

Level 5 Schools Quarterly Report – June 2015

Paul A. Dever Elementary School			
Current School Status	Level 5 School	Location	Boston
Receiver Name	Blueprint Schools Network	Current Enrollment	524
Year Designated Level 5	2013	Percentage SWD	14%
Year Designated Level 4	2010	Percentage ELL	47%
Grade Span	Pre-K – 5	Race/Ethnicity	
Number of Full Time Staff	75		
		Afr. Amer./Black	27%
		Asian	8%
		Hispanic	59%
		White	4%
		Multi-Race	2%
<i>Priority Areas:</i>			
Priority Area #1: Rapidly accelerate all students’ language development in English and provide families with the opportunity for content-rich Spanish language development for their students.			
Priority Area #2: Improve instructional quality and maximize time for core instruction.			
Priority Area #3: Use data to drive instruction.			
Priority Area #4: Establish a culture of high expectations and college and career readiness.			
Priority Area #5: Hire and cultivate high-performing and high-potential staff.			

Content provided by Blueprint Schools Network:

Executive Summary

In Quarter 4, the Paul A. Dever Elementary School (Dever), under the receivership of Blueprint Schools Network (Blueprint), continued its efforts to transform school culture and accelerate student achievement.

Turnaround efforts this quarter have included the revision and implementation of a school culture plan based on the Positive Behavior Interventions and Supports (PBIS) framework, completion of the Rethinking Equity and Teaching for English Language Learners (RETELL) course, administration of MCAS and other end-of-year assessments, hiring for staff vacancies, and planning for the 2015-16 school year. Dever faced a leadership transition in Quarter 4, as its Principal resigned due to a serious and unexpected health concern. The Assistant Principal and Literacy Director became Interim Co-Principals and are receiving daily, on-site support and coaching from Blueprint’s Massachusetts Network Director and a Blueprint consultant who is a retired BPS district leader. Blueprint is actively recruiting and interviewing Principal candidates.

Blueprint looks forward to building on the foundation that has been set in the 2014-15 school year in order to support the school’s continued growth and progress towards achieving a comprehensive turnaround.

Updates on Priority Areas

Priority Area #1: Rapidly accelerate all students' language development in English and provide families with the opportunity for content-rich Spanish language development for their students.

Implement whole-school English Language Development

- Based on classroom observations, Dever teachers are implementing English Language Development (ELD) supports on a more consistent basis due to the professional development provided through the RETELL course. For example, Dever administrators report that teachers are scaffolding instruction by using sentence stems and asking students to support claims with evidence from the text.
- On May 26, 2015, a representative from the Department of Elementary and Secondary Education (DESE)'s Office of English Language Acquisition and Academic Achievement conducted Smart Card training for Dever's English as a Second Language (ESL) Lead Teacher and administrators. Smart Card is a protocol for facilitating walkthroughs in Sheltered English Instruction (SEI) classrooms.
- A common rubric for Open Response writing has been developed and implemented.

Provide content-rich Spanish language instruction

- Dever's Spanish language class continues to utilize the Santillana curriculum. These materials provide rigorous and engaging learning opportunities and reinforce the program's emphasis on culture. Through an exploration of Spanish-speaking countries, students learn about local people, places, and culture while building their Spanish language skills. The program also includes differentiation opportunities for native speakers that strengthen critical thinking and literacy skills through high-interest readings and activities.
- Dever's Spanish teachers are receiving support from a Blueprint Spanish-language program consultant. This support has included observations and lesson planning support.

Provide additional, targeted, individualized English language instruction and environmental supports

- Four certified ESL teachers continue to provide targeted, individualized supports to students in English language development using both push-in and pull-out models. Identification for ESL supports is informed by ACCESS data.
- Dever will be able to implement the Imagine Learning software with the increase in access to technology planned for in School Year 2015-16. Imagine Learning is an online learning program that will build students' language and literacy skills through differentiated, interactive activities.

Integrate literacy intervention strategies and programs across all subjects.

- Dever's two literacy interventionists are supporting 100 students with 30-minute daily intervention periods.
- Paraprofessionals are providing small-group support with a focus on building fluency.

Ensure all staff selected and fully trained to support students' language development

- Thirty-one staff members participated in Dever's after-school Rethinking Equity and Teaching for English Language Learners (RETELL) course. This course was completed on May 19, 2015, at which time the teachers were eligible to receive the Sheltered English Immersion (SEI) endorsement.

- Dever’s Interim Co-Principals and TLC Coordinator completed the Administrator RETELL course this spring and will receive the Administrator SEI endorsement.
- Dever continues to conduct targeted recruitment for teachers and leaders who are bilingual, have demonstrated success serving English language learners (ELLs), and hold dual licensure for English as a Second Language (ESL).
- Dever is hiring a fifth dedicated ESL teacher for 2015-16. This additional staffing will enable the ESL Lead Teacher to provide coaching and professional development to classroom teachers on best practices for supporting English Language Learners.

