## Dig Deep Breakout Sessions

### 10:45-12:00  
**Dig Deep Breakouts – Session A**

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### 1:00-2:15  
**Dig Deep Breakouts – Session B**

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Please see the following overviews for descriptions of what will be covered in the breakout sessions. These overviews also serve as a resource on promising practices to follow-up on after today’s event!
Breakout Room Map
Adult Advocates
West Springfield High School, West Springfield MA

Contact: Kelli Quigley; WSHS, School Adjustment Counselor/ Drop Out Prevention Co-Coordinator
Alan Gates; Coburn Elementary School, Vice Principal/ Drop Out Prevention Co-Coordinator

MassGrad Strategy Area
Adult Advocates

Why This Strategy - Rationale
There was a need to "build bridges" between school/education and students, families and community.
Connecting students with caring adult advocates would assist students who were struggling to meet with
success. These adult advocates would be able to actively teach the students Life Skills essential to graduate and
move on towards post secondary education. Adult Advocates would provide support and genuine care and
concern for student's well being by empowering them to set and reach goals. Adult Advocates would also be
the key to Family and Community Engagement.

- Level 3 High School, High Drop Out Rates
- Need for Early Intervention to help students transition from elementary to middle school and middle
  school to high school.
- Large Population of single parent homes
- Very low parent engagement in school and student education
- Need for student engagement and connection outside of school hours

How It Works - Key Activities / Components of Our Strategy
- Reconnecting Youth; a research based prevention program targets for 'at risk students' to increase
  achievement in school, decrease substance abuse, increase positive coping skills and mood
  management, and set and reach personal and academic goals.
  ---> Goal Setting
  ---> Daily Check in - Check Back
  ---> "Shared Agenda", an opportunity for peer and adult advice on personal issues
  ---> Incentive Based Field trips
  ---> Fundraising
  ---> Outreach to Students and Families
  ---> Community Sponsorship
  ---> Community Service Projects
  ---> Mentorship Opportunities
  ---> Graduation Ceremony to celebrate the achievements of our students

- Graduation Success Summer Programming; a unique summer transition program for at risk students,
  offering continued connection, support and learning during the summer.
  ---> 3 classrooms, 36-40 students, Coordinators, 6 teachers and 1 counselor [8th-9th grade
    transition classroom, 10+ classroom, ELL classroom
  ---> 2 week Summer Program Focusing with emphasis on Summer Reading, Math, ELA,
    Technology, Physical Education, Drug and Alcohol Education, RY curriculum
  ---> Outreach to students and families
  ---> Field trip to Adventure Course
  ---> Service Learning Projects; Community Garden at Local Housing Development
  ---> Mentorship experiences for students who previously attended
  ---> Summit- Showcase and Student, Parent & Community Celebration

- Terrier Closet; A place for students to obtain gently used clothing, hygiene products, school supplies
and prom gowns. Managed by Students and overseen by Coordinators

- Connecting Youth; Preventative Program for Elementary school age children utilizing the foundations of the RY program. [Modifications made]
  ---> Mentorship Opportunities with HS students
  ---> Youth Leadership Opportunities
  ---> After school programming
  ---> Fundraising
  ---> Goal Setting
  ---> Incentive Based Field Trips
  ---> CY/RY graduation Celebration of Success

- Outreach; Student, Family and Community Engagement inside and outside of School hours
  ---> Service Referrals [i.e. counseling, after school help etc]
  ---> Monthly Team Meetings with Outreach Team Staff
  ---> Picnics
  ---> Community Events
  ---> After School tutorial help
  ---> Expansion of Outreach Teams to Elementary Schools to support Collaboration and Communication between Elementary, MS and HS and enhance services being provided to students.

Who is Involved
- Administrator, teacher and staff support [from the top down]
- Community Members/Support; i.e. Lions Club, Community Police, Local Businesses, Park and Rec., Local Newspapers/Reporters, TV Stations, Food Pantry, local churches, Clothing Store
- School Committee Member Advocacy, Invested Program Coordinators, Students, Parents
- Local Newspapers, Reporters, and TV stations

Great Resources We Found or Use
- Reconnecting Youth Curriculum was the foundation
- Data Tracking Sheet for Teams/Meetings [created by coordinators and teams]
- District developed Staff Training Model for Outreach
- Service Learning Projects/ 2014 requirement for summer programming [STEM]
- Collaborative Approaches from "Macro Level to Micro Level"- Advocacy and Public Awareness

Where We’re Headed - Next Steps
- Expansion of the District Wide Outreach Team [All Schools]
- RY - More Classes
- Continue CY in Elementary School
- Increased Support from Local Businesses
- Increased Community Engagement
- Increased staff participation
- Sustainability- Budget Line [Administrative Support]
- Merging teams for community Events
- Transitions [5-6] [8-9] [12-Adulthood]
- Tracking student success following 2-4 years after graduation.
### Adult Advocates
**Everett Public Schools, Everett, MA**

**Contact:** Margaret Newell & Ashley Young  
617.394.2492  
mnewell@everett.k12.ma.us  
ayoung@everett.k12.ma.us

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<th>Adult Advocates</th>
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#### Why This Strategy - Rationale
1. More individual attention - students and program  
2. Smaller Caseload is BETTER  
3. Consistency

#### How It Works - Key Activities / Components of Our Strategy
- Staff assists in identification of at risk students (esp. repeating Freshmen) for possible involvement in summer credit recovery program  
- Students are interviewed and parents/guardians contacted; all parties must sign contract  
- Program runs July- August, Tuesdays- Thursdays, 8 am- Noon

#### Who is Involved
- Major players: Dropout Prevention Coordinator, Project Coordinator and Credit Recovery Teacher  
- All Staff consulted for recommendations  
- Partners: Youth Harbors, SCALE, Phoenix Academy, Job Corps

#### Great Resources We Found or Use
- EWIS  
- DESE Website/ MassGrad Showcases  
- Khan Academy

#### Where We’re Headed - Next Steps
- Transition Plans  
- Post Grad Plans  
- EWIS!!!!!!
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<th>School Culture</th>
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**Why This Strategy - Rationale**
1. Approach to discipline that teaches social emotional learning and causes students to make things right, rather than repeat unproductive patterns – can induce transformational change
2. Requires incredibly strong foundation of community, which helps students want to stay in school too
3. Results in students who are proactive, responsible, and better prepared for post-secondary opportunities

**How It Works - Key Activities / Components of Our Strategy**
- Create a solid foundation of community through regular use of circle practice (both in large group as a whole program and in small circles (advisories).
- Offer elective course for students to become part of our Justice League (peer restorative justice group) where they are trained and address student issues.
- Always give students the option of “making it right” compared to traditional discipline.
- Mid-year intervention requiring students to work together as a whole community (students had a class project that they had to complete as a group, with very little adult support... adults assessed their progress every day and provided detailed feedback).

**Who is Involved**
- Kimberly Small (DP Assistant Director)
- Janet Connors (restorative justice consultant)
- DP program staff
- Center for Restorative Justice at Suffolk University

**Great Resources We Found or Use**
- The Little Book of Restorative Justice
- Center for Restorative Justice
- Janet Connors (janetconnors@gmail.com – local restorative justice expert)

**Where We’re Headed - Next Steps**
- Continuing to implement restorative justice practices
- Training students to lead circle 100% of the time
- Continuing to find ways to build student responsibility, ownership, and independence.
# Social Emotional Supports

## Franklin County / North Quabbin MassGrad Coalition
**(Greenfield, Gill-Montague, Mahar, Athol-Royalston)**

**Contact:** Kat Allen, Coalition Coordinator, Partnership for Youth  
413-774-3167 x119

**MassGrad Strategy Area**  
Social and Emotional Supports; Community-Schools-State Agencies working together & sharing resources

## Why This Strategy - Rationale
1. Small rural school districts with limited resources need as much support as possible from each other as well as from community partners.
2. Frequent funding cuts and changes to community and state programs make it hard to keep up on what services are available to youth.
3. There are fewer training and professional development opportunities in the western part of the state.

