

Level 5 Schools 2016–17 Quarter 1 Report: UP Academy Holland

School Information		Student Enrollment and Demographics ^a	
Location	Boston, Massachusetts	Total SY 2016–17 Enrollment	809
Current Status	Level 5	Percentage Economically Disadvantaged	64%
Receiver Name	UP Education Network	Percentage High Needs	82%
		Percentage SWDs	15%
Year Designated Level 5	2013	Percentage ELLs	37%
		Percentage Black	42%
Year Designated Level 4	2010	Percentage Latino/Hispanic	41%
Grade Span	PK–5	Percentage Asian	4%
Number of Full-Time Staff in SY 2016–17	86	Percentage White	4%
		Percentage Multirace	9%
Priority Areas			
<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>			

^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 UP Education Network

Executive Summary

The UP Academy Holland leadership team identified a number of schoolwide goals designed to further reinforce a calm and joyful school culture and to accelerate student learning in the upcoming 2016–17 school year. These schoolwide goals fall into three categories: teacher development, routinizing schoolwide systems (i.e., arrival, morning meeting, dismissal, closing circles), and intentionally developing self-advocacy and emotional self-regulation among students. UP Academy Holland staff returned for staff professional development on August 1.

The school's professional development schedule was designed intentionally to reflect the schoolwide goals with a special focus on developing stable classroom cultures.

Updates on Priority Areas

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

- **Highlight:** During summer professional development, the school launched a collective focus on building stable cultures in the first six weeks of school. The professional development series included video exemplars as well as live modeling and coaching from UP Education Network. During the first six weeks of school, the school's principal and Deans of Curriculum and Instruction will prioritize observing 100% of classrooms and identifying teacher strengths and growth areas based on the UP Education Network Teacher Pathway document. Professional development during the first six weeks of school will build off of the school's stable culture launch series. Each week, the school will focus on building one skill (i.e., scanning and narration for students or teachers providing students with consistent and clear feedback).
- **Highlight:** UP Academy Holland enters the 2016–17 school year with a renewed focus on staff collaboration. In August, the school rolled out the network's organizational adult values: humility, community, humor, students, and resilience. The school's new principal held a "Listening Tour" to hear staff reflections on their experiences at the school. The school also scheduled a staff social gathering during summer professional development to continue to support staff in building relationships across teams.
- **Highlight:** This school year, UP Academy Holland will continue its use of Dovetail Learning, the school's social and emotional learning curriculum. During August professional development, the UP Academy Holland team focused on tying the Dovetail curriculum to the school's focus on stable culture. For example, the school leadership team highlighted the ways in which Dovetail tools can be used to help students build emotional self-regulation skills (one of the school's SY 2016–17 schoolwide goals). During the first grading period, in order to ensure regular engagement with Dovetail tools, the school will identify a Dovetail "Tool of the Week" to highlight and with which to engage.
- **Challenge:** Although the school year has begun with an intensive focus on building stable culture, and whereas the majority of UP Academy Holland classrooms are making strong progress, there is some variability in the consistent implementation of the behavior management cycle. Both the school principal and the school's Deans of Curriculum and Instruction are observing classrooms with an intensive focus on stable culture. To address the variability seen in classrooms, weekly professional development will include differentiated sessions to support all teachers based on where they land on the Teacher Pathway rubric.