Monitor effectiveness of all language development strategies

- Dever administers several assessments to monitor students’ language development including, a kindergarten screening measure, literacy development periodic assessments, progress monitoring assessments, and the ACCESS English language proficiency assessment for ELLs. These are used to identify strengths and gaps and to tailor instruction accordingly.

Although Dever has parent participation on the School Site Council and Parent Council, developing a consistent ELL Parent Advisory Council has been a persistent challenge. Based on feedback from families, Dever plans to schedule future ELL PAC meetings concurrently with Parent Council meetings for increased convenience for families. The next ELL PAC and Parent Council meetings are scheduled for May 28, 2015. The Family and Community Engagement Coordinator is making robo-calls and sending home flyers. As an incentive for participation, a parent volunteer has offered to prepare dinner for the meeting. To increase awareness of these opportunities and encourage participation for next school year, information about the School Site Council, Parent Council, and ELL Parent Council will be distributed at the planned end-of-year events.

Priority Area #2: Improve instructional quality and maximize time for core instruction.

Establish clear expectations for instructional design, effectiveness and rigor

- Dever continues to use the “ROPES” – Review, Objective, Presentation, Exercise, and Summary – lesson planning model. Teachers are expected to upload their lesson plans into DropBox on a weekly basis.
- Dever’s Instructional Leadership Team (ILT) is meeting weekly with the goal of developing and refining a shared vision for school-wide instruction. The ILT consists of thirteen teacher representatives.
- Dever has developed and is preparing to implement a plan to improve the use of technology for 2015-16. This plan provides students with greater access to laptops and increased opportunities for accelerated and differentiated learning. Dever is hiring a Resource Teacher for Media/Technology to oversee and maintain technology operations and support teachers and students with the effective use of technology.

Increase intervention strategies and programs in math

- All fourth grade general education students continue to receive daily, small group math instruction through the Blueprint Math Fellows Program.
- The Math Fellows Coordinator met with the fourth grade team in April to develop a strategic plan for re-teaching and reviewing.

- Dever's Math Interventionist provides daily small-group instruction to students in Grades 3 and 5.

Provide targeted professional development (PD)

- All grade-level teams continue to have one hour of daily common planning time (CPT). CPT is used for collaborative planning, data analysis, support on instructional practice, and communication with the administrators and Blueprint.
- This quarter, the Math and Literacy Coaches met with each grade-level team to discuss open response writing and interim assessment data.
- Blueprint has proposed a revised school calendar for 2015-16 that embeds five Professional Development Days throughout the school year. These Professional Development Days will be used for data analysis, professional development, and vertical planning. This calendar has been reviewed by Boston Public Schools, the School Site Council, and ESE and staff.

Provide instructional supports for students with emotional impairments

- There are currently thirty-two (32) students enrolled in the school's Therapeutic Learning Community (TLC). These students receive academic instruction in small classes with at least one teacher and one paraprofessional present at all times. There are currently no more than nine students assigned to a class.
- The TLC cluster is supported by a Coordinator and a Clinician.
- Students are identified for placement in the TLC program by Boston Public Schools according to the students' Individualized Education Plans (IEP).
- TLC classrooms are held accountable for incorporating the same school-wide standards and expectations around instructional design, rigor and effectiveness as Dever's mainstream classrooms. To facilitate this consistency of high expectations, TLC teachers participate in collaborative planning with the general education grade-level teams.

Increase instructional time

- Additional instructional time during the school day continues to be used to accommodate opportunities such as the Blueprint Fellows Program, Spanish-language class and additional academic interventions.
- Dever is revisiting its school calendar and master schedule for 2015-16 with the goal of maximizing instruction and minimizing transitions.
- After having implemented the current calendar for one year, Dever is now poised to refine and improve the use of teacher and student time for school year 2015-16. As a result, Dever is revisiting its master schedule for 2015-16 in order best support the needs of students and staff within an extended school day.
- Dever's administration has devoted significant time to responding to student behavior, which has limited time for instructional observations and coaching. In response to this need, Blueprint is increasing administrative supports for 2015-16. The new leadership structure will include a Principal, three Assistant Principals (Assistant Principal of School Culture, Assistant Principal of Academics, and Assistant Principal of Operations and Instruction), and two instructional coaches. Blueprint is also seeking out additional external resources and partnerships to increase social-emotional supports for students.

Priority Area #3: Use data to drive instruction.

Implement frequent data cycles

Dever has a comprehensive assessment schedule in place to monitor student progress and inform instructional decision-making. In addition to the ELA assessments described in Priority Area 1 above, the school is administering:

- Unit assessments from the school's ELA and Math curriculum programs (*Imagine It* and *Math in Focus*).
- A common rubric for Open Response writing
- The Dever Formative Assessment of Student Thinking (D-FAST) is a weekly formative assessment created by the Dever staff and based on released MCAS multiple choice and open response items. This assessment is used to inform instruction and intervention. The assessment provides teachers and students an approximation of the Composite Performance Index (CPI) measure to celebrate growth and encourage focus leading up to the MCAS.