## How It Works - Key Activities / Components of Our Strategy
- **Hold bimonthly MassGrad Coalition meetings** bringing together schools, community services, and state agencies in a collaborative effort to maximize local educational support, reduce the school dropout rate, and support the young people of Franklin County and the North Quabbin.
- **Convene quarterly MassGrad Resource Roundtables** in four school districts to connect student support personnel with resources in the community.
- Work to actively “connect the dots” and bring resources from one place into another; work to improve how systems work together to support youth.

## Who is Involved
- Coalition Coordinators and Evaluation Coordinators from the Partnership for Youth
- Key representatives from each of 7 participating school districts
- Directors and key staff from 19 community-based organizations and 6 state agencies

## Great Resources We Found or Use
- The MassGrad Minute newsletter from DESE
- The Rennie Center for Education, Research and Policy [www.renniecenter.org](http://www.renniecenter.org)
- The Collaborative for Academic, Social and Emotional Learning [www.casel.org](http://www.casel.org)
- Why We Drop Out (the video we produced!) [http://www.1degreeshiftproductions.com/#!scv5/c22wi](http://www.1degreeshiftproductions.com/#!scv5/c22wi)

## Where We’re Headed - Next Steps
- *More* sharing of information and resources with each other
- *More* relationship building across districts and agencies
- *More* improved referral systems and collaborative projects
- Integrating additional local school districts into our coalition
- Helping to get Restorative Practices into the schools
- Helping to get evidence-based substance abuse prevention and suicide prevention programs (particularly LifeSkills and LINFELINES) into the schools
- Helping to get Screening, Brief Intervention, and Referral to Treatment (SBIRT) into the schools
- Helping to get Mental Health First Aid into the schools and into the community
### Dropout Re-engagement
**Springfield Public Schools**

**Contact:** Yolanda D. Johnson, Ed.D, Director of Student Support Services, Springfield Public Schools, johnsony@sps.springfield.ma.us, (413) 787-7021

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<th>Dropout Re-engagement</th>
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#### Why This Strategy – Rationale

**Rationale #1** – The Re-engagement project was an important strategy to improve the district’s graduation rate, through intentionally focusing efforts to address the dropout rate, which adversely affected our graduation rates. Our previous strategy to provide alternative pathways (online credit recovery) to recover missing credits alone did not impact graduation rates. Research indicates that students report a variety of reasons for dropping out of school; therefore, drop out solutions must be multi-dimensional in order to create an environment focused on a vision of student success for all.

**Rationale #2** - Consistent improvement and sustainable growth in graduation rates must be the central focus of any dropout and student re-engagement strategy. The Re-engagement initiative was designed to address several key focus areas including:

1. Hiring of teachers/counselors whose beliefs systems were framed by a need to change current classroom practices as a key component of student re-engagement;
2. Designing systems to drive change from within the school setting, framed by program development from central office leadership;
3. District leadership engaged in all aspects of the program; and
4. Time and resources directed to support the re-engagement model.

#### How It Works - Key Activities / Components of Our Strategy

- **Activity/Component #1: Data Monitoring** – Monitoring data helped the district to implement accountability measures that focused on the development of systems to identify students who disengage from school. One key component was the implementation of intentional data monitoring across three data cycles (October, March and June). Reporting was targeted to identify unenrolled students by un-enrollment code. Using data to target and identify students enabled the district to create a database of students around which to confirm the transfer and subsequent re-engagement of students that left school.

- **Activity/Component #2: Summer Re-engagement Program** – The database of students who had dropped out of school enabled the district to implement outreach/contact strategies to extend invitations to students to participate in the summer program to recover credit. The summer program provided a strategic opportunity to re-engage students who were not receptive to returning to school, as well as, students that disengaged from school in the months leading to graduation. A key component of the summer re-engagement program was caring teachers, counselors, and graduation coaches embedded within the program to address student needs.

#### Who is Involved

- **Internal Partners:** Manager of Strategic Data, School Counselors, and Graduation Coaches
- **External Partners:** United Way of Pioneer Valley – Stay in School Campaign

#### Great Resources We Found or Use

- **Resource #1:** The Everyone Graduates Center at Johns Hopkins University served as an excellent resource to develop our High School Completion Program, which serves as the district’s “Re-engagement Center”. The website is [http://www.every1graduates.org/](http://www.every1graduates.org/).
- **Resource #2:** Promising Practices Network
### Where We’re Headed - Next Steps

1. Establishing a community mentoring and job shadowing program to connect disengaged students with a caring adult.
2. Implementing Near-Peer Mentoring strategies to support disengaged students.
3. Expansion of school based interventions and strategies to proactively address issues of disengagement i.e. Dropout Prevention Teams, Postsecondary Teams, academic intervention programs.
Dropout Re-engagement, Boston Public Schools

Contact: Magdalana Reis, Boston Adult Technical Academy, Mreis@bostonpublicschools.org

MassGrad Strategy Area

Why This Strategy - Rationale
Student support services/school culture provides an avenue for building a school that is grounded in mutual respect and high expectation for all.

How It Works - Key Activities / Components of Our Strategy
- Re-engagement Center Collaborations/Intake Process
- Open House/Family & Community Engagement
- Ongoing Grad Coach Training Session (Review of GC roles, reporting requirements and work schedule).
- Ongoing Case Management Meeting with coaches
- Re-engagement center workshops
- School-wide NHCF College Fair Field Trip
- Financial Aid Workshop
- Time Management workshops
- Graduation training (Relationship Building).
- Case Management Meeting with coaches
- College Presentation Northeastern University
- School-wide service learning project
- LIFE AFTER BATA (In-house school-wide college fair).
- Graduation training sessions (goals/contracts, staying on track, resume writing, grad coaches
- Case Management Meeting with coaches
- MCAS PREP Workshops
- Case Management Meeting with coaches
- Ed Options Graduations
- SAT Registrations
- Case Management Meeting with coaches
- College tour Field Trip School-wide
- School-wide on the spot college admissions
- Ongoing School-wide award events
- School Culture Community Building Activities
- School Culture Professional Development Activities
- Student Focus Groups

Who is Involved: Partners/partner organizations:

School Partners
- Re-Engagement Center, Adult Education
- Madison, Park High School, Boston Public Schools
- Emergency homeless hotline

Community Partners
- Boston Private Industrial Council, Huntington Theater, Bird Street Community Center, Haitian Multi Center, College Bound, Blue Hill Boys & Girls Club, Job Net 12.
- Classroom at the Work Access
- Financial Aid, Mattahunt Community Center
- Whittier Street Health Center, Asian Task Force
- BHA, Boston Center for Youth and families
- Department of Mental Health Service, Project
Great Resources We Found or Use
- Community Partnerships
- Graduation Coach Manual & Ongoing professional development activities (Refer Activity#2 for a list of community partners/resources)

Where We’re Headed - Next Steps
We intend to use school budgeted funds to continue important aspects of the MASSGrad grant such as: staffing, stipends, academic programs, college field trips, counseling and support services. We will also seek to expand our community partnerships to augment resources and to solicit funding opportunities.
# Malden’s Promise Coalition

| **Contact:** | Karen Cólon Hayes, Renee Cammarata Hamilton, Marie Doehler  
|             | maldenspromise@gmail.com |
| **MassGrad Strategy Area:** | Community Partnerships |

## Why This Strategy - Rationale
1. We realized we couldn’t do it alone and that we needed to do business in a new and different way.
2. We all shared the same issues related to drop out rate, therefore asked the question: What are the challenges youth face in relation to drop out?
3. We were all working with Malden’s youth. Why not work in a coordinated fashion?

