggling students in need of remediation. ✓ Teachers are implementing curriculum mapping to inform instructional strategies. ✓ Teachers know and use state mandated assessments to set interim benchmarks for performance in each grade level. ✓ Teachers examine grade 7 and 8 data in order to set longitudinal goals for student success. <p>In addition to the District-mandated 8-hour MAP training, 25 members of the BMS faculty participated in a fifteen (15) hour summer professional development opportunity to better understand how to read and analyze MAP test results, learn and implement specific teaching strategies to address identified weaknesses, and differentiate instruction for all learners including Special Education and English Language Learners. NWEA completed the training.</p>
<p><i>Time for Teachers and Students</i></p>	<ul style="list-style-type: none"> • <i>There is adequate time for student learning for ELA and math on a daily/weekly basis.</i> <p>English Language Arts and Mathematics <i>Middle School Task Force</i>: During Spring 2005, Deputy Superintendent Dr. Stephen Mills convened the Middle School Task Force to examine data pertaining to middle school students in the District and to research steps that would lead to academic success for all students. As a result of the Task Force, middle school students receive additional courses in ELA and Mathematics.</p> <p>English Language Arts In order to improve students' proficiency in English Language Arts, the principal and staff at BMS have implemented and supported the following initiatives.</p> <p>1. Additional Grade 7 ELA course: The District developed a Middle School Academic Literacy Course. All 7th graders participate in an extra period to insure a strategic approach to reading in all content areas. Through the summer, 2006, the ELA Curriculum Liaison, the Special Education Coordinator and Middle School Reading Leadership Teams worked together to identify appropriate reading supports through a state Secondary School Reading Grant. Following DOE recommendations, the District purchased <u>Powerful Vocabulary for Reading Success</u> (Scholastic) for use in all 7th grade classrooms. The WPS Curriculum Liaisons support principals' subject-matter department heads and teachers making sure that new teachers have copies of and understand the standards. Finally, through grant funding, the District hired a Middle</p>

School Coordinator to oversee these literacy initiatives.

2. AVID: The Worcester AVID program, *Advancement Via Individual Determination*, is the largest in New England and one of only three in Massachusetts. Cambridge and Boston also have the AVID program.

AVID was initiated in the district in 2001 with five (5) schools. The total AVID student enrollment in those five schools was 244. Today, there are ten (10) AVID schools in Worcester. The student enrollment in 2006 was 709.

The program which runs in grades 7-12 is the first phase of the rigorous course pipeline. Many successful AVID students enter Honors and/or Advanced Placement classes due to the rigor of the AVID classes where teachers work with students to scaffold skills necessary to enter college. Critical thinking, inquiry, reading, and writing skills across the content areas are the primary focus of the program.

✓ 103 BMS students participate in the AVID program.

3. Special Education Services

In order to meet the needs of the special education subgroup, there are 8 teachers providing services to 134 students. The Special Education teachers follow the WPS curriculum which is aligned to the State curriculum frameworks. Special Education teachers also use MCAS and MAP results to differentiate instruction for Special Education students.

4. English Language Learners: In order to meet the needs of the ELL subgroup, there is one English as Second Language teacher who provide services to 30 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. ESL teachers participate in the intervention model trainings.

High School

Grade 9 Academic Course: All Grade 9 students participate in an additional academic literacy course. Directly effected by decreases in funding at both the State and Federal level and exacerbated by the final year the Carnegie and SLC Federal funding are programs developed in recent years such on the Reading and Writing across the curriculum Initiative, the Avid program, Novanet Technology at North High School and Novel/Stars Academic Assistance Technology program in the grade 9 repeater program.

Mathematics

In order to improve students' proficiency in Mathematics, the principal and staff at BMS have implemented and supported the following instructional initiatives.

1. Additional Grade 8 Math Course: BMS provides an enrichment course that all non-magnet in both grade 7 and 8 participate in.

2. Math Materials: During SY2004-2005 the Worcester Public Schools piloted the Connected Mathematics Program (CMP), a standards-based mathematical program. The District selected this program after analyzing the State math frameworks and assessment data (both MCAS and MAP) which indicated that students need more instruction in mathematical knowledge and understanding, skill development, and real-

world applications. The District provides sustained professional development for teachers and administrators as well as training opportunities for parents.

- ✓ **Students in grades 11 and 12 are given the opportunity to enroll in Advance Placement Probability and Statistics.**
- ✓ **Students in grade 12 participate in the dual enrollment program at the College of the Holy Cross.**

3. Math Professional Development: MDRC, a national research organization, has selected the WPS middle school teachers to participate in its Federally-funded study on the effectiveness of math professional development to improve students' achievement.

The BMS schedule provides the following time commitment for students:

- ✓ Non-magnet students in Grade 7 and 8 receive a double, 56 minute period of Math at least 10 weeks out of the school year
- ✓ Teachers utilize the extended homeroom period to provide Math help on an as needed basis

Teachers in grades 7 – 12 will have the opportunity to participate in an on-site course in conjunction with Clark University in writing across the curriculum with emphasis in the area of mathematics.

Special Education: In order to meet the needs of the special education subgroup, there are 8 teachers providing services to 134 students. The Special Education teachers follow the WPS curriculum which is aligned to the State curriculum frameworks. Special Education teachers also use MCAS and MAP results to differentiate instruction for Special Education students.

English Language Learners: In order to meet the needs of the ELL subgroup, there is one English as Second Language teacher who provide services to 30 students in accordance with the DOE guidelines. The ESL teachers use the Worcester Public Schools curriculum which is aligned to the State curriculum frameworks. ESL teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. ESL teachers participate in the intervention model trainings.

- *Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction and after school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development*

We agree with the research which shows that intervention services are a critical component necessary for students to increase their achievement levels. Our data have indicated that both in-school and out-of-school resources are effective in helping our students achieve at higher levels, especially at the high school level. The following table outlines how diminished resources have led to a decrease in WPS middle school out-of-school time tutoring programs and high school summer programs.

	2003-2004	2004-2005	2005-2006	Change
AFTERSCHOOL				

<i>Elementary Students</i>	1717	1327	1587	+16%
Program Length	124 HOURS	124 HOURS	124 HOURS	0
<i>Middle School Students</i>	447	702	376	-46%
Program Length	128 HOURS	192 HOURS	192 HOURS	0
<i>High School Students</i>	259	573	965	+68%
Program Length		90 HOURS	102 HOURS	+13%
SUMMER SCHOOL				
<i>Elementary Students</i>	972	1376	940	-32%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>Middle School Students</i>	420	656	572	-13%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>High School Students</i>	862	738	795	+7%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%

Students in the Worcester Public Schools are faced with a “double whammy”. That is, the students are receiving fewer intervention services both during the school day and outside of the school day.

Math Intervention: Our grade 9 numeracy course, an additional period of support every day in these areas has been curtailed due to the need to provide the essential required courses for the high school programs.

Costs to provide additional intervention services

In order to provide the students who attend just the nine WPS underperforming schools with the appropriate level of intervention services, it would cost **\$5,712,000**. We calculated this rate using the total number of students in these schools who did not score at the proficient level (2,856) and multiplied it by \$2,000, which is the approximate cost per student.

