

Massachusetts Department of Elementary and Secondary Education

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April 24, 2014

Dear Dever Community:

After considering the letter provided by Superintendent McDonough and modifications proposed by the Dever Local Stakeholder Group, we are excited to share with you the turnaround plan for the Paul A. Dever Elementary School.

Accompanying this letter is the final plan for turning around the Dever so that *all* of its children receive a world-class education. We have high expectations for what Dever's students can achieve if provided with the right tools. As a result, we have high expectations for the professionals who will work at the school, and for the effectiveness and impact of the programs and strategies we will implement.

Blueprint Schools Network will serve as the Commissioner's team in charge of the day-to-day management of the school, and will work directly with him to implement the Dever turnaround plan. More detail about the priorities and strategies for our work follows in the plan, but key themes include:

- 1) A strong focus on great teaching, so all students will achieve to their highest potential;
- 2) A program of study that provides students with a well-rounded curriculum;
- 3) Supports for students, so they have what they need to learn; and
- 4) Effective use of resources, including time, funds, staff, operational support, and other resources.

We know this work will be challenging, but it is our conviction that we must – and can – do better for Dever's students. It will take bold thinking, a commitment to continuous rapid improvement in teaching and learning, and multiple years of effort, focusing on what's best for students as the core of our work.

The Dever community deserves a school where – in every classroom, every day – we are helping students to perform at high levels, reach their full potential, and be prepared to succeed in the world that awaits them, in high school and beyond. We encourage you to read through this plan, contact Blueprint with any questions, and think about the role you can play as we move forward over the coming years.

We look forward to working with you.

Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner
Department of Elementary & Secondary Education

Signed by Matthew Spengler

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Introduction from Commissioner Chester

On October 30, 2013, I determined that the Dever Elementary School is chronically underperforming – a Level 5 school in the Commonwealth’s accountability system. This designation provides a significant opportunity to transform the school from one of the lowest performing in the state to an extraordinary school with sustained high performance. Using the tools provided by the Achievement Gap Act, we will transform the Dever so that all students receive a high quality education.

I reached the decision to place the Dever into Level 5 due to its persistently low achievement rates, despite its status as a Level 4 turnaround school since 2010. Dever is providing an ineffective instructional program, the result of which is unacceptably low student academic performance. For example, on the 2013 MCAS:

- Only one-in-seven (14%) of Dever students scored proficient or advanced in English language arts.
- Less than one-third (31%) of Dever students scored proficient or advanced in Mathematics.
- Only 1% of Dever’s 5th grade students scored proficient or advanced in Science.

The school and district had significant authorities and opportunities to improve during the three years that the Dever was designated as underperforming (Level 4). The school has failed to implement a coherent and well-aligned curriculum in grades K-5 that is necessary to accelerate learning and significantly raise achievement for all students. Despite the efforts of the past number of years, the majority of students are still achieving below grade level expectations in reading, writing, mathematics, and science.

Given these facts, more dramatic measures were required to put the conditions in place for an educational experience that prepares all Dever students to succeed. This is not a matter of moving an adequate school program to good or great levels of performance. Our first job, as this school enters receivership, is to secure the basics of a sound literacy program, mathematics program, and a well-functioning academic curriculum. We need to establish an adequate instructional program and quickly move it to higher levels of functioning. Placing the school in Level 5 provides the best opportunity to address the school’s underperformance through a renewed sense of urgency, innovation, and unrelenting drive for excellence to ensure *all* of Dever’s students receive the high quality education they deserve.

The turnaround work at the Dever will be realized only through substantial reform that will require considerable time and effort. I know this work is challenging, and I do not assume that the Dever’s status as a Level 5 school is due to a lack of effort or concern by the adults working there. I also know, however, that Dever students need and deserve a much stronger education than they have received at the school over the past several years. I have every conviction we can do better.

On January 29, 2014, I named Blueprint Schools Network as the receiver for the Dever. Blueprint participated with me in the creation of the turnaround plan that follows. I look forward to working with Blueprint and with the Dever community to implement the turnaround plan.

On March 7, 2014, I released the preliminary turnaround plan and, as provided in the statute, invited Superintendent McDonough, the Boston School Committee, and the Dever Local Stakeholder Group to propose modifications. On April 7, 2014 I received a letter from Superintendent McDonough and proposed modifications from the Local Stakeholder Group, and on April 24, 2014, in tandem with the release of this plan, I provided my response to those requests (available at <http://www.doe.mass.edu/apa/sss/turnaround/level5/schools/>). I appreciate the superintendent’s and the Local Stakeholder Group’s input; this final turnaround plan includes some of the proposed modifications.

Turnaround Plan Summary

Blueprint Schools Network will serve as Dever’s state-appointed receiver in order to rapidly accelerate student achievement at the school. Blueprint is a nonprofit organization whose work with schools around the country has shown that positive change is possible when five core strategies for school improvement are implemented together as part of a comprehensive and consistent turnaround plan. These strategies include:

1. Ensuring every student has an excellent teacher and a school leader committed to their success;
2. Setting clear, consistent standards for academic achievement and establishing a school-wide focus on preparing all students for college;
3. Increasing instructional time;
4. Providing daily, small group tutoring to students using highly qualified and well-trained instructors; and
5. Collecting assessment data frequently to monitor each student’s academic progress and tailor instruction to meet the needs of all learners.

These five research-based strategies, which demonstrate a significant correlation with increased student achievement when implemented in a caring and supportive learning environment, have been integrated throughout Dever’s turnaround plan.

Central Challenges

Based on a comprehensive process of data gathering and analysis – which included student achievement data, Monitoring Site Visit Reports, Local Stakeholder Group recommendations and supportive materials, and in-person visits, interviews, focus groups, and classroom observations by Blueprint and ESE staff – Blueprint has identified four central challenges requiring immediate attention at the school. These are:

1. Instructional quality is not consistent and rigorous and student academic performance is persistently below benchmarks;
2. The needs of Dever’s diverse student population are not being met effectively – including English language learners (ELLs), students with disabilities (SWDs), and low-income students, which currently make up 42.2%, 14.1%, 87.8% of the student population respectively;
3. Data is not used effectively to inform instructional practice and decision-making; and
4. The school has not consistently established ambitious goals and expectations for student achievement with an aim toward preparing students for college and career success.

Priority Areas for Improvement

In order to address these central challenges, Blueprint has identified five Priority Areas for Improvement at Dever. Each priority area is aligned with an aggressive set of strategies and action-items to ensure these targeted areas of need are met. The five designated Priority Areas for Improvement are:

1. **Rapidly accelerate all students’ language development in English and provide families with the opportunity for content-rich Spanish language development for their students:** Effective language

development is at the center of our model for Dever’s turnaround and the rapid academic achievement of its students. Blueprint will use Level 5 authorities to devote significant time to English language development throughout the school day, both explicitly through English language development instruction and integrated into all content areas. For all interested families, Blueprint will offer a content-rich Spanish language program that will incorporate multicultural history, geography, literature, arts and music into language instruction.

2. **Improve instructional quality and maximize time for core instruction:** Blueprint will improve instructional quality to ensure the needs of all Dever’s learners are met and that students receive an education that prepares them for graduation, college, and careers. In addition, Blueprint will implement targeted strategies to increase and optimize Dever’s instructional time for its students, and use this time to implement a system of academic supports differentiated by students’ needs in order to improve learning.
3. **Use data to drive instruction:** Blueprint will implement data-driven instructional systems and targeted intervention programs in order to inform instructional practice and decision-making.
4. **Establish a culture of high expectations and college and career readiness:** Blueprint will set ambitious goals for student achievement, with an explicit focus on preparing students for success in college and careers. Family and community partners will be essential assets in developing and maintaining a culture of high expectations and achievement.
5. **Hire and cultivate high-performing and high-potential staff:** Blueprint will ensure Dever is fully staffed with highly effective leadership and instructional teams dedicated to pursuing transformational change for the school.

The effective use of resources to maximize student achievement is the principle on which these five strategies will be based. All resources allocated to the Dever – including time, funds, human capital, operational supports, and other resources – will be fully aligned in support of student learning.

A central question that was considered in assessing root causes for the persistently low academic achievement of Dever’s students despite three years of turnaround was the impact of the Dual Language Program being implemented in the school since 2009. A thorough analysis of the existing program was part of the turnaround planning process. (See Appendix E for a summary of this analysis.)

Our analysis led us to conclude that, despite the best intentions of Dever’s leaders and staff, the current program is not providing an effective academic environment for all students, nor is the current instructional approach leading to strong literacy skills fundamental to the students’ capacity to learn. Given the challenge of getting the school from low functioning to proficient, the existing dual language program is neither mature nor supportive enough to produce the rapid academic growth students deserve.

Blueprint and ESE recognize the value of multi-lingualism in preparing students for college and career readiness in today’s multilingual and multicultural world, and are committed to preserving a focus on multilingual education at Dever. The skills acquired in learning an additional language are valuable tools that prepare students for college and careers, and have been shown to enhance cognitive development, which helps support student learning across all content areas. Therefore, Blueprint will offer Dever’s families an option to enroll their students in a content-enriched Spanish language instruction program. (More information about this program can be found in Priority Area 1.)

Blueprint's plan to meet the needs of all Dever's learners, including ELLs, includes strategies for supporting students to acquire English language skills and learn grade-level academic content, and for providing the opportunity for families to choose content-enriched Spanish language instruction for their students. Key features of this model include:

- Strong English literacy instruction;
- Explicit English Language Development (ELD) instruction;
- Daily Spanish language instruction that incorporates multicultural history, geography, literature, arts and music; and
- Effective sheltered instruction in content areas.

More information about the English Language Development and Spanish instructional strategies can be found in Priority Area 1; a comprehensive overview of the ELD instructional model can be found in Appendix F.

Blueprint and ESE will monitor vigilantly to ensure that the academic strategies described in Priority Area 1 lead to rapid improvement in all students' language development. In future years, as students' foundational language skills become embedded, Blueprint and ESE will examine the feasibility of transitioning to an alternative language acquisition program (e.g. transitional bilingual education, dual language/two-way immersion) if such a program could further advance students' language skills. Transitioning to such a program would be contingent on the establishment of conditions that have shown to enhance effectiveness of other programs in Boston and elsewhere in the Commonwealth.

Blueprint is committed to establishing a new trajectory of success that will set all Dever students on track to meet and exceed grade-level expectations. With the following comprehensive Level 5 school turnaround plan, Blueprint will ensure that the five Priority Areas for Improvement and associated strategies are executed faithfully, consistently, and with high quality so that all Dever students can reach their full potential.

Priority Area for Improvement #1

Rapidly accelerate all students' language development in English and provide families with the opportunity for content-rich Spanish language development for their students. Effective language development is at the center of our model for Dever's turnaround and the rapid academic achievement of its students. Blueprint will use Level 5 authorities to devote significant time to English language development throughout the school day, both explicitly through English language development instruction and integrated into all content areas. For all interested families, Blueprint will offer a content-rich Spanish language program that will incorporate multicultural history, geography, literature, arts and music into language instruction.

Rationale for Identifying Area #1 as a Priority

A unified, systematic approach to English language development (ELD) instruction and acquisition of literacy is essential for serving Dever's linguistically and culturally diverse student population. Blueprint will use Level 5 authorities to devote significant time to English language development throughout the school day, both explicitly through ELD instruction and integrated into all content areas.

In addition, ESE and Blueprint recognize that achieving fluency in multiple languages is an asset that will benefit students throughout their lives. The skills acquired in learning an additional language are valuable tools that prepare students for college and careers and the demands of today's global economy, and have been shown to enhance cognitive development, which helps support student learning across all content areas. Research shows that beginning language instruction in the early elementary grades is optimal for producing high levels of language proficiency.¹ Therefore, Blueprint will offer Dever's families an option to enroll their students in a content-rich Spanish language class, which will be tiered according to the varying levels of Spanish proficiency at the school.

Blueprint and ESE will monitor vigilantly to ensure that the academic strategies described in this Priority Area lead to rapid improvement in all students' language development. In future years, we will also examine whether this model continues to advance students' language skills to greater levels, or whether an alternative model is needed.

Challenges Addressed by Priority Area #1

English language development is lagging.

Achieving English language proficiency for all students has been a struggle for Dever throughout the duration of its turnaround process. Students persistently perform below the district average in English Language Arts (ELA), with only 14% of students proficient in ELA. Furthermore, the percentage of students performing at an advanced level is very low, with 1% achieving at the highest levels in ELA (see Figure 1). In addition, Dever is in the bottom 26th percentile of student growth in ELA state-wide; Dever students grew less in ELA than 74% of their academic peers (see Figure 2). The school has struggled to implement a coherent and well-aligned ELA curriculum in grades in K-5 that is necessary to accelerate learning and improve student achievement significantly.

¹ Wilburn Robinson, D. (1998). The cognitive, academic, and attitudinal benefits of early language learning. In M. Met, (Ed.) Critical issues in early second language learning. Glenview, IL: Scott Foresman Addison-Wesley Publishing Co.

Figure 1: Percentage of Students Scoring Proficient or Advanced on 2013 ELA MCAS

	School	District	State
3rd Grade	16	32	57
4th Grade	14	29	53
5th Grade	13	45	66
All Grades	14	35	61

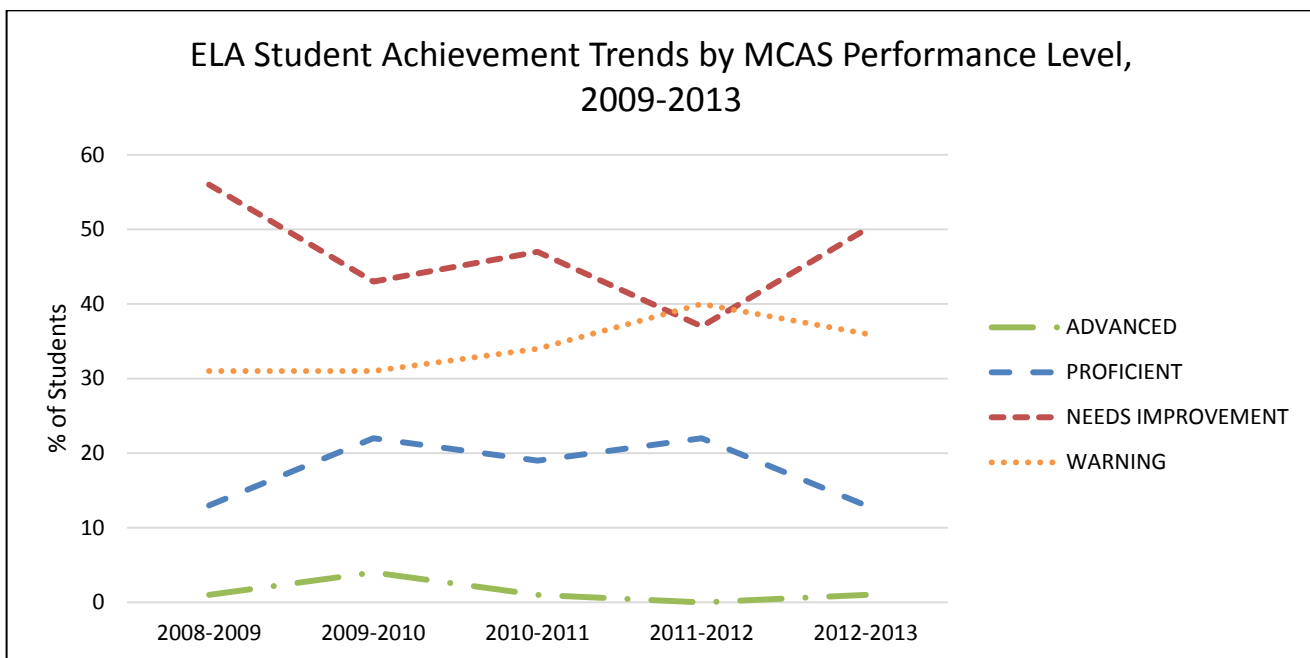
Figure 2: Student Growth Percentile for All Grades on 2013 ELA MCAS

	School	District	State
All Grades	26	49	51

Achievement Trends

Dever student achievement in ELA lags significantly behind that of the district and state, as measured by the 2013 MCAS exam. Over the last five years, the percentage of Dever’s students scoring proficient or advanced in ELA has remained persistently low, dropping 8 percentage points from 2012 and currently standing at 14%. Since 2009, the average percentage of students scoring advanced has remained below 1.5%. In ELA, only 1% of students scored Advanced in 2013; zero students achieved this score in 2012 (see Figure 3).

Figure 3: ELA Student Achievement Trends by MCAS Performance Level, All Grades, 2009 to 2013



Dever also faces an ELA achievement gap for its subgroup populations, including students with disabilities (SWDs) and English language learner (ELL) and former ELL students, with proficiency rates trailing significantly behind both district and state-wide averages. The ELA proficiency rates of Dever’s ELL subgroup populations are summarized in Figures 4 and 5 below.

Performance of Students with Disabilities

The ELA proficiency rates of Dever’s SWD subgroup population are summarized in Figure 4 below. The ELA proficiency of Dever’s SWD population lags significantly behind that of the district and state, and also behind their Dever grade level peers, as measured by the 2013 MCAS exam. Over the last five years, the percentage of Dever’s students with disabilities scoring proficient or advanced in ELA has remained persistently low, currently standing at 0% with all SWDs below proficient in this subject area.

Figure 4: Percentage of Students Scoring Proficient or Advanced on 2013 ELA MCAS: SWDs

	School	District	State
3rd Grade	0	8	18
4th Grade	0	7	14
5th Grade	7	13	24
All Grades	3	16	29

Performance of English Language Learners

The ELA proficiency rates of Dever’s ELL subgroup population are summarized in Figure 5 below. Dever’s ELL students persistently perform below the district and state averages in ELA performance with an average of only 7% of ELL students in grades 3, 4 and 5 scoring proficient or higher on the 2013 ELA MCAS. Almost half of Dever’s students are ELLs from a variety of native language groups; therefore, consideration of language needs must be central throughout all content areas at Dever (see Figure 6 for an overview of first languages currently spoken at Dever.)

Figure 5: Percentage of Students Scoring Proficient or Advanced on 2013 ELA MCAS: ELLs

	School	District	State
3rd Grade	4	15	20
4th Grade	11	14	17
5th Grade	5	20	22
All Grades	7	16	20

ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is an assessment given to ELLs in kindergarten through 12th grade that measures students’ English language proficiency in listening, speaking, reading, and writing. Students are then assigned a language proficiency level from 1 to 6 – with 1 being the minimum level (labeled “Beginning”) and 6 being the maximum labeled (“Reaching”). Literacy scores are based on a combination of reading and writing.

According to 2013 ACCESS results, English literacy among ELLs is low at Dever (Literacy is scored on ACCESS as a 50/50 combination of Reading and Writing). The 2013 ACCESS results indicate that:

- Almost half of Dever’s ELL students (47%) are functioning at the lowest two proficiency levels (Beginning and Entering).
- 52% of students are not “Making Progress.”
- Only 17% of students scored at level 5 (“Bridging”) or above.

Additional Challenges to Language Development at Dever

The linguistic and cultural diversity of Dever’s student population, which has proven to be a tremendous asset for building a strong school community, has led to complexities in creating a comprehensive language development strategy for the school. School Year 2013-14 enrollment by race/ethnicity is 24.9% African American, 7.5% Asian, 62.3% Hispanic, 3.3% white, 0.2% Native Hawaiian/Pacific Islander, and 1.9% multi-race non-Hispanic. For 55% of Dever students, English is not their first language. In addition to the most common first language of Spanish (74.1%), the school also serves students who have Vietnamese (11.9%), Haitian Creole (3.4%), Cape Verdean (3.1%), and Kurdish (2.2%) as their first languages (see Figure 6).