## How It Works - Key Activities / Components of Our Strategy
- Built a foundation based on data (YRBS) and facilitated a collaborative process of identifying key issues
- Assured representation from the school, community, and the City of Malden
- Regularly revisit the way we work together and embrace our hard working, roll up our sleeves collaboration
- Ongoing open dialogue on how we work and the progress we are making; facilitated by the tri-chairs.
- Connected with leadership in schools, the major and community agencies to include them in the work and their role in supporting/participating in the coalition

## Who is Involved
- Tri-Chairs: representatives from school, community, and the city
- Steering Committee
- Partner Agencies: See attached list

## Great Resources We Found or Use
- Youth Risk Behavior Survey
- Materials supported by School and Main Institute

## Where We’re Headed - Next Steps
- Continue monthly coalition meetings; alternate between training and business meetings
- Other city wide youth issues - We’re exploring a city wide collaboration project that gives youth and families a singular point of entry for resources
- Don’t necessarily need grants to exist, but pursuing grants might help us grow larger projects
- Expanding the Malden’s Promise brand (marketing, social media)
- Annual Gala: June 18th
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<td>North High ELL Coalition, Worcester Public Schools</td>
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**Contact:**
- Lisa Dyer, Principal
- Tammy Boyle, Focused Instructional Coach

**MassGrad Strategy Area:** Community Partnership

**Why This Strategy - Rationale**
1. Collaboration within and beyond the school strengthens the support and outcomes for all ELL students
2. Collaboration builds bridges and linkages across and between agencies that support our shared vision
3. Drawing on expertise of varied partners will strengthen knowledge and skill of adults supporting English Language Learners.

**How It Works - Key Activities / Components of Our Strategy**
- Monthly meetings to learn about each organization, plan activities for staff, students, and/or families and provide progress updates
- Examined data to determine areas of focus
- Each year we reviewed the activities of the previous year to create a blueprint for going forward
- Collaborative Case Management - follow a case consultancy/scenario review protocol to explore existing hurdles facing a student and strategize solutions to mediate challenges and develop supportive action plans
- Restorative Justice Training: school and agency staff and students
- Applied restorative practices to mediate conflicts, build perseverance and support positive school climate

**Who is Involved**
- Quadrant Manager, Principal, Focused Instructional Coach, Faculty Members and Community Partners: Department of Public Health, Plumley Village, You Inc. Southeast Asian Coalition, Worcester Community Connect, Clark University, Children’s Friend, , Department of Education, Latino Education Institute (LEI), Worcester State College, Workforce Central Career Center, African Community Education, North High Young Alumni

**Great Resources We Found or Use**
- Center for Restorative Justice, Suffolk University, Boston
  [https://www.suffolk.edu/college/centers/14521.php](https://www.suffolk.edu/college/centers/14521.php)
- Teaching with Poverty in Mind; Blind Spot; Breathe-Mindfulness Curriculum for Adolescents

**Where We’re Headed - Next Steps**
- Develop shared goals, objectives and action steps (Logic Model)
- Participate in shared book read and professional development (Cultural Competency)
- Invite additional partners
- Adjust meeting schedule to accommodate partners
- Develop communication system
- Continue monthly meetings and Collaborative Case Consultancy
Multiple Pathways
Brockton Public Schools, Brockton, MA

Contact: Heather Arrighi, 21st Century Pathways Coordinator, Brockton Public Schools
heatherarrighi@bpsma.org; (508) 580-7595

MassGrad Strategy Area
Alternative Pathways - Creating permeable pathways that allow a student to always move closer towards graduation.

Why This Strategy - Rationale
1. More is not always better, particularly if it just creates additional places to move students without really contributing to their overall academic success.
2. Graduation Coaches are essential to creating a consistent relationship with the student and maintaining the open, on-going communication necessary between programs.

How It Works - Key Activities / Components of Our Strategy
• Negotiated credit reciprocity between programs.
• Regular administrative meetings with leadership from each program. These meetings are used to discuss how to share resources, manage challenging student behaviors, and optimize opportunities for success.
• Graduation Coaches are KEY! They have the knowledge of the student and the various programs to help negotiate necessary changes. They develop an important relationship with the student that remains consistent, despite a student’s transitions.
• Student specific meetings with each pathway program to determine students that may need a different educational environment.

Who is Involved
• Graduation Coaches; Pathways School Adjustment Counselor, District level leadership (Director of Pupil Personnel), & Community Liaison
• Massasoit Community College; Brockton Area Workforce Investment Board, & other local youth serving agencies (i.e. Boys and Girls Club of Brockton, Old Colony YMCA, etc.)

Great Resources We Found or Use
• College and Career Readiness Rubric – locally approved graduation pathway
• OdysseyWare – Online courseware for credit recovery or hybrid course offerings (https://www.odysseyware.com)
• Local Student Record System – Infinite Campus (“flagging”)

Where We’re Headed - Next Steps
• Consolidation of some Pathways into a Brockton “Day and Evening Academy” Model????
• Youth Career Connect – Creating more pathways at Brockton High School with awareness activities starting in Middle School
Whitman-Hanson Transition Academy
Whitman-Hanson Regional School District, Whitman, MA

Contact: Lisa Maguire, Coordinator, Whitman-Hanson Regional High School
Lisa.maguire@whrsd.org; 781-618-7450

MassGrad Strategy Area: Alternative Pathways

Why This Strategy – Rationale
Students entering the high school were failing multiple classes in their first year, falling into a cycle of credit recovery that often ended in disengagement and desire to drop out of high school. Our alternative pathway includes a one to two year Transition Academy program in the high school. The mission of the academy is to work together to support, engage, and motivate kids by:

- Building trust and relationships with peers and adults
- Using a team approach
- Offering an adjustment counselor dedicated to program
- Offering optional after-school/summer components starting in the summer of rising ninth grade, throughout high school experience
- Incorporating project-based interdisciplinary learning
- Building opportunities for student choice and voice
- Including families in meetings, decision-making processes, and whole-group dinners, guest speakers, other programs

How It Works - Key Activities / Components of Our Strategy

- Students identified using data (EWIS, middle school grades, behavior, attendance) and middle school recommendations
- Family liaison contacts and meets with each student and family to describe/discuss program, invites student to participate in rising ninth summer program and fall transition academy program
- Student cohorts and schedules created, with support from guidance, and information from middle school transition meetings.
- Students who participate in the summer program earn 4 academic credits while gaining an introduction to high school, meeting peers from two towns and academy staff, participating in a scavenger hunt to get to know the building and working to avoid anxiety associated with first days of high school.
- Students who participate in the academy take 4 core classes and 1 elective or support class per trimester with the same teacher throughout the year in English I, Algebra I, World Civilizations, and Biology (similar to middle school teaming model).
- Dedicated adjustment counselor sees students in the Academy to service IEP-written social-emotional goals, to facilitate small group activities with all students, and to meet with any student in need of a counselor.
- Students’ grades are tracked and check-ins occur regularly to discuss academic and personal success throughout the year. Any student experiencing academic challenges are invited to stay after school to get additional help and support with homework, studying, project completion, and credit recovery.
- Successful students can be transitioned to the general population when finding success, just as students identified later can be welcomed into the program, so the start and end of participation can be fluid. The program first and foremost targets freshmen, but an additional cohort of sophomores who may need more time to find success are invited to stay in the academy for another year. Staff continues to track all academy students, even upon transition out of the academy, through to graduation, and helps to coordinate additional measures of support, if needed.