The BMS staff provides students with the following intervention services:

- ✓ After-school: BMS after school program provides students with homework assistance; ELA and math skills practice in a project based program; and lessons that incorporate open response questions.
 - ✓ After-school: BMS classroom teachers work in the after school program to provide continuity of instruction for students.
 - ✓ Word study class for students identified as significantly below grade level.
- *There is adequate weekly and annual time for teachers to discuss students progress, curriculum issues, instructional practice, and improvement efforts-in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning.*

Recognizing the need for common planning time, in addition to required contractual meetings, the principal strives to schedule enrichment teachers (e.g., music, art, physical education, health) according to school needs to schedule common planning/networking for teachers on a twice weekly basis. The District also requires

	<p>that all teachers attend 90-minute meetings, bi-monthly, to discuss curriculum, instruction, assessment, and data analysis.</p> <p>Additionally, the district conducts a Department Head Institute, originated last year, to align standards based practices to instruction and assessment and to improve scores for open response across curricula. Data analysis is critical to these meetings. Department Heads bring this information back to teachers in their respective content area. In addition, over the last three years, the District has conducted a Leadership Institute for small school leaders which supports the development of theme-based small schools that has now incorporated the Department Head Institute.</p> <p>The Manager of Curriculum and Professional Development meets twice/monthly with district Curriculum Liaisons to analyze data, review curriculum, provide feedback on curriculum implementation and determine the focus for professional development.</p> <p>All teachers participate in, at a minimum, the equivalent of 9.3 days of professional development. The breakdown for this time is:</p> <ul style="list-style-type: none"> 3 days school-based staff development 1.3 days district wide MAP training 5 days Principals' monthly meetings (2 per month) on curriculum issues and instructional improvement <p>In addition, many teachers will receive additional staff development when coaches work with them in their classrooms, when they complete school-based staff development activities, or when they attend summer institutes or workshops.</p> <p>The BMS administrative staff and teachers have worked with District personnel to provide the following professional development:</p> <ul style="list-style-type: none"> ✓ Teachers participate in three (3) common planning time (CPT) periods weekly to discuss student progress, curriculum issues, looking at student work, instructional practice, improvement efforts and meet with parents. ✓ The AVID Coordinator works with teachers during CPT to address best practices, instructional strategies, feedback on strategies from coaching and effective use of data. The Coordinator offers additional support in the use of AVID methods in the classroom ✓ The Librarian works with clusters during CPT to analyze MAP data and develops plans with clusters to differentiate instruction based on individual Rasch Unit (RIT) scores used in the MAP data. ✓ All teachers currently participate in the District-mandated 8 hour MAP training. ✓ 25 teachers participated in 15 hours MAP training during the summer. ✓ Mathematics Professional Development Impact Study Teacher Institute provides teacher seminars and teacher coaching. ✓ The WPS School Leaders Institute provides administrators and Department Heads with year-long sustained professional development on improving student's achievement through implementing and monitoring standards-based practice. ✓ Reading Leadership Team reviews standards and curriculum and develops assessments to monitor skills between MAP testing.
Instructional Leadership	<ul style="list-style-type: none"> • <i>Principal has authority to select and assign staff without regard to seniority</i>

With regard to employees covered by the teachers' collective bargaining agreement, Article IX (C) authorizes the Superintendent to assign teachers to grade and subject. Additionally, Article X (B) specifies that seniority is one of three criteria for the selection of staff seeking transfers within the district. Article X (B) reads as follows:

“When a vacancy occurs in a professional position, the Committee shall give due weight to the following criteria in determining transfers to fill said vacancies: Educational Preparation – Quality of performance within the educational profession – Length of service as a professional educator within the Worcester Public Schools.”

With regard to Article X (B), a 2001 arbitration concluded that a Worcester Public Schools' Principal could not give greater weight to performance or educational preparation than to is given to seniority. The Arbitrator wrote: “All three criteria have withstood the test of time and are entitled to equal weight.”

Additionally, in June 2006, the Worcester Public Schools negotiated a provision regarding underperforming schools, which could authorize the principal of an underperforming school, with the approval of two-thirds of the faculty, to select and assign staff to positions in the school without regard to seniority. This provision reads as follows:

“If a school is deemed underperforming by the Department of Education, the following will take place to develop a corrective plan:

1. *The professional staff of the building along with the building administration and any appropriate DAB administrators will meet to mutually write an educational plan to bring the school out of underperforming status. This will be a jointly shared responsibility between staff and administration.*
2. *This plan may require the waiving of certain articles of the contract. The plan will also have a one-year duration.*
3. *The provisions of the contract that will not be altered are the following: Grievance procedure, leaves of absence, sick leave, reduction in force, dismissal of teachers and the salary grid.*
4. *Once the plan has been written, it shall be submitted to both the EAW Board of Directors and School Committee for approval. Such approval shall not be unreasonably withheld.*
5. *Once the plan has been approved by the EAW and the School Committee, it will be voted on by the EAW members in said building by Australian Ballot overseen by both EAW and Administration. In order for the plan to be approved, it must have 2/3 majority vote.*
6. *If during the course of the year the plan needs to be revised, the above process will govern.*
7. *Time to write the plan will be provided during the school day; if not, the EAW members will be reimbursed at the after-school rate.*
8. *The Association and the School Committee agree to abide by all rules, statutes, regulations and other laws promulgated by the Board of Education and implemented by the Department of Education.*

The District has successfully negotiated contract language which addresses the Department of Education's first Enabling Condition and complies with the No Child Left Behind Act requirement that school districts abide by collective bargaining agreements.

- ***The right personnel are on hand to do the needed work***

- ✓ The principal works with district personnel to ensure that there are a sufficient number of certified and skilled teachers in order to provide necessary support for student learning especially for special education students.
- ✓ The principal collects teacher meeting data in order to provide immediate support and intervention needed to support effective teaching practices.

- ***Principal has control over financial resources to successfully implement improvements***

Principals have complete authority to spend the funds in their instructional accounts for supplies, materials, and building-based professional development. Principals determine staffing assignments based on their assessment of building needs and budgeted positions.

- ***Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies***

In accordance with State statute, the WPS principals, using the DOE's Principles of Effective Teaching, formally evaluate teachers every two years.

In addition, the district requires that teachers weekly submit to principals their lessons which demonstrate that they are properly implementing the State's curriculum frameworks and using assessment data to inform instructional practices in their classrooms. Principals review, edit and monitor these lesson plans. Principals' ongoing supervision of teachers' performance informs and impacts teachers' evaluations, resulting in commendations, recommendations for additional staff development interventions, or progressive-discipline actions (reprimands, suspensions, or dismissal).

When evaluating teachers, WPS Principals are looking for satisfactory evidence of classroom performance which demonstrates that teachers are:

- ✓ Teaching the content of State-mandated curriculum frameworks;
- ✓ Implementing district-approved instructional materials (aligned with framework content);
- ✓ Using data from multiple, valid assessments in order to personalize and improve classroom instruction for all students; and
- ✓ Completing action steps contained in school improvement plans.

According to collective bargaining agreement, the principal provides staff with two (2) formal observations and one summative assessment yearly.

The principal, assistant principal, and department heads at BMS perform the following evaluative tasks:

- ✓ Weekly: use an observation rubric to provide formative evaluations of staff to assist in improving instruction
- ✓ Daily: conduct walk-throughs to monitor appropriate instructional strategies
- ✓ Weekly: examine teachers' lesson plan forms which require the inclusion of standard(s), skill(s), and content.

	<ul style="list-style-type: none"> ✓ Regularly: the principal conducts meetings with department heads, and Assistant Principals in monitoring daily lessons, CPT, academic progress and student behavior <p>WPS Quadrant Managers, in turn, evaluate how well WPS principals assess their teachers' performance.</p>
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2. Planned Improvements:

- ***What changes will the district make to get the essential personnel and conditions in place?***

All students participated in the Measures of Academic Progress (MAP) assessment program during the District's Fall 2006 testing period. All staff members will use MAP results to determine student's strengths and weaknesses, differentiate instruction in an effort to address individual student needs, and engage parents as partners who will work with teachers to help all students achieve their identified MAP growth targets.

