

Level 5 Schools 2016–17 Quarter 1 Report: Morgan Full Service Community School

School Information		Student Enrollment and Demographics ^a	
Location	Holyoke, Massachusetts	Total SY 2016–17 Enrollment	431
Current Status	Level 5	Percentage Economically Disadvantaged	87%
Receiver Name	Dr. Stephen Zrike	Percentage High Needs	93%
		Percentage SWDs	18%
Year Designated Level 5	2013	Percentage ELLs	39%
		Percentage Black	3%
Year Designated Level 4	2010	Percentage Latino/Hispanic	93%
Grade Span	PK–8	Percentage Asian	0%
Number of Full-Time Staff in SY 2016–17	59	Percentage White	3%
		Percentage Multirace	1%
Priority Areas			
<p>Priority Area 1: Recruitment and development of 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 mathematics (STEM).</p> <p>Priority Area 4: Targeted and aligned resources.</p> <p>Priority Area 5: Enhancing and sustaining family and community engagement.</p>			

^a Student demographic data, including percentages of students with disabilities (SWDs) and English language learners (ELLs) is from the 2015–16 school year (SY 2015–16) due to the movement of students at the start of the school year. These data will be updated to reflect the 2016–17 school year (SY 2016–17) in Quarter 2 reports.

Content provided by Receiver Stephen Zrike

Executive Summary

Morgan Full Service Community School (Morgan) leadership spent the summer reflecting on the work of the 2015–16 school year and analyzed all available data. This included three meetings with all members of the school’s instructional leadership team (ILT). End-of-the-year Lexia data, ACCESS results, and preliminary PARCC and accountability data were encouraging and reinforced that systems and structures established in the first two years of turnaround work were on track and taking root. At the same time, these data outlined the long way Morgan has to go to close the achievement gap for students and improve their outcomes as they deserve.

The leadership planned for focused and strategic preservice professional learning to include eight full days of systems building and preparation at Morgan and two days of district professional development around standards-based content planning. The team also completed and strengthened the Morgan Executive Summary, which they had developed as part of the district wide school operational planning for the 2016–17 school year for all schools as part of the Holyoke district turnaround. This allowed Morgan to both participate fully with the district, solidifying its reintegration under Dr. Stephen Zrike’s leadership, and provided it with an opportunity to strategically plan for 2016–17.

Finally, directly aligned to the data analysis and school-year planning, Morgan leadership and the receiver drafted a set of benchmarks to track the planned work for 2016–17 to continue the trajectory of improvement.

Updates on Priority Areas

Priority Area 1: Recruitment and development of professional talent.

- **Highlight:** Morgan’s ILT worked this summer during three half-day sessions to design and develop August professional development. The goal was to ensure that all professional development topics and activities were aligned to the Morgan turnaround plan (with draft benchmarks for 2016–17 in the forefront) and the Holyoke Public Schools executive summary from the Morgan operational plan that includes goals, strategies, and benchmarks for 2016–17. In addition, Principal Alyson Lingsch is working explicitly to develop the distributed leadership capacity of the ILT to drive accelerated improvement.
- **Highlight:** Morgan filled all open positions, hiring strong new teachers to complete their team, and retained many of the staff from the previous school year. This year Morgan has a total of 37 teachers, including two counselors and two student support members; 27 of those 37 (73%) are returning to Morgan. Highlights of the new hires include: a new teacher for the new integrated prekindergarten program (Morgan now has three pre-kindergarten classrooms), two transfers from other HPS schools, a skilled and experienced Math Instructional Leadership Specialist (ILS) to fill a critical gap from last year, a new and skilled student support teacher, and an experienced middle school science teacher for Grades 6–8, which also was a critical instructional gap last year.
- **Highlight:** Morgan leadership provided eight days of school-based professional development during August directly before the start of school. Main topics included: content planning using standards-based materials, Keys to Literacy supports (e.g., top-down topic webs and two-column notes), intervention and enrichment groups/topics, home visits, team building, analyzing student data to begin the data cycle, completing self-assessments for educator evaluation, and social-emotional learning.
- **Challenge:** Morgan had two last-minute (late August) resignations; one was the seventh- and eighth-grade ELA teacher, and the second the middle-grade adjustment counselor. The counseling position is filled (starting September 9) To date, there is no qualified candidate for the ELA position. Until a suitable candidate is hired, the ELA ILS has been teaching the seventh- and eighth-grade ELA with the support of the Grades 6–8 English as a second language (ESL) teacher.

Priority Area 2: Systems to support professional learning and responsiveness in practice.