Who is Involved
- Principal; Program Coordinator; Adjustment Counselor; Family Liaison; Guidance Department; Special
Education Department; Teachers committed to the full-year/team approach

**Great Resources We Found or Use**
- Whitman Wellness; Adjustment Counselor
- Strategies for Mindfulness, Meditation, and Yoga; shared with both students and staff

**Where We’re Headed - Next Steps**

Students need multiple options and opportunities for success, especially to earn credit, so we’ve developed the following:

- Co-registration with 21st Century Community Learning Centers program- offers credited after-school enrichment in addition to an after-school snack, supported homework time, and a late bus, if needed
- Credited MCAS prep, as needed, with project-based, hands-on curriculum to support test success
- Interdisciplinary service-learning credited summer programs are available for students
- For students struggling with the credit requirements, schedule, or other aspects of the day school program, an additional pathway is available through the Whitman-Hanson Community Evening School, a diploma-granting night school that runs Mon, Tues, and Thurs, 1:30-7:00 p.m., 10-week terms, with optional summer courses
Supporting Grade 9 Students  
Worcester Public Schools

| Contact:            | Dolores Gribouski, Ed.D  
gribouskid@worc.k12.ma.us |
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<td>Supporting Grade 9 Transitions</td>
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**Why This Strategy – Rationale**
By focusing on this important transition year we will build positive staff-student relationships, nurture a culture of achievement and civility, strengthen academic skills, and engage students as active agents in their own learning.

**How It Works - Key Activities / Components of Our Strategy**
1. Graduation Improvement Teams – data analysis and student monitoring  
2. Orientation to high school: Summer transition programs  
3. Grade 9 Clusters/Academies/Teams  
4. College & Career Readiness Network  
5. Restorative Justice

**Who is Involved**
- Graduation team members from each high school – Administrators, guidance counselor, school adjustment counselor, ESL teacher, special education teacher, Focused Instructional Coach, school nurse, other faculty members

**Great Resources We Found or Use**
- Seven Habits of Highly Effective Teens, Breathe- Mindfulness Curriculum for Adolescents, Peak, The Pact, Fault in my Stars, Helping Traumatized Students Learn  
- Restorative Justice training and implementation at the grade 9 level

**Where We’re Headed - Next Steps**
- Align supportive efforts across the district – Individual Learning Plans  
- Begin Graduation Improvement Teams at the Middle School Levels
# Freshmen Teaching Teams for At-Risk Grade 9 Students
## Fitchburg High School

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<tr>
<th><strong>Contact:</strong></th>
<th>Jeremy Roche, Principal, Fitchburg High School and Tom DiGeronimo, Assistant Principal (978)-345-3240, <a href="mailto:rochej@fitchburg.k12.ma.us">rochej@fitchburg.k12.ma.us</a> and <a href="mailto:digeronomot@fitchburg.k12.ma.us">digeronomot@fitchburg.k12.ma.us</a></th>
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<tr>
<td><strong>MassGrad Strategy Area</strong></td>
<td>Dropout Prevention via focus on first year freshmen via the Early Warning Indicator System</td>
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</tbody>
</table>

## Why This Strategy - Rationale
1. Addresses “High” risk population through personalization and focused team teaching approaches
2. Improves percentage of students earning freshmen credits

## How It Works - Key Activities / Components of Our Strategy
- Students identified via EWIS tool
- Teaching team interviews students at middle school sites
- Summer programming introduces student to school/team expectations
- 1:1 classroom model engages students
- Parent/family outreach strategies engage parents in educational process
- Co-teaching model supports students at all levels of support

## Who is Involved
- 5 academic and specialist teachers
- Assistant Principal
- Guidance Counselor
- Adjustment Counselor

## Great Resources We Found or Use
- We have worked with a co-teaching consultant to refine teaching and assessment strategies;
- Check-in/Check-out model allows for daily interaction with students in multiple grade levels;
- 1:1 model allows for expanded use of Google Apps and common writing (and other) assessments;
- Community service activities have been conducted in cooperation with local agencies;
- Fitchburg State University and Mount Wachusett Community College have provided expansion and enrichment opportunities

## Where We’re Headed - Next Steps
- Continuation of freshmen teams at FHS to ensure the entire class is addressed;
- Sophomore block teams (English, Math, Special Education);
- 90% graduation rate at FHS (class of 2016);
- Lower than state average dropout rate
**Summer Bridge Programming for Entering 9th Graders**  
**Lawrence High School Campus**  
**Lawrence, MA**

**Contact:** Juan Rodriguez, Assistant Headmaster Lawrence High School Campus  
Juan.rodriguez@lawrence.k12.ma.us (978) 722-8443

**Why This Strategy - Rationale**  
1. In order to reduce grade 9 retention rates and increase 4 year graduation rates, Lawrence Public Schools will create a summer bridge program for entering 9th grade student across the district. The focus of the program is to ease the transition from neighborhood schools to a large high school campus. Summer programming offered to all incoming 9th grade students will focus on academics, operations, and team building.

**How It Works - Key Activities / Components of Our Strategy**

- High school administrators meet with 8th grade students at all city middle schools; district, charter, and parochial.
- Students are informed about the different components of the program and how they will gain high school credit.
- Teacher teams are identified to work with cohorts of students.
- A schedule is developed that includes academic and extracurricular activities.

**Who is Involved**

- High school administrators, guidance staff, and teaching staff
- Middle school administrators, guidance staff, and teaching staff
- District director of transportation
- Institutes of Higher Education

**Where We’re Headed - Next Steps**

- Last year, the program was optional and 472 students attended. This year the program will be part of the academic school year for all incoming 9th grade students. They will report to school two weeks ahead of upper class students.
- Teachers will work with the same cohort of students during the bridge extension program that they will teach during the calendar academic year.
# REMEDY-Summer Credit Recovery
Chelsea Public Schools Chelsea, MA

| Contact: | Linda Alioto-Robinson, Director, 21stCCLC and MassGrad aliotol@chelseaschools.com |
| MassGrad Strategy Area | Strategy area: Summer Programming-Summer Credit Recovery |

## Why This Strategy - Rationale
1. Provide an opportunity for repeaters, particularly 9th graders, and parenting students to “catch up” and build credits.

## How It Works - Key Activities / Components of Our Strategy
- Student-centered instruction in a small classroom setting-10 students per class. (ELA & Math) This student/Teacher ratio facilitates the development of positive relationships, both teacher to student and student to student. This is an important strategy for re-engagement.
- College and Career Exploration to help make connections between school and work. This component takes place in the classroom, at colleges and businesses.
- Individual sessions with Guidance to audit credits and make plans for credit accumulation in the coming school year.
- Successful participation in all three components earns students 12.5 credits.