- ***How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?***

The principal has adjusted the schedule to continue to include CPT opportunities for teachers to collaborate and analyze data.

The after-school program provides students the opportunity to work with those teachers who are most familiar with their needs. There are approximately 45 students enrolled in the program. The principal created the position of a Reading Department Head to coordinate literacy

- ***What specific changes will the district make by September 2006, January 2007, and September 2007?***

September 2006 –

- ✓ Continued with the Turning Points model for restructuring
- ✓ BMS received \$13, 239 for the Secondary School Reading Implementation Grant
- ✓ Continued to implement a schedule which includes time for structured curriculum and data meetings
- ✓ Implemented six period day with 56 minute classes

January 2007 –

- ✓ Teachers will have completed over 4 hours of the mandated MAP training.
- ✓ Every teacher in the school will know how to access MAP data reports and use them to effectively guide differentiated instruction for all learners, including English Language Learners and special education students.
- ✓ Grade 7 Mathematics teachers will continue to participate in the MDRC Math Impact trainings and research activities.
- ✓ All teachers will participate in best practices professional development
- ✓ By late Spring 2007, regular education teachers from BMS will complete District-sponsored ELL training.
- ✓ The District will collaborate with teachers' union to utilize new contractual procedures for underperforming schools.

September 2007- The District is currently in the process of projecting our FY '08 budget from all funding sources: local, state, and federal. We are also preparing a five-year budget analysis. At this time, we are not able to determine additional changes which require additional resources.

We are encouraged that the State Board of Education is seeking from the Legislature \$25 million to support instructional improvements in underperforming schools. We are ready to collaborate with the Board

of Education in order to convince the Legislature to appropriate these essential funds especially to increase enabling conditions for providing: 1. subject-matter coaches, 2. in-school academic remediation (including computer-based programs), 3. after-school academic remediation, and 4 instructional materials and supplies.

- ***What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?***

Personnel from the school and District levels used multiple data sources (e.g., MCAS, MAP, MEPA) to determine the changes needed at BMS for the 2006-2007 school year. While BMS maintains the designation of underperforming for mathematics performance, our data analysis has helped us to determine that BMS staff must emphasize students' needs in both ELA and mathematics. Our MCAS scores on open-ended and short answer questions are very low. We believe that all students at BMS need to improve their vocabulary and writing skills in order for our students to perform at higher levels on MCAS. In addition, we have used information the fact finding report to help us to move towards improving instruction for all of our students.

3. Outcomes:

During the 2006-2007 school year, several changes in student learning will be observable in the school:

- ✓ Teachers will use MAP assessment results to develop individual learning plans for students
- ✓ BMS students will achieve their individual MAP target-growth rates
- ✓ Teachers will differentiate instruction based on MAP results.
- ✓ Teachers will modify instruction based on MCAS item analysis.
- ✓ Teachers will deliver an additional individualized 10-week math instructional program to identified Grade 7 and 8 students.
- ✓ Team/cluster teachers will show evidence of student mastery of skills through improved scores on MCAS and MAP.

The formative MAP assessments continue to provide teachers with information needed to differentiate instruction for all of our students by setting individualized growth benchmarks that students should achieve during the school year.

4. Benchmarking Progress and Impact:

The District has several vehicles through which it will monitor progress and measure impact in meeting changed expectations for both the school organization and student learning. The building principal will meet with her Quadrant Manager to review MAP results and explain how teachers are using these data to inform instruction as well as to differentiate instruction for all students, including English Language Learners and special education students. To ensure that teachers are following the CMP prescribed curriculum, the Quadrant Manager and District Mathematics Liaison will meet with the principal to review E-Walks. This review will provide insight into level of the teachers' fidelity of implementation for this standards-based mathematics program. The Quadrant Manager, accompanied by the District's Mathematics and English Language Arts Curriculum Liaisons, will join the principal for classroom walk-throughs.

Quarterly, the Superintendent will visit the school and meet with the Deputy Superintendent, Quadrant Manager and principal to review formative assessment data and fidelity of implementing the instructional interventions and initiatives described in this plan.

The Quadrant Manager will ensure that the principal of BMS will monitor frequently and closely the following areas to ascertain progress through the observation rubric used by the principal, assistant principals, and department heads:

- ✓ **Classroom Instruction**
 - standard based lessons
 - differentiated instruction
 - practice with open response question
 - high expectations for all students
- ✓ **Lesson plans**
 - aligned to the frameworks
 - clearly written objectives
 - strategies to address skills
- ✓ **Common Planning Time**
 - disaggregate MAP and MCAS data
 - analyze student work to inform instruction
 - identify skill deficits
 - develop strategies to address skills
 - develop additional classroom formative assessments with results achieved

**Worcester Public Schools
District Plan for Lincoln Street Elementary School Intervention
January 2007**

1. Performance Targets:

	2005 CPI ELA	End of Cycle IV CPI ELA	Target Gain Cycle V ELA	Cycle V Improv.Target ELA
Aggregate	68.0	61.5	9.6	71.1
LEP	64.3	61.5	9.6	71.1
SPED				
Low Income	65.8	60.3	9.9	70.2
African American				
Asian/Pacific Islander				
Hispanic	58.3	56.9	10.8	67.7
White				

	2005 CPI Math	End of Cycle IV CPI Math	Target Gain Cycle V Math	Cycle V Improv.Target Math
Aggregate	64.0	58.1	10.5	68.6
LEP		45.0		58.8
SPED				
Low Income	58.6	53.3	11.7	65.0
African American				
Asian/Pacific Islander				
Hispanic	50.0	45.9	13.5	59.4
White		73.0	6.8	79.8

**Please note that the target gains have been calculated to reflect the additional grades that will be tested in 2007.*

Using the Massachusetts Department of Education's 2005 and 2006 CPIs which the DOE included in their Adequate Yearly Progress (AYP) report, we calculated the baseline scores for Cycle V, In order to calculate the target gain, we used the formula: $100 - \text{baseline} / \# \text{ of cycles left. } 12$. We are awaiting Massachusetts Department of Education data that reflect our new school status to update our 2005 and 2006 CPI information. While we await these results, we are currently using our Measures of Academic Progress (MAP) data to provide teachers with the information that is necessary to tailor instruction using differentiated instruction for all of our students to ensure they achieve at higher levels on the MCAS.

We were able to calculate our performance targets in the aggregate for the students currently in Lincoln Street School. The majority of Lincoln Street School students scored in the Warning and Needs Improvement levels on the 2006 MCAS in English Language Arts (90% in Grades 3 and 4) and in Math (79% in Grades 4 and 6).

After reviewing these improvement targets, we determined that our greatest challenges are to improve the performance of our Hispanic, LEP and low income students in the area of ELA and our Hispanic and low income students in Mathematics.

The State has set the following performance goals for the next two years for students in the aggregate.

	English Language Arts Performance Goals		
	Baseline 2006	2007	2008
CPI	61.5	67.9	71.1
	Mathematics Performance Goals		
	Baseline 2006	2007	2008
CPI	58.1	65.1	68.6

2. Hypotheses:

Standards-based Teaching and Learning

The District has taken several steps to address the performance issues at Lincoln St. School, which serves 261 students in grades Pre-K through 6. In analyzing WPS schools’ data, we determined that these solutions would be enacted system-wide. These steps address the practices that we believe inhibited, to some extent, the establishment of the conditions for effective practice. To address the district-wide lack of consistency in our core elementary level reading and mathematics programs, the district purchased Houghton Mifflin Reading (Fall 2005) and Everyday Math (Fall 2003).