Differentiate data by teacher

- Teachers have created data folders to track each student's progress across multiple assessments, including DIBELS, GMRT, and the D-FAST.
- After each ANet assessment, teachers receive grade-level, classroom-level, and student-level data. This data is used to inform re-teaching and groupings.

Train teachers how to use daily and weekly data from classroom assignments and student work to inform and improve instruction

- Teachers are supported by the school leadership team to identify focus areas and develop target action plans to address specific student, class and grade-level needs.
- The proposed 2015-16 school calendar will include five additional Professional Development days that will be used to train and support teachers to analyze and use student data.
- The Math Fellows Program discontinued use of the Scholastic Math Inventory (SMI) assessment following a report from Scholastic of nation-wide test invalidity. In place of SMI, the Math Fellows are measuring progress using curriculum pre- and post- tests and ANet. Blueprint is currently researching benchmark assessment options for 2015-16.

Priority Area #4: Establish a culture of high expectations and college and career readiness.

Create a college and career-focused culture

- There continues to be visible evidence of a college and career-focused culture in Dever's hallways and classrooms with college pennants displayed throughout the school. Teachers continue to focus on planning for college by connecting daily lessons to long-term goals and speaking of college as the norm, not the exception.

Refine and regularly reinforce clear, non-negotiable school-wide behavior expectations and policies

- As a result of feedback from staff, observations of Blueprint personnel, and conversations with the new interim co-principals, a comprehensive school-wide behavior plan was refined and re-introduced this quarter. This improved plan was the result of a collaborative effort between Blueprint, School Leadership, and the Positive Behavior

Interventions and Supports (PBIS) Team to strengthen systems for student discipline and build a positive, supportive school culture. The plan includes school-wide expectations, tiered behavioral supports, expectations and procedures for classrooms and common spaces, common alerts/signals, and rewards and consequences.

- The PBIS Team meets weekly and includes 11 participants. This team is comprised of teachers, the interim Co-Principals, the TLC Coordinator, and a Blueprint representative.
- This quarter, Dever underwent a process of reviewing staff schedules in order to more effectively connect staffing resources to support students and the school community. This has resulted in a more strategic schedule for adult presence in hallways and common areas during arrival, dismissal, and transitions.

Reinforce Dever's strong school identity and build stronger family and community engagement

- On March 24, 2015, Dever hosted an event celebrating the launch of UNICEF's KidPower initiative. Students in Grades 3-5 participate in the initiative that encourages students to get physically active in order to raise funds to fight hunger worldwide. Visitors to the school included UNICEF CEO Caryl Stern, Boston Celtics guard Isaiah Thomas, Interim Superintendent John McDonough, funders of the initiative, and members of the press. (Photos are accessible at the following link: <http://www.gettyimages.com/galleries/events/542516005?asset=467428290>)
- Dever continues to work to build relationships with families. Parent/Teacher conferences were held March 23 – April 17, 2015 using translation services as needed.
- Teachers continue to engage families through frequent phone calls and notes home.
- Dever's Family and Community Engagement Coordinator continues to work to provide families with information and access to community resources such as the Geiger Community Health Center, the Family Nurturing Center of Massachusetts, and the Walter Denny Youth Center which can provide health care options, parent education and after-school and summer enrichment opportunities.
- On May 9, 2015, 7 members of the Dever school community participated in a 5K race in support of Playworks, a school partner.
- Dever is planning end-of-year activities to engage families, such as Kindergarten and Grade 5 promotional ceremonies (June 26) and a Field Day (June 29).
- The School Site Council met on May 7, 2015. The School Parent Council met on April 30, 2015.

Use school and external partner resources to address students' needs and facilitate their learning

- Dever continues to receive support from a wide variety of partner organizations including Playworks, Home for Little Wanderers, Big Sisters Association of Greater Boston, and Generations, Inc. These partners perform a variety of functions including facilitating safe and cooperative games during recess, therapeutic counseling, and small-group literacy support.
- Dever's Family and Community Engagement Coordinator facilitates quarterly partner meetings in which liaisons from each external partner organizations share current projects and priorities they are working on, discuss opportunities for collaboration, request support from the group and provide feedback regarding the support needed from school-level staff to operate successfully.

- Dever is currently exploring partnership opportunities for 2015-16 that will best address students' needs and facilitate their learning. One critical need is social-emotional supports for students. To help address this need, Dever is partnering with Boston College's City Connects. Through this program, Dever will hire a full-time, Master's level Social Worker or Counselor. This individual will work with classroom teachers to develop academic and behavioral plans for students and to coordinate the delivery of supports and services.
- Family engagement continues to be a challenge for Dever. Blueprint and the school-based team continue to explore different strategies for increasing family involvement in the school. For example, Dever is hosting several end-of-year activities (Field Day, Promotional Ceremonies) that are expected to foster high family turnout. To address this challenge for 2015-16, Dever is increasing the capacity of the school leadership team. The Assistant Principal of School Culture will lead outreach and engagement initiatives with support from a Community Field Coordinator. The Community Field Coordinator's role will include home visits and family outreach.