## Who is Involved
- ELA and Math Teachers, strong in differentiating
- Two Guidance Counselors

## Great Resources We Found or Use
- Resource # 1 – Mass common Core curriculum standards and KUTA Software

## Where We’re Headed - Next Steps
- Combine on-line and classroom learning
- Add a year-round support component. While the students in REMEDY experience success in the small learning environments, returning to the larger school environment in the fall can be challenging.
# Middle School Session - Individual Learning Plans

**MassCIS online tool**

**Weymouth Middle School Chapman Campus / Weymouth, MA**

| Contact: | Lisa Canavan, Assistant Principal – Curriculum Coordinator, Weymouth Middle School Chapman Campus  
Laura.canavan@weymouthschools.org  
Eliot Johnson, School Counselor, Weymouth Middle School Chapman Campus  
Eliot.johnson@weymouthschools.org |
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<td><strong>MassGrad Strategy Area</strong></td>
<td>Implementing Individual Learning Plan (ILP)</td>
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## Why This Strategy - Rationale

1. A significant percentage of our seventh and eighth grade students were unable to identify short and long-term goals (academic, college, and career) based on their individual interests and strengths.
2. As a school we wanted to align with the district vision, “that students will graduate from Weymouth Public Schools with the academic skills, knowledge and mindset necessary to succeed in college and career”, and determined this was the best course of action building-wide.
3. A significant proportion of our students were not receiving consistent Career Development Activities within the classroom.

## How It Works - Key Activities / Components of Our Strategy

- MassCIS profiles created for all seventh and eighth grade students.
- School Counselors determine specific Career Development Activities:
  - All students completed the career interest inventory to identify career clusters
  - All students identify specific occupation and a related plan (high school and college, skills, training, etc.)
  - Students chart short and long-term goals (academic and career) based on their individual interests and strengths
  - Students chart specific Career Development Activities they have participated in outside of the MassCIS online tool (example: career fair and career technical education orientation).
- Students will continue to complete Career Development Activities
  - Incoming seventh grade students will have profiles created and will start developing ILPs
  - Students moving to the High School will have ILPs transferred to “MASSCIS High” were students will continue developing these.

## Who is Involved

- Assistant Principal
- School Counselors (3)
- Classroom teachers (mostly history)

## Great Resources We Found or Use

- Massachusetts Guide for Implementing Individual Learning Plans
  - DESE
- MassCIS Training
  - Department of Careers Services (Donna DeLena)

## Where We’re Headed - Next Steps

- Continue completing additional CDE Activities and develop ILPs at the Middle School Level.
- Have incoming freshman continue developing their ILPs.
- Implement ILPs in the fifth and sixth grade.
# “The Broad Net”

## Middle School Summer School (MSSS)/Graduation Coaching (GC)

Ralph C. Mahar Regional / Orange, MA

### Contact:
- Rebecca Phillips, Director of Special Education, Ralph C. Mahar /Orange Elementary/ Petersham
  rphillips@rcmahar.org
- David Messing, Consolidated Special Education Team Chair, Ralph C. Mahar/ Orange Elementary/Petersham
dmessing@rcmahar.org

### MassGrad Strategy Area
- Extended Day, Adult Advocates, Summer Programming

## Why This Strategy - Rationale

1. A significant proportion of incoming ninth graders were not retaining the requisite skills and dispositions to succeed consistently in secondary-level coursework
2. A significant number of seventh and eighth grade students were disengaging from the learning process prior to transitioning to ninth grade
3. Limited response to family outreach efforts indicated the need for on-site adult advocates for students
4. Secondary teachers had little knowledge of students’ needs despite two years of educational history within the building

## How It Works - Key Activities / Components of Our Strategy

- Pair identified seventh and eighth grade students with a current teacher to develop a rapport, provide weekly check-ins, consultation, and after-school instructional services within the context of the current curriculum
  - Students are identified utilizing STAR assessment results, previous MCAS results, and Quarter 1 performance levels as well as attendance
- Enroll identified seventh and eighth grade students in a six-week extended year program to provide instruction and enrichment in the areas of English Language Arts, Mathematics, and Social Skills
  - Students participate in competency-driven coursework and social/emotional competency exercises within small groups
- Pair identified students in grades nine through twelve with a secondary teacher to develop a rapport, provide executive functioning support and after-school instructional services within the context of the students’ curriculum
  - Secondary graduation coaches are made aware of incoming students’ profiles and relevant educational history

### Who is Involved
- Director of Special Education
- Consolidated Special Education Team Chair
- School Psychologist
- Graduation Coaches
- Extended Year Instructors

### Great Resources We Found or Use
- Keys to Literacy
  - Joan Sedita
- Thinking Social!
- Michelle Garcia Winners

**Where We’re Headed - Next Steps**
- Supported transition for incoming sixth grade students
- Refining identification through incorporating available EWIS data
- Integrating graduation coaching support into teachers’ contract day to optimize current resource allocation
# Online Credit Recovery

**Drury High School/North Adams Public Schools, North Adams, MA**

**Contact:** Tim Callahan, Assistant Principal, Drury High School
tcallahan@napsk12.org, 413-662-3240

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<tr>
<th>MassGrad Strategy Area</th>
<th>Credit Recovery</th>
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## Why This Strategy - Rationale

1. Our students were continually failing grade 9 courses, would repeat the same courses again and again, and would drop out before gaining any significant credits at the high school.
2. Summer school was a prohibitive option for many of our at-risk students since it required students to pay a fee and provide their own transportation.
3. Allows students to take credit recovery while moving on to other academics.

## How It Works - Key Activities / Components of Our Strategy

- Students are targeted for enrollment in the Learning Lab and online classes by the school Building Early Support Team (BEST) or by administrators.
- If a student has failed a course in the past, he or she is eligible to take a credit recovery online course during Learning Lab time. It generally takes 30-40 hours to complete a credit recovery course, but students are enrolled in the Learning Lab for one full semester to allow for additional time if needed.
- Students who are over-age and under-credited (they may have been held back pre-high school or missed a year or two of schooling) are also targeted for full online courses which usually take 60-80 hours to complete. Those students are also scheduled for those classes during Learning Lab time. The Learning Lab is scheduled as a regular class for students (52 minutes, once per day).
- All online courses (full courses and credit recovery) have offline components (projects, common final exams) to assess higher-order thinking.
- Students in the Learning Lab are held accountable for their progress in the online courses via online grades and the “Productivity and Responsibility Rubric,” a tool we developed, which they use to self-assess their weekly progress and the teacher uses to provide a Class Participation grade for the week.

## Who is Involved

- Learning Lab Teachers (2 teachers, each teacher assigned “Learning Lab” classes as part of their teaching load)
- Administration (Principal, Assistant Principal)
- BEST Team (Principal, Assistant Principal, Guidance Counselors, Deans of Students, Graduation Coaches)

## Great Resources We Found or Use

- School-wide Productivity and Responsibility Rubric

## Where We’re Headed - Next Steps

- Because of concerns about the depth of PLATO online courses and the lack of substantial improvement in recent years, we plan to switch to Edgenuity for 2015-2016.
- We have proposed a complete replacement of traditional summer school with a summer program that would use project-based learning for skill development and online credit recovery courses to develop content knowledge and skills in specific areas.
# The Evolution of Credit Recovery Programming

**Somerville Public Schools, Somerville, MA**

## Contact:
Marie Foreman/Math Dept. Head/Somerville High School  
[mbforeman@k12.somerville.ma.us](mailto:mbforeman@k12.somerville.ma.us)  
617-625-6600, x6258

## MassGrad Strategy Area
Credit Recovery

## Why This Strategy - Rationale
- To enable more students to recover or maintain credit to increase graduation rate and/or decrease dropout rate in a more flexible, student directed way.
- To differentiate for students with varying educational gaps, needs, and learning styles.