We also noted that there appeared to be inconsistent practices for differentiating instruction for all students, particularly those subgroups of students who have not achieved AYP. To address this, the District implemented a formative assessment, Measures of Academic Progress (MAP). This system allows teachers to access real-time student data and then to individualize instruction by using the DesCartes Continuum of Learning which is based on the Massachusetts State frameworks. All WPS teachers are currently participating in a mandated eight (8) hour training that addresses all aspects of MAP assessment, including the use of the DesCartes Learning Continuum.

District personnel conducted an MCAS item analysis which inferred that teachers were not providing students with enough practice and strategies to effectively answer open-response questions. In response to this, all schools have a document which explicitly outlines the Houghton Mifflin program’s writing program. The Manager of Curriculum and Staff Development is currently arranging workshops to strengthen teachers’ work with the Houghton Mifflin writing program. The District requires teachers to complete all activities in this writing component.

The Lincoln Street School principal has scheduled bi-weekly grade level meetings at which the NCLBIT and principal discuss the latest data and strategize as to which instructional methods will bring about proficient student outcomes. This is also an opportunity for teachers to receive feedback, share best practices, as well as raise concerns for which they need help with problem-solving. Some supports are provided but not limited to...modeling lessons, effective lesson planning, and receiving appropriate materials.

In addition, Lincoln Street School continues to conduct study groups. At the present time a study group for intermediate grade teachers has been established. The book *Supporting Struggling Readers and Writers; Strategies for Classroom Interventions 3-6* has been selected and purchased for each of these teachers as well as the ELL specialist, Special Education teacher, and ELAIT as they work with these grade levels often. Best practices are discussed and put into practice in both content areas. In 2005-2006 the NCLBIT conducted study groups with the primary teachers to address literacy issues.

These conditions in place concur with the recommendations in this key area in the Fact Finding report. The district and Lincoln Street School’s Principal recognized the same priority areas for improvement.

Informing Practice with Data

As stated previously, the District identified a lack of consistency with the type and frequency of formative assessments being used at Lincoln Street School and other Worcester public schools. This led to the district wide adoption of the Measures of Academic Progress (MAP). All teachers are currently attending

eight (8) hours of mandatory professional development for analyzing and using MAP data to guide classroom instruction.

Teachers are expected to conference with students to develop an action plan to help all students reach their MAP targeted growth goal. In doing so, teachers will implement differentiated strategies to address specific student needs. In order to assign appropriate materials, teachers will use a student's instructional level, derived from the MAP interval score and Lexile levels.

In addition, all Kindergarten and Grade 1 teachers administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment using hand-held Palm Pilots. The use of Palm Pilots insures that the tests are valid due to the automatic timing device incorporated into the software. Teachers use the DIBELS results for progress monitoring and student placement. Teachers, K-3, use GRADE and DRA assessment results to inform instruction.

Introduced to Lincoln St. School in the 2006-2007 school year is the Developing Writer's Assessment (DWA). This decision was implemented after thorough review of the MCAS results of the past three years. Open-response and short answer responses across all curriculum areas were problematic for the student population, and therefore needed to be addressed. This assessment was decided upon because it offers a diagnostic approach, identifies skill gaps, and offers a continuum of skill instruction for each student. Professional development for this assessment tool began in August 2006 and will continue through out the school year. As an element of this process, all faculty met and collaboratively chose rubrics and graphic organizers that would further unify the writing initiative.

All teachers will be actively engaged in continuous and consistent review of data generated from all of the above mentioned assessments to move all students towards proficiency.

These conditions aforementioned address the recommendations found in this Fact Finding key area in ELA and Math.

Time for Teachers and Students

At the elementary school level there is a minimum time requirement for both English Language Arts/Reading and Mathematics. The District instituted an ELA/Reading time requirement of 120 minutes as part of its assurances to the Reading First program. In addition, the District employs a three-tier reading model. In Tier I, the teacher provides all students with the opportunity to engage in core reading program activities for the first 60 minutes. In Tier 2, students requiring moderate intervention services receive an additional 30 minutes—in most schools the classroom teachers provide this intervention, however, at Lincoln St. School there are three Reading First tutors and one district tutor who provide these services. In Tier 3, students who require more immediate attention, receive an additional 30 minutes intervention (for a total of 60 minutes). The greatest barrier to ensuring that students have access to tiers 2 and 3 is funding. In the past, the District provided the lowest quartile of Grade 1 students with Reading Recovery services. We have gone from 34 full-time Reading Recovery teachers who serviced over 700 students annually, to none due to loss of funds. Title I used to pay for these positions, prior to a \$3 million decline in the past three years. Our test scores have held flat, or declined, since we lost the funds that had provided these effective intervention services to our students. Lincoln St. School had one Reading Recovery teacher.

At Lincoln St. School, intervention tutors and well as the ELA intervention teacher or ELAIT provide additional services and support for ELL and Special Education students. For Mathematics and ELA MCAS tutoring is provided 3 days a week. Monitoring and the effect of these interventions are done in the grade level meetings, and formal and informal evaluations.

Upon review of the current data available, the newly assigned principal of Lincoln St. School conferred with the current school leadership team and the decision was reached that grades four through six would increase their ELA block to 120 minutes to maximized instruction time in this area.

The above mentioned confirmed and addresses the WPS's findings and the Fact Finding recommendations in this key area.

Instructional Leadership

The District leadership identified the monitoring of the implementation and delivery of core programs as a district-wide issue. The District worked with X-Media to develop a series of E (electronic)-Walks to ensure there was fidelity of program implementation for the Houghton Mifflin Reading and Everyday Math programs. Principals follow a district-mandated schedule of classroom walkthroughs. District personnel monitor the frequency and results of these walkthroughs and the Quadrant Manager addresses any identified implementation issues with the principals.

The Worcester Public Schools administration is moving towards a more adaptive leadership model. The principal at Lincoln St. School has several structures in place that reflect the tenets of this model. The principal has created a leadership team whose members are responsible for implementing effective professional development, monitoring teacher instruction and student learning, encouraging teacher leadership, and implementing effective best practices strategies. In addition to the formal evaluations and district-required walkthroughs, the principal conducts informal walkthroughs and multiple classroom observations as well as individual professional dialogues.

There are currently nine teachers participating in the Reading Academy through Voyager U. The current principal will serve as coach and facilitator for this group and that training has begun. This initiative will ultimately be paid through the Reading First office.

All the information described above sustains the recommendation of the Fact Finding team in this key area for the Lincoln Street School and the District.