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

- **Highlight:** During summer professional development, all Deans of Curriculum and Instruction attended a series of sessions on the UP Education Network Teaching Pathway. The Teaching Pathway is a network-wide tool that codifies what goes on inside a great coach’s head when working with a teacher. The tool presents a vision for an excellent classroom, and it allows for coaches and teachers to use a shared language in coaching. This tool will help the Deans answer two important questions: “What’s the most essential outcome to coach towards right now?” and “How do I know when to shift the focus of my coaching?” The tool shows teaching outcomes in a logical order as a teacher increases learning in the classroom. It leaves the analysis of why an outcome isn’t being reached and the prescription of strategies that might help reach the outcome to the coach. The tool also lets the coach focus on the conversation and practice rather than explaining the diagnosis. This allows for more thoughtful differentiation of professional development as well as a shared language for desired teaching outcomes in the areas of culture, curriculum, and instruction.
- **Highlight:** During August professional development, all UP Academy Holland teachers took part in a series of Clear Instruction professional development sessions. These sessions, led by the school’s Deans of Curriculum and Instruction, were aligned with the Teaching Pathway and focused on intellectual preparation, delivering mistake free content and moving through lesson components purposefully. UP Education Network will continue to provide additional professional development around Clear Instruction as well as Stable Culture for Deans throughout the school year.
- **Highlight:** The UP Academy Holland team enters the 2016–17 school year with a renewed focus on data-informed decision making and action planning. The school will continue working with the UP Education Strategy and Evaluation team to invest teachers in the importance of regularly entering data into DeansList. A new team meeting protocol was developed to support more effective and regular action planning.
- **Challenge:** The school has identified upper grade science as an area needing improvement. The school’s Deans of Curriculum and Instruction team is working with the school’s Department of Elementary and Secondary Education (ESE) liaison to connect with the ESE science specialist on a review of standards.

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.

- **Highlight:** UP Academy Holland began a new planning initiative called “Drop Everything and Prep,” which carves out dedicated planning time each day for teachers to plan across content-area teams. This initiative was designed with the school’s English as a second language (ESL) instructors in mind as a time for ESL and general content teachers to partner and plan.
- **Highlight:** The school’s special education Dean of Curriculum and Instruction attended an intensive professional development series led by the UP Education Network Academic team. This series, focused on supporting and coaching special education teachers,

allowed special education Deans of Curriculum and Instruction from across the network to connect and share best practices.

- **Highlight:** UP Academy Holland has partnered with Ramapo for Children with the aim of learning additional best practices in supporting students with acute social and emotional learning needs. Ramapo for Children will partner with the school's Deans to provide coaching around supporting students' social and emotional learning needs.
- **Challenge:** The school would like to encourage all teachers to pursue Sheltered English Immersion (SEI) endorsements to better support English language learners. The school is working with the UP Education Network's Director of English Language Learning and Talent Program and Policy team to better understand what incentives it might be able to offer to teachers.

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.

- **Highlight:** UP Academy Holland's school leadership team is 100% staffed. Six of the seven leadership team members are returning members (with the school principal moving from Dean to principal).
- **Highlight:** At the time of this report, the UP Academy Holland instructional staff was 100% staffed (does not include UP Teaching Fellows) into new and consolidated positions. This includes 38 instructional staff members who are new to the school. Overall, 62% of staff at UP Academy Holland (54 out of 86) are returning from the previous school year.
- **Highlight:** This school year, UP Academy Holland will take part in the UP Education Network UP Teaching Fellows program. This innovative teacher preparation program, run in partnership with the Sposato Graduate School of Education, is aimed at building a pipeline of exceptionally trained teachers at UP Education Network schools. Teaching fellows at UP Academy Holland will provide additional capacity when the school has coverage needs.
- **Challenge:** Two UP Teaching Fellows placements remain open at UP Academy Holland. The UP Education Network recruitment team is holding selection days for the remaining vacancies.

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

- **Highlight:** UP Academy Holland hosted four separate family nights to accommodate parent schedules. The orientation sessions were well attended and provided families with an overview of the UP Academy Holland student/family experience according to grade band.
- **Highlight:** This school year, UP Academy Holland will use DeansList to track family communication. All staff members were trained on logging family communication in DeansList over the summer.

- **Highlight:** The UP Education Network Director of Family and Community Engagement led a professional development session at the school focused on building authentic relationships and trust with families. All teachers attended this session which highlighted a variety of communication strategies and best practices.
- **Challenge:** UP Academy Holland did not systematically track family communication across grade levels during school year 2015–16, although teachers were having regular and consistent communication with families. Although the school has adopted DeansList, the school leadership team will need to continuously interest teachers in the importance of consistent data entry and tracking.