Figure 6: Overview of First Languages of Dever Students

Dever- All First Languages		
Language	Number of Students	Percent
English	263	45.1%
Spanish	237	40.7%
Vietnamese	38	6.5%
Haitian Creole	11	1.9%
Cape Verdean	10	1.7%
Other	24	4.1%
Total	583	100.0%

School-wide, the language development needs of all students are not being met effectively. Dever’s students whose first language is not English enter the school at significantly different points in their native language development. In addition, as evidenced by the ACCESS data included above, many Dever students demonstrate low levels of foundational skills when entering the school, which can prove to be an obstacle as they work to learn English and other languages. More than 80 current Dever students have a first language that is neither Spanish nor English.

Strategies to Achieve Priority Area #1

Key Strategy	Owner	Timeline
<p>Strategy 1: Implement whole-school English Language Development (ELD). In order to accelerate English language acquisition and build solid English language foundational skills for all students, Blueprint will implement a whole-school instructional strategy focused on research-based ELD strategies.</p> <ul style="list-style-type: none"> • Whole-school English Language Development (ELD) instructional strategies: Systematic ELD instruction will provide a solid foundation of language skills in functional contexts, with a clear focus on language instruction alongside content instruction. Planning that takes into consideration students’ socio-cultural background is at the center of our ELD instructional model. These strategies will provide all of Dever’s students with instruction that: <ul style="list-style-type: none"> ○ Is intentionally planned, delivered, and assessed throughout the day in all curriculum and content areas; ○ Incorporates and connects all four domains of language (speaking, listening, reading, and writing); ○ Includes multiple opportunities for students to practice language structures orally in order to communicate information, ideas and concepts; ○ Is differentiated by language proficiency levels and by student needs based on data; ○ Incorporates flexible structures, grouping, and approaches based on student needs; ○ Is assessed and monitored for progress regularly through frequent data collection and analysis. <p>Please see Appendix F for additional detail about the English language acquisition instructional strategies that will be used to support all of Dever’s students.</p>	<p>Blueprint Managing Director, School Principal</p>	<p>August 2014 and ongoing</p>
<p>Strategy 2: Provide a content-rich Spanish language instruction program. It is clear that many members of the Dever community strongly value the cultivation and development of multi-lingualism of their students. At the same time, we have encountered parents who are not sure why their children are experiencing Spanish as part of their instruction and who did not volunteer for a dual language program. Therefore, as part of the turnaround plan, we will offer a content-rich Spanish language instructional program to Dever families that want this instructional approach.</p> <p>We recognize that some Dever families are native Spanish speakers who want their students to have an opportunity to further their Spanish language development and pursue a curriculum that honors their heritage. Other Dever families are not native Spanish speakers and may want their students to learn Spanish as an additional language. For all interested families, the Dever turnaround approach</p>	<p>Blueprint Managing Director, School Principal</p>	<p>May 2014 and ongoing</p>

<p>will offer a content-rich Spanish language program that will incorporate multicultural history, geography, literature, arts and music into language instruction.</p> <p>For parents who are interested, Dever will provide daily Spanish language instruction to students. Students will be grouped for this instructional block according to their Spanish language proficiency. Dever is employing Spanish speaking teachers for this component of the program. Dever’s Spanish program will be developed to meet the expectations of the Massachusetts Foreign Languages Curriculum Framework and include best practices and strategies used in exemplary programs currently being implemented state-wide and across the nation.</p> <p>The overarching goals of the program will be to:</p> <ul style="list-style-type: none"> ○ Promote the development of proficiency in speaking, listening, reading, and writing in Spanish; ○ Enable students to acquire an understanding of and appreciation for other cultures, with a focus on Spanish-speaking cultures; ○ Help students develop cognitive skills and knowledge that will support their success in other curriculum content areas; ○ Use language instruction as an opportunity to further Dever’s commitment to celebrating its community’s cultural diversity; and ○ Prepare students for college and career success in today’s multicultural and multilingual society. <p>We will work with Boston Public Schools in the spring and summer of 2014 to learn more about Dever parents’ interest in this program and the Spanish proficiency levels of Dever’s students.</p>		
<p>Strategy 3: Provide additional targeted, individualized English language instruction and environmental supports. If all Dever students are to excel academically, it is essential that all teachers are equipped to support students’ language development. In tandem with the whole-school ELD strategy described above, Blueprint will provide additional support structures for students who need further assistance in their language development. Both targeted, individualized assistance and school-wide environmental supports will reinforce the ELD instruction received by all students.</p> <ul style="list-style-type: none"> ● Targeted, individualized additional supports for ELD: Students who require further individualized ELD supports will receive additional small group instruction during the regular school day from a SEI endorsed teacher. This instruction will occur during a daily Forms and Functions of English Language instructional block that will focus on English language acquisition strategies and opportunities for students to develop their oral and written language skills. 	<p>Blueprint Managing Director, School Principal, Literacy Coach</p>	<p>August 2014 and ongoing</p>

<p>Language development instruction emphasizes vocabulary, syntax, grammar, and conventions of the English language. During this block, students will be grouped by language proficiency level in each of the four domains of speaking, listening, reading and writing (measured by ACCESS) and each small group will receive specific, targeted, language instruction. (For additional information regarding the Forms and Functions of English Language instructional block, please see Appendix F.)</p> <ul style="list-style-type: none"> • Learning environments with language development supports: Blueprint will incorporate the learning needs of ELL students in establishing Dever’s learning environment expectations. Some ELL-specific instructional environment features will include: <ul style="list-style-type: none"> ○ Targeted language supports that are used to increase English language development, including sentence frames, word walls, pictures, models, graphs, diagrams, charts, and graphic organizers; ○ Relevant materials and resources that are accessible at a variety of reading levels in English and other languages that represent the home languages of Dever’s ELLs; ○ Visuals and interactive hands-on materials that are available and utilized; ○ Student work areas that are purposefully arranged to allow for a variety of groupings; and ○ Prominent displays of visual materials and student work products that reflect the cultural and linguistic backgrounds of Dever’s students. 		
<p>Strategy 4: Integrate literacy intervention strategies and programs across all subjects. Literacy will be prioritized across the curriculum. Blueprint will focus on integrating reading and writing strategies into all subjects to provide additional instructional time dedicated to building students’ literacy skills. (For more detail about the literacy strategies described below, please see Appendix F.)</p> <ul style="list-style-type: none"> • Vocabulary: Vocabulary-building will be emphasized in all classes. This is especially important to support the language development needs of Dever’s ELL students. • Modeling: Read aloud sessions will be integrated into all classes to reinforce and model strong reading strategies. • Writing: Direct writing instruction will be provided. Writing will also be used as a check for understanding in all classes and to help students to attain fluency in writing. • Literacy Block (Reading and Writing): Blueprint will restructure Dever’s schedule to dedicate significant time to literacy instruction daily. This literacy block will be based on the “Uncommon Schools/Great Habits, Great Readers” model for reading instruction and will be designed to comprehensively address the key areas of reading, including: 	<p>Blueprint Managing Director, School Principal, Literacy Coach</p>	<p>August 2014 and ongoing</p>

<p>phonemic awareness; phonics/word study; fluency; vocabulary; and comprehension. It will also include a small group intervention block for all students to receive targeted, individualized instructional supports. Writing instruction will be provided during this block through Lucy Calkin’s <i>Writers Workshop</i> model.</p> <ul style="list-style-type: none"> • Literacy Intervention Programs/Materials: One or more specific reading intervention programs (similar to Leveled Literacy Intervention) will be implemented at Dever beginning in September 2014. Blueprint has already selected the <i>Mondo’s Bookshop</i> reading program as a resource for small group instruction. In the spring of 2014, Blueprint will continue closely analyzing student performance data to best match appropriate programs, interventions and strategies with identified student needs. Blueprint will explicitly focus on selecting programs and curriculum models that have embedded strategies to address the needs of ELLs and students with disabilities. 		
<p>Strategy 5: Ensure all staff are selected and fully trained to support all students’ language development. Recruitment, retention, and cultivation of highly-effective staff will be essential to the successful implementation of Dever’s language development strategies. (For more information regarding Blueprint’s plan for staffing Dever, please see Priority Area 5.)</p> <ul style="list-style-type: none"> • Targeted Recruitment and Hiring: Blueprint will conduct targeted recruitment and hiring for teachers and leaders who are bilingual, have completed Rethinking Equity and Teaching for English Language Learners (RETELL) training and earned SEI endorsement, and/or have demonstrated success in serving ELLs. In addition, starting with the summer professional development, Blueprint will hire a full-time literacy coach with expertise in ELD instruction to work with teacher teams to identify and develop grade-appropriate, differentiated assignments and support materials; these materials will align with the principles of appropriate ELD instruction, the Massachusetts Curriculum Frameworks, and the World-Class Instructional Design and Assessment (WIDA) standards. • Training in ELD Strategies: Blueprint will provide training, guidance, and support for all core instruction teachers regarding ELD instructional best practices during mandatory summer PD and through year-long integrated ongoing training. This training will include a focus on the forms and functions (grammar, vocabulary, punctuation etc.) of the English language. Training on selected intervention programs will be integrated with the year-long scope and sequence of professional development sessions for teachers. • Training in Targeted ELL Supports: It is essential that teachers be equipped to address the challenges ELL students 	<p>Blueprint Managing Director, School Principal, Blueprint Director of Human Capital</p>	<p>March 2014 and ongoing</p>

<p>face in accomplishing the dual task of learning the English language while simultaneously meeting grade-level expectations.</p> <ul style="list-style-type: none"> ○ Blueprint will provide all staff with an orientation to these challenges during the summer, as well as through ongoing ELL-specific professional learning opportunities. ○ Targeted training will also be provided regarding the selection of culturally relevant and appropriate texts and resources. ○ Training on culture, diversity, and inclusion will be provided to staff, with a particular emphasis on building awareness of the needs and diversity of Dever’s student population. <ul style="list-style-type: none"> ● Sheltered English Instruction (SEI) training: Beginning in August 2014, instructional staff and school administrators will participate in a mandatory SEI training and endorsement course (regardless of current status of endorsement). The administrators’ course will equip principals and other instructional leaders to support teachers as they incorporate strategies from the training into their daily classroom instruction. <p>The first module (8 hours) will take place at the school as part of the required August professional development and subsequent training (24 hours) will take place locally at the school between September and December. By January 31, 2015, Blueprint expects that all teachers will have earned the SEI endorsement and will be implementing SEI strategies effectively in 100% of their daily lessons. SEI/RETELL training will include:</p> <ul style="list-style-type: none"> ○ A focus on effective lesson design with planning for language development and assessment; ○ A focus on teaching, introducing, reviewing, and acquiring academic language; ○ A focus on developing supportive learning environments for ELL students; and ○ Strategies for integrating SEI strategies into instruction across all content areas. 		
<p>Strategy 6: Seek ongoing input from stakeholders about the success of Dever’s language acquisition strategies. Dever Elementary School has both school and larger communities of stakeholders invested in the success of the school’s English and Spanish language acquisition strategies. Blueprint will seek input from both formal and informal groups of advisors to ensure that all students are developing the language skills they need.</p> <ul style="list-style-type: none"> ● ELL Parent Advisory Committee (PAC): The ELL Parent Advisory Committee is a school-based stakeholder group comprised of parents/guardians of students enrolled in a 	<p>Blueprint Managing Director, School Principal</p>	<p>September 2014 and ongoing</p>

<p>school’s ELL programs. The ELL PAC will play an important role in advising Blueprint and the Dever school leadership team about how Dever’s language development strategies are serving the school’s English language learners, and recommending adjustments to the English and Spanish Language Development strategies.</p> <ul style="list-style-type: none"> • School Site Council: The School Site Council is a school-based stakeholder group comprised of the principal, teachers, parents, and representatives of external partner organizations. The principal and school leadership team may seek the Council’s input on issues such as the educational needs of Dever’s students and the school’s strategies for addressing those needs, the school’s budget, and progress on the implementation of Dever’s turnaround plan. • Other advisors: In addition to the two formal advisory groups described above, Blueprint will also seek input from additional local, state, and national advisors with expertise in the area of language acquisition and development. 		
<p>Strategy 7: Monitor effectiveness of all language development strategies and examine feasibility of alternative language acquisition programs for Dever in future years. Effective language development is at the center of our model for Dever’s turnaround and the rapid academic achievement of its students. Blueprint and ESE will monitor vigilantly to ensure that the academic strategies described in this Priority Area lead to rapid improvement in all students’ language development. In future years, we will also examine whether this model continues to advance students’ language skills to greater levels, or whether an alternative model is needed.</p> <ul style="list-style-type: none"> • Ongoing monitoring of effectiveness of language development strategies: Blueprint and ESE will continually monitor the language development strategies in this Priority Area to determine whether they are proving effective for all students. Based on this monitoring, we will adjust as needed; we will also tailor these strategies to the needs of the incoming Dever student population. • Future consideration of alternate strategies: In future years, as students’ foundational language skills become embedded, Blueprint and ESE will examine the feasibility of transitioning to an alternative language acquisition program (e.g. transitional bilingual education, dual language/two-way immersion) if such a program could further advance students’ language skills. Transitioning to such a program would be contingent on the establishment of conditions that have shown to enhance effectiveness of other programs in Boston and elsewhere in the Commonwealth. Conditions that would be considered include policies to maintain students in the program for multiple years; practices to require proficiency in both languages for students entering the program in later grades; structures to support students who do not speak the 	<p>Blueprint Managing Director, School Principal</p>	<p>September 2014 and ongoing</p>

<p>language(s) of instruction; and development of above-grade level course work so that advanced students can remain at Dever.</p> <ul style="list-style-type: none">○ Boston Public Schools has indicated that it has begun to strategize about expanding dual language opportunities for Boston students. Our thinking about future options for the Dever will consider this context.		
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Quarterly Benchmarks #1

Final Outcomes:

- By June 2015, 100% of teachers use SEI and ELD strategies in planning and instruction, as evidenced by lesson plans, classroom observations, and visible evidence in learning environments.
- By June 30, 2015, Dever will meet or exceed all of its Measurable Annual Goals related to student achievement in ELA for all students.
- By June 30, 2015, Dever will meet or exceed all of its Measurable Annuals Goals related to student achievement for its ELL and SWD subgroup populations in ELA.

Early Evidence of Change:

- By November 2014, 90% of teachers are observed using effective practices learned in SEI training, as identified in Blueprint site visits and daily classroom observations.
- By August 2014, Dever's daily schedule will include time for small group instruction and targeted language support for all students.

Implementation Benchmarks:

1.1: Implement whole-school English Language Development.

- By October 2014, students are receiving instruction using ELD strategies in at least 90% of classrooms, as identified in Blueprint site visits, daily classroom observations, and lesson plan review.

1.2: Provide a content-rich Spanish language instruction program.

- By June 15, 2014, Blueprint will work with Boston Public Schools' central office and Dever's school leadership team to reach out to all current Dever families to begin assessing their interest in enrolling their students in content-rich Spanish language instruction for School Year 2014-2015.
- By September 2014, content-rich Spanish language classes are offered to all interested students.

1.3: Provide additional targeted, individualized English language instruction and environmental supports.

- By September 2014, 100% of students will receive targeted English language instruction, which will be differentiated according to their learning needs.

1.4: Integrate literacy intervention strategies across all subjects.

- By August 2014 and ongoing, training is provided to non-ELA teachers regarding methods for incorporating reading and writing strategies into their course work.
- By August 2014 and ongoing, training is provided to teachers regarding how to integrate and align reading and writing strategies across all content areas.
- By September 2014, 100% of students will receive targeted, small group, literacy instruction which will be differentiated according to their learning needs.

1.5: Ensure all staff are selected and fully trained to support all students' language development.

- By August 2014 and ongoing, training is provided to all staff regarding ELD strategies and best practices.
- By August 2014, all teachers will be enrolled in an SEI/RETELL course being offered during the 2014-2015 school year.
- By January 31, 2015, all instructional and administrative staff will complete SEI training and complete the process for codifying the endorsement.

1.6: Seek ongoing input from stakeholders about the success of Dever's language acquisition strategies

- By October 2014, an ELL Parent Advisory Council will be established.
- By October 2014, a School Site Council will be established.

1.7: Monitor effectiveness of all language development strategies and examine feasibility of alternative language acquisition programs for Dever in future years.

- By July 2015, ESE and Blueprint will determine whether any adjustments are needed to Dever's language development strategies for School Year 2015-2016, based on achievement data, assessments, site visits, and other monitoring conducted throughout the year.

Priority Area for Improvement #2

Improve instructional quality and maximize time for core instruction: Blueprint will prioritize improving instructional quality at Dever to ensure the needs of all Dever’s learners are met and that students receive an education that prepares them for graduation, college, and careers. In addition, Blueprint will implement targeted strategies to increase and optimize students’ instructional time, and use this time to implement a system of academic supports focused on students’ differentiated needs in order to improve student learning.

Rationale for Identifying Area #2 as a Priority

This Priority Area was identified following an analysis of student performance data and input from multiple stakeholders, including Dever’s Local Stakeholder Group, parents, teachers, school leadership, external partners, and students. Information was collected during whole-day school visits by Blueprint staff; information sessions held at staff, Parent Council, and School Site Council meetings; and interviews and focus groups with students, teachers, school leaders, community, social service and other partner organizations. (For a list of fact finding activities conducted, please see Appendix E.)

Dever has consistently struggled with low academic performance for all of its students. Accelerating achievement and closing Dever’s current gaps requires an emphasis on a coherent and well-aligned curriculum and excellence in instructional quality across all classrooms. An explicit focus on implementing data-driven instruction will allow us to track student progress on a daily basis. Additional strategic interventions will address achievement gaps of the English language learners and students with disabilities that currently make up 42.2% and 14.1% of the total student population respectively.

By increasing the amount of time devoted to instruction in core academic areas, Blueprint will be able to provide additional, appropriate academic supports suited to meet the needs of all students in the classroom. Our experience has shown that when increased instructional time is used to provide meaningful and effective interventions, academic performance improves.

Challenges Addressed by Priority Area #2

Instructional quality is not consistent and rigorous, and student academic performance is persistently below benchmarks.

Note: Low MCAS achievement in ELA also contributed to the formulation of this priority area, but that data is summarized under Priority Area 1.

Students persistently perform below the district average in Math, with only 31% of students proficient in Math (see Figure 1). Furthermore, the percentage of students performing at an advanced level is very low, with 8% of students achieving at the highest levels. Only 1% of Dever’s fifth graders scored at the proficient or advanced level in Science (see Figure 2). The school has struggled to implement a coherent and well-aligned curriculum in grades in K-5, which is necessary to accelerate learning and significantly raise student achievement.

Student achievement at Dever lags significantly behind that of the district and state, as measured by the 2013 MCAS exam (see Figures 1 and 2).

Figure 1: Percentage of Students Scoring Proficient or Advanced on 2013 MCAS Mathematics

	School	District	State
3 rd Grade	38	47	66
4 th Grade	29	31	52
5 th Grade	24	42	61
All Grades	31	40	62

Figure 2: Percentage of Students Scoring Proficient or Advanced on 2013 5th grade MCAS Science

	School	District	State
5 th Grade	1	20	54

Achievement Trends

- Dever achieved some gains on the MCAS mathematics assessment between 2009 and 2011, with proficiency levels increasing from 11% to 35% during that period. However, since 2011, math proficiency has declined to 31% (see Figure 3).
- Dever's MCAS science assessment has been very inconsistent over the past five years. Proficiency has fluctuated from 1% to 14% from 2009 to 2013. Dever has not been able to sustain gains or produce a positive trend in science performance during that time (see Figure 4).