3. Assessment of Necessary Conditions:

Levers	Essential Enabling Conditions
<p>Standards-based Teaching and Learning</p>	<ul style="list-style-type: none"> <p>• <i>Curricula are aligned to State Frameworks in core content areas</i> In addition to the existing English Language Arts curriculum, the Worcester Public Schools has revised, and the Worcester School Committee has approved, both its Mathematics and Science and Technology curricula to reflect the Massachusetts Department of Education changes. The most current versions of these documents are available to all teachers both in hard copy, available at the schools, and on the Worcester Public Schools web site which teachers can easily access in their classrooms.</p> <p>The district has purchased software, E Walk, and implemented a hand-held computer-based monitoring process. Elementary principals complete E-WALKS by utilizing hand-held Palm Pilots to record evidence for classroom implementation of scope and sequence content.</p> <p>The Lincoln St. School principal requires that all teachers use the Lincoln St. School lesson plan template to ensure that teachers address the state standards and identify specific skills they will teach. The staff at Lincoln St. School adheres to all WPS Curricula when planning lessons and delivering instruction.</p> <p>In summation, the Worcester Public Schools does implement curricula that are aligned to state frameworks in the core academic subjects.</p> <p>• <i>Two full-time ELA and Mathematics subject area coaches provide faculty with consistent classroom observation and feedback on the quality of instructional practices.</i></p> <p>Elementary Every elementary school has a full time coach, the No Child Left Behind Implementation Teacher (NCLBIT), who is accountable for providing resources, training, and support for classroom teachers. In addition, NCLBITs are accountable for continually assessing students needs, determining best practices, and evaluating current research to ensure that the students are receiving scientifically research-based instruction in the areas of English</p>

Language Arts and Mathematics. The NCLBITs enter electronically, on a weekly basis, a log of their activities. These data include: classrooms visited, content area, type of activity, and time on task. District level personnel maintain and audit the NCLBIT logs. In addition, Dr. David Pearson, Dean, University of California, Berkley has trained NCLBITs to use the Pearson Literacy Observation Survey. District personnel will work with school based personnel to use the results of this observation tool to determine successful school-based literacy practices.

The principal at Lincoln St. School has worked with staff and district personnel to implement the following services:

- ✓ A full-time reading certified Reading First Literacy coach/NCLBIT provides support for teachers, Grades K-6 by modeling best practices, and providing professional development.
- ✓ The Reading First Coach/NCLBIT support teachers with data analysis to ensure that teachers are meeting the needs of all subgroups.
- ✓ The principal provides opportunities for teachers to take part in peer observations in classrooms where teachers model effective teaching practices. The administration provides time for professional dialogue between the two teachers after the peer observation.
- ✓ The ELAIT models writing instruction in every classroom twice a week to assure proper instruction and implementation of the writing resource tool for all students.

- ***Interim assessments aligned to state standards are conducted 4-6 times per year in ELA and math***

In addition to using extensive item analyses from the MCAS, as well as an analysis of the MEPA, the District provides funding to purchase the following cumulative interim assessments as well the necessary training which ensures that all teachers are using these assessments to improve student academic achievement.

Measures of Academic Progress (MAP): Over the past three years, the School Committee and District personnel identified implementation of value-added assessment as a district priority. During the 2004-2005 school year, 7 schools piloted the North West Research Association's (NWEA) Measures of Academics Progress (MAP) computerized assessments. Positive feedback from pilot-site personnel combined with a district analysis of MCAS scores influenced the decision to implement this program in all Worcester Public School sites immediately. During the 2005-2006 School Year the District increased MAP in all WPS schools. The district has provided professional development for administrators and teachers in the areas of test administration, interpreting test results, and applying data to effective instructional practices linked to the district curriculum and the Massachusetts Curriculum Frameworks.

All students in grades 2 through 9 will participate in MAP testing three times during the 2006-2007 school year. In addition, tenth graders who failed to pass 7th or 8th grade MCAS will also participate in testing. The District has added two new MAP components: 1. a new reporting system, the Dynamic Reporting Suite, which allows teachers to access and use MAP data more efficiently and 2. the Knowledge Academy, a series of online professional development trainings that are available on demand to District staff.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS): As a result of the district's participation in the Massachusetts Reading First Initiative, the District adopted this value-added assessment for all students in Kindergarten and Grade 1 during Fall 2005. The district has provided training for 143 classroom teachers to enable them to administer these assessments via hand-held Palm Pilots to 5,080 students. In addition, the District contracted with a Massachusetts Department of Education Partner, IDEALS Consultants, to provide training which provides teachers with the skills necessary to use these data to improve reading instruction for all students.

Developmental Reading Assessment (DRA): As a result of our partnership with the Massachusetts Department of Education in the Reading Excellence program, the District continues to use this assessment for all students in Grades K-3; 7,409 students participated in this assessment which identifies a student's independent reading level.

In addition, teachers at Lincoln St. School:

- ✓ Use GRADE, Houghton Mifflin Unit assessments, and Everyday Math Unit assessments to drive instruction in their classrooms.
- ✓ Use DWA in grades K-6 drive instruction and narrow or close skill gaps.
- ✓ Use recorded data to identify students meeting benchmarks as well as those needing immediate intervention so that regrouping and implementation of interventions can take place immediately.

The following *Table 1* contains data which indicate how many students the Worcester Public Schools assessed using formative/value-added data.

Students Assessed During the 2005-2006 School Year

<u>ASSESSMENT</u>	<u>GRADE</u>	<u>STUDENTS ASSESSED</u>
MAP	Grades 2-10	14,226
MATH ASSISTMENTS	Grade 8	1,599
DIBELS	Grades K-1	3,742
DRA	Grades K-3	5,177
ESI	PK and K	1,849

- ***Assessment results are tracked and analyzed and used to inform curriculum, instruction and individual interventions***

The NWEA MAP professional development addresses three (3) principles:

- Continuous academic growth for every child;
- Intense internal accountability at a school level; and
- Accelerated growth of at-risk students.

Through the NWEA training, administrators and teachers develop strategies to interpret and make use of assessment data to improve student achievement. Teachers and principals learn how to use MAP data to plan lessons in accordance with state frameworks. Teachers also are participating in workshops to gain techniques to apply MAP data for effective classroom instructional practices. NWEA provided these professional development sessions during October 2005, January 2006, and August 2006.

Classroom teachers, in-school intervention specialists, and after-school tutoring personnel use the MAP data and the accompanying instructional level reports. Those schools identified as “*in need of improvement*” have remedial, out-of-school time programs that use these MAP data to individualize instruction for all students. .

MCAS item analysis reports: Annually the district generates and disseminates to principals, teachers and curriculum support staff detailed MCAS item analysis reports of MCAS items for each school in English, math and science. Principals, teachers and curriculum support staff use these data when developing school improvement plans.

Test Wiz: The district provides each school with a copy of the Test Wiz disk. This disk includes the most current MCAS data for all students currently in the school. The district offers training on how to use these data. Principals and teachers use Test Wiz to identify students’ strengths and weaknesses in specific curriculum-framework content. The principal and staff of Lincoln St. School address these curriculum-need areas in the school improvement plan. Teachers develop Individual Student Success Plans for participation in school programs using Test Wiz and other data sources.

In addition, WPS1 staff use MAP data to identify “at risk” students for participation in both in-school and out-of-school-time intervention programs.

District staff generates the following student- performance data documents:

- Interim reports: Every five weeks, the district generates and mails to middle school parents interim progress reports which cite students’ progress and attendance in all academic subjects.
- Report cards: Quarterly the district generates and mails to parents of middle and high school students report cards which detail students grades and attendance in all academic subjects.
- Student Snapshots: This document provides individual student information which provides teachers with an overview of student services and pertinent information. The Student Snapshots include:
 - Attendance data
 - Enrollment history
 - Bilingual and/or Special Education services information
 - Test Data: Currently includes MCAS, MEPA, DRA, and DIBELS information

Individual Student Data Analysis: The District has recently developed a process and format for teachers to analyze multiple data sources of student achievement: MCAS; MAP; interim/term grades; and identified gaps among the multiple data sources. Teachers will then identify appropriate instructional strategies and student accommodations to improve student achievement in both ELA and Math.