## Program Evolution
- Online learning was piloted in some Full Circle Alternative High School math classes.
- Small pilot study for Next Wave (8th grade), Full Circle, and Somerville High School students during summer school for credit recovery in Algebra 1 only
- Expansion of Biology and additional math courses at Full Circle.
- Program expanded to all math students in summer school.
- Further expansion to include math courses in night school and during the school day at SHS.
- Courses were expanded to include Biology during summer school.
- Current program includes multiple course offerings, locations and timeframes.

## How It Works - Key Activities / Components of Our Strategy
- Students are provided with an alternative, flexible, online, rigorous pathway to learn.
- Online course options are available during summer school, night school, after school, during the school day and for distance learning students.
- Course options primarily involve math but other courses are offered in English, history, health, science and some electives.

## Who is Involved
- Key staff: District Administration, Building Principals/Department Heads, Summer School Director, content/technology lead teacher.
- Somerville High School, Full Circle High School, SCALE Adult Education Program, Somerville Adult Evening School, Education Development Center Consultant

## Great Resources We Found or Use
- Edgenuity

## What We Learned
- Online learning is not right for every student who is under-credited or struggling academically

## Where We’re Headed - Next Steps
- Extended and distance learning for excluded and long-term suspended students.
- Bolstering District coordination and management of scheduling, content, admission, participation.
- Defining course content dependent on student circumstances; i.e. credit recovery vs. initial credit, etc.
# Graduation Coaches as Adult Advocates
## Holyoke Public Schools

| **Contact:** | Pam Nadeau, Guidance Counselor and Grad Coach Coordinator  
Lori McKenna, English Dept. Head, Grad Coach |
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<td><strong>MassGrad Strategy Area</strong></td>
<td>Adult Advocates/Grad Coaching at Dean and Holyoke High School</td>
</tr>
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</table>

## Why This Strategy - Rationale
1. Improve Graduation Rates and Decrease Dropouts
2. Collaboration with Credit Recovery to offer students additional supports
3. Strengthen student social and emotional supports through positive, caring adult relationships within school and that offer unique opportunities for students to feel more closely connected to the school

## How It Works - Key Activities / Components of Our Strategy
- 10-13 coaches per high school. Each coach has a caseload of 10 students grades 9-12 with SPED and ELL key target populations
- Coaches meet with each student weekly for 20 minutes and close connections are maintained with parents/guardians
- Recommendations for participation in the Grad Coaching program are made via the summer transition program, Credit Recovery, recommendations from teachers, guidance, parents, friends, and self-referral.
- Coaches have bi-monthly meetings for planning purposes and check-ins to develop monthly events, discuss problems coaches might encounter with students, collaborate with credit recovery liaison, develop flyers for events and assign roles for events.
- Monthly events focus on a mix of academics, team building, social skills and relationship development with peers and adults. Activities provide exposure to new opportunities and resources in the community such as arts and humanities, skill development, sports, life skills, games and more!

## Who is Involved
- Guidance Department, teaching staff, Department Heads, etc. with 10 staff at Dean High and 13 staff members at Holyoke High
- Selected community partners that help host and participate in monthly activities

## Great Resources We Found or Use
- Guest speakers from the community
- Exposure to new activities such as guided art/painting, and other activities to have fun such as rowing, Ropes course, community service, yoga, basketball, etc.

## Where We’re Headed - Next Steps
- Survey Monkey with Students to assess graduation plans and beyond to have program continue
- Seeking additional internal and community options for continued funding
**AmeriCorps Fellows, Adult Advocates**  
**Phoenix Charter Academy, Chelsea, MA**

| **Contact:** | Ed Grumeretz, Coordinator of Retention, Phoenix Charter Academy Chelsea  
|             | egrumeretz@phoenixcharteracademy.org |
| **MassGrad Strategy Area** | Adult Advocates |

**Why This Strategy - Rationale**

1. Targeted academic interventions, specifically with one-on-one MCAS tutoring and classroom aides
2. Increase number of deep, positive, academic-based relationships scholars have with adults

**How It Works - Key Activities / Components of Our Strategy**

- 1-1 or 1-2 academic tutoring for the ELA, Math and Science MCAS
- Attendance Transformation Team, Grad Coaching, Classroom aides, Homework Lab
- Weekly Professional Development for fellows around tutoring, lesson planning, adolescent development, “mission” discussions, etc.

**Who is Involved**

- Program Manager, Teachers, Student Support Team, Administration
- Chelsea Public Schools, Revere Public Schools, AmeriCorps

**Great Resources We Found or Use**

- Massachusetts Service Alliance http://www.mass-service.org/
- Director of Innovation and Training, “Fellows to Teachers” – moving into training our fellows as teachers, building capacity for our schools.

**Where We’re Headed - Next Steps**

- Since 2009 have gone from 8 fellows in one school to 44 across three schools, continuing to grow as our schools grow. Use data to prove AmeriCorps fellows increase MCAS scores which allows AmeriCorps to renew our grant every 3 year (one of many pieces of data tracked for AmeriCorps).
- Last year 5 fellows who graduated from FtT were placed as teachers in our network. This year 8 fellows will be placed as teachers.
- Our network staff and school based staff still includes many “alumni” from our fellowship, continues to grow and develop former fellows into great educators, managers, leaders and advocates for our students and our schools.
| Contact: | Michael J. Richard, Superintendent, West Springfield Public Schools  
|          | mrichard@wsps.org  
|          | (413)263-3300 |
| MassGrad Strategy Area | How to promote, maintain, and grow a Positive School Culture |

### Why This Strategy - Rationale

1. **Reason #1 Teachers**  
   Shift from Administrative Decision Making to a Collaborative, All-School Decision Making Environment with all stakeholders having a voice.

2. **Reason #2 Students**  
   Improve student connections and engagement with Administration, Teachers, and Policy to help promote a Positive School Culture that fosters a positive learning environment

### How It Works - Key Activities / Components of Our Strategy

- **Component #1 Make the School Building More Inclusive**  
  - Addition of heterogeneous classrooms, fewer pull-out classes, student mentor program, PBIS

- **Component #2 Change the feeling of Isolation between Administration, Faculty, and Staff**  
  - Optional working lunches to elevate academic discourse, peer-to-peer observation, collaborative hiring practices

- **Component #3 Student Connection with Administration, Faculty, Staff, and school climate**  
  - Outreach teams, open-door policies, rallies to support student achievement - athletic and academic, student representation in decision-making

### Who is Involved

- Administration
- Teachers
- Department Chairs
- Outside Organizations, especially locally-owned “teen-centered” businesses
- Community members

### Great Resources We Found or Use

- Resources were cultivated from within by Administration, Faculty, and Staff to promote sustainability.
- Community Agency Affiliation / Local Businesses
- PBIS
- Training Active Bystanders via Quabbin Mediation Group
- Reconnecting Youth