Figure 3: Math Student Achievement Trends by MCAS Performance Level, All Grades, 2009-2013

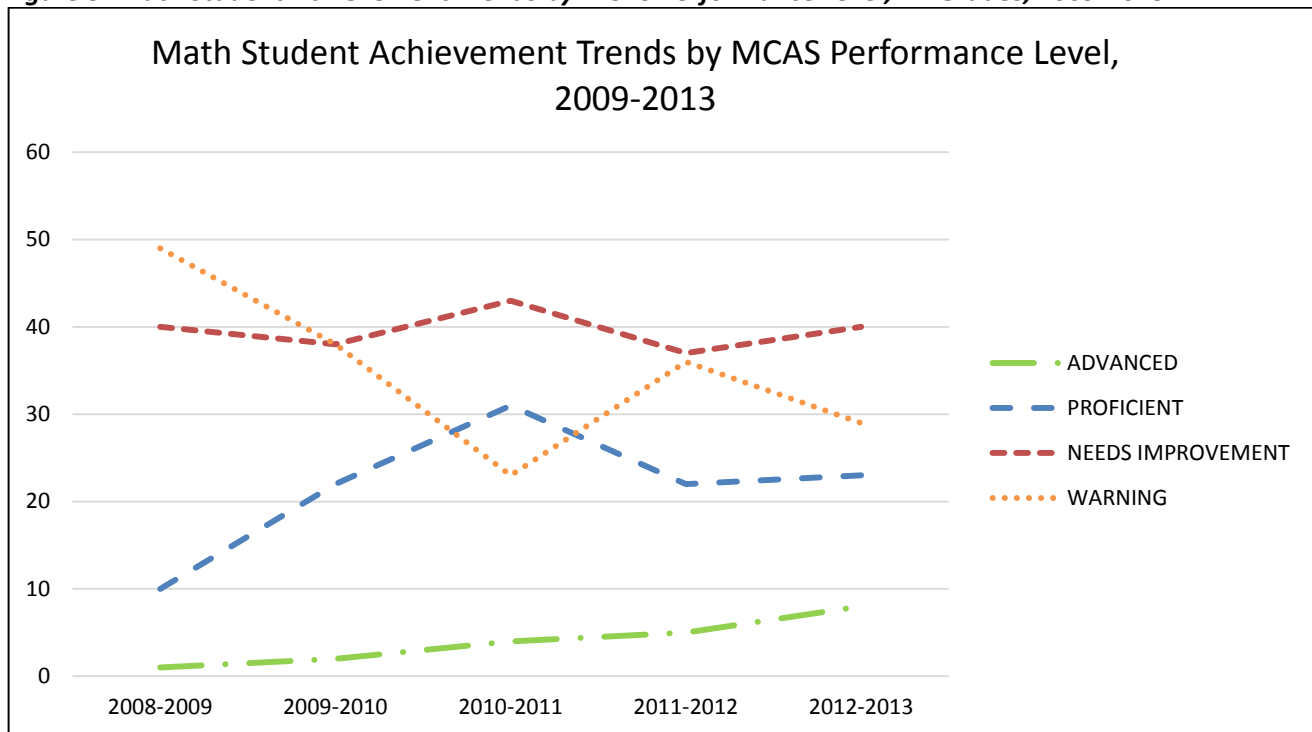
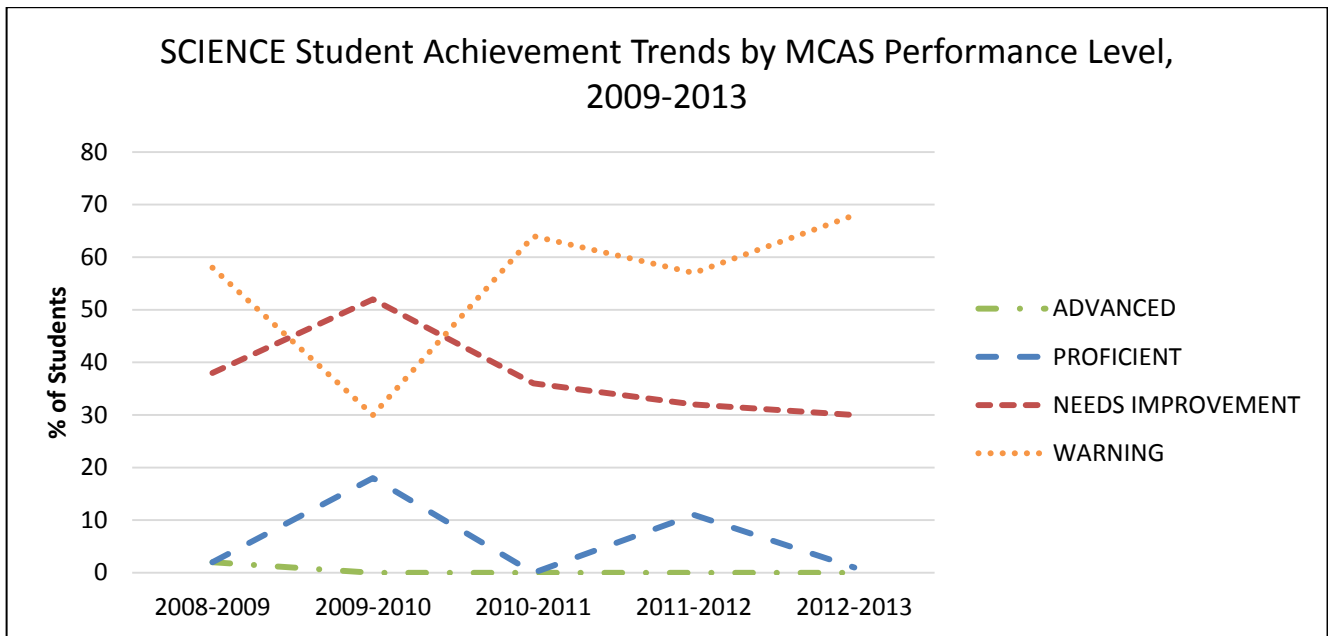


Figure 4: Science Student Achievement Trends by MCAS Performance Level, 5th Grade, 2009-2013



Student achievement trends at Dever indicate that additional instructional time is needed to provide opportunities for targeted interventions in ELA and mathematics (see Figure 5 below). Dever currently employs academic interventionists who are largely used to provide instructional support in a whole group setting. There are limited and inconsistent opportunities for the kind of small-group, individualized instructional interventions and supports needed to effectively meet the learning needs of all students, particularly Dever’s ELL and SWD student populations, and to accelerate achievement.

Figure 5: Percentage of Students Scoring Proficient or Advanced on 2013 MCAS – Subgroups

		Dever		District Average		State Average	
		ELA	Math	ELA	Math	ELA	Math
Selected Populations	ELL and Former ELL	16	35	36	35	34	35
	Students with Disabilities	3	7	16	13	29	23

Dever’s 2013-14 daily schedule begins when students arrive for breakfast at 9:10 a.m. and includes dismissal times that range from 4:08 to 4:20 p.m., depending on the grade level. Formal literacy and math blocks do not begin until 9:50 a.m. In addition, although Dever has scheduled 50 minute phonics blocks, those are used to provide whole class interventions. Blueprint will ensure that time for literacy and mathematics intervention supports will be used exclusively to provide small group, individualized instruction to students.

Strategies to Achieve Priority Area #2

Key Strategy	Owner	Timeline
<p>Strategy 1: Establish clear expectations for instructional design, effectiveness and rigor. Blueprint will improve instructional quality to ensure that the needs of all Dever learners are met and that students are receiving an education that prepares them for college and career success. To accomplish this, we will focus on implementing and monitoring the guidelines, expectations, and policies below regarding instructional design and practice. (Please see Priority Area 3 for more information regarding data-driven instruction and evaluations of instructional effectiveness.)</p> <ul style="list-style-type: none"> • Curriculum Models and Programs: Blueprint has leveraged the expertise, experience and success of school leaders across our national network to identify curriculum materials that are robust, proven effective, and well-suited to meet the needs of Dever’s students. For reading, Dever will utilize a Balanced Literacy approach to reading instruction based on the model of Uncommon School’s <i>Great Habits, Great Readers</i>, and use the <i>Mondo’s Bookshop</i> reading program as a resource for small-group instruction. In addition, Dever will use <i>Foundations</i> as a supplemental resource for whole-group phonics instruction and <i>Lucy Calkins’ Writers Workshop</i> as a model for writing instruction. • Curriculum Vetting and Due Diligence: In preparation for the 2014-15 school year, Blueprint will continue working to vet and select high quality curriculum materials for K-5 math, Spanish, science, and social studies; these materials will complement and align with state learning standards, the Common Core State Standards, and the needs of Dever’s student population. • Lesson Planning: A mandatory lesson plan template will be developed for school-wide use in order to ensure lessons at Dever are 1) rigorous; 2) planned in alignment with grade-level standards and pacing guides; 3) driven by measurable, student-friendly objectives; and 4) designed or differentiated based on students’ learning styles and needs – including the language development needs of Dever’s ELL student population. 	<p>Blueprint Managing Director</p> <p>School Principal</p>	<p>February 2014 and ongoing</p>
<p>Strategy 2: Increase intervention strategies and programs in math. Blueprint will provide targeted intervention in math for selected students through its tutoring model, the Blueprint Fellows Program.</p> <ul style="list-style-type: none"> • Blueprint Fellows Program: Blueprint’s research-based and proven-effective tutoring program, the Blueprint Fellows Program, will provide daily, individualized math instruction through small group tutoring sessions to selected 4th and 5th grade students who need intensive math supports. This instruction will supplement students’ regular core math instruction. Students will be tutored in small groups not greater than a 4:1 student-to-tutor ratio, in 45 to 60 minute sessions. Blueprint will seek candidates for tutoring positions who demonstrate fluency in languages that match the needs of Dever’s diverse student population. <ul style="list-style-type: none"> ○ Tutorial Structure: Each Fellow will work with approximately 18 to 24 students throughout the day. 	<p>Blueprint Managing Director</p> <p>Fellow Coordinator</p>	<p>September 2014 and ongoing</p>

<p>Tutorial units will include daily lessons, a unit test, and time for re-teaching non-mastered skills or for extending students’ thinking. Instruction will be informed by student achievement data and adapted to meet students’ needs. Each tutorial session will include a warm-up activity, practice in foundational skills, support with grade-level content, and a daily assessment. Fellows will have common planning time with grade-level teachers to facilitate tutor/teacher collaboration on instruction and student data.</p>		
<p>Strategy 3: Provide targeted professional development (PD). Blueprint will use an expanded school year for Dever’s teachers to provide professional development programs with a particular focus on planning and instructional quality, including PD regarding strategies for improving student engagement, instructional rigor, data collection and analysis, and differentiation in classroom instruction.</p> <ul style="list-style-type: none"> • Increase Time for All Staff: Teachers will work up to 210 days during the course of each year, allowing for professional development and planning prior to the start of the school year and during the school year. The teacher schedule will be nine hours per day with a maximum of 45 hours per week. Administrators will work up to 232 days during the course of each year. The administrator schedule will be 10 hours per day with a maximum of 50 hours per week. Clerical staff will work up to 227 days during the course of the year. The clerical staff schedule is nine hours per day on a regular school day and eight hours per day on a non-school day, not to exceed 50 hours in any given week. • Increase Time for Summer PD: Blueprint will use the autonomy granted by state law to build additional PD time for teachers and leaders that will be necessary to successfully improve instructional quality at the school. This will include up to 20 days in the summer (before students arrive) to focus on developing a collaborative staff culture, as well as providing initial PD and orientation to new curricular materials, school-wide instructional practices and expectations (including the use of ELD strategies in lesson planning and learning environment design), and data driven instruction. Professional development at the beginning of the year will also focus on team building and planning for collaborative structures that will be used throughout the school year. • Support Professional Learning Communities (PLCs): Blueprint will create PLC structures and redesign the daily and weekly schedule that maximize PLCs’ opportunity to collaborate without adding to student transitions; and that provide opportunities for consistent implementation of PLCs across all grade levels and content areas. PLCs will be an essential structure to align instruction and enhance educator capacity. 	<p>Blueprint Managing Director</p> <p>School Principal</p>	<p>August 2014 and ongoing</p>

<ul style="list-style-type: none"> • Provide Targeted Leadership Coaching: Blueprint will provide additional targeted coaching and monitoring for Dever’s leadership team using our network directors and other school leaders in Blueprint’s national network. Specifically, Dever’s principal and leadership team will be paired with an experienced mentor or peer coach at another Blueprint School in our national network with similar student demographics to Dever. 		
<p>Strategy 4: Provide instructional Supports for Students with Emotional Impairments. Dever currently serves a strand of four classrooms for special education students with emotional impairments in grades 1-5. Given the mental health/social-emotional needs of students, the program is referred to as the Therapeutic Learning Community (TLC). Classrooms of 8-10 students are taught by a special education teacher and a paraprofessional.</p> <ul style="list-style-type: none"> • Substantially Separate Therapeutic Learning Community Program: Blueprint will continue to support the emotional impairment strand at the Dever, with the goal of preparing students to transition into the least restrictive learning environment. TLC classrooms will be held accountable for incorporating the same school-wide standards and expectations around instructional design, rigor and effectiveness as Dever’s mainstream classrooms. Training will be prioritized for teachers in this program. 	<p>Blueprint Managing Director, School Principal</p>	
<p>Strategy 5: Increase instructional time. Blueprint will implement an 8-hour school day for students to allow for additional time in literacy and math. Leveraging this autonomy will allow for students to benefit from additional instructional time, and allow teachers to plan and reflect together to best meet the needs of all students.</p> <ul style="list-style-type: none"> • Extend the school day and school year: Using the authorities provided in statute for chronically underperforming schools, Blueprint will redesign Dever’s day, week, and year to include additional time for student learning. Students will be provided with up to 185 days of instruction. Blueprint will replicate the conditions established in our successful past turnaround partnerships, which include increasing instructional time by at least 20 percent over what students typically receive in Boston Public Schools’ elementary schools. In addition, Blueprint will explore options for providing academic support services on Saturdays to help students who are struggling in ELA and math. • Restructure school schedule, policies and procedures to maximize learning time and minimize student transitions: In School Year 2014-15, Blueprint will redesign the daily schedule such that students’ school day will begin at 7:30 a.m. and end at 3:30 p.m. Pushing the day to an earlier start will provide an additional hour to implement strategies outlined below and, according to interviews with the school’s leadership team, better accommodate some parents’ workday schedules. In addition, after-school enrichment and/or academic support opportunities may be provided to help accommodate parents 	<p>Blueprint Managing Director School Principal</p>	<p>Beginning July 2014</p>

<p>seeking later pick-up options.</p> <ul style="list-style-type: none"> • Extended instructional time for ELA, mathematics and interventions: Blueprint will create a Dever master schedule that includes reading, writing and English Language Development (ELD) instruction; mathematics instruction, and science or social studies instruction, and content-rich Spanish language instruction for those families who choose this opportunity. For more information the different academic activity area that will be contained in Dever’s schedule, please see Appendix F. • Use of Specials: Specials will provide enrichment to support the development of the whole child and integrate core academic subjects into the arts and physical education. The specials block will also provide valuable common planning time for grade level teams to work together to assess growth in student achievement and to co-plan for instruction. • Science Class: In order to build a solid foundation of knowledge and skills in science, and improve student performance in this critical core subject area, students in grades K-5 will have at least two sessions of science weekly. 		
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Quarterly Benchmarks #2

Final Outcomes:

- By June 30, 2015, Dever will meet or exceed all of its Measurable Annual Goals related to student achievement for all students.
- By June 30, 2015, Dever will meet or exceed all of its Measurable Annuals Goals related to student achievement for its ELL subgroup population.

Early Evidence of Change:

- By October 2014, students are receiving instruction using ELD strategies in at least 90% of classrooms, as identified in Blueprint site visits, daily classroom observations, and lesson plan review.
- By November 2014 and ongoing, students are receiving instruction that is aligned with appropriate grade-level standards in 80% of classrooms.
- By November 2014, 70% of teachers are observed using effective practices learned in PD, as identified in Blueprint site visits and daily classroom observations.

Implementation Benchmarks:

2.1 Establish clear expectations for instructional design, effectiveness, and rigor.

- By June 2014, Blueprint will vet and select high quality curriculum materials in core subject areas and targeted intervention blocks.
- By August 2014 and ongoing, all teachers will be provided with sample lesson plans that are aligned with grade-level standards and district pacing guides.
- By August 2014, Blueprint will provide lesson plan templates designed to provide a consistent structure for lesson design and execution, to be used by all teachers school-wide.

2.2 Increase intervention strategies and programs in math.

- By September 2014, the first cohort of 4th and 5th grade students needing intensive math supports is identified for services from Blueprint Fellows.
- After each administration of the SMI (occurs approximately quarterly), student enrollment in the Blueprint Fellows program will be re-evaluated and adjusted based on school-level interim assessment results.

2.3 Provide targeted professional development.

- By October 2014, targeted PD around building professional learning communities (PLCs) has been developed and PLC structures are in place.
- By January 2015, all instructional and administrative staff will complete a SEI training and complete the process for codifying the endorsement.

2.4 Instructional Supports for Students with Emotional Impairments.

- By September 2014, all students with emotional impairments requiring specialized instructional supports will be enrolled in Therapeutic Learning Community classrooms.

2.5 Increase Instructional Time

- By July 1, 2014, Blueprint will create a new Dever master schedule that provides at least 20% more instructional time over what students typically receive in BPS elementary schools.
- By August 1, 2014, Blueprint will develop a protocol that allows schedule flexibilities to be used to provide intervention programs for all students below grade level in core subject areas.
- By August, 2014, Blueprint will provide all teachers with model lesson plan templates designed to provide a consistent structure that maximizes students' time on task.

Priority Area for Improvement #3

Use data to drive instruction: Blueprint will implement data-driven instructional systems and targeted intervention programs in order to inform instructional practice and decision-making.

Rationale for Identifying Area #3 as a Priority

Data collection and analysis will be used to inform instructional practice with a focus on improving student achievement in ELA and mathematics. Blueprint will place explicit emphasis on using data – including ACCESS assessment results – to address the needs of English language learners, students with disabilities, and low-income students, which currently make up 42.2%, 14.1%, and 87.8% of the total student population respectively. Analysis of data from various sources will be used by teachers to support ELLs and SWDs, informing the implementation of targeted academic programs and specific interventions matched to their changing needs. By relentlessly tracking the academic progress of all students, teachers will initiate more targeted interventions quickly and effectively.

Challenges Addressed by Priority Area #3

Data is not used effectively to inform instructional practice and decision-making.

Dever has a diverse student population with many different learning needs. As a whole, the majority of the school's student population is not meeting grade level standards.

During recent Dever school visits and discussions with teachers and the leadership team, Blueprint has learned that formal data cycles occur approximately every six weeks, both for Achievement Network assessments and Dever-designed literacy units. However, the use of weekly assessments and daily exit tickets is not consistent across grade levels. There is also little visible evidence of school, classroom, or student-level data tracking. In focus groups, some teachers in the dual language program reported that the responsibility of analyzing data and action planning for two complete classes of students was challenging. Classroom observations and conversations with school staff and leadership indicate that the current Dever staff would benefit from additional support and training regarding the daily and weekly use, consolidation, and integration of data to inform their instructional practice and planning.

Dever has an extensive ELL subgroup population from a variety of native language groups, including Spanish (74.1%), Vietnamese (11.9%), Haitian Creole (3.4%), Cape Verdean (3.1%), and Kurdish (2.2%). Currently, there is limited understanding of each of these groups' language proficiency in both English and Spanish; without a detailed understanding of their language proficiency, non-native English speakers whose first language is not Spanish are particularly vulnerable to receiving insufficient language development supports.