Student interventions, based on data analysis, in place at Lincoln St. School include the following:

- ✓ An English Language Arts Intervention Teacher (ELAIT) provides additional language arts instruction in multiple writing genres in an inclusion setting. The

	<p>current model is designed as a team teaching approach so that the ELAIT models instruction twice a week as the classroom teacher works with students. The ELAIT address the identified students within the classroom during the lesson. During the course of the school year, the ELAIT will service approximately 35 targeted students, including students from ELL and SPED subgroups. The ELAIT will actually address all students K-6 as lesson presentation is completed in an inclusion setting. Teachers identify students based on MCAS, MEPA, MAP, DWA and DIBELS results.</p> <ul style="list-style-type: none"> ✓ Three Reading First tutors provide services for K-3 students whom teachers have identified as needing additional service. Teachers use test results from DIBELS, DRA, and GRADE to select students. ✓ One district tutor addresses the students in grades 2 and 3 for services. Teachers use test results from DIBELS, DRA, and GRADE to select students. ✓ One special education teacher provides services to 21 students in grades K-6 with Individualized Education Plans. Both inclusion and pull out models are employed. The pre-school teacher provides academic services to 7 students in an inclusion model. ✓ One ESL teachers provides intervention to approximately 50 English Language Learners as required by regulations. ✓ The Reading Specialist maintains and makes available spreadsheets detailing individual student data profiles. ✓ Teachers participate in weekly data meetings with the NCLBIT to identify students and create intervention plans that include differentiation of instruction. Plans are monitored and adjusted on a bi-weekly basis.
<p><i>Time for Teachers and Students</i></p>	<ul style="list-style-type: none"> • <i>There is adequate time for student learning for ELA and math on a daily/weekly basis</i> <p>English Language Arts Elementary: As part of a commitment to <u>Reading First</u>, the Worcester Public Schools has implemented a 120-minute per day literacy block in grades K-3. The Worcester Public Schools Three-Tier Reading Model mirrors the MA Department of Education’s literacy model. It addresses the concept of focused skill development instruction in the five essential reading components outlined in <u>Reading First</u>, as well as, the elements for the both the core and intervention programs. The district has committed over \$1.3 million to adopt the Houghton Mifflin core <i>reading</i> program, district-wide, for the 2005 – 2006 school year. The Worcester Public Schools consulted the MA Department of Education’s Reading Office before selecting these materials. In addition, the Worcester Public Schools worked with the MA Department of Education’s Reading Office to identify and purchase appropriate reading intervention materials for those schools identified as “in need of improvement.”</p> <p>In order to improve students’ proficiency in English Language Arts, the principal and staff at Lincoln St. School have implemented and supported the following instructional initiatives and services.</p> <ol style="list-style-type: none"> 1. Reading First Grant: All students in grades K-3 participate in this initiative. There are three literacy tutors who provide support services to students and a <u>Reading First</u> Coach who provides support to teachers. 2. Houghton Mifflin Reading Program: All teachers, K-6, are implementing the scientifically research-based literacy program. 3. Sunday Intervention Program: All teachers grade level, 1-3, have participated in and are using the appropriate strategies from this phonics-based intervention program. The

training has advanced to include all tutors, the NCLBIT, and ELAIT and the special education teacher.

4. **Early Reading Intervention (ERI):** All Kindergarten teachers, instructional assistants, and tutors have participated in this program designed to support students who require Tier 3 intervention program.
5. **Waterford Reading Intervention:** All Kindergarten teachers have this computer aided intervention in place on their classrooms. Students that teachers have identified at risk based on DIBELS and ESI scores participate in this program.
6. **English Language Learners:** In order to meet the needs of the ELL subgroup, there is one ESL teacher who provides services to 50 students in accordance with the DOE guidelines. The ESL teacher uses the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. ESL teacher uses the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. The ESL teacher participates in the intervention model trainings.
7. **Special Education Services:** In order to meet the needs of the Special Education subgroup, there is one teacher who provides services to 21 students in accordance with the DOE guidelines. The special education teacher uses the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. The Special education teacher also uses MCAS, MEPA, and MAP results to differentiate instruction for special education students.

Mathematics

The Worcester Public Schools has implemented a 60-minute mathematics block for all students, K-6. This program provides specific teaching strategies for working with students in our LEP and SPED subgroups. In addition, mathematics intervention teachers provide additional support for those students needing additional skills and strategies. The District is in the fourth full year of using the standards-based Everyday Math program.

The District monitors these initiatives by analyzing reports *generated* from principals' E-Walks. The District Leadership Team reviews monthly reports and uses them to identify appropriate professional development activities that address specific curriculum areas and skills.

When applying for additional grant resources to supplement these two curricula areas, the District gives preference to those schools identified as "*in need of improvement.*" For example, three elementary schools and one middle school identified as needing improvement are Comprehensive School Reform (CSR) recipients for a mathematics program. Our Mathematics Support Specialist is working closely with the Massachusetts Department of Education's Mathematics Division to identify appropriate resources. Lincoln St. School is not a CSR school.

In order to improve students' proficiency in Mathematics, the principal and staff at Lincoln St School have implemented and supported the following instructional initiatives and services.

1. Everyday Mathematics: All students, grades K-6, participate in the Everyday Math program during a prescribed 90 minute mathematics block.

2. English Language Learners: In order to meet the needs of the ELL subgroup, there is one ESL teacher who provides services to 50 students in accordance with the DOE

guidelines. The ESL teacher uses the Worcester Public Schools curriculum which is aligned to the State curriculum frameworks. SEI teachers use the MEPA, MCAS, and MAP results to differentiate instruction for ELL students. The ESL teacher participates in the intervention model trainings.

3. Special Education Services: In order to meet the needs of the Special Education subgroup, there is one teacher who provides services to 21 students in accordance with the DOE guidelines. The special education teacher uses the Worcester Public Schools' curriculum which is aligned to the State curriculum frameworks. Special education teacher also use MCAS, MEPA, and MAP results to differentiate instruction for special education students.

4. Professional Development: Lincoln St. School has planned three 90 minute session with the district mathematics resource teacher to present professional development in solving multi-step problems, and writing the solutions. These will take place in Dec. Jan. and Feb. of the current school year.

- *Students who are not yet proficient receive at least 90 minutes daily of ELA and math instruction and after school tutoring and homework assistance is provided for students who need supplemental instruction and focused skill development*

We agree with the research which shows that intervention services are a critical component necessary for students to increase their achievement levels. Our data have indicated that both in-school and out-of-school resources are effective in helping our students achieve at higher levels, especially at the high school level. The following table outlines how diminished resources have decreased WPS elementary school intervention programs.

Table 1: Status of Elementary School Level Interventions

	Number of Positions	Decline 2005 to 2006				
Program	2002-2003	2003-04	2004-05	2005-06	2006-07	
<i>Reading Recovery</i>	30	0	0	0	0	0%
<i>Elementary Reading Intervention Small Group</i>	18.5	34.5	32.5	25.5	12	-53%
<i>Elementary Math Initiatives</i>	8	22.5	23.5	20.5	8	-61%
<i>Full Day Preschools</i>	52	0	0	0	0	0%
<i>Half Day Preschools</i>	0	26	26	26	26	0%
<i>Tutors</i>	75	47	46	58	50	-14%

	2003-	2004-	2005-	Change
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	2004	2005	2006	
AFTERSCHOOL				
<i>Elementary Students</i>	1717	1327	1587*	+16%
Program Length	124 HOURS	124 HOURS	124 HOURS	0
<i>Middle School Students</i>	447	702	376	-46%
Program Length	128 HOURS	192 HOURS	192 HOURS	0
<i>High School Students</i>	259	573	965	+68%
Program Length		90 HOURS	102 HOURS	+13%
SUMMER SCHOOL				
<i>Elementary Students</i>	972	1376	940	-32%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>Middle School Students</i>	420	656	572	-13%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%
<i>High School Students</i>	862	738	795	+7%
Program Length	20 DAYS	15 DAYS	12 DAYS	-20%

Students in the Worcester Public Schools are faced with a “double whammy”. That is, the students are receiving fewer intervention services both during the school day and outside of the school day. Table 1 data indicate that 59% fewer services are available during the school day and similarly the time-on-task on after school programs have been reduced.