### Where We’re Headed - Next Steps

- Future activity #1 Increase the number of student leaders
- Future activity #2 Increase the number of students modeling desired school expectations
- Future activity #3 Roll down successful programs to middle and elementary schools
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<tr>
<th>District-wide Professional Development Strategies to Address School Culture and Social Emotional Needs, Gardner Public Schools, Gardner, MA</th>
</tr>
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| **Contact:** | Susan Hui, Literacy, ESL & Grants Administrator, Gardner Public Schools  
[huis@gardnerk12.org](mailto:huis@gardnerk12.org); 978-632-1000 ext 7400 |
| **MassGrad Strategy Area:** | Social Emotional Supports, School Culture |
| **Why This Strategy - Rationale** | 1. Gardner has implemented many programs within the high school as well as the creation of an alternative high school. In order to improve graduation rates we also needed to address the social emotional needs of students. We decided to include Gardner Middle School because these students transition to Gardner High and Gardner Academy.  
2. In the past several years there has been a change in the demographics of Gardner. In 2005 the low income population was 26%; in 2010 it was 45% and as of March 2015, 60% of our students are from low income households. Teachers needed to become more aware of the needs of their students. |
| **How It Works - Key Activities / Components of Our Strategy** | • School wide book study using *Teaching with Poverty in Mind*; Eric Jensen  
• District-wide professional development: Grit  
• Implementation of Link Crew at Gardner High School  
• Implementation of Advisories at Gardner Middle School  
• In-school counseling and a summer program at Gardner Academy |
| **Who is Involved** | • Central office administrators, Principals and School leadership teams  
• Student leaders at Gardner High that became Link Leaders |
| **Great Resources We Found or Use** | • *Teaching with Poverty in Mind*; Eric Jensen  
• Link Crew website has great ideas and resources in the area of high school transition [www.boomerangproject.com](http://www.boomerangproject.com)  
• Grit scale developed by Angela Duckworth  
[http://www.sas.upenn.edu/~duckwort/images/12-item%20Grit%20Scale.05312011.pdf](http://www.sas.upenn.edu/~duckwort/images/12-item%20Grit%20Scale.05312011.pdf) |
| **Where We’re Headed - Next Steps** | • The district has developed a Social Emotional Learning Committee with membership from each school.  
• In the summer of 2015 the will be a district-wide reorganization of schools. The result will be grades 8-12 at Gardner High and grades 5-7 at Gardner Middle School. This will result in one year in which both the incoming ninth and the incoming eighth graders being involved in Link Crew and the training of grade 5 teachers to effectively run Student Advisories.  
• In the summer of 2015 Gardner Academy will add a Ropes Course to the summer program. This is a team building activity involving students and staff. Using the outdoor education model of Challenge by Choice, student and faculty explore ways that each will learn to gain trust. |
## Alternative Pathways – School Within a School (SWS)
### Attleboro High School, Attleboro, MA

### Contact:
- Susan LeVine, Title I and K-12 Academic Support Coordinator, SLevine@attleboroschools.com
- Martin Tighe, SWS Coordinator/Dean, Mtighe@attleboroschools.com

### MassGrad Strategy Area
- Alternative Pathways

### Why This Strategy - Rationale
1. Assist students in becoming independent and responsible learners who have multiple opportunities and options to engage in small learning environments that will address their strengths and weaknesses and develop social/emotional stability

### How It Works - Key Activities / Components of Our Strategy
- Use EWIS data and Google referral form for student information from the 3 middle schools
- Grade 9 and 10 students with class sizes of 10-12
- Summer meeting interviews with parents and students
- Summer pathways include: Transition to High School, Middle School Course Recovery, High School Credit Recovery, and Work & Learning
- Team building, social skills class, CTE Exploratory for freshman
- Provide wrap around services from school and community agencies. (ElI/McKinney Vento, school adjustment counselor, SRO, Court, probation, DCF, community counseling agencies…)
- After school tutoring as needed
- Project based learning
- Field trips (Ropes Course, Credit for Life, SLAM program)
- Social media consists of: Twitter, Facebook, Instagram, webpage
- Parent Involvement – Conferences 3X per year, parent nights, Blue Pride night, weekly phone and/or email conversations
- Students transition into the regular High School, Attleboro Community Academy and/or the Network Program

### Who is Involved
- SWS Coordinator
- SWS teachers – math, science, English and history
- SWS paraprofessional
- School Adjustment Counselors
- Grant Coordinator
- Career and Technical Education (CTE) Support
- Attleboro Area School to Career Partnership (AASTCP)
- Community agencies and resources

### Great Resources We Found or Use
- Collaboration within the school community and SWS teachers
- Staff created materials and activities
- 7 Habits of Highly Effective Teens by Sean Covey
- Ropes Course at Camp Finberg in Norton

### Where We’re Headed - Next Steps
- Attleboro Community Academy
- Same grade 8 referral process
- Summer pathways will continue to include: Transition to High School, Middle School Course Recovery, and
High School Credit Recovery

- Referred students and parents will receive additional assistance transitioning into the high school
- At-risk Grade 9 students will receive additional academic and social/emotional supports during the year.
### Gateway to College
**Fall River Public Schools and Bristol Community College- Fall River, MA**

| Contact: | Erik Baumann, Director Gateway to College  
| | Bristol Community College  
| | Kim Napolitano, Guidance Department Head  
| | Durfee High School |

| MassGrad Strategy Area | Alternative Pathways |

#### Why This Strategy – Rationale WHY?
1. To provide an alternative pathway to high school and post-secondary success for at-risk youth
2. Build stronger partnerships between BCC and Durfee High School

#### How It Works - Key Activities / Components of Our Strategy
- Gateway to College provides an alternative pathway to high school and post-secondary success to dropouts and at-risk youth by identifying students who have disengaged or under-credited and enrolling them in community college courses that count towards high school graduation and an Associate’s degree or certificate.
- **Key Activity I**- Development of a Memorandum of Understanding with partner district(s) to determine recruitment, application, enrollment and billing policies and procedures
- **Key Activity II**- Development of a Curriculum Crosswalk/ Articulation Agreement to determine credit transfers between the college and high school partner.
- **Key Activity III**- Determining the “right fit” student with high school staff
- **Key Activity IV**- Students begin their Gateway to College journey in a foundation semester where they become part of a learning community and build the habits of mind necessary for academic success. Supported by a Resource Specialist, college and community resources, students receive wrap around supports to assist them with the transition from high school to college.

#### Who is Involved
- **High School** - Guidance Department Staff, Grade Level Principals
- **Gateway to College** - Director, Resource Specialists, Admin/Data Manager
- **College Faculty**- Full-time and adjunct faculty

#### Great Resources We Found or Use
- **Academic Plan**- A template to bridge high school credits earned with future college coursework to earn a high school diploma and progress towards a degree or certificate
- **Foundation Semester Portfolio**- A new initiative for all new students to document their mastery of the student learning outcomes of their foundation semester courses.
- **Making Proud Choices**- A program sponsored by the Department of Public Health that provides curriculum that advocates a safer sex approach to STDs, teen pregnancy, and HIV prevention.