Strategies to Achieve Priority Area #3

Key Strategy	Owner	Timeline
<p>Strategy 1: Implement frequent data cycles. Blueprint will implement data-driven instructional systems that empower teachers to identify struggling students and differentiate their instruction and interventions accordingly.</p> <ul style="list-style-type: none"> • Interim Assessment Systems: Teachers will use frequent interim assessments (e.g. District Predictives) to collect data on an ongoing basis. Blueprint will use the Scholastic Mathematics Inventory (SMI), a widely used norm-referenced diagnostic assessment series, to track student progress in mathematics throughout the year in the Blueprint Fellows Program (see Priority Area 2, Strategy 2). In addition, Blueprint will seek highly qualified external partners to provide additional interim assessment support. • Lesson Structure: Blueprint expects that each instructional session will follow a consistent structure, including the execution of a Do Now that activates students’ knowledge of the lesson objective, and consistent use of exit tickets to assess student mastery at the conclusion of each lesson. Information gathered about student mastery will directly inform core instruction and tiered supports. • Leverage School-Based Partnerships: Blueprint will leverage resources and support from an external partner organization with experience supporting the execution of high quality data-driven instruction, to support the training, systems, and analysis required to successfully implement this practice. This approach explicitly addresses Dever’s Local Stakeholder Group recommendation to “maximize assets and talents of partners to improve student learning.” • Site Visit and Observation Data: Blueprint site visit classroom observation data is formally collected every four to six weeks. Using a rubric of research-based best practices associated with accelerated student achievement and high performing schools, Blueprint staff will collect quantitative and qualitative data to identify Dever’s strengths and areas for growth in instructional practice. These formal site visits will also include focus group conversations with teachers and students regarding their use and understanding of student performance data, which, in turn, will be used to inform professional development and strategic decisions for the school. Clear and specific look-fors for sheltering content will be included in all walkthroughs to build administrator and teacher capacity in this area and support implementation of the strategies with fidelity across the school. 	<p>Blueprint Managing Director</p> <p>School Principal</p>	<p>August 2014 and Ongoing</p>
<p>Strategy 2: Differentiate data by teacher. Blueprint will ensure each Dever teacher has access to data specific to each of his or her classes and students.</p> <ul style="list-style-type: none"> • Data Reports: Data reports will be generated for content teachers organized by, and aligned to, curriculum standards. These reports will provide up-to-date, actionable data showing how students are performing on particular standards. • Differentiation: Data reports will be used to influence classroom instruction. They will show each teacher which of their students are struggling with a concept and need extra help, and if the whole class 	<p>Blueprint Managing Director</p> <p>School Principal</p> <p>Blueprint Data Analyst</p>	<p>September 2014 and Ongoing</p>

<p>is struggling with mastery of a standard or skill.</p> <ul style="list-style-type: none"> • Grade Level Teams: Each grade level team will hold weekly meetings that are explicitly focused on student data. Using common planning time, teams will work together to analyze data and determine how to best serve the common group of students they teach. • Data Tracking: Blueprint will set the expectation for evidence of data tracking in all classrooms. Blueprint will provide professional development to teachers on how to set up and use data walls and displays to track student progress and motivate students. • Professional Development: Blueprint will use data reports and observations to support and inform targeted professional development based on the needs of specific teachers, content areas and grades across the school. 		
<p>Strategy 3: Train teachers how to use daily and weekly data from the classroom, assignments, and student work to inform and improve instruction. Blueprint will incorporate training regarding data collection, analysis, and assessment into orientation and ongoing professional development sessions for all school-based staff, fellows, and other program-related staff as needed. Training will explicitly focus on how data – such as student work, exit tickets, and assessment results – should be used to inform, drive, modify, and improve daily instructional practice and initiate necessary academic interventions quickly and effectively.</p>	<p>Blueprint Managing Director</p> <p>School Principal</p> <p>Blueprint Data Analyst</p>	<p>August 2014 and Ongoing</p>

Quarterly Benchmarks #3

Final Outcomes:

- By June 2015, 100% of teachers will incorporate data-informed instructional strategies into daily lesson plans.
- By June 30, 2015, Dever Elementary School will meet or exceed all of its Measurable Annual Goals related to student achievement, including narrowing proficiency gaps in ELA and math; and demonstrating growth in student performance in ELA and math.
- By June 30, 2015, Dever Elementary School will meet or exceed all of its Measurable Annual Goals related to student achievement for its ELL subgroup population, including narrowing proficiency gaps in ELA and math.

Early Evidence of Change:

- By October 2014, reviews of lesson plans will indicate that 90% of teachers are using data to drive instructional planning and delivery.
- By November 2014, 100% of classrooms will display evidence of whole class and student-level data and tracking, as evidenced in Blueprint site visits and daily classroom observations.
- By November 2014, 80% of grade-level teams will work together to plan instruction differentiated for students' needs, as evidenced in documentation and principal observation of team meetings.

Implementation Benchmarks:

3.1 Implement frequent data cycles.

- By September 1, 2014, Blueprint will provide all teachers with access to and instruction in the use of school-wide systems of data collection and analysis.
- By September 1, 2014, grade-level teams will develop exit tickets to be used in their classrooms on a daily basis.

3.2 Differentiate data by teacher.

- By September 1, 2014, Blueprint will provide training to all teachers explaining student data reports they will receive throughout the year.
- By October 1, 2014, all teachers will receive regular data reports for all of their students, organized by curriculum standards.

3.3 Provide training in how to use data systems effectively to inform and improve instruction.

- By August 1, 2014, Blueprint will develop a PD calendar for the 2014-2015 school year for all school-based staff, Fellows, and program-related staff as needed that specifically focuses on strategies for using data on a daily and weekly basis to inform, modify, and improve instructional practice.
- By September 1, 2014, Blueprint will provide training to all teachers regarding data collection, analysis, and assessment, including how data will be used to identify students for academic interventions.

Priority Area for Improvement #4

Establish a culture of high expectations and college and career readiness: Blueprint will set ambitious goals for student achievement, with an explicit focus on preparing students for success in college and careers. Family and community partners will be essential assets in developing and maintaining a culture of high expectations and achievement.

Rationale for Identifying Area #4 as a Priority

When schools establish high expectations for scholarship and achievement, with an emphasis on college and career readiness, positive academic outcomes occur. Elementary school is a particularly important time to instill these values in students so that they are well-equipped to succeed in future high-stakes environments. By insisting on excellence in both academics and conduct, Blueprint will set the bar high for students and staff.

Challenges Addressed by Priority Area #4

The school has not consistently established ambitious goals and expectations for student achievement with an aim toward preparing students for college and career success.

Dever has established consistent routines and expectations for student behavior that have contributed to a safe and orderly environment. However, there is little visible evidence of a college-going culture or displays of school wide or student-specific academic performance goals. The April 2013 Monitoring Site Visit report indicates “the school does not yet provide instruction that promotes higher order thinking or student engagement.” Blueprint will emphasize academic culture and expectations to complement the school’s current focus on student behavior and learning environments.

Given Dever’s location, many students and families must travel long distances by bus, car, or other public transportation to attend or visit the school. This circumstance can make engagement with families and the community-at-large a challenge. Dever’s families represent a wide range of nationalities; this diversity is an asset to the whole school community. However, the array of first languages spoken may pose obstacles for staff who are unable to communicate in families’ first languages. While the school has existing structures for family input and contributions to the school community, participation can be variable. In addition, only 22% of Dever parents responded to the 2012-13 Boston Public Schools Student Climate Survey, so the district was unable to report results,² thereby limiting our understanding of parents’ thoughts about the school’s climate.

Dever has a wide variety of external partnerships that have been developed in a patchwork over time to address distinct, separate needs. However, these partnerships as a whole may not be fully aligned with the school’s priorities. There could be additional school needs that are not currently benefitting from a partner organization’s expertise. It may be that different or additional partners are needed to help the school address key priority areas and promote college and career readiness.

² According to the district’s website, the minimum threshold for reporting on the School Climate Survey results is 30% ; smaller response rates do not yield statistically relevant results.

Strategies to Achieve Priority Area #4

Key Strategy	Owner	Timeline
<p>Strategy 1: Create a college- and career-focused culture. Beginning with the first day of school, Dever’s teachers and staff will emphasize that college and career readiness is a primary goal. This will be regularly re-enforced throughout the school. This strategy will be led by a new school leadership team position, the Dean of School Culture, who will be responsible for all components of creating a positive environment for students to learn.</p> <ul style="list-style-type: none"> • Visible Evidence of College-Going Culture: College paraphernalia will be present throughout the school and classrooms. Teachers will incorporate a college corner in each classroom that highlights their alma mater. College-focused displays will also be present in common spaces and hallways. Blueprint will integrate best practices from high achieving elementary schools to enrich the physical environment at Dever Elementary School. • Positive College- and Career-Focused Learning Environments: Blueprint will create a positive setting for learning by developing a school-wide culture that sets high expectations for students. Teachers, school support staff, and volunteers will be present in hallways during transitions, arrival, and dismissal periods to support and encourage students. Classrooms and common areas – such as hallways and entryways – will reinforce the school’s college- and career-focused mission, with exemplary student work prominently displayed to highlight knowledge and skills that put students on a track toward college. • Goal-Setting: Blueprint and school leadership will set ambitious goals for Dever students’ growth and performance. These goals will be linked explicitly to real life milestones (e.g. rising up through middle school, high school graduation, college acceptance) and posted prominently throughout the school. Connected to the evaluation process (see Priority Area 5, Strategy 1), teachers will be expected to set individual learning goals for their students and support students to set their own goals. Blueprint will provide PD to teachers in August and throughout the year regarding how to create and monitor these goals. • Leverage Strategic External Partnerships: Dever currently has many external partners. Blueprint will consult with current school leadership and complete its own assessment to determine how these partners currently support the school, how existing partners might support the turnaround plan Priority Areas, and what gaps still exist. Blueprint will also explore potential new external partnerships to support the creation of a college-going culture. • Collaboration with the McCormack Middle School: Although Dever will have an independent, Dever-specific school culture and identity moving forward, we are aware that Dever students may transition to the McCormack Middle School for their secondary schooling due to its location and the two schools’ history of partnership. Blueprint plans to remain in close communication with the McCormack leadership 	<p>Blueprint Managing Director</p> <p>School Principal</p> <p>Dean of School Culture</p>	<p>September 2014 and on-going</p>

<p>team to pursue appropriate methods of collaboration and alignment, such as “step-up days” for graduating Dever 5th graders and coordinated school culture initiatives, to help ensure students’ transition from Dever to McCormack is successful.</p>		
<p>Strategy 2: Refine and regularly reinforce clear, non-negotiable school-wide behavior expectations and policies. In order to improve student learning, Blueprint will continue and expand the implementation of a clear Positive Behavior Intervention System (PBIS), with an outcome of increased behavioral expectations for daily rituals and routines throughout the school. Firmly establishing a positive environment will enable Dever to maximize student learning. Establishing and reinforcing these expectations will be the responsibility of all school staff, led by the Dean of School Culture.</p> <ul style="list-style-type: none"> ● School-Culture Plan: Our goal is to establish a bully-free environment where students feel both respected and cared for and where the diverse communities and cultures of Dever’s students and families are embraced as assets. Specifics of Dever’s school culture plan will include: <ul style="list-style-type: none"> ○ Implementation of Dever’s PBIS strategies – students doing the right thing will be praised and rewarded; ○ Implementation of an anti-bullying policy; ○ Training on culture, diversity, and inclusion will be provided to staff, with a particular emphasis on building awareness of the needs and diversity of Dever’s ELL student population; ○ Students will exhibit an understanding of the building-wide rituals and routines in the existence of a safe and orderly school environment; and ○ To minimize distractions and maintain an environment focused on academics and achievement, Dever’s students will wear uniforms. ● School Compact: Parents, guardians, and students will be asked to sign a Dever Compact that will outline key commitments from Blueprint, school leaders, teachers, students and parents or guardians. For example, through the School Compact, Blueprint will establish an expectation that parents or guardians ensure that all students read or are read to nightly, complete all homework, and work collaboratively with their child’s teacher in achieving improved behavioral and academic outcomes. ● Daily Morning Meetings: Dever will continue to use the Morning Meeting in the new school schedule. Time each morning will be used to solidify Dever’s core values and expectations for academic achievement and student conduct, and to build a solid sense of a diverse and inclusive school community. This time will be an opportunity for students to celebrate academic success and learn about and reflect upon school-wide scholarship initiatives. 	<p>Blueprint Managing Director</p> <p>School Principal</p> <p>Dean of School Culture</p>	<p>September 2014 and on-going</p>
<p>Strategy 3: Reinforce Dever’s strong school identity and build stronger family and community engagement. Blueprint will hire a full-time Family and Community liaison. This critical staff member will work proactively to conduct targeted outreach to families and community members to foster a sense of ownership, pride, and investment in the school and its success. This strategy explicitly addresses Dever’s Local Stakeholder Group recommendation to maximize the engagement and support of family and community members for</p>	<p>Blueprint Managing Director</p> <p>School Principal</p>	<p>September 2014 and on-going</p>

<p>student learning.</p> <ul style="list-style-type: none"> • Build systems for effective and on-going family and community communication and outreach. Blueprint will conduct targeted outreach to Dever’s families, and the broader community, to ensure they are well-informed and invested in the success of the school and its students. <ul style="list-style-type: none"> ○ Family Outreach: Blueprint will institute an orientation for parents before the school year begins. Teachers will communicate regularly with families through phone calls, home visits, email and/or the establishment of a classroom newsletter or website. All of our communication will be available in multiple languages. Interpretation services will be provided as needed. ○ Family and Community Participation: Blueprint will work to create opportunities for parents, families, and community members to participate in the school. Vehicles for participation may include academic events (e.g. parent-teacher conferences, curriculum nights), representation on school advisory bodies (e.g. the ELL Parent Advisory Committee), and volunteer opportunities (e.g. mentoring, homework help). These efforts are designed to foster strong community relationships and yield ongoing engagement and support for the school’s improvement efforts. ○ Neighborhood Assets and Resources: Blueprint will work to leverage the assets of neighborhood organizations and resources, like the Harbor Point Community Task Force, to contribute to the school. In addition, as recommended by Dever’s Local Stakeholder Group, Blueprint will conduct proactive and targeted outreach to the Harbor Point Apartments community to encourage students from that facility to attend the school. ○ Celebrate Cultural Diversity: Dever’s Community and Family Liaison and Dean of School Culture will lead the school-wide recognition and celebration of the cultural diversity of Dever’s students and families through the organization of school-wide events, assemblies, and educational opportunities. In addition, they will work proactively to engage community partners to support these initiatives. 	<p>Family and Community Liaison</p>	
<p>Strategy 4: Use school and external partner resources to address students’ needs and facilitate their learning. Blueprint recognizes that Dever’s students may have health, mental health, safety, and other home life challenges that require additional supports. By ensuring that their social service and health needs are addressed, Blueprint will help Dever students arrive and remain at school ready to learn.</p> <ul style="list-style-type: none"> • As part of his/her work, and in conjunction with the school leadership team, the school’s Family and Community Liaison will be responsible for coordinating resources to address students’ needs. Some of these resources may be provided directly at the school level, while others may require expertise from external providers. • The school will initiate weekly behavior intervention groups, facilitated by the Dean of School Culture, for students identified through analysis of behavior data. Intervention groups will be held for thirty minutes each week, with the outcome of goal setting and self- 	<p>School Principal Family and Community Liaison Dean of School Culture</p>	<p>September 2014 and ongoing</p>

<p>monitoring of behavior;</p> <ul style="list-style-type: none"> • Dever will partner with community-based agencies or organizations to provide wraparound services (e.g. child welfare and social service referrals, family literacy and workforce development opportunities, mentoring, etc.) that enhance student learning and ensure families are partners in their children’s progress toward higher achievement. <p>The secretaries of health and human services, labor and workforce development, public safety will coordinate with the secretary of education and the commissioner regarding the implementation of the turnaround plan as appropriate and will, subject to appropriation, reasonably support the implementation consistent with the requirements of state and federal law.</p>		
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Quarterly Benchmarks #4

Final Outcomes:

- By June 2015, partner organizations will support initiatives in all five priority areas of the Dever Level 5 school turnaround plan.
- By June 2015, Dever will meet or exceed all of its Measurable Annual Goals related to parent and family engagement.
- By June 2015, Dever will meet or exceed all of its Measurable Annual Goals related to building a culture of academic success among students.

Early Evidence of Change:

- By October 31, 2014, 80% of Dever families will consistently receive bi-weekly communication from teachers.
- By October 31, 2014, 100% of families will sign a Dever Compact outlining key commitments around student behavior expectations and policies.
- By December 1, 2014, family participation in school events and volunteer opportunities has increased compared to participation rates in September 2014.
- By December 1, 2014, community partner participation in targeted events to support turnaround plan priority areas has increased compared to participation in September 2014.
- By December 1, 2014 student behavior data will indicate a decrease in reported incidents from September 2014.

Implementation Benchmarks:

4.1 Create a college and career focused culture.

- By June 1, 2014, Blueprint will have assessed all existing Dever external partners, in consultation with the existing school leadership team, to determine if and how their programs and services can support the Priority Areas of the turnaround plan.
- By September 15 2014, 100% of classrooms will display college-related paraphernalia.

4.2 Set clear, non-negotiable behavior expectations/policies.

- By September 1, 2014, goals for student learning, attendance, and behavior will be posted throughout the school.
- By September 1, 2014 all staff members will receive training and orientation regarding Dever's school-wide behavior expectations and policies during August PD.

4.3 Reinforce Dever's strong school identity and build stronger school-community ties.

- By September 30, 2014 a monthly schedule of school events and volunteer opportunities will be provided to all parents and partner organizations.

4.4 Use school and external partner resources to address students' needs and facilitate their learning.

- By July 2014, Blueprint will identify community-based agencies or organizations to provide wraparound services for students.
- By October 2014, students requiring additional behavior supports will be identified and placed in behavior intervention groups.

Priority Area for Improvement #5

Hire and cultivate high-performing and high-potential staff: Blueprint will ensure Dever is staffed with a highly effective principal, leadership team, and teachers who are dedicated to pursuing transformational change for the school.

Rationale for Identifying Area #5 as a Priority

Having qualified, effective, and talented staff is a fundamental requirement for developing, implementing, and maintaining a successful school turnaround. Blueprint will prioritize the recruitment, hiring and support of effective, passionate, dedicated and experienced professionals who are culturally competent. This team will be an essential asset in Blueprint's efforts to execute and monitor Dever's turnaround strategies. Blueprint will prioritize candidates with SEI endorsement and previous experience working with ELLs, to ensure staff are well prepared to have a significant impact with Dever's high ELL student population.

Challenges Addressed by Priority Area #5

Currently, Dever has a full-time literacy coach for grades 3-5 and part-time coaches for grades K-2. Dever does not have a full time math coach on staff, and the district provides a math coach to work with the school approximately two days per month. There has been an uneven distribution of instructional coaching and support.

In addition, Dever does not currently have the staffing capacity to support the implementation of targeted, small group interventions and support in order to accelerate student achievement and address the diverse learning needs of Dever's student population.

Although Dever provides opportunities for teachers to engage in professional learning communities, scheduling structures are inconsistent from grade to grade and the number of transitions currently required to accommodate the PLC schedule appears to be having a negative impact on both the learning climate and on some students' experience of the school day at Dever.

Lastly, as indicated in the LSG's proposed modifications document, "the current leadership team has identified maintaining a consistently high-performing faculty as the greatest factor leading to less-than expected growth in student achievement. Many early career teachers (first five years of teaching) were not successful in the school during the initial Turnaround period. The performance of those teachers impacted both students' achievement and school climate."

