

Level 5 Schools 2015-16 Quarter 3 Report: John Avery Parker Elementary School

School Information		Student Enrollment and Demographics	
Location	New Bedford, Massachusetts	Total SY 2015–16 Enrollment	293
Current Status	Level 5	Percentage SWDs	18%
Receiver Name	Dr. Pia Durkin	Percentage ELLs	31%
Year Designated Level 5	2013	Percentage Black	14%
Year Designated Level 4	2010	Percentage Latino/Hispanic	39%
Grade Span	PK–5	Percentage Asian	0%
Number of Full-Time Staff in SY 2015–16	32	Percentage White	39%
		Percentage Multirace	7%
Priority Areas			
<p>Priority Area 1: Increase the rigor of Tier I (universal for all students), Tier II (targeted for struggling students), and Tier III (intensive for highest need students) 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>			

Content provided by Superintendent Pia Durkin.

Executive Summary

A brief summary of the turnaround efforts that have taken place in the third quarter, from January 2016 through March 2016.

The third quarter has been very productive at the John Avery Parker School (Parker). The school either has completed or is on target to complete all of the current benchmarks in the turnaround plan, and a December 2015 site visit by American Institutes for Research (AIR) revealed progress in the implementation of leadership, instruction, and social-emotional supports. The middle of year (MOY) benchmark data has shown growth in both mathematics and English language arts in every grade and the DIBELS MOY scores are just four points shy of the June 2016 benchmark goal.

The Parker team has developed and implemented a targeted professional development plan that brings together four strategic pieces: units of study/curriculum maps, sheltered English instruction (SEI) strategies, Parker strategies, and motivation and engagement strategies. The administration has used the exit tickets from professional development sessions to further refine the professional development plan as requested by the staff. This past quarter’s professional development focused on developing more strategies for SEI, accountable talk, and motivation/engagement of students.

This constant refinement of professional development has helped develop the work of the Parker team and solidify their practice. The teachers have come together to leverage their autonomy, both in scheduling and staffing, to best address the needs of the students and the families. The implementation of positive behavioral interventions and supports (PBIS) has helped create a behavioral system within the school that has led to more effective on-task learning behavior.

Updates on Priority Areas

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

- **Highlight:** Each grade level continues to group students on the basis of level of need using English language arts and mathematics assessments for PRIDE intervention time. Highlighted in the last quarter report, these groups are now being evaluated by teachers every four weeks to ensure that students are being provided the optimal level of support.
- **Highlight:** According to the midyear site visit by AIR, Parker continues to make improvements in implementing intentional practices for improving instruction. In addition, the comparison of average ratings in each classroom observation dimension in the Instructional Support Domain of the Classroom Assessment Scoring System (CLASS) showed an increase between June 2015 and December 2015 from 3.3 to 4.0 in Grades K–3 and from 3.4 to 5.1 in Grades 4–5. (Ratings are on a nationally normed scale of 1 through 7, and a 1.0 change is considered meaningful.)
- **Highlight:** All teachers continue to receive coaching from the content-area teaching and learning specialists (TLSs) each week during teacher collaboration time. In addition, TLSs provide individualized support for teachers who have greater needs. The district provides a special education TLS who also provides specific coaching.
- **Challenge:** It has continued to be a challenge to move staff to a deeper level of implementation of the school’s agreed-upon best practices. We are working to integrate the standards, skills, and materials with appropriate instructional practice through professional development, coaching, and feedback following learning walks.

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

- **Highlight:** Parker operated during the traditional February break with an attendance level of 85 percent during that week (up from 82% in 2015). School operated for four days of break (up from three days in 2015) and attendance was over 80 percent all week. In an effort to increase attendance and family engagement, the school held a “For the Love of Reading” event and a Scholastic Book Fair at which parents were invited to shop throughout the week. Spirit Week activities, the school assembly, and perfect attendance celebrations all were incorporated into the break week. Parker also held an assembly that focused on the science unit of rocks and invited families to attend.
- **Highlight:** Leveraging the scheduling autonomy afforded to Parker, teachers worked together to modify the school day schedule in order to minimize the disruption to a specific grade caused by having specialists in the middle of the day. Putting student needs

first, staff at all grade levels made changes to the schedule that everyone could work with.

- **Highlight:** Parker is exercising staffing autonomy to leverage teacher abilities and skills to best serve the needs of students. For example, paraprofessionals provide instructional supports during PRIDE intervention time using the model Review, Reinforce, Enrich. They attend all teacher professional development, create lesson plans, and deliver instruction to address data and student needs. Two teachers will be taking on mentoring/leadership roles as part of the master teacher designation for the 2016–17 school year. The special education teacher for Grades 2 and 3 has taken on a segment of the Grade 2 class in addition to her regular duties.
- **Challenge:** Developing out-of-school time programming that can accommodate student needs remains a challenge. The principal is looking at how teachers who are interested in taking on mentoring/leadership roles can help with out-of-school time programming.

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

- **Highlight:** Parker has provided well-developed professional development that addresses the staff needs, on the basis of feedback and other evidence from previous sessions, as they work to accelerate student learning. The principal collects and reads all professional development exit tickets in order to prioritize staff needs for future sessions.
- **Highlight:** On the basis of data and staff feedback, teachers modified the schedule for English language learner (ELL) students to ensure that they are included in PRIDE interventions for mathematics and English language arts and pull-out services are provided during core instruction time. These changes were made to better meet the needs of ELL students.
- **Highlight:** Teachers are no longer struggling to meet the weekly deadline for entering student data. This has become a seamless and integrated process to which teachers are accustomed because it ties directly to the conversations teachers have in their daily collaboration meetings.
- **Challenge:** Integrating data sources in a way that makes all data pertaining to each student readily available and easily accessible recently emerged as a challenge. This includes being able to easily look at both academic and social-emotional and behavioral data side by side. Staff members are having conversations about the best way to rectify the issue.

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

- **Highlight:** The newest PK classroom has made progress in meeting the social and behavioral needs of the younger students, overcoming challenges cited in the previous report. The administration, the Family Resource Center manager, and the classroom teacher have worked to provide the necessary tiered supports for these students.
- **Highlight:** In response to a challenge noted in the quarter 2 report, community partners and district resources have come together to address a small group of students with

extremely high-level needs. School-based counseling will be provided to these students and funded by the district. The Family Resource Center manager will monitor them closely to determine whether additional supports are necessary.

- **Highlight:** Student attendance has improved compared to last school year as a result of family engagement that includes monthly coffee hours, monthly family attendance celebrations, student of the month and citizenship awards, and recognition for students who wear their uniforms regularly.
- **Highlight:** The Family Resource Center manager is an integral part of the Parker team. In addition to fulfilling the duties in the job description (e.g., facilitate conversations, coordinate and design out-of-school time programming) the manager has provided much-needed outreach. The manager embeds into on-on-one interactions with families better knowledge of the wraparound approach and principles, positive youth development practices, family best practices, cultural responsiveness, and a family and community engagement framework. The manager can connect families to resources and programs in response to their diverse needs.
- **Challenge:** Helping relay information and data to families (e.g., benchmarks, assessments, school report cards, standardized testing information) in an understandable, family-friendly way remains a challenge. Through recent conversations with families, the Family Resource Center manager is working to determine the best way to convey this information.