Priority Area #5: Hire and cultivate high-performing and high-potential staff.

Hire high performing and high potential leaders, teachers, and related service providers

- Blueprint is actively recruiting for a principal for 2015-16. The hiring process includes an initial phone interview, an in-person interview with Blueprint, an on-site interview with school-based leadership, and interviews with teachers and parents on the personnel committee of the School Site Council.
- Blueprint is working to fill any anticipated staffing vacancies. The teacher hiring process includes an initial phone interview, a teaching demonstration, and a final interview with Blueprint, school leadership, and teacher representatives.
- Blueprint has conducted strategic efforts to improve and sustain teacher morale and satisfaction in an effort to increase retention. These efforts have included one-on-one conversations with top-performers, teacher focus groups and feedback opportunities, and Teacher Appreciation Week celebrations.
- Blueprint is working closely with the other Level 5 receiver in Boston and ESE to create guidelines for implementation of the Level 5 Career Ladder compensation system in Boston's Level 5 schools.

Systems for teacher support, monitoring and evaluation

- Dever's Interim Co-Principals are conducting summative evaluations for all teachers based on the goals and action plans established within Boston Public Schools' Educator Development and Feedback system.
- Dever's administrators attended the "Highly-Effective Evaluator Training" provided by Boston Public Schools (BPS) and had the opportunity to collaborate with other school leaders around best practices for teacher evaluation.
- The school's leadership team continues to conduct regular informal monitoring of classroom instruction.
- Dever's administrative team will be restructured for 2015-16 to provide greater supports to teachers and students. The team will include a Principal, an Assistant Principal/Dean of Academics, an Assistant Principal/Dean of School Culture, and an Assistant Principal of Operations and Instruction.

- Dever faced a leadership transition in Quarter 4, as its Principal resigned due to a serious and unexpected health concern. The Assistant Principal and Literacy Director became Interim Co-Principals and are receiving daily, on-site support and coaching from Blueprint's Massachusetts Network Director and a Blueprint consultant who is a retired BPS district leader.
- A challenge in working as a receiver within a district is syncing systems for recruiting, hiring, and on boarding Dever staff. Blueprint has hired a consultant with BPS leadership experience to provide additional support and coordination.

Level 5 Schools Quarterly Report – June 2015

Content provided by UP Education Network:

UP Academy Holland			
Current School Status	Level 5 School	Location	Boston
Receiver Name	UP Education Network	Current Enrollment	720
Year Designated Level 5	2013	Percentage SWD	16%
Year Designated Level 4	2010	Percentage ELL	43%
Grade Span	Pre-K – 5	Race/Ethnicity	
Number of Full Time Staff	86	Afr. Amer./Black	42%
		Asian	3%
		Hispanic	43%
		White	1%
		Multi-Race	10%
<p><i>Priority Areas:</i></p> <p>Priority Area #1: Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement.</p> <p>Priority Area #2: Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data.</p> <p>Priority Area #3: Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed.</p> <p>Priority Area #4: Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term.</p> <p>Priority Area #5: Fully engage all of the school’s families in the learning of their children.</p>			

Executive Summary

As it approaches the end of the school year, UP Academy Holland (UAH) is working to strengthen the school climate by ensuring high expectations and consistency across classrooms and the school as a whole. The school has implemented initiatives aimed at increasing school-wide expectations through core systems and routines (e.g., student transitions) in order to maximize learning time and increase student time on task. The initiatives have sought to provide clarity and consistency for educators and students, both in and outside the classroom. Having a strong school climate is foundational to preparing for an increase in academic expectations and rigor in the 2015-2016 school year.

While working to finish this school year strong, UAH is also preparing for the next school year. Specifically, the school’s leadership team has invested significant time in strategic planning for the 2015-2016 school year by reviewing a range of qualitative and quantitative information. UAH will use this internal assessment to identify two to three targeted operational priorities for the next school year in support of the school’s turnaround plan. These priorities will shape how the school approaches its staff orientation in August, teacher coaching, and more. Once the priorities are identified, the school will engage in an action planning process to determine the

best means to implement the priorities. The school expects to finalize the priorities and action plans by July 1st, 2015.

Updates on Priority Areas

Priority Area #1: Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement.