Strategies to Achieve Priority Area #5

Key Strategy	Owner	Timeline
<p>Strategy 1: Hire high performing and high potential leaders, teachers and related service providers. Blueprint will recruit top instructional talent, provide targeted professional development, and hold teachers individually and collectively accountable for increasing student achievement.</p> <ul style="list-style-type: none"> • Screening and Selection of Existing Staff: Blueprint and the school principal will have the sole discretion to select the staff for any and all positions at the school. In order to execute this authority, consistent with G.L. 69 1J(o) (8), following consultation with the union, all existing Dever staff will be asked to reapply to work at the school. Specifically, the Principal may select staff for Boston Teachers Union (BTU) positions without regard to seniority within the BTU or past practices between the Boston School Committee and the BTU. Further, the Principal, in collaboration with Blueprint, may formulate job descriptions, duties, and responsibilities for any and all positions in the school. The Principal may make adjustments annually. The Principal may unilaterally move staff to other positions if they are properly licensed for those positions. Additional necessary autonomies are included in Appendix A. <ul style="list-style-type: none"> ○ Review of Dever Turnaround Plan and Application Process with Existing School Staff: The first step in this process will be to facilitate a series of optional group meetings with existing staff to explain Dever’s turnaround plan and the anticipated changes to school policy and working conditions that will occur as a result of its implementation. An outline of the Dever application process will be reviewed. Staff members who wish to continue working at Dever will have the opportunity to submit application materials for review and consideration. ○ Performance-based Interviews and Evaluations: Blueprint will screen and evaluate existing staff by conducting in-person interviews; observing classroom instruction; and reviewing student achievement data, district staff evaluations and other relevant data sources. Blueprint will screen staff using its Teacher and School Leader Selection Toolkits, which are designed to highlight competencies that are aligned with effective teaching and leadership in a turnaround school setting. These include: drive for results, ability to influence and motivate others, data-driven problem-solving, ability to overcome adversity, sense of self-efficacy, and initiative and persistence. These mindsets should complement and enhance traditional teaching skills such as strong pedagogy and delivery, and effective classroom management. Final selection decisions will be conditional on feedback from professional references and background screening. • Targeted Recruitment for Teachers and Leaders. Blueprint will implement a targeted Dever recruitment strategy that will explicitly focus on ensuring the school is staffed with teachers, leaders and 	<p>Blueprint Managing Director</p> <p>Blueprint Director of Human Capital</p> <p>School Principal</p>	<p>February 2014- Ongoing</p>

support staff who possess competencies that will best support the kind of high quality instruction and leadership the school requires. This will include targeted recruiting of teachers with three or more years of instructional experience and demonstrable impact with a variety of student populations, especially ELLs and students with disabilities. Blueprint will leverage its national network and established partnerships with education organizations, as well as the local Massachusetts network, in order to identify the most capable and high-performing candidates for open staff positions.

- **School Leadership:** Excellent school leadership is a fundamental requirement for developing, implementing, and maintaining a successful school turnaround. Thus, Blueprint will prioritize the recruitment and hiring of a top-level principal for Dever who will, in turn, be able to assemble a qualified and talented instructional team.
- **Building a Candidate Pipeline:** Blueprint will work nationally, across the Commonwealth, and locally in Boston to recruit top-quality candidates for all of its positions. In addition to finding talent through its national networks, Blueprint will conduct direct outreach to state-wide teacher preparatory programs. Blueprint has developed formal partnerships with top-ranking education organizations, such as Teach for America and teacher preparation programs at local universities, in order to build a pipeline of candidates. Notably, Blueprint will leverage the Teach for America alumni network in order to bring demonstrably effective teachers and leaders who have experience working in urban, high-needs schools. Blueprint will also investigate other potential partnerships that could bring teams of teachers and leaders to Dever.
- **Candidate Screening:** Screening will include performance-based assessments, demonstration debriefs, assessment of candidates' experience with using data to promote effective practice, in-person interviews targeting candidates' beliefs and values regarding serving high-needs student populations, the academic performance of schools they have previously led or worked in, and their experience leading or teaching in turnaround schools. Final selection decisions will be conditional on feedback from professional references and background screening.
- **Compensation structures:** Blueprint will leverage the autonomies provided by Level 5 receivership regarding the pay scale and structure of school leader and teacher salaries to attract high performing, highly qualified candidates with opportunities for a performance-based system of compensation. Effective in School Year 2015-2016, a new performance-based compensation system will be used to compensate employees based on individual effectiveness, professional growth, and student academic growth. (See Appendix A for additional information about

<ul style="list-style-type: none"> Dever’s working conditions.) ○ Fellow Recruitment and Selection: Blueprint manages the national recruitment, selection, training, professional development, and evaluation of Fellows who will provide math support to selected students in Grades 3-5. Blueprint’s Regional Director, National Program Director and other members of the national team will train and support a school-based Fellow Coordinator to oversee student assignments and support Fellows in delivering effective tutorial sessions. 		
<p>Strategy 2: Systems for Teacher Support, Monitoring and Evaluation.</p> <p>Blueprint will establish a comprehensive system for regularly evaluating and monitoring Dever’s teaching staff, based on the Massachusetts educator evaluation framework. This system will be used to identify and support high performing and high potential individuals.</p> <ul style="list-style-type: none"> ● Daily Monitoring for all Staff: Dever’s system of support and evaluation will include daily monitoring for evidence of lesson planning and weekly teacher monitoring of formative assessment data to focus on delivery of high-quality instruction. Teachers will be observed at least once every two weeks by school leadership, coaches, and/or Blueprint staff, and will be provided actionable feedback in an effort to support their continued growth and improvement. Blueprint will then work proactively to use evaluation and support systems to retain effective staff members at the school for the long term. ● Differentiated Support for Staff: Dever’s teachers will have access to two full-time instructional specialists (math and literacy). These instructional specialists will provide differentiated, individualized support to teachers to improve their instructional practice. This embedded support will include, but not be limited to, facilitating data dialogues with teachers to help determine strategies that will best support the specific learning needs identified through real-time data collection and analysis; leading model lessons; and providing one-on-one coaching sessions for teachers. ● Support for Early Career Teachers: Blueprint recognizes that early career teachers (1-3 years of experience) will need additional support, particularly when working in a turnaround school context. Blueprint will develop an induction program that will begin during August PD and continue throughout the school year. This program will be led by members of the school leadership team and/or the Managing Director and include: 1) Orientation to working in a school setting (i.e. how to set up a classroom, how to establish effective classroom expectations, strategies for working with families and encouraging family engagement and participation) ; 2) Individualized plans for growth and development; 3) Monthly seminars on issues of importance to new teachers; 4) Regular opportunities to observe and be observed by other teachers; 5) Opportunities to team teach with more experienced educators; and 6) Opportunities to share experiences and solve problems with other beginning teachers. 	<p>Blueprint Managing Director</p> <p>School Principal</p>	<p>February 2014- Ongoing</p>

<ul style="list-style-type: none"> • Professional Expectations for Staff: Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at Dever Elementary School. In addition to their traditional responsibilities, all staff members are expected to be involved in a variety of educational and administrative activities necessary to fulfill the mission of the school. Blueprint, working with the principal, will have the authority to set professional expectations and put policies and procedures in place for the school that will promote the rapid academic achievement of Dever’s students. (See Appendix A for additional information about professional expectations.) • Dispute resolution: Blueprint will utilize a dispute resolution process that values employees’ input and allows for the rapid and effective resolution of employee concerns. • Policies and agreements: Certain changes to the district’s policies, agreements, and working terms as they relate to the Dever Elementary School are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2014 and must be incorporated into future collective bargaining agreements as they relate to the Dever Elementary School. 		
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Quarterly Benchmarks #5

Final Outcomes:

- By June 2015, Blueprint will retain 80% of high-performing and high potential teachers for the following school year.
- By June 2015, 100% of ELA and math teachers will see student growth at or above the student growth percentile of 50 in all of their classrooms.

Early Evidence of Change:

- By November, 2014, 80% of classrooms are led by highly effective teachers, as evidenced in Blueprint site visits and daily classroom observations.
- By November 2014, 90% of teachers are observed bi-weekly and provided with actionable feedback. By November 2014, 75% of follow-up observations show evidence that previously-provided actionable feedback is resulting in improved practice.

Implementation Benchmarks:

5.1 Hire high performing and high potential leaders, teachers, and related service providers.

- By April 1, 2014, 100 qualified applications are received for Dever positions.
- By May 1, 2014, all current Dever staff who reapply for their positions are screened and receive decisions about their candidacy.

5.2 Develop and implement systems for teacher support, monitoring, and evaluation.

- By August 1, 2014, Blueprint will develop a teacher evaluation system aligned with Massachusetts requirements and will provide an overview of the system to all incoming staff during August PD.
- By August 2014, Blueprint will develop a system for daily staff observation and feedback and will provide information about this system to all teachers at August PD.
- By September 30, 2014, the math and literacy coaches will have observed 100% of all teachers in the school at least once.

Statutory Requirements	Related Priority Area(s)
Achievement gaps for limited English-proficient, special education and low-income students	Priority Area 1 Priority Area 2 Priority Area 3 Appendix F
Alternative English language learning programs for limited English proficient students	Priority Area 1 Appendix F
Social service and health needs of students at the school and their families, to help students arrive and remain at school ready to learn; may include mental health and substance abuse screening	Priority Area 4
Improved or expanded child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment	Priority Area 4
Improved workforce development services provided to students at the school and their families, to provide students and families with meaningful employment skills and opportunities	Priority Area 4
A financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources	Appendix C
Formation of a Parent Advisory Committee focused on English Language Learners (if applicable)	Priority Area 1
Strong leadership in schools, including a new or current principal with a track record of success	Priority Area 5
Redesigned school day, week, or year to include additional time for student learning and teacher collaboration	Priority Area 2

Turnaround Plan Authorization

The turnaround plan is authorized for a period of three years. The Receiver may develop additional components of the plan, which must be approved by the Commissioner.

Guidance on Changes in Policy and Strategies to Consider under State Law

Curriculum and Instruction

- Expand, alter, or replace curriculum:** The Commissioner may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses
- Expand use of time:** The Commissioner may expand the school day or school year or both of the school
- Add Kindergarten or pre-Kindergarten:** The Commissioner may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management

- Reallocate school budget:** The Commissioner may reallocate the uses of the existing budget of the school
- Reallocate district budget:** The Commissioner may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district

Human Resources

- Attract and retain leaders and teachers:** The Commissioner may provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan
- Make staffing changes:** The Commissioner may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school
- Implement a new system of evaluation and performance compensation:** The Commissioner may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure
- Leadership development:** The Commissioner may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

Professional Development and Collaboration

- Embedded professional development:** The Commissioner may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback
- Expanded teacher planning time:** The Commissioner may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

Leadership and Governance

- Change Contract or Collective Bargaining Agreements:** The Commissioner may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided that the Commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided that the Commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause
- Change District Policies:** The Commissioner may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

Additional Strategies

- Study best practices:** The Commissioner may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school
- Address mobility and transiency:** The Commissioner may establish strategies to address mobility and transiency among the student population of the school
- Additional strategies:** The Commissioner may include additional components based on the reasons why the school was designated as chronically underperforming and the recommendations of the local stakeholder group

Appendix A: Required Working Conditions

Following are the terms for working conditions and compensation specific to the Level 5 school(s) in the district. These terms have been drafted with the understanding that the Commissioner and Receiver reserve the right to make additional changes to the collective bargaining agreement and/or any existing practice or school district policy as applied to the school as needed and that nothing contained in the turnaround plan or the collective bargaining agreement shall be construed to limit the rights of the Commissioner as they are provided for under G.L. c.69, §1J.

TERMS AND CONDITIONS FOR EMPLOYEES AT THE DEVER ELEMENTARY SCHOOL

Pursuant to G.L. c. 69, §1J, the Commissioner must create a turnaround plan intended to maximize the rapid improvement of the academic achievement of students in the school. The Commissioner will take all appropriate steps necessary to support the goals of the turnaround plan. Among other things, the Commissioner may:

- (1) expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses;
- (2) reallocate the uses of the existing budget of the school;
- (3) provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district;
- (4) provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the school, in order to attract or retain highly-qualified administrators or teachers or to reward administrators, or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan;
- (5) expand the school day or school year or both of the school;
- (6) for an elementary school, add pre-kindergarten and full-day kindergarten classes, if the school does not already have such classes;
- (7) limit, suspend, or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, however, that the commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided further, that the commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause;
- (8) following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications;
- (9) limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school;
- (10) include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback;
- (11) provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction;
- (12) establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership;

(13) establish steps to assure a continuum of high expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure;

The terms outlined below are necessary for the successful implementation of the turnaround plan and reflect mandatory changes to the school's policies, agreements, work rules, and any practices or policies. These terms will take effect July 1, 2014. The Commissioner reserves the right to make additional changes to collective bargaining agreements as needed. Nothing contained in the turnaround plan or the collective bargaining agreements shall be construed to limit the rights of the Commissioner as they are provided for under G.L. c.69, §1J.

Central to the school turnaround plan is the requirement that the Dever Elementary School make effective use of its resources to maximize student achievement. In particular, the Dever Elementary School Turnaround Plan requires the Receiver to develop a new performance-based compensation system, which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth. The compensation plan must be affordable and sustainable and, once developed, could serve as a model for the district to consider in setting compensation policies.

Part I, below, sets out working conditions for all staff at the school.

Part II, below, sets out the performance-based compensation system.

These terms shall supersede any contrary provisions of the district's collective bargaining agreements or any pre-existing practice or policy. The terms reflect mandatory changes to the district's policies, agreements, working rules and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1J. Provisions of the collective bargaining agreement that are inconsistent with or do not otherwise support the goals of the turnaround plan are hereby suspended as applied to the Dever Elementary School.

I. WORKING CONDITIONS

To implement the school turnaround plan, the Commissioner has selected Blueprint Schools Network ("Blueprint") to serve as the Receiver. The Receiver shall have full managerial and operational authority for the school. The Receiver retains final authority over school-based decision-making and his or her determination shall be final.

Conditions Necessary for BLUEPRINT SCHOOLS NETWORK to Succeed

During the Receivership by Blueprint Schools Network, the Dever Elementary School will operate as a traditional (non-charter) school. Key autonomies would be derived from those articulated in the Commissioner's school turnaround plan. Below are the conditions and autonomies that are necessary for the Receiver to be successful in the transformation of the Dever Elementary School from a low-performing to a high-performing school:

Staffing

Collective Bargaining Agreements:

- All staff members at the school will be members of their respective collective bargaining units. However, certain terms of the collective bargaining agreement in effect across the local district will not apply at the Dever Elementary School managed by Blueprint. Also, prior Level 4 agreements and/or

decisions of the Dever Elementary School Joint Resolution Committee (JRC) will not apply beyond June 30, 2014. School employees will also accrue seniority while employed at the school. The Receiver will adopt a new compensation strategy to be effective July 1, 2014 and a new performance-based compensation system for teachers will be in effect beginning July 1, 2015. (See Part II).

Dispute Resolution:

Any employee assigned to the Dever Elementary School shall use the following process as the exclusive mechanism for resolving all disputes. This process replaces the contractual grievance and arbitration provision.

- The employee may bring a grievance to the Principal/Head of School in writing within five (5) school days of the occurrence of the event giving rise to the grievance. The employee should specify the desired resolution.
- The employee may be represented by a union representative at any stage of the dispute resolution process.
- Within 5 school days of the receipt of the concern, the Principal/Head of School should meet with the employee to discuss the concern.
- Within 5 school days of the meeting, the Principal/Head of School should issue a decision to the employee.
- If the employee is not satisfied with the resolution issued by the Principal/Head of School, s/he may bring the concern to the Receiver in writing within 10 school days of receiving the Principal's decision.
- Failure of the employee to advance the grievance to the next level within the time period shall be deemed to be acceptance of the prior grievance response.
- The Receiver may suspend the time periods in writing with notice to the union.
- The Receiver should issue a decision within 5 school days of the meeting. This decision will be sent in writing to the employee.
- If the employee is not satisfied with the decision of the Receiver, the employee may bring the concern in writing to the Commissioner of the Department of Elementary and Secondary Education. In bringing the concern to the Commissioner, the employee must provide all correspondence presented and received in the previous steps. The Receiver's decision will be entitled to substantial deference during the Commissioner's review. The Commissioner's determination will be final.

Personnel:

- Blueprint has the sole discretion to select the staff for any and all positions at the Dever Elementary School, including administrators, teachers, maintenance staff, nurses, security guards, et al. There is to be no requirement for Blueprint to employ any specific individuals in the school that it operates. Blueprint has the sole discretion to decide which staff to retain or renew annually.
- Blueprint may select staff for union positions without regard to seniority within the union or past practices between the local school committee and the union.

- Blueprint may formulate job descriptions, duties and responsibilities for any and all positions at the Dever Elementary School.
- Blueprint may establish a code of conduct for all staff.
- Staff in the existing school (and its district) shall not have attachment rights to any position and the Principal may unilaterally move any school staff member to another position provided that the staff member is properly licensed and certified.
- Blueprint may involuntarily excess members of the local union at the Dever Elementary School. The provisions in the local union agreement regarding excessing, seniority and transfer shall not apply to the school managed by Blueprint except that union members shall continue to accrue seniority.
- Blueprint may remove staff as a result of misconduct or performance deficiencies and shall not be bound by the practices or procedures established between the local school district and any collective bargaining unit.
- The school and its employees are exempt from the layoff and recall language in the local union contract and any associated practices.
- Blueprint will be responsible for hiring, managing and evaluating the necessary personnel to serve students with disabilities in accordance with their needs and services/supports identified in IEPs.
- Blueprint will be responsible for all hiring, managing, and evaluating staff required to meet the needs of students who are English Language Learners.
- Blueprint may outsource positions in whole or in part, may transfer bargaining unit work in the best interests of the school operations and the students it serves, and may hire part-time employees at its discretion.

Professional Obligations:

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education in the Dever Elementary School. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations and other similar activities. Teachers will also be afforded regular preparatory time during their work week. Such preparatory time may include common planning periods and professional development.

Teachers

- The term of employment for teachers will be July 1 through June 30, and will include the following:
 - Up to 20 days of professional development and planning time before the school year begins, with each day including up to eight hours of professional development and/or staff planning time;
 - Up to 185 instructional days; and
 - Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time.
- Blueprint and Dever Elementary School leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.
- Blueprint will select and use its own Teacher Evaluation process consistent with state regulations.
- Except as noted below, the standard workday for BTU members at the Dever Elementary School during a school day will be nine hours. For the majority of BTU members, required hours will approximate 7:15am–4:15pm. While some BTU members may be asked to work a different schedule to accommodate school programming, required hours will never exceed 45 hours per week.

The standard workday for all Dever Elementary School Staff and Full-time Service Providers during a school day will be nine hours.

Grade Level Teachers: Grade Level Teachers will have a minimum of 45 minutes of planning time during all full days.

Math Fellows: Blueprint expects to engage full-time Math Fellows to provide math tutoring services to selected Dever Elementary School students in not greater than a 4:1 student to tutor ratio. Math Fellows will be AmeriCorps members (conditional on approved continuation of AmeriCorps funding) and subject to AmeriCorps rules and regulations that govern their living stipend and responsibilities. The working conditions and compensation for Math Fellows are set by the Receiver and are not subject to terms and conditions of any district collective bargaining agreement. Workday and planning time expectations for the Math Fellows shall be consistent with other full-time staff members of the Dever Elementary School.

Blueprint may outsource positions in whole or in part, may transfer bargaining unit work in the best interests of the school operations and the students it serves, and may hire part-time employees at its discretion.

All Staff Members:

All staff members are expected to participate in professional development and collaboration activities and staff meetings, unless otherwise directed by the Principal.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of the Dever Elementary School. These duties may include, but are not limited to, the following:

- Substitute coverage of classes and duties of others who are absent from school;
- Coverage of afterschool activities, not exceeding 120 minutes per week;
- Tutoring of students; not exceeding 165 minutes per week, unless tutoring represents a primary component of a BTU member's job responsibility (e.g., Special Education teachers, ESL teachers);
- Participation in family conference evenings during the school year;
- Phone contact with families about the academic progress of students;
- Preparation of individual student Progress Reports, and Report Cards;
- Leading student extracurricular activities;
- Participating in staff recruitment and selection processes;
- Maintaining a subject or grade-level-area bulletin board and data walls;
- Engaging and Collaborating with Math Fellows Program;
- Working regularly with school administrators to improve one's instructional practices;
- Checking homework on a daily basis; and
- Attending student-related meetings.

Employees Represented by BASAS

The provisions in the BASAS Contract that address working conditions shall not apply to BASAS members employed at the Dever Elementary School. The working conditions for all BASAS members at the Dever Elementary School are articulated below. BASAS members selected to work at Dever Elementary School are voluntarily electing to work at the school and will acknowledge doing so by signing a form developed by the Receiver.