#### Where We’re Headed - Next Steps
- Expansion to new communities to ensure program sustainability
- Continue to improve communication between high school and college staff
| **Hip Hop Nation: History through Sound, Movement, and Creative Expression**  
| **Boston Day and Evening Academy, Roxbury, MA** |
| **Contact:** Alan Chazaro, Humanities Teacher, BDEA  
| achazaro@bostonpublicschools.org, 504-202-1632 |
| **MassGrad Strategy Area** | Engaging Curriculum, Alternative Pathways |

| **Why This Strategy - Rationale** |
| 1. Reason #1: allows students to engage critically and creatively in topics that are project-based, allowing for collaboration between educators, students, and community members |
| 2. Reason # 2: because of our school’s mission to re-engage historically off-track students, new and dynamic curriculum needed to be developed in order to reach all learners, particularly those who have struggled in traditional courses and settings |

| **How It Works - Key Activities / Components of Our Strategy** |
| • Activity/component #1: Create curriculum with co-teacher; build meaningful partnerships with community members, artists, etc. |
| • Activity #2: Implement course and make modifications and changes to curriculum based on student feedback and student needs |

| **Who is Involved** |
| • Key staff: Teachers, Director of Advancement, Director of Curriculum and Instruction |
| • Partners/partner organizations: in-school visual artist, local hip hop artists (DJs, rappers, dancers), Project Hip Hop, Harvard Hip Hop Archives, HusH Hip Hop tours, Herd Music Studios, local authors and historians |

| **Great Resources We Found or Use** |
| • Resource # 1: various documentaries on VH1.com, Netflix, and PBS (“Uprising: Hip Hop and the LA Riots”; “HIP HOP: Beyond Beats and Rhymes”; “Beat Street”; “Wild Style”; “MC”) |
| • Resource #2: various books and digital resources (“Check the Technique Vols 1 and 2” by Brian Coleman; “Written” by Grandmaster Caz; “Hip Hop America” by Nelson George; “Hip Hop Family Tree (Book 1)” by Ed Piskor; “Hip Hop 101 A University Level Course Curriculum for Examining Hip Hop” by David Ma; “Developing A Hip Hop Studies Curriculum” by William E. Smith, PhD.; various magazine articles from Vibe and The Source) |

| **Where We’re Headed - Next Steps** |
| • Future activity #1: making this course a permanent option in the schedule, rather than a seasonal or temporary course |
| • Future activity #2: regularly presenting our students’ work to the community in an organized event or venue |
## Layered Curriculum

Resiliency Preparatory School, Fall River, MA

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<tr>
<th>Contact:</th>
<th>Jessica Vinacco—Principal</th>
<th><a href="mailto:jvinacco@fallriverschools.org">jvinacco@fallriverschools.org</a></th>
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<tbody>
<tr>
<td></td>
<td>Christin Correia—Humanities DH</td>
<td><a href="mailto:ccorreia@fallriverschools.org">ccorreia@fallriverschools.org</a></td>
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| MassGrad Strategy Area | Credit Recovery, Engaging Curriculum |

### Why This Strategy - Rationale

1. **Addresses the Attendance Issue**—At RPS, our average monthly attendance rate comes in around 65%. As a result, students are often absent from class, which makes it difficult for teachers to build momentum. With Layered Curriculum, it is easy for a student to pick up where they left off. It is also very visual, and so it guides them through the material as well. Assignments can be done in or out of the classroom.

2. **Meets the Needs of Diverse Learners**—Layered Curriculum allows students to work on multiple assignments that vary in difficulty and cater to a wide range of learning styles. As you’ll see in our example, teachers can be really creative with their design and think of multiple entry points for students to access the material through. As students progress through the layers of the curriculum, their understanding of the material grows and expands as they take on more challenging tasks—some they select by choice, others are required by the teacher.

### How It Works - Key Activities / Components of Our Strategy

- **It’s all about Backwards Design and Task Development**—Key questions: What’s the desired result I’m looking for here at the unit level? And what would the student have to do along the way in order to produce that final product at the end? Build your top layer first and then work backwards. Teachers need to think about design and how to connect each activity to the one before it. Come up with as many entry points as you can—the more engaging the better! And let the rigor build and gain momentum as the students climb up the levels.

- See layered curriculum unit example attached

### Who is Involved

- Regular Ed. Content Teachers
- Special Ed. Teachers
- Support Staff (School Adjustment Councilors, Department Heads)
- Students

### Great Resources We Found or Use

- Common Rubrics
- Common Graphic Organizers/Templates (CEIJ, Summary, etc.)
- Common Point System for Assignments (Level As, Bs, Cs are worth different totals based on difficulty of the task)

### Where We’re Headed - Next Steps

- Build Capacity—getting new teachers to buy in, modify, and make it their own!
- Grow it out—more content areas (Art, History, etc.)
- Perfect the Design! Jazz Sessions at CPT
# PROACTIVE USE OF DATA/EWIS at Malden High School

| Contact: | Caitlin DeLeskey, Dropout Prevention Coordinator, Malden High  
|          | cdeleskey@maldenps.org |
| MassGrad Strategy Area | Proactive Use of Data/EWIS |

## Why This Strategy - Rationale

**Through the Lens of Wrap-Around Service Model, We create support teams in-school and out-of-school**

EWIS is the starting point of identification and diagnostics to:

1. Identify and Connect with the most struggling students
2. Inform and impact counseling interventions for those students

## How It Works - Key Activities / Components of Our Strategy

- Review EWIS Student Names in the summer
- Connect with those students early in the school year
- Align EWIS student to appropriate intervention based on EWIS indicator

## Who is Involved

- **In-school people:** House Principals, 9th grade academy team leaders, Guidance Counselor, Adjustment Counselor, Dropout Prevention Coordinator
- **Out-of-school partners:** Mental Health and Community Service Providers such as CHA, SouthBay, Elliot, DCF, YMCA, YWCA, Malden Teen Center, etc

## Great Resources We Found or Use

- [www.psesd.org](http://www.psesd.org) Puget Sound, Washington School Website Early Warning Indicator Systems
- [www.skollworldforum.org](http://www.skollworldforum.org) Measuring Social Impact

## Where We’re Headed - Next Steps

1. Data Documentation and Information Sharing (i.e.. Develop a simple data tracking system)
2. Tracking Interventions for Effectiveness (i.e. Data Analytics; How do we measure impact?)
# Proactive Use of Data / EWIS
## Pittsfield Public Schools

<table>
<thead>
<tr>
<th><strong>Contact:</strong></th>
<th>Tammy Gage, Student Services/Pittsfield PS, <a href="mailto:tgage@pittsfield.net">tgage@pittsfield.net</a>, (413) 499-9567</th>
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<tbody>
<tr>
<td><strong>MassGrad Strategy Area</strong></td>
<td>Credit Recovery</td>
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</tbody>
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## Why This Strategy - Rationale
1. **Reason #1:** Segmentation Study of 2008 – juniors and seniors have more support, more likely to graduate. Needed supports for 9 and 10.
2. **Reason #2:** Remediate gaps in learning to increase likelihood of promotion and skill gain.

## How It Works - Key Activities / Components of Our Strategy
- Activity/component #1: Use of EWIS to identify high risk/moderate students not being served by any safety net; match to type of support and monitor
- Activity #2: Weekly team meetings with Guidance, principal, SAC to follow up with progress, reassess need and make adjustments
- Activity #3: Identify new students

## Who is Involved
- Guidance, Special Education, Principal, Dean, SAC, teachers, Administrators
- Employers, CBOs, Human Services, Berkshire Community College

## Great Resources We Found or Use
- **Resource #1:** WBL online (summer and after school credit for subsidize and unsubsidized jobs) [http://www.skillslibrary.com/wbl.htm](http://www.skillslibrary.com/wbl.htm)
- **Resource #2:** COMPASS Odyssey online learning courseware [https://compasslearning.com/](https://compasslearning.com/)
- **Resource #3:** Mass Career Information System [https://masscis.intocareers.org/materials/portal/home.html](https://masscis.intocareers.org/materials/portal/home.html)

## Where We’re Headed - Next Steps
- Future activity #1: Revised College & Career Readiness policy
- Future activity #2: Engage more stakeholders, increase buy in from teachers, vet courses, use for attendance recovery