# Level 5 Schools 2016–17 Quarter 2 Report: John Avery Parker Elementary School

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| School Information | | **Student Enrollment and Demographics** | | |
| Location | New Bedford, Massachusetts | **Total SY 2016–17 Enrollment** | 297 |
| Current Status | Level 5 | **Percentage SWDs** | 15% |
| Receiver Name | Dr. Pia Durkin | **Percentage ELLs** | 34% |
| Year Designated Level 5 | 2013 | **Percentage Black** | 15% |
| Year Designated Level 4 | 2010 | **Percentage Latino/Hispanic** | 37% |
| Grade Span | PK–5 | **Percentage Asian** | 0% |
| Number of Full-Time Staff in SY 2016–17 | 39 | **Percentage White** | 40% |
| **Percentage Multirace** | 7% |
| **Priority Areas** | | | | |
| **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.  **Priority Area 2:** Create school structures and systems that support instruction and maximize time on task.  **Priority Area 3:** Increase the use of data to drive instruction.  **Priority Area 4:** Establish a school culture focused on achievement and engage families as partners in their children’s learning. | | | | |

*Source.* Content provided by Superintendent Dr. Pia Durkin.

## Executive Summary

The John Avery Parker School (Parker) staff have been working hard to build a positive and supportive school and community culture. The school held an open house for all families right before the school year began. It was encouraging to see the families of 176 students attend to kick off the new school year. In addition, the school hosted a Family Literacy night and a Community Potluck Dinner, with more than 80 families attending each event. The feedback was positive, and families expressed that they appreciated being able to meet other families and get to know their children’s teachers in an alternative setting. The school held a Parent Volunteer Orientation, and 57 parents completed paperwork to be volunteers at the school. This number is a huge increase from the 9 parents who volunteered during the summer.

Parent-teacher conferences were held in December, and the response was so overwhelming that the meetings had to be split over multiple days, extending into January. As of this report, half of the parents had already attended a parent-teacher conference. School attendance also has seen an increase in the course of 3 years. The average attendance for the first 3 months of school year 2014–15 was 90.33%, school year 2015–16 was 90.67%, and this year, 2016–17, was 95.37%, showing significant growth.

In an effort to forge family and school partnership, and thereby increase attendance, Parker has begun a PK Family Engagement Series that occurs monthly. So far, the topics have incorporated mathematics and English language arts (ELA) skills by graphing and developing a family cookbook. By having full-day prekindergarten for 3 year olds who continue on to PK4 (for 4 year olds) and subsequently kindergarten, these families will be fully woven into the fabric of the Parker community.

One of the key levers used across the school to improve instruction involves looking at student work. Teachers choose six students (two in need of low support, two in need of moderate support, and two who need intensive support) and submit their work weekly to the school instructional leadership team (SILT). Each month, the teachers submit writing samples from all students. The SILT reviews the work and the data for these students to see how they are progressing. They use the information gathered to inform how the PRIDE intervention groups are structured and to determine how best to use the lead teachers in the upcoming weeks. The feedback and suggestions are shared with teachers during collaboration time to help drive instruction and differentiate student groups during core academic time.

# Updates on Priority Areas

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

* **Highlight:** Using the data tracker, administrators are monitoring ELA scores by Unit test. The average score in Grades 2–5 for Unit 1 was 54.63%. The average score for Unit 2 was 73.38%.
* **Highlight:** Mathematics scores are being monitored by topic assessments at each grade level. The topics vary by grade, for example, kindergarten topic 1 is Number 0 to 5, Grade 3 topic 1 is Understand Multiplication and Division of Whole Numbers, and Grade 5 topic 1 is Understand Place Value. The average baseline assessment for Grades 2–5 was 51.88%. The average score for the subsequent topic assessments 1–4 was 57.13%.
* **Highlight:** Six students from each class in Grades 2–5 are chosen by the teacher, based on data, as representative of the class in needing high support, medium support, and low support. Of the 48 students being closely monitored (two low, two middle, and two high from each classroom), 16 showed proficiency in the ELA Unit 1 test and 31 showed proficiency in Unit 2. Twelve showed proficiency in the Mathematics Baseline assessment, and 18 showed proficiency in Topic 3.
* **Highlight:** PRIDE interventions work on a 6-week cycle, where for the first 2 weeks, there are four groups of students (two with the grade-level teachers, one with the special education teacher, and one with the lead teacher). Thereafter, the lead teacher co-teaches with the grade-level teachers to ensure that the skills taught are being reinforced. Lead teachers provide feedback to teachers during this time.
* **Challenge:** Last year, the two interventionists focused on Grades 2–5. This year, they included Grades K and 1, dividing them into K–2 and 3–5. As a result, teacher collaboration times (TCTs) are divided as they add one more grade, resulting in less time for teachers to collaborate and determine which children need which supports. The school is working on how to best divide the time so that all grade-level teams receive the necessary support.