The term of employment will be from July 1 – June 30 and will include the following:

- Up to 40 working days prior to the first day of school, including but not limited to the 20 days of staff orientation in August;

- Up to 185 instructional days;
- Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
- 2 working days after the last day of school, but before the end of this term of employment.

The standard workday for BASAS members will be 10 hours. For the majority of BASAS members, required hours will approximate 7:15am–5:15. While some BASAS members may be asked to work a different schedule to accommodate school programming (e.g., Saturday programming), required hours will never exceed 50 hours per week.

The standard workday for BASAS members varies from the standard workday at the Dever Elementary School. As a result, Boston Public Schools’ time-reporting system does not reflect the actual hours of all Dever Elementary School employees’ workdays.

All BASAS members are expected to meet with all direct reports at least once every two weeks. BASAS members that supervise instructional staff are expected to observe and provide actionable feedback at least once every two weeks. All BASAS members are expected to participate in weekly administrative meetings. These meetings may periodically occur outside of traditional hours. All BASAS members are expected to develop, plan, and execute professional development for the Dever Elementary School staff members.

Unless otherwise directed by the Principal, all BASAS members are expected to participate in professional development and collaboration activities and staff meetings one afternoon a week.

All BASAS members have some responsibilities for the overall effective operation of the school. In addition to traditional responsibilities and those duties listed above, all Dever Elementary School BASAS members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the missions of the school and of Blueprint Schools Network. These activities may include, but are not limited to the following:

- Drafting performance evaluations for each of their direct reports;
- Working with the school principal to plan Family, Teacher, and Student orientations;
- Communicating proactively and effectively with Dever Elementary School families when concerns regarding their children arise;
- Participating in three parent conference evenings during the school year;
- Participating in staff recruitment and selection processes;
- Working regularly with school administrators to improve their own practice and the instructional practices of their teachers;
- Attending student-related meetings, as needed;
- Serving as an advisor to a small cohort of students;
- Ensuring that teachers create standards-aligned, rigorous curricula and that it is well documented; and
- Connecting with and providing professional support for school leaders in other Blueprint Network Schools.

Feedback, Performance Improvement, and Dismissal

Blueprint and Dever Elementary School leaders aim to provide ongoing feedback, coaching, and support to all employees. If and when an employee is not meeting the expectations of his or her job, Blueprint and/or the principal may choose to place an employee on a Performance Improvement Plan. If and when the principal and/or her designee has determined that an employee’s performance is egregious, the school may elect to remove an individual from the school without instituting a Performance Improvement Plan.

Employees Represented by the Administrative Guild

The provisions in the Guild Contract that address working conditions for Guild members shall not apply to Guild members employed at Dever Elementary School. The working conditions for Guild members at the Dever Elementary School are articulated below. Guild members selected to work at the Dever Elementary School are voluntarily electing to work at the school and will acknowledge doing so by signing a form developed by the Receiver.

The term of employment will include the following:

- Up to 185 instructional days;
- Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
- Up to 37 additional work days either before the school year begins or after the school year ends.

In the case that a Guild member begins work at the Dever Elementary School after July 1, that individual's additional work days will be pro-rated based on his/her start date in relation to the July 1st date.

The standard workday for Guild members during school days will be nine hours. The standard workday for Guild members during non-school days will be eight hours, 8:00am-4:00pm. The Principal and/or the direct supervisor has discretion to adjust these hours to meet the needs of the school, but Guild members' required hours will never exceed 50 hours per week.

The standard workday for members of this union varies from the standard workday at the Dever Elementary School. As a result, Boston Public Schools' time-reporting system does not reflect the actual hours of all Dever Elementary School employees' workdays.

Guild staff members will be expected to staff the front office at the Dever Elementary School. Responsibilities include, but are not limited to, the following:

- Oversee the day to day activities of the school;
- Serve as the main point of contact in the school reception area;
- Manage phones (answering calls, re-directing calls, taking messages, placing calls, creating school announcements, etc.);
- Manage the collection and maintenance of student, personnel, and school information (receiving forms and paperwork, tracking missing forms, managing databases, updating contact information, maintaining records, etc.);
- Manage school-wide daily systems (managing student attendance, tracking the student discipline system, etc.);
- Plan and manage logistics and preparations for school events and activities as needed;
- Support staff meetings, staff retreats, and staff orientation;
- Greet and document all visitors;
- Manage school maintenance and supply systems;
- Maintain office equipment and furnishings;
- Maintain school calendar of events;
- Process student and faculty applications; and
- Participate in some elements of an intensive staff orientation and training for up to four weeks prior to the school year.

All Guild members have some responsibilities for the overall effective operation of the school. All Dever Elementary School Guild members are expected to be involved in a variety of educational and administrative

activities that are necessary to fulfill the mission of the Dever Elementary School. These activities may include, but are not limited to the following:

- Participation in parent conference evenings during the school year;
- Support during transitions, arrival, dismissal, lunch, etc.;
- Phone contact with parents/guardians about the academic progress of students;
- Preparation of individual student weekly reports, Progress Reports, and Report Cards;
- Participating in staff recruitment and selection processes; and
- Serving as an advisor to a small cohort of students.

Feedback, Performance Improvement, and Dismissal

Blueprint and Dever Elementary School leaders aim to provide ongoing feedback, coaching, and support to all employees. If and when an employee is not meeting the expectations of his or her job, Blueprint or the principal may choose to place an employee on a Performance Improvement Plan. If and when the principal and/ or her designee has determined that an employee's performance is egregious, the school may elect to remove individual without instituting a Performance Improvement Plan.

II. PROFESSIONAL COMPENSATION SYSTEM

As part of the Turnaround Plan, effective July 1, 2014, the Dever Elementary School's compensation system shall be modified, based on the following components.

Phase One:

Year 1 (2014-2015 school year):

- All teachers who are selected by the Receiver to work at the Dever Elementary School for the 2014-2015 school year shall be compensated according to the Boston Teachers Union salary scale for 2014-2015 school year, including steps, lanes, career awards, if applicable.
- Incumbent teachers from the Dever Elementary School who remain at the Dever Elementary shall receive a \$4,100 stipend.
- Current BPS teachers who are selected to work at the Dever Elementary who are receiving an ELT stipend of \$4,100 at another BPS school will receive a \$4,100 stipend.
- Teachers who are newly hired or newly assigned to the Dever Elementary School shall receive a \$2,000 stipend.

Phase Two:

Year 2 and beyond (beginning with the 2015-2016 school year):

Effective July 1, 2015, a new compensation system will be implemented at the Dever Elementary School that will include a teacher career ladder containing five tiers—Novice, Developing, Career, Advanced, and Master—that will compensate teachers commensurate with their development and impact on students. This new system will replace the salary schedule, ELT stipends, and career awards in effect during the 2014-2015 school year.

CAREER LADDER

Definitions:

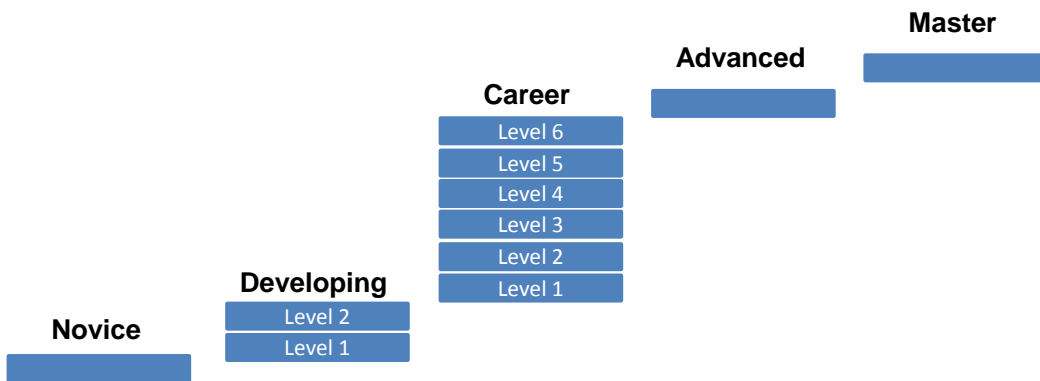
Novice teachers are typically first-year teachers entering teaching directly from college.

Developing teachers are early career educators, typically with one to two years of experience. There are two levels within the Developing tier.

Career teachers have been recognized as excellent educators. Career teachers serve as role models to less-experienced educators and proactively drive their own professional growth.

Advanced teachers are outstanding educators who serve as school-wide models of excellence. Advanced teachers have at least five years of experience and possess deep expertise in their craft.

Master teachers are exceptional educators who serve as district-wide models of excellence. Master teachers have at least five years of experience, possess deep expertise in their craft, and are capable of elevating the practice of already-gifted educators. Master teachers will assume additional roles and responsibilities to support the district’s improvement.



The career ladder schedule will be:

Career Level	Compensation level
Novice	\$54,000
Developing Level I	\$58,000
Developing Level II	\$62,000
Career Level I	\$67,000
Career Level II	\$70,000
Career Level III	\$74,000
Career Level IV	\$78,000
Career Level V	\$82,000
Career Level VI	\$86,000
Advanced	\$93,000
Master	\$100,000

Transition to the Career Ladder

Effective July 1, 2015, teachers who are selected to remain at the Dever Elementary School will be assigned to one of the career ladder levels based on the teacher's salary placement on the previous salary schedule as of June 30, 2015, without regard to the teacher's rating on the end-of-year evaluation, as described below. No returning teacher will receive less compensation than they received in 2014-15 (BTU salary plus career awards plus ELT stipend). Newly hired teachers will be placed on the career ladder as determined by the Receiver.

2014-15 Step	Career Level Placement	2015-16 Compensation on new career ladder
	Novice	\$54,000
1	Developing I	\$58,000
2	Developing II	\$62,000
3	Career I	\$67,000
4	Career II	\$70,000
5	Career III	\$74,000
6	Career IV	\$78,000
7	Career V	\$82,000
8 and higher	Career VI	\$86,000

The Receiver will review and may adjust the salary schedule periodically.

In 2015-2016, a teacher shall receive the higher of:

- The expected compensation on the new career ladder scale (see above table).
- The 2014-15 compensation (BTU salary plus career awards plus ELT stipend) plus \$1,000

In future years (2016-17 and beyond), a teacher who advances to a new level on the new career ladder shall receive the higher of:

- The expected compensation on the new career ladder scale (see above table).
- The prior year's compensation plus \$1,000.

The annual base salary for an "Advanced" teacher will be \$93,000. Advanced teachers must possess an initial or professional license.

The annual base salary for a "Master" teacher will be \$100,000. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach \$100,000. These stipend compensation amounts shall be included in the teacher's base pay or otherwise considered as part of the teacher's annualized salary for retirement purposes. Master teachers must possess a professional license.

The Receiver will establish a process for eligible teachers to apply for Advanced or Master Teacher levels. Teachers selected for these roles will be compensated at the salary levels for these positions for the duration of their assignments. Upon leaving these assignments, teachers will return to their most recent compensation levels.

Advancement on the Career Ladder

A Novice teacher shall advance to Developing I and a Developing I teacher shall advance to Developing II annually provided that the teacher does not receive an end-of-year overall evaluation rating of "unsatisfactory."

A Developing II teacher shall advance to Career I and all Career level teachers shall advance a level annually provided that an end-of-year overall evaluation rating of “proficient” or “exemplary” is received, with “proficient” or better ratings on all four standards. A teacher with an end-of-year overall rating of “proficient” who has achieved less than “proficient” ratings on all four standards may still advance to the next level with the recommendation of the building principal and the approval of the Receiver.

A teacher may advance on the salary scale more rapidly than described above with the recommendation of the school principal, subject to the approval of the Receiver.

Novice, Developing, and Career teachers who continue in employment shall not have their salary reduced based on their performance evaluation.

Consistent with the Turnaround Plan, based on past experience and performance, a newly-hired teacher may be hired by the Receiver above the Novice level.

The categories of Advanced and Master teachers will be established effective July 1, 2015. The roles, expectations, and selection criteria for these teachers will be developed by the Receiver.

A teacher who has attained the status of Career III or higher and received “proficient” or “exemplary” overall end-of-year ratings the previous two years can apply to become an Advanced teacher through a cumulative career portfolio. A teacher who has attained the status of Career III and above and received “exemplary” overall end-of-year ratings the previous two years can apply to become a Master teacher through a cumulative career portfolio. The portfolio may include 1) student growth data over time; 2) endorsements from peers, parents, students, and administrators; 3) and evidence of effective instruction.

In addition to teacher advancement as outlined above, if the Receiver determines that the payment of additional compensation to a bargaining unit member is necessary to better serve the needs of the students, the Receiver may authorize the additional payment.

III. SUMMARY OF BARGAINING ACTIVITY

On January 29, 2014, Commissioner Chester sent letters to Boston School Committee and several unions representing employees who work at the Dever and Holland schools notifying them that the turnaround plans for these schools would require changes to the collective bargaining agreements, and requiring them to bargain with respect to these changes. The district scheduled sessions with each union. ESE provided the required changes to working conditions at the Dever and Holland schools to the Superintendent. The Boston Public Schools Superintendent assigned key staff members and the school department’s labor relations attorney to handle the negotiations. There were several preparatory meetings which included the Receivers, ESE representatives, and school department personnel.

Boston Teacher’s Union (BTU)

Representatives of the Boston Public Schools (BPS) met with representatives of the BTU on Monday, February 24, 2014 pursuant to the Commissioner’s directive. The negotiation session was also attended by representatives of the Receivers for both the Holland and Dever Schools, as well as a representative of the Commissioner. Prior to the meeting, the Boston School Committee had provided the BTU with a Working Conditions Summary Document for each school, that outlined various changes to terms and conditions of employment and set forth a model compensation plan which would serve as a basis for compensation changes

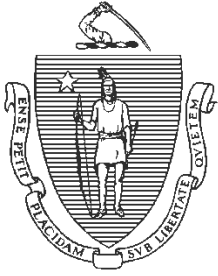
in both schools. Boston School Committee representatives and the Receivers explained the intended changes at both schools and answered questions posed by the BTU. The BTU made counterproposals to the changes, but ultimately no agreement was reached. As a consequence of the district's budgetary situation, a decision was made to await further details regarding next year's budget for the schools before presenting a detailed compensation proposal. It is anticipated that as soon as the budget uncertainties are resolved, the Receivers will consult with the union regarding the performance-based compensation plan.

Boston Association of School Administrators (BASAS)

Representatives of the BPS met with representatives of BASAS on Friday, February 28, 2014, pursuant to the Commissioner's directive. The negotiation session was also attended by representatives of the Receivers for both the Holland and Dever Schools as well as a representative of the Commissioner. Prior to the meeting, the Boston School Committee had provided BASAS with a Working Conditions Summary Document for each school that outlined various changes to terms and conditions of employment. Boston School Committee representatives and the Receivers explained the intended changes at both schools and answered questions posed by BASAS. BASAS made counterproposals to the changes, but ultimately no agreement was reached.

Administrative Guild (GUILD)

Representatives of the BPS met with representatives of the Administrative Guild which represents school secretaries on Thursday, February 27, 2014, pursuant to the Commissioner's directive. The negotiation session was also attended by representatives of the Receivers for both the Holland and Dever Schools as well as a representative of the Commissioner. Prior to the meeting, the Boston School Committee had provided the Guild with a Working Conditions Summary Document for each school that outlined various changes to terms and conditions of employment. Boston School Committee representatives and the Receivers explained the intended changes at both schools and answered questions posed by Guild representatives. The Guild made counterproposals, but ultimately no agreement was reached.



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

January 29, 2014

Michael O'Neill, Chair
Boston School Committee
26 Court Street, 4th floor
Boston, MA 02108

Richard Stutman, President
Boston Teachers Union
180 Mt. Vernon Street
Boston, MA 02125

Re: Dever and Holland Elementary Schools

Dear Mr. O'Neill and Mr. Stutman:

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the Dever and Holland Elementary schools are chronically underperforming – Level 5 schools under the state accountability system. Having received the recommendations from the Local Stakeholder Group for each school, I am now in the process creating turnaround plans for these schools.

The Achievement Gap Act states that in creating the turnaround plan, I may “limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school. . . .” Chapter 69, § 1J(o)(7) The statute also provides that I may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising this authority.

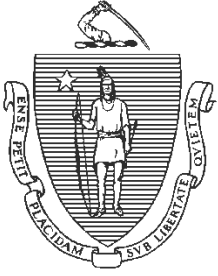
The turnaround plans for these schools will require changes in the collective bargaining agreement. Both the Dever turnaround plan and the Holland turnaround plan will include a longer school day, a longer school year, a performance based compensation system, and new working conditions. As a result, by this letter, I am requiring that the Boston School Committee and the Boston Teachers Union bargain in good faith for 30 days in connection with these matters. I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner

C: John McDonough, Interim Superintendent



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
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January 29, 2014

Michael O'Neill, Chair
Boston School Committee
26 Court Street, 4th floor
Boston, MA 02108

Darrin Copleand
Boston Public Schools
26 Court Street
Boston, MA 02108

Re: Dever and Holland Elementary Schools

Dear Mr. O'Neill and Mr. Copeland:

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the Dever and Holland Elementary schools are chronically underperforming – Level 5 schools under the state accountability system. Having received the recommendations from the Local Stakeholder Group for each school, I am now in the process creating turnaround plans for these schools.

The Achievement Gap Act states that in creating the turnaround plan, I may “limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school. . . .” Chapter 69, § 1J(o)(7) The statute also provides that I may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising this authority.

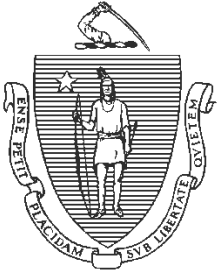
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Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner

C: John McDonough, Interim Superintendent



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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January 29, 2014

Michael O'Neill, Chair
Boston School Committee
26 Court Street, 4th floor
Boston, MA 02108

Dominic Sachetti, BASAS President
50 Redfield Street, Suite 203
Dorchester, MA 02122

Re: Dever and Holland Elementary Schools

Dear Mr. O'Neill and Mr. Sachetti:

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the Dever and Holland Elementary schools are chronically underperforming – Level 5 schools under the state accountability system. Having received the recommendations from the Local Stakeholder Group for each school, I am now in the process creating turnaround plans for these schools.

The Achievement Gap Act states that in creating the turnaround plan, I may “limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school. . . .” Chapter 69, § 1J(o)(7) The statute also provides that I may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising this authority.

The turnaround plans for these schools will require changes in the collective bargaining agreement. Both the Dever turnaround plan and the Holland turnaround plan will include a longer school day, a longer school year, a performance based compensation system, and new working conditions. As a result, by this letter, I am requiring that the Boston School Committee and the Boston Teachers Union bargain in good faith for 30 days in connection with these matters. I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner

C: John McDonough, Interim Superintendent

Appendix B: Measurable Annual Goals (MAGs)

Appendix B: Boston - Paul A Dever (00350268) Measurable Annual Goals

Level 5 turnaround plan, submitted April 24, 2014

Student achievement

Notes:

Note that due to the compensatory nature of the state's accountability measures, a group does not necessarily have to meet its fixed CPI or growth targets to be considered "on target" for narrowing proficiency gaps, as long as all groups in the school make the continuous improvement needed to earn a cumulative Progress and Performance Index (PPI) score of 75 or higher by the 2016-17 school year.

