Level 5 Schools 2016–17 Quarter 3 Report: John Avery Parker Elementary School

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. | | | | |

# Content provided by Superintendent Pia Durkin.

# Executive Summary

John Avery Parker School (Parker) has spent considerable time and resources on improving teaching and learning. Using the student objective that “Students will be able to speak with scholarly language, ask and answer rigorous questions to increase their comprehension everyday!”, Parker staff have focused on using data to drive instruction, meeting the needs of all students, and utilizing Sheltered English Immersion (SEI) strategies. In addition, Parker staff are designing professional development based on student needs, identified through review of student data, to improve teacher practice to meet those needs.

Parker has continued using the PRIDE invention model where lead teachers take on both teaching and coaching roles during PRIDE intervention time. Teachers have adjusted the way that they group students based on data, now grouping students based solely on standard deficiencies. Parker saw an increase in English language arts (ELA) proficiency on the Galileo assessment across all grade levels (2–5). However, the increase ranged from 22% in Grade 2 to 8% in Grade 5. (All ELA Galileo data are outlined below in the “Highlights” section.) In Grades K–2, Parker saw an increase in DIBELS proficiency of 12 percentage points (from 58% in September 2016 to 70% in February 2017).

# Updates on Priority Areas

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

* **Highlight:** ELA mid-year Galileo data showed increases from the beginning of the year for students in Levels 4 and 5 (proficient and advanced) for Grades 2–5. Grade 2 went from 46% to 68% proficient/advanced, Grade 3 went from 24% to 50%, Grade 4 went from 14% to 24%, and Grade 5 went from 26% to 34%.
* **Highlight:** ELA mid-year Galileo data showed decreases from the beginning of the year in students in Levels 1 and 2 (warning/failing) for Grades 2–5. Grade 2 decreased from 37% to 12% warning/failing, Grade 3 decreased from 45% to 26%, Grade 4 decreased from 41.5% to 39%, and Grade 5 decreased from 37% to 15%.
* **Highlight:** DIBELS mid-year data showed an increase in proficiency in all grades from the beginning of the year. Kindergarten increased from 45% to 66% proficient, Grade 1 increased from 61% to 70%, and Grade 2 increased from 68% to 73%.
* **Highlight:** Parker has continued utilizing the PRIDE intervention model that uses the lead teacher for teaching and coaching within a 6-week cycle. The school administration feels that this has had a significant impact on student proficiency increases. This change in practice is allowing for more targeted student intervention along with teacher coaching from the lead teacher. The lead teacher then follows up with the students and classroom teacher during core instruction to ensure that both students and teachers remain on the right track and are using the modeled strategies. Personnel have been reassigned to Grade 4 to increase support based on concerns in their data.
* **Challenge:** Changes in staffing patterns during ACCESS for ELLs (English language learners) testing in January and February 2017 had an impact on the implementation of PRIDE time. ACCESS testing is now complete and the Parker schedule is back to normal.

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

* **Highlight:** Parker has developed a Building-Based Support Team (BBST). The purpose of the BBST is to remove non academic and academic barriers that are hindering student success. The BBST was developed as a system and structure to support the unique academic and social-emotional needs of our struggling students. It involves an established system and process for both referral and evaluation. Through the process, general educators are required to implement supports outside of the special education process. These supports may include academic supports, social-emotional supports, referral to an outside agency, or other behavioral supports as needed. Beginning in January 2017, the supervisor of special education and a lead teacher co-facilitated professional development and training to all staff on how to navigate the BBST system and support the initiatives within their classrooms, leading up to a Feburary kickoff. The supervisor of special education continues to visit twice weekly to help co-facilitate meetings as Parker gets this process under way.
* **Highlight:** Parker staff received significant professional development from the principal and the executive director of educational access and pathways on SEI strategies. The executive director continues to conduct regular learning walks with the prinicipal to look specifically at English learners and teachers’ use of strategies to best support all students. The learning walks will help to determine what needs teachers have and what needs students have. Using this information, an action plan will be developed for continued support to teachers on SEI strategies.
* **Highlight:** One of the teachers who is currently enrolled in an administrators’ program became a lead teacher in August 2016. He is now responsible for the implementation of positive behavioral interventions and supports (PBIS) at Parker. This new responsibility does not remove him from his physical education teaching responsibilities, but rather provides additional responsibility and ensures that adherence to the PBIS initiative remains strong.
* **Highlight:** The school continues to partner with NorthStar Learning Centers to provide counseling for students who need additional support. A coordinatedsystem has been developed that provides opportunities for counseling both at school and at home to minimize barriers that prevent learning.
* **Challenge:** The BBST is in its infancy and requires additional staff support. As staff capacity improves, the district administrator who has been working with Parker staff will begin to decrease her presence at BBST meetings and following up when she is in attendance to ensure the process remains intact.

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

* **Highlight:** Using Galileo and formative assessments, Parker is looking at data in a more intense and deeper way, with the goal of personalizing supports as much as possible. Student intervention groups are being constructed based on identified standards of weakness, not just whether students are at a high or low level of proficiency. Students are grouped by these standards and a reteach plan is created and implemented during PRIDE time. A post-test allows students to demonstrate mastery.
* **Highlight:** Much like ELA, teachers are looking at math data by topic to determine where reteaching needs to happen. Rather than waiting for the cumulative topic assessment to determine how students are doing, they are looking at the data weekly.
* **Highlight:** Teachers are using Galileo and summative and formative assessments in both mathematics and ELA to determine which students should be referred for tutoring after school.
* **Challenge:** With the current assessment system, Galileo, the progress monitoring mechanism is limited and the turnaround time on student results and reports is not as expeditious as necessary. For the next school year, Parker will be shifting to the STAR asessment system, which is taken online and provides immediate reporting.

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

* **Highlight:** Through a partnership with UMass Dartmouth, college students are offering tutoring to students who need extra support in either ELA or math every Monday, Wednesday, and Thursday afternoon. The student tutors were trained by the lead teachers, and a system has been established so that teachers and tutors can communicate regarding student progress through work folders. Twenty students are currently involved in the weekly tutoring. There is a 1:1 ratio at this time.
* **Highlight:** Individual parent-teacher conferences were held in January and February 2017 to ensure that every teacher was able to meet with their scholar’s parent/guardian. Ninety-five percent of students had a parent/guardian attend a conference.
* **Highlight:** Starting in January, every Wednesday there is a drop-in hour where families can receive support from New Bedford Community Connections Coalition. Families were notified in two ways, through fliers andverbal communication with the family resource center manager. Fliers have been distributed through students to make families aware of this opportunity, and the family resource center manager has been reminding families as part of her communication with them. New Bedford Community Connections Coalition has supported and provided these families with housing assistance, clothing, transportation, and advocacy assistance.
* **Challenge:** The Parker Tier III student attendance issues remain a major priority for the administration and student support team. All students are expected to be at school on time every day. Attendance incentives have helped, and there is a new school wide campaign to reduce tardiness. Students and families are reminded every day about being on time by the presence of “Punctual Pete” in the lobby. Families who are late are given a “Punctual Pete” business card that reminds them of the school times and requests that they set up a time to meet. Phone calls and home visits are also conducted on a routine basis. The family resource center manager meets with families to identify barriers and work to eliminate them.