Costs to provide additional intervention services

In order to provide the students who attend just the nine WPS underperforming schools with the appropriate level of intervention services, it would cost **\$5,712,000**. We calculated this rate using the total number of students in these schools that did not score at the proficient level (2,856) and multiplied it by the approximate costs for student, of \$2,000.

The Lincoln St. School principal has allocated staff to provide intervention services, in ELA for those students identified as being at-risk on MCAS, MAP, MEPA, and other Reading First assessments.

- ✓ An English Language Arts Intervention Teacher (ELAIT) provides additional language arts instruction in an inclusion setting. During the course of the school year, the ELAIT will service approximately 29 identified students, including students from ELL and SPED subgroups, and other students from grade K to grade 6 within the inclusion setting. Teachers identify students based on MCAS, MEPA, MAP, and DIBELS results.
- ✓ Three Reading First tutors provide services for K-3 students whom teachers have identified as needing additional service. Teachers use test results from DIBELS, DRA, and GRADE to select students.
- ✓ The district tutor provides reading and math intervention for students in grades 2 and

	<p>3 who have been identified using MCAS, MEPA, MAP, DIBELS and DRA results.</p> <ul style="list-style-type: none"> • <i>There is adequate weekly and annual time for teachers to discuss student progress, curriculum issues, instructional practice, and improvement efforts – in general no less than 1 hour/week of leadership directed collaborative work and 5 days/year professional development and planning</i> <p>Recognizing the need for common planning time, in addition to required contractual meetings, the district strives to schedule itinerants (music, art, physical education, health) according to principals’ requests. This, in turn, supports the principals’ efforts to schedule common planning/networking for teachers on a bi-weekly basis. The District requires that teachers attend 90 minute meetings, twice monthly, to discuss curriculum, instruction, assessment and data analysis.</p> <p>The Manager of Curriculum and Professional Development meets twice a month with district liaisons to analyze data, review curriculum, provide feedback on curriculum implementation and determine the focus for professional development.</p> <p>All teachers participate in, at a minimum, the equivalent of 9.3 days of professional development. The breakdown for this time is:</p> <ul style="list-style-type: none"> 3 days school-based staff development 1.3 days district wide MAP training 5 days Principals’ monthly meetings (2 per month) on curriculum issues and instructional improvement <p>In addition, many teachers will receive additional staff development when coaches work with them in their classrooms, when they complete school-based staff development activities, or when they attend summer institutes or workshops.</p> <p>The Lincoln St. School administrative staff and teachers have worked with District personnel to provide the following professional development:</p> <ul style="list-style-type: none"> ✓ All teachers have two common planning times per grade level. Bi weekly one of these periods is used to meet with the principal and NCLBIT to discuss data results and best practices. ✓ Weekly data/intervention meetings are offered by the NCLBIT for the purpose of regrouping and interventions. ✓ Second monthly staff meeting is dedicated to professional development, according to student and/or teacher need. ✓ Professional development is offered to teachers throughout the school year, including during the school day (NCLBIT). ✓ A Study group has been designed for intermediate teachers in differentiated instruction and classroom strategies. ✓ Nine teachers have committed to the Reading Academy through Voyager U to expand their knowledge of the teaching of reading. ✓ On-going professional dialogue between teachers and leaders throughout the school day. ✓ Three sessions of Mathematics <i>Solving Multi-step Problems</i> have been scheduled and began in December.
Instructional	<ul style="list-style-type: none"> • <i>Principal has authority to select and assign staff without regard to seniority</i>

<p>Leadership</p>	<p>With regard to employees covered by the teachers’ collective bargaining agreement, Article IX (C) authorizes the Superintendent to assign teachers to grade and subject. Additionally, Article X (B) specifies that seniority is one of three criteria for the selection of staff seeking transfers within the district. Article X (B) reads as follows:</p> <p>“When a vacancy occurs in a professional position, the Committee shall give due weight to the following criteria in determining transfers to fill said vacancies: Educational Preparation – Quality of performance within the educational profession – Length of service as a professional educator within the Worcester Public Schools.”</p> <p>With regard to Article X (B), 2001 arbitration concluded that a Worcester Public Schools’ Principal could not give greater weight to performance or educational preparation than to be given to seniority. The Arbitrator wrote: “All three criteria have withstood the test of time and are entitled to equal weight.”</p> <p>Additionally, in June 2006, the Worcester Public Schools negotiated a provision regarding underperforming schools, which could authorize the principal of an underperforming school, with the approval of two-thirds of the faculty, to select and assign staff to positions in the school without regard to seniority. This provision reads as follows:</p> <p>“If a school is deemed underperforming by the Department of Education, the following will take place to develop a corrective plan:</p> <ol style="list-style-type: none"> 1. <i>The professional staff of the building along with the building administration and any appropriate DAB administrators will meet to mutually write an educational plan to bring the school out of underperforming status. This will be a jointly shared responsibility between staff and administration.</i> 2. <i>This plan may require the waiving of certain articles of the contract. The plan will also have one-year duration.</i> 3. <i>The provisions of the contract that will not be altered are the following: Grievance procedure, leaves of absence, sick leave, reduction in force, dismissal of teachers and the salary grid.</i> 4. <i>Once the plan has been written, it shall be submitted to both the EAW Board of Directors and School Committee for approval. Such approval shall not be unreasonably withheld.</i> 5. <i>Once the plan has been approved by the EAW and the School Committee, it will be voted on by the EAW members in said building by Australian ballot overseen by both EAW and Administration. In order for the plan to be approved, it must have 2/3 majority vote.</i> 6. <i>If during the course of the year the plan needs to be revised, the above process will govern.</i> 7. <i>Time to write the plan will be provided during the school day; if not, the EAW members will be reimbursed at the after school rate.</i> 8. <i>The Association and the School Committee agree to abide by all rules, statutes, regulations and other laws promulgated by the Board of Education and implemented by the Department of Education.</i> <p>The District has successfully negotiated contract language which addresses the Department of Education’s first Enabling Condition and complies with the No Child Left Behind Act requirement that school districts abide by collective bargaining agreements.</p> <ul style="list-style-type: none"> • <i>The right personnel are on hand to do the needed work</i> <p>Lincoln St. School is adequately staffed and has an average class size of 21.7. In addition to</p>
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the classroom staff, there is a full-time Reading First coach, / No Child Left Behind Implementation Teacher, a full-time English Language Arts Intervention teacher, 3 part-time teacher certified Reading First tutors and one teacher certified district tutor.

In addition, at Lincoln St. School:

- ✓ The District assigned a new principal and a new assistant principal.
- ✓ The Lincoln St. School principal has select and will develop a qualified and effective leadership team in order to implement needed changes.
- ✓ The Lincoln St. School principal created intervention teams and an implementation schedule with the NCLBIT
- ✓ The Lincoln St. School principal works with district personnel to ensure that a sufficient number of certified and skilled teachers in order to provide necessary support for student learning – especially for ELL and Special Education.
- ✓ The Lincoln St. School principal collects teacher meeting data in order to provide immediate support and intervention needed to support effective teaching practices.