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
MGL Chapter 69, Section 1J(c): (4) student achievement on the Massachusetts Comprehensive Assessment System; (5) progress in areas of academic underperformance; (6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of achievement gaps among different groups of students									
Narrowing proficiency gaps (ELA) - All students All groups are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017. The 100-point Composite Performance Index (CPI) measures progress towards this goal of narrowing proficiency gaps. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	54.4	58.2	55.0	62.0	52.1	65.8	69.6	73.4	77.2
High needs	54.1	57.9	54.5	61.8	51.7	65.6	69.4	73.2	77.1
Low income	53.4	57.3	54.7	61.2	50.5	65.1	68.9	72.8	76.7
ELL and Former ELL	58.5	62.0	54.3	65.4	51.4	68.9	72.3	75.8	79.3
Students w/disabilities	33.5	39.0	37.2	44.6	32.7	50.1	55.7	61.2	66.8
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	80.7	--	76.8	--	80.7	82.3	83.9	85.5	87.1
Afr. Amer/Black	48.7	53.0	54.6	57.3	48.9	61.5	65.8	70.1	74.4
Hispanic/Latino	52.5	56.5	51.3	60.4	47.3	64.4	68.3	72.3	76.3
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
Narrowing proficiency gaps (Math) - All students All groups are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017. The 100-point Composite Performance Index (CPI) measures progress towards this goal of narrowing proficiency gaps. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	65.7	68.6	58.6	71.4	62.1	74.3	77.1	80.0	82.9
High needs	65.3	68.2	58.3	71.1	62.1	74.0	76.9	79.8	82.7
Low income	65.2	68.1	58.1	71.0	61.4	73.9	76.8	79.7	82.6
ELL and Former ELL	68.1	70.8	58.6	73.4	63.6	76.1	78.7	81.4	84.1
Students w/disabilities	51.1	55.2	43.1	59.3	38.1	63.3	67.4	71.5	75.6
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	89.8	--	89.3	--	89.8	90.7	91.5	92.4	93.2
Afr. Amer/Black	61.0	64.3	57.7	67.5	56.9	70.8	74.0	77.3	80.5
Hispanic/Latino	63.5	66.5	55.2	69.6	59.4	72.6	75.7	78.7	81.8
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--
Narrowing proficiency gaps (Science) - All students All groups are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017. The 100-point Composite Performance Index (CPI) measures progress towards this goal of narrowing proficiency gaps. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	35.2	40.6	44.6	46.0	33.7	51.4	56.8	62.2	67.6
High needs	34.4	39.9	44.6	45.3	33.6	50.8	56.3	61.7	67.2
Low income	33.5	39.0	43.4	44.6	31.3	50.1	55.7	61.2	66.8
ELL and Former ELL	33.1	38.7	38.2	44.3	33.9	49.8	55.4	61.0	66.6
Students w/disabilities	--	--	--	--	--	--	--	--	--
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	55.0	58.8	40.0	62.5	31.6	66.3	70.0	73.8	77.5
Hispanic/Latino	34.3	39.8	44.1	45.3	31.1	50.7	56.2	61.7	67.2
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
Growth (ELA) - All students All groups (districts, schools, and subgroups) are expected to demonstrate growth in student performance at or near the state median or show high growth each year between 2011 and 2017. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. To be considered "on target", a group's SGP must increase by 10 points or more from the previous year, or a group must achieve or maintain a median SGP at least one point above the state median. In 2013, that figure is 51.	48.0	51.0	51.0	51.0	26.0	36.0	46.0	51.0	51.0
High needs	46.0	51.0	51.0	51.0	26.0	36.0	46.0	51.0	51.0
Low income	46.0	51.0	51.0	51.0	25.5	35.5	45.5	51.0	51.0
ELL and Former ELL	51.5	51.0	48.0	51.0	26.0	36.0	46.0	51.0	51.0
Students w/disabilities	32.5	42.5	38.0	42.5	20.5	51.0	51.0	51.0	51.0
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	40.5	50.5	49.5	51.0	24.5	34.5	44.5	51.0	51.0
Hispanic/Latino	52.0	51.0	48.0	51.0	25.5	35.5	45.5	51.0	51.0
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--
Growth (Math) - All students All groups (districts, schools, and subgroups) are expected to demonstrate growth in student performance at or near the state median or show high growth each year between 2011 and 2017. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. To be considered "on target", a group's SGP must increase by 10 points or more from the previous year, or a group must achieve or maintain a median SGP at least one point above the state median. In 2013, that figure is 51.	68.0	51.0	36.0	46.0	49.0	51.0	51.0	51.0	51.0
High needs	68.0	51.0	36.0	46.0	51.0	51.0	51.0	51.0	51.0
Low income	68.0	51.0	34.0	44.0	51.5	51.0	51.0	51.0	51.0
ELL and Former ELL	68.0	51.0	37.0	47.0	60.0	51.0	51.0	51.0	51.0
Students w/disabilities	42.5	51.0	30.5	40.5	34.0	51.0	51.0	51.0	51.0
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	60.0	51.0	45.5	51.0	47.0	51.0	51.0	51.0	51.0
Hispanic/Latino	70.0	51.0	34.5	44.5	52.0	51.0	51.0	51.0	51.0
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
Reducing the percentage of students scoring at the Warning/Failing level on MCAS ELA tests - All students Schools are expected to reduce the percentage of students in all groups scoring in the Warning/Failing achievement level by half by 2017.	--	--	--	--	36.0	31.5	27.0	22.5	18.0
High needs	--	--	--	--	36.8	32.2	27.6	23.0	18.4
Low income	--	--	--	--	37.9	33.2	28.4	23.7	19.0
ELL and Former ELL	--	--	--	--	38.7	33.9	29.0	24.2	19.4
Students w/disabilities	--	--	--	--	66.7	58.4	50.0	41.7	33.4
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	4.5	3.9	3.4	2.8	2.3
Afr. Amer/Black	--	--	--	--	39.4	34.5	29.6	24.6	19.7
Hispanic/Latino	--	--	--	--	40.6	35.5	30.5	25.4	20.3
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--
Reducing the percentage of students scoring at the Warning/Failing level on MCAS mathematics tests - All students Schools are expected to reduce the percentage of students in all groups scoring in the Warning/Failing achievement level by half by 2017.	--	--	--	--	28.8	25.2	21.6	18.0	14.4
High needs	--	--	--	--	28.9	25.3	21.7	18.1	14.5
Low income	--	--	--	--	29.3	25.6	22.0	18.3	14.7
ELL and Former ELL	--	--	--	--	27.2	23.8	20.4	17.0	13.6
Students w/disabilities	--	--	--	--	57.1	50.0	42.8	35.7	28.6
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	9.1	8.0	6.8	5.7	4.6
Afr. Amer/Black	--	--	--	--	36.1	31.6	27.1	22.6	18.1
Hispanic/Latino	--	--	--	--	28.2	24.7	21.2	17.6	14.1
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
Reducing the percentage of students scoring at the Warning/Failing level on MCAS science tests - All students Schools are expected to reduce the percentage of students in all groups scoring in the Warning/Failing achievement level by half by 2017.	--	--	--	--	68.1	59.6	51.1	42.6	34.1
High needs	--	--	--	--	68.7	60.1	51.5	42.9	34.4
Low income	--	--	--	--	71.7	62.7	53.8	44.8	35.9
ELL and Former ELL	--	--	--	--	66.7	58.4	50.0	41.7	33.4
Students w/disabilities	--	--	--	--	--	--	--	--	--
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	73.7	64.5	55.3	46.1	36.9
Hispanic/Latino	--	--	--	--	75.6	66.2	56.7	47.3	37.8
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Student rates

Notes:

Set MAGs related to student attendance, dismissal, exclusion, and promotion rates in the aggregate. For student attendance, dismissal, and exclusion rates, 2013 is the baseline year for most schools. In the pre-populated cells, a dash (--) means that no data exist for a group for a specific indicator. Pre-populated cells cannot be changed.

(SIMS = Student Information Management System; DPH = Department of Public Health; SSDR = School Safety and Discipline Report)

Measure	Measurable Annual Goals (MAGs)						Notes
	2011 Baseline	2012 Actual	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (1) student attendance, dismissal rates, and exclusion rates							
Attendance rate (increase) Total # of days students attended school divided by total # of days students were enrolled during the school year. Set, at a minimum, a goal of 92% or improvement of at least 1% from the prior year if below 92%. (Source: SIMS)	92.9%	93.1%	93.2%	94.8%	95.5%	96.3%	
Percentage of students absent greater than 10% of days in membership (decrease) Determined by the district. (Source: SIMS)	23.3%	23.2%	22.4%	13.4%	8.9%	4.3%	Actual number of days absent dependent on number of days student enrolled in school.
Dismissal rate (decrease) Total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters), or a similar measure. (Source: DPH)	--	--	--				Previous district data not available.
Out-of-school suspension rate (decrease) Percentage of enrolled students who received 1+ out-of-school suspensions. (Source: SIMS)	0.0%	7.3%	10.6%	8.0%	6.7%	5.3%	
In-school suspension rate (decrease) Percentage of enrolled students who received 1+ in-school suspensions. (Source: SIMS)	0.0%	0.0%	0.8%	0.4%	0.2%	0.0%	
MGL Chapter 69, Section 1J(c): (2) student safety and discipline							
Number of drug, weapon, or violence incidents (decrease) # of incidents involving drugs, violence or criminal incident on school property. (Source: SSDR)	0	0	115	87	73	58	

Measure	Measurable Annual Goals (MAGs)						Notes
	2011 Baseline	2012 Actual	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (3a) student promotion and dropout rates							
Retention rate (decrease) Percentage of enrolled students repeating the grade in which they were enrolled the previous year (as of October 1). (Source: SIMS)	3.2%	1.4%	0.2%	1.0%	1.0%	1.0%	In a chronically underperforming school, it may be appropriate to retain students who are not yet performing at grade level.
Annual dropout rate - All students Percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1 of the following year. All data are lagged by one year. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	--	--	--	--	--	--	Not applicable for elementary schools.
Dropout recovery rate (Increase) (Source: SIMS)	--	--	--	--	--	--	Not applicable for elementary schools.
MGL Chapter 69, Section 1J(c): (3b) graduation rates							
4-Year cohort graduation rate - All students # of students in a cohort who graduate in 4 years or less divided by the # of first-time grade 9 students, minus transfers out, plus transfers in. All data are lagged by one year. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	--	--	--	--	--	--	Not applicable for elementary schools.
5-Year cohort graduation rate - All students # of students in a cohort who graduate in 5 years or less divided by the # of first-time grade 9 students, minus transfers out, plus transfers in. All data are lagged by one year. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	--	--	--	--	--	--	Not applicable for elementary schools.

College readiness and school culture

Instructions and notes:

Set MAGs for each of the following areas: student acquisition and mastery of twenty-first century skills; development of college readiness, including at the elementary and middle school levels; parent and family engagement; building a culture of academic success among students; building a culture of student support and success among school faculty and staff; and developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable. In the last column, indicate the priority area or strategy addressed by the MAG in the turnaround plan.

In addition to the pre-populated measures specified for this category, other potential measures to consider are also provided. Scroll down to view these measures.

Measure	Measurable Annual Goals (MAGs)					Notes
	2012 Baseline	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (8) student acquisition and mastery of twenty-first century skills						
Percentage of students scoring proficient or advanced on SMI Math Assessment in tutored grades	--	--	40.0%	43.0%	45.0%	New measure; previous district data not available
Percentage of students scoring proficient or advanced on the MCAS Science Assessment (Grade 5)	11.0%	1.0%	5.0%	10.0%	15.0%	
Percent of classes showing evidence of "Extended Thinking" as specified by Webb's Depth of Knowledge	--	--	60.0%	70.0%	80.0%	New measure; previous district data not available; As measured through Blueprint's Site Visit Rubric
MGL Chapter 69, Section 1J(c): (9) development of college readiness, including at the elementary and middle school levels						
Percentage of English language learners who attained English language proficiency	12.0%	6.0%	10.0%	15.0%	20.0%	
MGL Chapter 69, Section 1J(c): (10) parent and family engagement						
Percentage of parents attending at least one teacher-parent conference during the school year	--	--	60.0%	60.0%	60.0%	New measure; previous district data not available; Parent-teacher conferences
Percentage of parents reporting that they feel welcomed, valued, and connected to each other, to teachers, and to what students are learning and doing in class	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through annual parent satisfaction survey
Percentage of parents reporting that they engage in regular, two-way, meaningful communication about student learning with teachers and other school staff	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through annual parent satisfaction survey
Percentage of parents reporting an understanding of the school's turnaround efforts and the targets the school is striving for	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through annual parent satisfaction survey
Average number of weekly positive feedback contacts (email, phone calls, etc.) home by tutoring fellows	--	--	10	10	10	New measure; previous district data not available; Measured through Weekly Fellows Survey (self-reporting); Blueprint fellows are expected to make at least 10 positive feedback contacts home every week

Measure	Measurable Annual Goals (MAGs)					Notes
	2012 Baseline	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (11) building a culture of academic success among students						
Percentage of teachers, students, and families agreeing that the school supports the academic success of students	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's annual student survey
Percentage of students reporting that the school is emotionally and physically safe and conducive to learning	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's annual student survey
Percentage of students reporting they feel challenged and held to high standards for performance	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's annual student survey
Percentage of students reporting they feel known and understood by at least one adult in the school	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's annual student survey
Percentage of students reporting that effort and good work are recognized by the school	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's annual student survey
Percentage of students reporting a belief that people get smart by working hard	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's annual student survey
MGL Chapter 69, Section 1J(c): (12) building a culture of student support and success among school faculty and staff						
Percentage of teachers observed implementing Blueprint instructional practices supported through professional development, as evidenced by data collected through regular Blueprint walkthroughs	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's Site Visit Rubric
Percentage of teachers and staff reporting that the school supports the academic success of all students as evidenced by data collected through annual staff surveys	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's year end staff survey
Percentage of staff reporting that the school is physically safe and conducive to learning as evidenced by data collected through annual staff surveys	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's year end staff survey
Percentage of teachers reporting using formative or interim assessments to improve their instruction to meet student needs as evidenced by data collected through regular Blueprint walkthroughs	--	--	80.0%	90.0%	90.0%	New measure; previous district data not available; As measured through Blueprint's Site Visit Rubric
Percentage of teachers reporting a responsibility for all students in the school as evidenced by data collected through teacher focus-group feedback forms completed and annual staff surveys	--	--	80.0%	100.0%	100.0%	New measure; previous district data not available; As measured through Blueprint's Site Visit Rubric and year end staff survey

Measure	Measurable Annual Goals (MAGs)					Notes
	2012 Baseline	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable						
Percentage of grades K-2 students reaching the end-of-year grade level target on Mondo's Bookshop Assessment	--	--	35.0%	45.0%	55.0%	New measure; previous district data not available; Mondo Intervention and Bookshop Phonics Intervention
Percentage of students reaching grade level benchmark assessments	--	--	35.0%	45.0%	55.0%	New measure; previous district data not available; Mondo Intervention and Bookshop Phonics Intervention

Appendix C: Financial Plan for the School

Paul A. Dever Elementary School Financial Plan

The Commissioner and the Receiver are fully committed to the most effective use of the Dever Elementary School's resources in order to achieve the rapid, dramatic improvement of the school. The effective use of resources to maximize student achievement is the principle on which all of the school's strategies will be based. All resources allocated to Dever Elementary School, including time, funds, human capital, operational supports and other resources – will be aligned in support of student learning.

Given that salaries and employee benefits are the largest and most significant portion of a school's budget, the Commissioner and the Receiver will ensure that those investments are allocated in a manner most likely to promote increased student learning. In addition, the Commissioner and the Receiver will ensure the provision of sufficient time for student instruction and staff development, and that the use of that time maximizes student achievement. At the same time, they will curtail expenditures that fail to demonstrate a positive relationship to student learning.

Projected Funding Available for Dever Elementary School in Fiscal Year 2014-2015

Pursuant to the Achievement Gap Act, a district is required to provide funding to a Level 5 school that is at least equal to the average per pupil funds received by other schools in the district for students of the same classification and grade level.³ The Act also authorizes the Commissioner to reallocate the use of those funds within a Level 5 school. If the Commissioner determines that a district has not provided the required level of funding to a Level 5 school, the Commissioner is authorized by the statute to provide additional funds to the school from the budget of the district. The Commissioner reserves the right to exercise this authority, following further review of the total funding provided by the district to Dever Elementary School. If the Commissioner decides to provide additional funds to Dever Elementary School from the district budget, the Commissioner will notify the school committee and the superintendent in writing of the amount and the rationale for the additional funds.

³ G.L. c. 69, § 1J(o).

The information provided below includes projected funds to be available for operating the Dever Elementary School in School Year 2014-15, including district, state, and federal funding sources.

Funding Source	FY15 Estimated Amount*	Notes
Weighted Student Funding allocation	\$4,244,464	This includes staff and general school-based expenses for grades Pre-K to 5. It does not include transportation, food services, payroll services, benefits and similar district services which will be provided to the Level 5 school on the same basis as other schools.
Other district allocations to school budget	\$221,895	Nurse, Coordinator of Special Education Services, food service grant and rules-based soft landing allocation for students with emotional impairment
Extended learning time and discretionary central services	\$250,665	Funding for extended learning time and/or other supplemental services, as well as discretionary central services such as library & media support, technology, printing, and curriculum.
Special education services and positions	TBD	Funding for services stated in IEPs such as OT, PT, 1:1 aides, psychiatrists
Federal grants	\$332,888	<ul style="list-style-type: none"> • Title I: Funds to improve education for children with low academic achievement - School allocation, including additional allocation for low-performing schools To be determined: <ul style="list-style-type: none"> • Title I: Additional allocation for other centrally-budgeted supports to schools • Title IIA: Funds to improve educator quality • Title III: Funds to improve education for English language learners • Individuals with Disabilities Education Act (IDEA): Funds to improve education for children with disabilities • Other federal grants
State grants	TBD	To be determined: <ul style="list-style-type: none"> • Kindergarten Expansion • Other state grants
State Turnaround Plan Contribution	700,000	<ul style="list-style-type: none"> • Operation of the school • Turnaround Plan programs

*As of April 24, 2014, before FY15 grant amounts are known.

Within the broad budgetary framework identified above, and consistent with the statutory requirement of equity in per pupil funding, the Commissioner will use his discretion to determine whether and to what extent the per pupil funding formula will include provision of “in-kind” services. For example, it is anticipated that the district will provide certain services to the Dever Elementary School (including but not limited to: transportation, employee benefits, facilities, payroll, safety, food service, and other central office services) as “in-kind” support. It is also anticipated that the Receiver will provide certain services to the Dever Elementary School that the district provides to other non-Level 5 schools. The funding formula may recognize the provision of services from the district. Where the Receiver is providing services that the district provides to other non-

Level 5 schools, the district will provide commensurate funding to the Dever Elementary School. The district, Receiver and ESE will enter into a Memorandum of Agreement regarding the provision of these services and will work together to ensure that the appropriate resources are available for the school's daily operations.

Compensation and Student Achievement

Good teaching matters and is a key to addressing proficiency gaps. Some teachers routinely secure a year-and-a-half of gain in achievement while others with similar students consistently produce only one-half a year gain. As a result, two students who begin the year with the same general level of achievement may know vastly different amounts one year later – simply because one had a weak teacher and the other a strong teacher. Further, no other attribute of schools comes close to having the magnitude of influence on student achievement that teacher effectiveness provides.⁴ Research on school leadership underscores the importance of effective leaders in attracting, retaining, and supporting effective teachers and creating organizational structures and environments where powerful teaching and learning is the norm.

The impact of teachers is cumulative. Having effective teachers for successive years accelerates student growth while having ineffective teachers for successive years dampens the rate of student learning. Research in the Dallas school district and the state of Tennessee suggests that having a strong teacher for three years in a row can effectively eliminate the racial/ethnic and income achievement gap.⁵

No other expenditure comes close to that which is devoted to personnel: often as much as 85 percent of the budget is dedicated to educator salaries and benefits.⁶ In a typical school district, compensation has little nexus to performance. Drawing from the example above, given identical length of service and continuing education credits, the teacher who is consistently highly effective would be paid the same as the teacher who routinely underperforms. Further, it is likely that both teachers have identical responsibilities and opportunities for leadership, despite the vast difference in accomplishment.