- School staff used routines, clear directions, and improved student transitions from one class to the next to build a culture of high expectations and urgency for students.
- Leadership team members provided educators with regular feedback on their work to uphold consistent expectations for students through the use of routines, clear directions, and improved transitions.
- In the fourth quarter, the leadership team, worked with the receiver to conduct an internal review of school operations and the school facility to ensure that urgency and high expectations are reflected in the physical space of the school. UP Education Network was able to leverage its knowledge and experience from supporting our turnaround efforts to provide school with action-oriented recommendations in the areas of classroom cleanliness and hallway transitions, for example. The school leaders are already implementing recommendations and have seen improvements in several of the areas where UP Education Network provided the most critical feedback.
- UAH seeks to balance high expectations and consistency with students who require significant scaffolding and individualized support to reach the expectations.
- UAH seeks to achieve greater consistency across classrooms and the school.

Priority Area #2: Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data.

- The UAH team reviewed a variety of formative assessment information to revise its lesson plans in preparation for Math MCAS.
- UAH implemented a series of professional development sessions aimed at improving instruction for all students and specifically English language learners (ELLs)(e.g., language objectives and academic vocabulary).
- UP Education Network staff are partnering with UAH educators to create unit plans for the entire 2015-2016 school year and lesson plans for the first two weeks of school.
- The substantial amount of time UAH staff has spent to improve school climate has not allowed school leadership team or staff to spend as much time on rigorous instruction and data use.
- UAH seeks to better differentiate teacher coaching and professional development to meet the needs of a wide range of experiences and skill-sets.

Priority Area #3: Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed.

- The school received funding to implement Dovetail Learning, a social emotional supports curriculum that UP Academy Dorchester has successfully implemented during the 2014-2015 school year.

- Boston Public Schools' special education department has observed substantially separate classrooms and provided UAH with guidance in developing recommendations for improving services to entire classes and to individual students.
- UP Academy Holland has developed an automated online referral system where teachers can share information needed to start the Response to Intervention (RTI) process, schedule RTI meetings, and identify appropriate supports for individual student needs.
- UAH has worked to improve its ESL and SEI service model for next year by increasing the number of ESL certified teachers and moving from a language-specific to a multilingual SEI model in grades 1-5. The school conducted a school-wide survey of all ELL families to learn about their priorities for their students' academic and language learning and also invited families to attend an ELL PAC meeting to provide input on the model for next school year.
- UAH applied for and received a grant from Boston Public Schools to design and implement an after-school program for ELLs in the 4th and 5th grades who are part of the DOJ Compensation Group. The teacher-designed program is focused on teaching language through science. Students conduct science experiments weekly and speak, read and write about what they are learning.
- UAH seeks to more substantially build out the toolkit of interventions and curriculum/programs to support RTI Tier 2 teams, specifically related to building foundational math skills for students in grades 2-5 as well as targeted skill development in both reading and math.
- Students in the first grade substantially separate classroom continue to exhibit maladaptive behaviors, such as physical aggression, destruction of property and bolting. In addition, students with intellectual impairments in grades 2-5 substantially separate classrooms continue to require significantly modified curriculum and instructional approaches. There is continued need for training and in-house expertise to support teachers with the students with disabilities with the greatest needs.

Priority Area #4: Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term.

- UP Education Network and UAH have provided support that has enabled 32 staff to achieve primary or dual certification this year.
- Of the 91 staff currently at UP Academy Holland, 71 have committed to returning for the 2015-2016 school year
- UAH is launching a series of professional development sessions led by teacher leaders; teacher leaders will have the opportunity to present professional development on targeted topics in instruction and school climate, such as facilitating effective student conversations about content, leading students to create and critique math arguments, and improving classroom transitions.
- UAH had openings for three instructional leadership positions for the 2015-2016 school year. Two of the three positions have been filled, while filling the third position has been a challenge. UP Education Network and UAH leadership are exploring many avenues to generate potential leads for this position: asked for referrals from special educators at the school and from the Director of Special Education at UP Education Network; individual outreach to the special education graduate school programs in the area; posted the position on all education graduate schools in Boston and the surrounding areas; and leveraged national pipelines to do strategic national outreach to partners like Teach For America

Priority Area #5: Fully engage all of the school’s families in the learning of their children.

- The first week in June UAH is hosting a “culture week” to highlight and celebrate the many diverse backgrounds and experiences students and families bring to the school. The week culminates in a potluck dinner with students, families, and staff, accompanied by student arts performances.
- 10 families sit on the School Site Council, providing feedback on the school and actively participating in planning events such as a field day, lemonade day, and the above mentioned culture week.
- UAH needs to further ensure regular and consistent communication between teachers and families on an ongoing basis on a variety of topics (e.g., attendance). For example, UAH needs to ensure teachers who do not speak the primary language of families have ample access to interpreters so support this communication such that language does not persist as a barrier preventing communication. Further, teachers’ managers (the schools’ Deans of Curriculum and Instruction) need to regularly monitor call logs so that they can engage directly with teachers who are not communicating regularly to problem solve to overcome barriers and to ensure accountability.