- ***Principal has control over financial resources to successfully implement improvements***

Principals have complete authority to spend the funds in their instructional accounts for supplies, materials, and building-based professional development. Principals determine staffing assignments based on their assessment of building needs and budgeted positions.

- ***Principal periodically evaluates faculty, including direct evaluation of relevant content knowledge and annual evaluation of performance tied in part to growth in student learning and commitment to school's strategies***

In accordance with State statute, the WPS principals, using the DOE's Principles of Effective Teaching, formally evaluate teachers every two years.

In addition, the district requires that teachers weekly submit to principals their lessons which demonstrate that they are properly implementing the State's curriculum frameworks and using assessment data to inform instructional practices in their classrooms. Principals review, edit and monitor these lesson plans. Principals' ongoing supervision of teachers' performance informs and impacts teachers' evaluations, resulting in commendations, recommendations for additional staff development interventions, or progressive-discipline actions (reprimands, suspensions, or dismissal).

When evaluating teachers, WPS Principals are looking for satisfactory evidence of classroom performance which demonstrates that teachers are:

- Teaching the content of State-mandated curriculum frameworks;
- Implementing district-approved instructional materials (aligned with framework content);
- Using data from multiple, valid assessments in order to personalize and improve classroom instruction for all students; and
- Completing action steps contained in school improvement plans.

WPS Quadrant Managers, in turn, evaluate how well WPS principals assess their teachers' performance.

4. Planned Improvements:

What changes will the district make to get the essential personnel and conditions in place?

The District has provided resources to ensure that Lincoln St. School has the essential personnel and conditions in place to bring about change. The District appointed a new principal who brings extensive experience in working with students who represent the demographics of this school as well as schools that have been identified as “Needs Improvement”. The District also appointed a new teaching assistant principal. A new building-based English Language Arts Intervention teacher who is experienced in working with the subgroups whose test scores were less than proficient. In addition, this school has 3 part-time Reading First tutors and one district tutor (certified teachers) who work with those students identified as needing additional help to increase student achievement.

All students participated in the Measures of Academic Progress (MAP) assessment program during the District’s fall 2006 testing period. All staff members will use MAP results to determine student’s strengths and weaknesses so that differentiate instruction can occur to address individual student needs, and engage parents as partners who will work with teachers to help all students achieve their identified MAP growth targets.

Lincoln St. School teachers will enhance the reading curriculum by participating in the Reading Academy through Voyager U.

- ***How will existing personnel be deployed and infrastructure be redesigned to move the school toward higher levels of instructional quality and performance?***

What specific changes will the district make by September 2006, January 2007, and September 2007?

The newly assigned principal developed her leadership team according to the strengths and weaknesses of Lincoln Street School. This team assessed the instructional program, reviewed cumulative student data and special programs associated with Lincoln Street School and designed an instructional program which would; address the instructional practices of staff, instructional needs of the students, and the academic outcomes to be achieved through student product.

The instructional time for intermediate English Language Arts was extended to 120 minutes per day to be more reflective of the primary block. Common planning time was scheduled twice a week for all grade levels so that teacher collaboration, and reflection, could take place.

In bi-weekly grade level meetings, the Principal and NCLBIT/Reading coach meet with teachers to discuss student progress, grouping and specific needs. These meetings are meant to serve the need of open dialogue to lead to collaborative educational decision making.

Professional Development continues with focus in the following areas; instruction, writing with the DWA assessment and coordinated writing program, Mathematics in solving multi-step programs, and differentiated instruction. All of these areas have been selected by data analysis.

September 2006

- ✓ Assigned a new principal and assistant principal
- ✓ Created Instructional Leadership Team
- ✓ Redesigned the schedule to include time for structured curriculum and data meetings
- ✓ Implemented an uninterrupted 120 minute literacy block for all grade levels
- ✓ Implemented target and differentiated professional development
- ✓ Professional development for Developing Writer’s Assessment (DWA)

January 2007

- ✓ Teachers will have completed over 4 hours of the mandated MAP training

- ✓ Every teacher in the school will know how to access MAP data reports and use them to effectively guide differentiated instruction for all learners, including English Language Learners and special education students.
- ✓ Primary level teachers will continue to participate in Reading First professional development
- ✓ All teachers will participate in best practices professional development
- ✓ All intermediate teachers will participate in a study group addressing differentiated instruction
- ✓ Nine staff members will participate in the Reading Academy through Voyager U.

September 2007

The District is currently in the process of projecting our FY '08 budget from all funding sources: local, state, and federal. We are also preparing a five-year budget analysis. At this time, we are not able to determine additional changes which require additional resources.

We are encouraged that the State Board of Education is seeking from the Legislature \$25 million to support instructional improvements in underperforming schools. We are ready to collaborate with the Board of Education in order to convince the Legislature to appropriate these essential funds especially to increase enabling conditions for providing: 1. subject-matter coaches, 2. in-school academic remediation (including computer-based programs), 3. After-school academic remediation and 4. Instructional materials and supplies.

- *What analysis about priorities and feasibility prompted these decisions and what additional work will be prioritized in following years?*

Personnel from the school and District levels used multiple data sources (e.g., MCAS, MAP, MEPA) to determine the changes needed at WPS1 for the 2006-2007 school year.. In addition, we have used information from the fact finding report to help us to move towards improving instruction for all of our students.

5. Outcomes:

During the 2006-2007 school year, several changes in student learning will be observable in the school:

- ✓ Increased time on learning in ELA for all students
- ✓ Small group and independent learning
- ✓ Implementation of the new writing assessment and a coordinated writing program for grades K-6
- ✓ Structured teacher meeting format
- ✓ More teacher leader dialogue ---professional learning community
- ✓ Common planning time

The formative MAP assessments continue to provide teachers with information needed to differentiate instruction for all of our students by setting individualized growth benchmarks that students should achieve during the school year.

6. Benchmarking Progress and Impact:

The District has several vehicles through which it will monitor progress and measure impact in meeting changed expectations for both the school organization and student learning. The building principal will meet with her Quadrant Manager to review MAP results and explain how teachers are using these data to inform instruction as well as to differentiate instruction for all students, including English Language Learners and special education students. To ensure that teachers are following both the Houghton Mifflin Reading and Everyday Math prescribed standards-based core programs, the Quadrant Manager, Manager of Elementary Initiatives, District Reading First Facilitator, and the District Mathematics Liaison will meet with the principal to review E-Walks. This review will provide insight into level of the teachers' fidelity of implementation to these core programs. The Quadrant Manager, accompanied by the Manager of Elementary Initiatives, will join the principal for classroom walk-through.

Quarterly, the Superintendent will visit the school and meet with the Deputy Superintendent, Quadrant Manager and principal to review formative assessment data and fidelity of implementing the instructional interventions and initiatives described in this plan.

The Quadrant Manager will ensure that the principal of Lincoln St. School will monitor frequently and closely the following areas to ascertain progress through the observation rubric used by the principal.

- ✓ **Classroom Instruction**
 - standard based lessons
 - differentiated instruction
- ✓ **Lesson plans**
 - clearly written objectives - both content and language
 - strategies to address skills
- ✓ **Common Planning Time**
 - disaggregate data from all sources available to the school.
 - analyze student work to inform instruction
 - share strategies to address skills
- ✓ **Peer Coaching and Observations**
 - shared best practices and intra-classroom and out-of-school observations
 - professional dialogue