- **Highlight:** During August professional development, Morgan teachers spent a day analyzing 2015–16 schoolwide data, including ANet, PARCC, MCAS, Lexia, ACCESS, and Fountas & Pinnell Benchmark Assessment System (BAS) data. Teachers used this data to create intervention groups for Grades 3–8. Teachers designed intervention reteaching plans using Lexia for students in Grades K–2, as well as ELA, mathematics, and science reteaching plans for students in Grades 3–8, including Lexia, ST (Spatial-Temporal) Math, Blueprint Math Tutoring, and Math Intervention Readers.
- **Highlight:** Morgan expanded enrichment opportunities for Grades K–8 to be offered

weekly. Staff created a “walk to enrichment” in Grades K–2, 3–5, and 6–8 allowing for increased student voice and choice. Enrichment opportunities include: story crafting, Jazzercise, theater games, video making, rap songs and poetry, yoga, American Sign Language, ballet, and animal welfare.

- **Highlight:** Teachers created student profiles based on 2015–16 data and teacher conversations with stakeholders who know the child well (e.g., parent, previous-year teacher). This practice allows teachers to get to know each child, both emotionally and academically. Morgan will also use these sheets to track data for every student to implement data-based decision making for instruction, scaffolding, and intervention regroupings. The profile development builds on a successful practice that was done in SY 15–16 with a small cohort of English language learner (ELL) students.
- **Challenge:** Standardized Testing and Reporting (STAR) testing has yet to begin. STAR will be used in grades K–8—the early literacy assessment will be given in Grades K–2, the reading assessment will be given in Grades 3–8 and the math assessment test will be given in Grades 1–8. The administration and analysis of this universal screener will be a critical data point in identifying the instructional needs and next steps for students to fill the gaps in their learning. Morgan has developed a draft schedule for testing to begin September 15. This will establish baseline data to track growth throughout the year, while ANet will monitor and drive student achievement relative to grade-level standards.

Priority Area 3: Creating a Center of Excellence for science, technology, engineering, and mathematics (STEM).

- **Highlight:** August professional development included a focus on the first three science engineering practices: asking questions and defining problems, developing and using models, and planning and carrying out investigations. Teachers now know these practices and how they relate to the science standards. Morgan will include mandatory training and professional learning opportunities to integrate these into instruction.
- **Highlight:** STEM challenges began Week 1 in Grades 3–8. Students completed challenges related to the scientific method and engineering design process which includes designing, creating a hypothesis, building the design, testing the design, and redesigning based on first test. Examples of challenges included designing “boats” to float with weights, skyscrapers based on height, and index card towers holding a weight.
- **Highlight:** Morgan’s K–8 science pacing guide now includes all Massachusetts next-generation science standards (NGSS).
- **Challenge:** While coding instruction has begun under the direction of the Morgan STEM director, the development and launch of a computer science course for all seventh and eighth graders was delayed in the second half of the 2015–16 school year due to funding. Morgan is working with the district on this project, and the first planning meeting for 2016–17 was held September 12, 2016.

Priority Area 4: Targeted and aligned resources

- **Highlight:** During August professional development, Morgan created schedules for all SWDs and EL students to ensure they receive a double or triple schedule of reading intervention utilizing special education teachers, ESL teachers, and reading interventionists.

- **Highlight:** Morgan used the article *What It Takes for English Learners to Succeed* as a baseline to reflect on the school’s current status in terms of teaching all students. Staff will plan lessons using the four areas of access, climate, expectations, and language instruction as a priority and lens. The ILT will continue to focus on these areas when leading weekly content meetings.
- **Highlight:** Morgan’s four special education teachers were trained in the *Wilson Reading Program* this summer to implement a new specialized reading program for SWDs that is expected to be administered to approximately 45 students. The instruction of SWDs will be a major focus for the ILT and school.
- **Challenge:** STAR testing has yet to begin. Morgan has developed a draft schedule for testing to begin September 15. These data will be disaggregated for EL and SWDs so that teachers can use their student profiles to inform instruction and intervention for these subgroups.

Priority Area 5: Enhancing and sustaining family and community engagement.

- **Highlight:** Morgan held a “Meet the Teacher Afternoon” the day before school began for Grades 1–8 to create a welcoming environment, and to allow parents and guardians to meet teachers and students to see their new classrooms. Morgan also held a separate prekindergarten and kindergarten open house the week before those students returned to school. Morgan had 109 families in attendance.
- **Highlight:** Morgan held two community walks this summer to proactively meet parents and hear their success stories and ideas for improvement for Morgan. During the walks, Morgan collaborated with central office employees, including Dr. Zrike. This resulted in more than 30 staff members participating in the community walks meeting approximately 35 families over the two days.
- **Highlight:** Morgan staff members began home visits during August professional development. As of the week of September 6, 22 staff members had completed at least one home visit for Quarter 1 and 14 staff members had completed 3 or more visits. Teachers are expected to complete at least 3 home visits in each quarter.
- **Challenge:** A major goal and challenge this year is to increase the number of parent volunteers at Morgan. During the first two weeks of school, school staff secured two new parent volunteers, and school outreach workers are tasked with continuing this work.
- **Challenge:** All Morgan staff are busy with outreach to families and relationship building to support efforts to increase the number of students returning year to year. Already this school year, Morgan staff identified 124 new students and 68 students who did not return from last year.