Level 5 Schools Quarterly Report – June 2015

Content provided by Superintendent Pia Durkin:

John Avery Parker			
Current School Status	Level 5 School	Location	New Bedford
Receiver Name	Dr. Pia Durkin (Superintendent, New Bedford)	Current Enrollment	263
Year Designated Level 5	2013	Percentage SWD	23%
Year Designated Level 4	2010	Percentage ELL	26%
Grade Span	Pre-K – 5	Race/Ethnicity*	
Number of Full Time Staff	36	Afr. Amer./Black	15%
		Asian	0%
		Hispanic	40%
		White	37%
		Multi-Race	8%
<p><i>Priority Areas:</i></p> <p>Priority Area #1: Increase the rigor of Tier I, Tier II, and Tier III instruction.</p> <p>Priority Area #2: Create school structures and systems that support instruction and maximize time on task.</p> <p>Priority Area #3: Increase the use of data to drive instruction.</p> <p>Priority Area #4: Establish a school culture focused on achievement and engage families as partners in their children’s learning.</p>			

Executive Summary

Parker School continues to make progress in its turnaround efforts. With support from the principal and coaches, all teachers are continuing to work to improve the rigor of their instruction and their supports and interventions for students who are struggling. Teachers continue to implement the gradual release of responsibility model (I do, we do, you do) as a best practice for delivering instruction. Teachers consistently assess their students’ progress through formal and informal formative assessments and use this data to inform their instruction, re-teaching, interventions, and groupings. Teachers continue to use Teacher Collaboration Time (TCTs) and the support of the literacy and math coaches to support this work. In addition, all teachers are concluding the SEI Endorsement course this month and using the strategies they gain to better support the English language learners (ELLs) in their classrooms. Planning for Summer Academy 2015 is in progress. The theme for this year will be “Discovering New Bedford” giving Parker Scholars the opportunity to receive additional interventions in literacy through learning more about their community. Following a review of science resources and instruction, the Parker team determined that their current materials do not sufficiently expose students to the engineering strand of the science standards and are purchasing supplementary materials to fill this gap. Teachers will receive professional development on these new tools coupled with literacy interventions during Summer Academy to ensure they can be launched with the start of school in the fall. The pre-kindergarten (pre-K) program is expanding to better meet families’ needs for full-day programming. A second teacher will be added to allow for full day programs for both three- and four-year-olds, five days per week. Recruitment and enrollment for the pre-K program is in process. Technology is also being upgraded per the school’s technology review. Teachers will receive new computers to replace their currently outdated machines. Upgrades will

also be made to classroom instructional technology and the computer lab. Hiring is currently in process to fill new positions (Math Coach, 3-year-old pre-K and additional grade 5 teachers) and vacancies created in positions for which staff will not be returning. Parker faced a leadership change in Quarter 4, as its current Principal transitioned out of her role due to personal medical issues. She will return after her leave in the role of Turnaround Manager for the district. On July 1, the current Interim Principal of DeValles Elementary School will assume the role of Principal at Parker. On June 1 and for the remainder of the school year, the district's Director of Literacy was assigned as Acting Principal and is working with the both the outgoing and future Principals to ensure a smooth transition. Efforts to engage and support families also continue. The Family Resource Center hosted a number of events in partnership with Parker staff and community organizations. Highlights include a community resource fair, coffee hours with the principal, and consumer rights workshops. In addition, the math coach held "math and muffins" sessions for families to learn more about how to help their students master math concepts at home. The Family Resource Center is also hosting a 5-part series for families through which adults can build their capacities as parents and community members and children will participate in enrichment activities. As part of a district-wide initiative, New Bedford Public Schools is currently administering a survey to all families, community members, staff, and students in grades 3-12. Parker staff, families, community partners, and students are included in this initiative, which will provide both the school and district with all stakeholders' feedback on turnaround initiatives.

Updates on Priority Areas

Priority Area #1: Increase the rigor of Tier I, Tier II, and Tier III instruction.

- Current Science curriculum materials were reviewed and determined to be lacking texts and tools to integrate engineering standards. Parker School will be purchasing supplementary science kits and materials that focus on engineering strand and teachers will receive training during Summer Academy to begin implementation during 2015-16 school year. (1.1)
- Based on middle of year data, professional development and coaching continued with literacy and also included an increased focus on math. Parker School hired a part time math coach to support this work with teachers and to provide programming for families. The math coach will be a full time position next year and the current full time literacy coach will also be maintained. (1.1, 1.2)
- Parker School will continue with its extended school day and year next school year. (1.2)
- Professional development continues to address staff needs based on observation and assessment data. (1.2)
- Summative evaluations have been conducted for all Parker staff. (1.2)
- The Turnaround Manager continues to report at least weekly to Superintendent and Chief Academic Officer. (1.3)
- In response to review of pre-K program, Parker School will add a second pre-K classroom in fall 2015 to provide full day programming 5 days per week for both 3- and 4-year-olds in the Parker neighborhood. (1.4)
- 24 Parker staff members are in the final sections of the Sheltered English Immersion (SEI) course (concludes at the end of May). (1.5)
- Next year the English as a Second Language (ESL) teaching position at Parker (currently .5) is projected to increase to full time to meet the needs of all of Parker's identified ELL students. (1.5)

- Continued professional development and coaching is needed to support all teachers in consistently delivering rigorous instruction in all content areas. This work is ongoing and will continue through the end of the school year and into Summer Academy and the start of school in the fall of 2015.