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

* **Highlight:** Teacher collaboration time by grade level continues three times a week— once with the lead teacher, once with the coach, and once with the principal. These meetings use the collaboration cycle, where the teachers review data and student work to determine areas of focus and next steps with instruction.
* **Highlight:** Lead teachers collect sample student work folders from each teacher weekly—two high, two middle, and two low—to assess skills and review core instruction groupings. Lead teachers provide feedback during TCT using data and student work. Teachers also receive feedback following learning walks that includes tracking instructional recommendations from previous learning walks.
* **Highlight:** SILT meetings are used to adjust PRIDE groups and adjust where lead teachers deliver support. Lead teachers provide push-in instruction to a targeted group of students in each grade, as a result of the SILT meeting outcomes, for 1 hour weekly in both ELA and mathematics.
* **Highlight:** In the beginning of the year, 19 students were identified as Tier 3 based on their need for intensive social emotional support. The principal created a student support team, used data gleaned from the early warning indicator system (EWIS), and identified root causes of student behavior. Using a case management style approach that used the referral process and individualized behavioral plans, 12 of these students were moved into Tier 2.
* **Challenge:** Although there are school structures and systems in place, there continue to be student behaviors that consistently interrupt learning. The teachers are quick to get things back on track, but the misbehavior is consistent. As a result, administrators and teachers are in the process of correctly identifying antecedents of off-task behaviors for the students who remain in Tier 3.

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

* **Highlight:** Administrators and teachers continue to review data weekly, using this information to drive the discussion in all meetings. Using the collaboration cycle, teachers review assessment data and student work to determine whether students are learning the necessary skills. This determines PRIDE groups and core differentiation during class time.
* **Highlight:** All classrooms have a data wall that is continuously updated. In addition, the school has introduced a “Wall of Fame” where students who have done well on an assessment have their picture taken and displayed around the school. Students are eager to bring their work to the principal’s office to show their success.
* **Highlight:** Teachers continued the practice of developing student data portfolios beyond the summer. Students in Grades 3–5 have begun setting and monitoring their own goals.
* **Challenge:** Teachers continue to work on developing the skill of using data to drive instruction and analyze student work. Administrators, lead teachers, and teachers will continue using the collaboration cycle with fidelity in SILT, TCT, and professional development sessions to ensure that everyone is building these skills in order to best serve students.

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

* **Highlight:** Parker hosted a Parent Volunteer Orientation. Fifty seven parents completed parent volunteer forms; this number is up from 31 parents who had completed these forms during the summer.
* **Highlight:** The school held multiple family involvement activities. Open house had families of 176 students attend. Family Literacy night had 83 families attend. PK night had 100% of families attend. Community Pot Luck Dinner had 86 families attend. Parents of 146 students attended parent-teacher conferences in the beginning of December. Because of the overwhelming demand, the school established multiple dates that extend into January.
* **Highlight:** Following a major schoolwide attendance initiative last year, student attendance has been right around 95% for the first 3 months of school. Students continue to be recognized for having perfect attendance through monthly assemblies.
* **Challenge:** Student tardies continue to be a challenge. The Family Resource Center Manager (FRCM) is working to educate families on the negative impact of being tardy and missing valuable school time. The FRCM also is developing an incentive program to help reduce the number of students who are tardy to school.