Priority Area #2: Create school structures and systems that support instruction and maximize time on task.

- Determinations have been made regarding staffing needs for next school year, including new positions (e.g. full time math coach and additional grade 5 teacher). Hiring is currently in progress. (2.1)
- Parker's technology needs were assessed in December 2014 and a plan to meet those needs was established in April 2015. Phase 1 (updating outdated teacher computers and increasing classroom instructional technology) is in progress and will conclude at the end of June. Phase 2 (upgrading the computer lab) will begin in summer 2015 and conclude by January 2016. (2.2)
- Planning for Summer Academy 2015 is in progress. Summer Academy is a four-week program in which students receive additional instruction and teachers receive professional development. While some students are being specifically targeted for the program based on their academic needs, all Parker scholars are invited to attend. The goal is to serve 100 students this summer.
- New staff members are being placed on the new compensation ladder as they are hired. (2.3)
- Recruitment of highly qualified Special Education teachers has been a challenge. To address this challenge, Parker School is working with current staff to fill critical needs positions. In addition, as a district, New Bedford Public Schools is leveraging professional and university networks to proactively source and recruit qualified candidates.

Priority Area #3: Increase the use of data to drive instruction.

- Parker teachers collect data to inform their instruction including planning for interventions, re-teaching, student groupings, and Individual Student Success Plans. (3.1, 3.2)
- The literacy coach and principal maintain a school-wide database of student progress and indicators, while teachers maintain data trackers for their individual classrooms. (3.1)
- The principal and instructional coaches continue to utilize data in their support of TCTs and individual teachers. (3.3, 3.4)
- The principal continues to receive support from a Focus on Results coach. This includes support with analyzing data, developing responses to data trends, planning professional development, and coaching teachers.
- Formal and informal assessment data is informing planning for 2015 Summer Academy. Teachers are using this data to identify and group students for Summer Academy and the planning committee is using this information to inform focus instruction areas for students. In addition, the principal and literacy coach are using student data as well as classroom observations to inform planning of teacher professional development. (3.3)
- Adhering to TCT schedules during school-wide state assessments was, at times, challenging. The principal worked with teachers to revise schedules to maintain TCT time.

- Some teachers require additional support in determining how best to respond to student needs as identified by data. Coaching and support has increased to improve teachers' capacity in this area.

Priority Area #4: Establish a school culture focused on achievement and engage families as partners in their children's learning.

- Positively-framed school-wide behavior expectations for "Parker Scholars" continue to support school culture and climate. (4.1)
- Behavior intervention specialist provides both proactive and responsive support, including engaging families as partners in this work. (4.2)
- The school-site council meets bimonthly with the principal. (4.3)
- The Family Resource Center provides frequent family programming through partnerships with community organizations and efforts of Parker staff. Recent events included: Community Resource Fair, "Math and Muffins" (led by math coach), and coffee hour with the principal. Additional activities are planned through June, including a 5-part series providing capacity-building programming for adults as well as childcare/enrichment opportunities for children. (4.3, 4.4)
- At times it is difficult to determine the most convenient time(s) for the greatest number of Parker family members to participate in programming. To remedy this, whenever possible, multiple sessions of Family Center programming are held to accommodate the schedules of as many families as possible. (For example, Coffee Hour with the principal was held twice: once in the morning and once in the afternoon/evening.)

Level 5 Schools Quarterly Report – June 2015

Morgan Full Service Community School			
Current School Status	Level 5 School	Location	Holyoke
Receiver Name	Project GRAD USA	Current Enrollment	399
Year Designated Level 5	2013	Percentage SWD	20%
Year Designated Level 4	2010	Percentage ELL	42%
Grade Span	Pre-K – 8	Race/Ethnicity	
Number of Full Time Staff	60	Afr. Amer./Black	4%
		Asian	0%
		Hispanic	94%
		White	2%
		Multi-Race	0%
<p><i>Priority Areas:</i></p> <p>Priority Area #1: Recruitment and Development of Outstanding Professional Talent</p> <p>Priority Area #2: Systems to Support Professional Learning and Responsiveness in Practice</p> <p>Priority Area #3: Creating a Center of Excellence for Science, Technology, Engineering, and Math (STEM)</p> <p>Priority Area #4: Targeted and Aligned Resources</p> <p>Priority Area #5: Enhancing and Sustaining Family and Community Engagement</p>			

Content provided by Project GRAD USA:

Executive Summary

In the fourth quarter, the Morgan School continued to make progress in each of its turnaround priority areas. Recruitment efforts for next school year intensified, with the goal of establishing a strong pool of candidates matched with anticipated openings. Routines for teachers' collective examination of student learning data to guide instruction continued. Supported by two half-day workshops, teachers made progress in developing, piloting and in some cases analyzing common assessment measures specifically designed to track student growth. Additional supports for classrooms in which instruction had been weak were added, and administrators have reported ongoing improvement in student behavior and learning opportunities in those rooms. Mentoring teams continued to meet, and new teachers reported that their mentors had provided practical and useful resources and advice. Leveled Literacy Intervention (LLI) taught by trained teachers is ongoing, as is science and math tutors' work with students in grades 3 and 5-8. Family engagement programming has continued to gain momentum through the Parent Child Home Program (PCHP), a series of workshops on a range of topics relevant to child and adolescent development, and ongoing meetings of the School Site Council, the Advisory Committee on Students with Exceptional Learning Needs, and ELL PAC.

A major highlight of the quarter is the STEM Fair scheduled on May 21. The Fair brought together families and partners to celebrate work by students in every grade level. Led by the STEM director, planning for this event has engaged Morgan staff members throughout the spring.

Updates on Priority Areas

Priority Area #1: Recruitment and Development of Outstanding Professional Talent.

- Recruitment efforts intensified for next school year, leading to a pool of candidates matched with anticipated openings, with a goal of finding candidates with three or more years experience teaching students who have historically been underserved in school.
- The Dean of Students has assumed responsibility for promoting a positive student culture and enforcing behavioral expectations, enabling the Dean of Instruction and STEM director to focus on support for instruction.
- Long term substitutes, assisted by effective paraprofessionals and tutors as well as coaching, have stabilized and improved instruction in 3rd and 5th grade classrooms that previously struggled.

Priority Area #2: Systems to Support Professional Learning and Responsiveness in Practice.

- The school mentoring system was formalized, enabling 15 mentoring pairs/teams to collaborate around planning and instruction.
- Professional development in March, April, and May supported the full Morgan faculty in developing and preparing to pilot common assessments through which student growth will be measured. Faculty in all major content areas, counselors, and art teachers will have piloted assessments and gathered student data by the end of June.
- Educator evaluations reveal improvements on targeted instructional practice across faculty, especially among newer faculty members.
- 15 participants in the Sheltered English Immersion (SEI) course have completed requirements for certification.
- Constraints around the school schedule and absence of available substitutes made it difficult for all teachers to participate in peer observations.

Priority Area #3: Creating a Center of Excellence for Science, Technology, Engineering, and Math (STEM).

- The school wide STEM Fair, held on May 21, featured work by teachers and students in every grade and subject area. Family participation was excellent: 113 families (of 229) attended, and at least 382 students, relatives, friends, and community members attended (this figure is conservative as some did not sign in, but went directly to student work). A video showcasing preparation activities is available at: <https://drive.google.com/file/d/0ByFML0DF2ghqbKfxVXBMSzR4M00/view?usp=sharing>
- Local college students and/or recent graduates have provided in-class tutoring support to sciences classes in grades 5 and 8.
- STEM career speakers have continued to meet with students in grades 6-8.
- Through planning conversations among Morgan instructional leaders, GRAD and ESE, the Morgan approach to STEM area learning and teaching has been more clearly articulated, and anchoring themes with rich cross-curricular links have been identified to organize 2015-16 STEM area curriculum.

Priority Area #4: Targeted and Aligned Resources.

- Leveled Literacy Intervention (LLI) was launched in the upper grades for all students scoring below grade level targets.

- Tutors began providing in-room support for students in grades 3, 5, 6, and 7 in the areas of math and science.
- Planning and procurement for instructional resources for 2015-16 is well underway.

Priority Area #5: Enhancing and Sustaining Family and Community Engagement.

- The Parent Child Home Program, designed to promote early language and cognitive development through high quality communicative language, was launched in Q2 and has served 21 Morgan families who have children aged two or three. As of May 13, 344 home visits have been completed and an additional 90 visits are planned by the end of the year. Families have responded positively, reporting improvements in their communication with their children, as well as in learning and behavior.
- The April 14 Family Workshop at Morgan attracted middle school parents and students for workshops on health, prenatal care, and sexuality.
- The Center Classroom Parent Project this quarter held sessions designed to strengthen communication between classroom and home, for parents of 4th, 5th, and 6th graders.
- The School Site Council and ELL/SPED PACs met twice this quarter and have two more meetings scheduled, one in May and the other in June.
- Planning with partners for school year 2015-16 needs to be completed in coordination with the district's receiver to determine where it will be most effective for Morgan to have its own partners and where it will be more effective for Morgan to integrate with existing or newly developed district partnerships.