The development of a performance-based compensation system is an essential strategy for maximizing the rapid academic achievement of students at Dever Elementary School.

Effective in School Year 2015-16, a new performance-based compensation system will be employed to compensate employees based on responsibilities and leadership roles, individual effectiveness, professional growth, and student academic growth. The Receiver will restructure compensation to ensure that the district's investment in the school promotes, supports, and values effective performance. The new compensation system will help to improve student learning by attracting new high potential teachers and allowing the school to retain its most effective leaders and teachers.

The evidence demonstrating that the primary compensation factors – longevity and credit accumulation – have little relationship to educator performance continues to accumulate. For example:

- Generally, teachers with master's degrees have little or no additional positive effect on student achievement compared to teachers who do not have advanced degrees.⁷ The exception to this statement is in a few specific content areas--math and science--where researchers found student

⁴ Hanushek, E. (2010), "The Economic Value of Higher Teacher Quality." National Bureau of Economic Research.

⁵ Carey, K. "The Real Value of Teachers: Using Information about Teacher Effectiveness to Close the Achievement Gap," Thinking K-16, Vol. 8, Issue 1, Winter 2004.

⁶ <http://cepa.stanford.edu/sites/default/files/stateRole.pdf>

⁷ Raegen Miller and Marguerite Roza, 2012. "The sheepskin effect and student achievement: De-emphasizing the role of master's degrees in teacher compensation." Washington, DC: Center for American Progress. Available: http://www.americanprogress.org/wp-content/uploads/issues/2012/07/pdf/miller_masters.pdf

achievement to be slightly higher for high school students whose math and science teachers held advanced degrees.⁸

- Approximately 90 percent of the master's degrees held by teachers are degrees attained from education programs that tend to be unrelated to or unconcerned with instructional impact.⁹
- "Although teachers with master's degrees generally earn additional salary or stipends--the so-called 'master's bump' – they are no more effective, on average, than their counterparts without master's degrees."¹⁰
- The traditional structure is built on the assumption that teachers get better with experience. While it is true that novice teachers, particularly in their first year, experience a steep learning curve, teacher performance tends to plateau after 6 to 10 years.¹¹

In order to direct school fiscal resources to most directly promote rapid improvement of student achievement, the Receiver will implement a new performance-based compensation system which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth. Restructuring compensation in this way ensures that the Dever Elementary School's investment in educators promotes and values effective performance.

⁸ Dan Goldhaber and Dominic Brewer, 1998. "When should we reward degrees for teachers?" *The Phi Delta Kappan* 80(2): 134-138.

⁹ National Center for Education Statistics, "2003-2004 Schools and Staffing Survey" as cited by Miller and Roza, 2012.

¹⁰ Miller and Roza, 2012, p.1.

¹¹ Eric A Hanushek, John F. Kain and Stephen G. Rivkin, "Teachers, Schools and Academic Achievement." Working Paper 6691 (National Bureau of Economic Research, 1998).

Appendix D: Local Stakeholder Group Recommendations

Dever Elementary School Local Stakeholder Group Recommendations to the Commissioner Submitted January 6, 2014

Dever Elementary School was designated by Commissioner Chester as chronically underperforming (“Level 5”) on October 30, 2013. Massachusetts law indicates that within 30 days of a school being designated as chronically underperforming, the Commissioner shall convene a local stakeholder group to solicit the group’s recommendations for the Commissioner’s Level 5 School Turnaround Plan.

The Dever Elementary School Local Stakeholder Group was convened on Friday, November 22, 2013. The statute allowed 45 days for the local stakeholder group to complete its work. The Local Stakeholder Group met four times during this period, on the following dates and times:

- Meeting #1: Friday, November 22nd, 2:00-4:00 pm
- Meeting #2: Tuesday, November 26th, 5:00-7:00 pm
- Meeting #3: Monday, December 9th, 10:00 am-12:00 pm
- Meeting #4: Tuesday, December 17th, 10:00 am-12:00 pm

The meetings were held either at the school or at a facility in the neighborhood. All of the meetings were open to the public. All meetings were facilitated by an ESE staff member or a consultant hired for this purpose. All meetings were also observed by at least one ESE staff member.

The membership of the Dever Elementary School Local Stakeholder Group is listed below. The committee’s membership meets the requirements of the statute as outlined in M.G.L. Chapter 69, Section 1J, subsection m.

Position, per statute	Designee
The superintendent or designee	John McDonough; designated alternates Rasheed Meadows, Melissa Dodd
School committee chair or designee	Michael O’Neill; designated alternate Eileen de los Reyes
Local teachers’ union president or designee	Ana Arroyo Montano
Administrator from the school, who may be the principal, chosen by the superintendent	Sarah McLaughlin; designated alternate Mike Sabin
Teacher from the school, chosen by the faculty of the school	Cristin McElwee
Parent from the school, chosen by the local parent organization. (Note: If school or district doesn’t have a parent organization, the Commissioner shall select a volunteer parent of a student at the school.)	Barbara Donnelly
Representatives of applicable state and local social service, health and child welfare agencies, chosen by the Commissioner	Michael Clontz, LICSW, Asst. Director, School-based services, WEDIKO Children’s Services
Representatives of applicable state and local social service, health and child welfare agencies, chosen by the Commissioner	Roger Rice, Executive Director, META, Inc. (Multicultural Education, Training, and Advocacy)

For elementary schools, a representative of an early education and care provider, chosen by the Commissioner of the Department of Early Education and Care	Mary Kinsella, Vice President, Boys and Girls Clubs of Dorchester
Community member, chosen by the chief executive of the city or town	Orlando Perilla, Executive Director, Harbor Point Community Task Force
Total number of members allowed by statute: Not more than 13 individuals	Total number of members on the Local Stakeholder Group: 10

The Dever Elementary School Local Stakeholder Group worked diligently to execute its charge to provide recommendations to the Commissioner as he creates his turnaround plan for the school; these recommendations are designed to maximize the rapid academic achievement of students.

The Local Stakeholder Group offers the following recommendations for the Commissioner’s consideration.

Overarching Recommendation by Consensus of the LSG members

RECOMMENDATION: Continue, expand, and improve the culturally responsive Dual Language school model articulated in the *Two-Way Bilingual Education in Boston Public Schools: Required Features, Recommendations and Guidelines Report* (pp 39-45).

Context

The members of the Dever Local Stakeholder Group (LSG) share the conviction that the Dual Language Model is an appropriate and effective lever for turnaround for the Dever Elementary School. A well-implemented school-wide model will further galvanize a set of shared goals focused on high quality instruction, and provides a touchstone for data-based decision making at the school, classroom, and student levels in this very large elementary school (see Dever Data Packet, p 2).

We offer evidence to support our recommendation that building on and accelerating the foundational work already done in Grades K-2 to build a school-wide dual language model during the past few years—especially during these last three years of Level 4 Turnaround status—will lead to dramatically increased achievement for all Dever students. For over three years, our work at the Dever has been structured around seven core improvement priorities:

- Unified Culture
- Effective Instruction
- Rigorous Curriculum
- Data Focus
- Adult Teamwork
- Family and Community Support
- Extra Time on Learning

The Dever Data Packet we have provided in the supporting documents includes recent assessment results that show evidence of the success of dual language instruction in accelerating student growth in literacy from Kindergarten-Grade 2. The school has also shown evidence of improvement in attendance, school climate and behavior, and mathematics.

We also submit that a strong Dual Language model will make the Dever a school chosen by increasing numbers of parents of both bilingual and single language Boston Public School children (ELL students and native English speakers). With strong implementation and proper supports for this model, the Dever could provide the district and the state with a flagship for Dual Language instruction in other schools.

Specific recommendations regarding the design and implementation of the Dual Language Model

The following sub-recommendations specific to the Dual Language Model as it is currently being implemented are from the Dever Dual Language Program supporting document submitted with these recommendations:

1. Continue to implement the Dual Language 50-50 model, as developed, until at least through SY 2016-2017. This will allow the program to be fully developed.
2. Continue to evaluate the development of the program annually using the Center for Applied Linguistics Guiding Principles document.
3. Maintain the current faculty members with full Principal autonomy in hiring for vacancies that arise.
4. Continue to organize and support peer visitations within the school and across programs.
5. Continue to refine curriculum units as additional information about the PARCC assessments are released.
6. Continue to invest funds in Literacy Team staffing. This bilingual team of teachers who are certified in ESL, Moderate Special Needs, and Elementary Education provide critical interventions and supports to students.
7. Work with the district and the state to identify a standardized assessment to fully assess knowledge and skills of Dual Language Learners.

During our discussions, the LSG highlighted the importance of continuing or adding the following elements as important to continued progress:

1. Preserve the additional 100 hours of PD time currently in place (this time is beyond the standard BTU contract provisions).
2. Ensure that new measures of success include measures for dual language and keep fully disaggregated data in order to properly target interventions.
3. Test students in both their dominant language and second language to prevent confusion between language issues and/or cognitive challenges.
4. Determine the best approach to including the current Therapeutic Learning Community, sub-separate classrooms in the Dual Language school-wide model.
5. In addition, at least some LSG members recommended that there be a focus on enabling students with disabilities to access content in their dominant language.

Recommendations: Maximizing the engagement and support of family and community members for student learning

As one of Dever's seven improvement priorities, we have been working to increase and deepen the engagement and empowerment of parents and community as advocates for the Dever students. Stakeholders suggest sustaining the following strategies now in place:

1. Continue to stipend Dever teachers to tutor Dever students four times a week at the Boys and Girls Club to provide another way for teachers to connect with families around academic work.
2. Sustain the transparent and active School Site Council as a vehicle for parent voices in school decision making.
3. Continue to "make a big school smaller" by focusing parent engagement at grade levels, linking teacher conferences with parents to academic concerns; e.g. reviewing assessment results. Ensure this strategy is in place for all grade levels.
4. Continue to deepen the community relationship with Harbor Point Association, including linking Harbor Point families with the Dever and services available through the school.

Stakeholders would also recommend the following to further maximize engagement:

1. Consider re-hiring a full time bilingual Parent and Community Outreach Coordinator at the school.
2. Provide more opportunities for parent conferences.
3. Encourage participation in Parent University.
4. Poll parents to see what times and activities are most useful to them.

Recommendations: Maximizing assets and talents of partners to improve student learning

The Dever's whole school culture relies on a core set of partners to support the academic and social-emotional needs of students. Wediko, Open Circle, City Year and City Connects work together, and have a liaison on the Administrative team to align them to the school's seven Improvement Priorities (see "Context" section above). Data provided in the Dever Data Packet show improvement in several important cultural indicators—attendance, violations, and a teacher survey—as evidence of partners' positive impact on the climate for learning.

Two additional key partners are already building capacity in the Dever staff by providing predictable and consistent cycles for structured monitoring of student academic progress and to target appropriate interventions to student needs in literacy and mathematics on an ongoing basis. Achievement Network (ANet) has provided teachers of Grades 2-5 with regular five week assessments in ELA and mathematics as well as training and support for incorporating these formative results into their instructional planning. Teach Plus offers needed support with staffing (recruiting and retaining high quality teachers) as well as coaching the team leaders to lead regular data meetings and inquiry cycles.

We want to acknowledge the time and deliberate investment required to build strong and effective partnerships. We would emphasize the characteristics that make these core partners effective and essential components of Dever students' educational experience:

1. Developed deep relationships with a smaller set of core partners, deliberately selected for their link to one of the specific focus areas and contribution to the goals for that area;
2. Embedded in the school, present in the building and know the students and are known by them as part of the school;
3. Shared accountability along with the shared goals;
4. Structure for coordination—Leadership Team for social emotional service providers; and finally
5. Time for partnerships to develop and grow.

Several additional steps could enhance partners' positive impact on student learning:

1. Increase the language capacity of all partners working with the school.
2. Increase amount and frequency of times in the regular administrator meetings for the partners' Leadership Team to report on progress and troubleshoot any issues.
3. Provide closer links with community resources for Tier II and III interventions for behavioral strand students; for example, provide clinical services at the school site for psychiatric needs.
4. Enlist a partner who could increase the staff's capacity to meet the Tier II and Tier III needs in literacy for the large number of students who enter the Dever well behind grade level in literacy.
5. The district should continue to cultivate the relationship with University of Massachusetts Boston School of Education whose campus is on the Harbor Point peninsula, specifically in service to the needs of, and opportunities at, the Dever.
6. Ensure the relationship with the Harbor Point Community continues to grow. Give strong priority to families with children who reside at the complex for enrollment at the Dever Elementary School to enhance the neighborhood feel in this large school.

Supporting Documents¹²

1. 2013 Dever Data Packet: includes most recent assessment results showing improvements in math and literacy; improvements in daily student attendance rates and reduced incidences of behavioral issues; survey results showing teachers spend more time on instruction with new school-wide behavioral expectations and increased social-emotional supports available.
2. Dever-McCormack Dual Language Program Development Timeline: includes summary timeline, program strengths and additional recommendations.
3. SY 2013-2014 BPS Data Packet: includes ACCESS assessment data disaggregated by language levels and Students with Disabilities.
4. Two-Way Bilingual Education in Boston Public Schools: Required Features, Recommendations and Guidelines Report, Gaston Institute, May 2013. Includes characteristics of effective programs within the district to which the Dever is now adhering, as well as citing national research on the positive school-wide impact of Dual Language instruction on high need student populations.

¹² Supporting documents can be found at: <http://www.doe.mass.edu/apa/sss/turnaround/level5/>

Purpose, Intended Outcomes, and Discussion Topics
for Paul A. Dever Elementary School LSG Meetings

Upon designation as a Level 5 school, state law requires that the Commissioner develop a Turnaround Plan for accelerated improvement and outlines a timeline and process accordingly. The first step in this process is for the Commissioner to convene a local stakeholder group. The guidance below is designed to help Local Stakeholder Group (LSG) members understand that process.

Purpose of the Level 5 School LSG

- To engage in an evidence-based conversation regarding the core issues and challenges facing Dever Elementary School and identify what the school community believes are the key challenges creating barriers to its students' academic progress.
- To make recommendations to the Commissioner about the key components of his turnaround plan for the Dever, "in order to maximize the rapid academic achievement of students."

The Commissioner has chosen to increase the intensity to a Level 5 intervention for Dever because he believes that despite the efforts taken during the first three years of turnaround, a different mix of interventions and practices are required to put the conditions in place for an educational experience that prepares all of Dever's students to succeed. He looks forward to the LSG's ideas for how to create substantial change at the school – change that will secure rapid improvement in the academic achievement of students.

Intended Outcomes

Through the LSG's discussion and exploration of the data, to generate a set of rigorous, evidence-based recommendations that will provide the Commissioner with input directly from the Dever community and advise him as he creates his Level 5 Turnaround Plan.

The Local Stakeholder Group will consider

- The key **issues and challenges** facing the school, and the district's support of the school;
- The impact and sufficiency of the **strategies and supports** employed by the school to date – what has worked, what has not worked;
- The **school's and district's capacity**—including its systems, policies, and use of resources—to fully implement proposed strategies; and
- The **interventions and practices** that are most likely to promote rapid improvement of student achievement.

Within 45 days of its initial meeting, the stakeholder group shall make its recommendations to the Commissioner. Meetings of the local stakeholder group shall be open to the public and the recommendations submitted to the Commissioner shall be publicly available upon submission.

Meeting focus areas and discussion questions are described below.

Meeting #1: What does the evidence tell us about the key issues and challenges facing the Dever?

Data will be presented regarding the school and its performance.

Questions for discussion:

- What do the data tell us about where the school is now? What do we know about changes to the data over the past three years?
- What do the data tell us about the school's core assets and strengths?

- What do the data tell us about the school's core challenge areas?
- How is Dever using data now to inform instruction? How does the school select the most relevant data to use? What are the Dever's greatest strengths in using data? Greatest challenges?
- What data tools, skills would the school need to push the school to the next level?
- What does the LSG recommend to the Commissioner about how the school can better use data tools, skills, and resources to improve instruction?

Meeting #2: How can Dever support all students to learn at the highest levels?

Information will be presented regarding the school's existing structures and supports that facilitate all students' learning.

Questions for discussion:

- What do LSG members believe to be the most significant academic challenges at the school?
- What strategies has the school already tried to overcome these academic challenges? What worked? What didn't work?
- What specific supports has the school tried to facilitate English Language Learners' (ELLs') learning? What about the school's dual language program? Are these programs and supports working? How do you know?
- What specific supports has the school tried to facilitate the learning of students with special needs? Are they working? How do you know?
- What strategies can the school try to improve science?
- Is the school currently challenging all students to work to their highest potential? If not, what specific actions can be taken to increase the level of rigor in Dever's instruction?
- What does the LSG recommend to the Commissioner about how the school can support all students to learn at the highest levels?

Meeting #3: How can the Dever maximize the engagement and support of family and community members for students' learning?

Information will be presented regarding existing family (family members of students at the school) and community (other community members or organizations unrelated to students at the school) engagement efforts at the school.

Questions for discussion:

- While engagement varies by individual, how would you rate the overall level of family member engagement at the school (low/medium/high)? What evidence supports this rating?
- While engagement varies by individual, how would you rate the overall level of community engagement at the school (low/medium/high)? What evidence supports this rating?
- What structures are in place to encourage family member and community engagement at the school? (e.g. regular, frequent schedule of calls to students' families; annual community open house, etc.) Are they working? How do you know?
Note: Please identify school-wide efforts, not unique efforts by individual teachers or staff members.
- How do school leaders and/or the school's partners bolster the school's structures to encourage family member and community engagement? What has worked? What else could school leadership and/or partners do to facilitate engagement?
- How can family and community members' talents be incorporated into the strategy to improve the school's academic performance?

- How can family and community members be part of the strategy to help improve Dever students' attendance?
- What does the LSG recommend to the Commissioner about how the school can maximize family and community members' support to maximize students' learning?

Meeting #4: How can the Dever maximize the assets and talents of partners to improve students' learning?

Information will be presented regarding existing partnerships with the school.

Questions for discussion:

- What partners currently work at the school? In what academic and non-academic areas do they provide support?
- What areas do you believe need partner support? How can partners be utilized to help improve Dever students' attendance?
- What structures are in place to align partner efforts with school goals?
- What structures are in place to coordinate efforts between partners?
- If you had to pick just three of the school's current partner initiatives to continue, which would you select? Why? Is there evidence to show how these partners are being effective in the school?
- Does the school have an unaddressed (or under-addressed) challenge area that you believe could benefit by a partner's support? Which one, and why?
- What does the LSG recommend to the Commissioner about how the school can maximize the assets and talents of partners to improve students' learning?

Note: A portion of this meeting will be used to finalize the recommendations made across all meetings.

Appendix E: Rationale for discontinuing the English-Spanish 50-50 Dual Language Program at Paul A. Dever Elementary School¹³

Given the passionate and vocal advocacy for retaining the Dual Language Program at the Paul A. Dever expressed during the Commissioner's meeting with stakeholders there last October, and echoed by the Local Stakeholder Group (LSG), in its recommendations,¹⁴ a thorough analysis of the existing program was part of the turnaround planning process.

Research is clear that "in order to obtain the full benefits [of dual language programs] students need to remain in dual language programs for a minimum of five years, and preferably for six to eight years."¹⁵ Students at the Dever who entered the Dual Language Program in kindergarten in 2009 with the first cohort and are still at the school this year in fourth grade will have been in the program for the five-year minimum. Only 14 current 5th grade students remain in the program from the initial cohort 40 students that entered in second grade.

Commissioner Chester reached the decision to place the Dever into Level 5 due to the persistence of unacceptably low achievement rates, despite its status as a Level 4 turnaround school since 2010. Dever is providing an ineffective instructional program, the result of which is unacceptably low student academic performance. For example, on the 2013 MCAS:

- Only one-in-seven (14%) of Dever students scored proficient or advanced in English language arts.
- Less than one-third (31%) of Dever students scored proficient or advanced in Mathematics.
- Only 1% of Dever's 5th grade students scored proficient or advanced in Science.

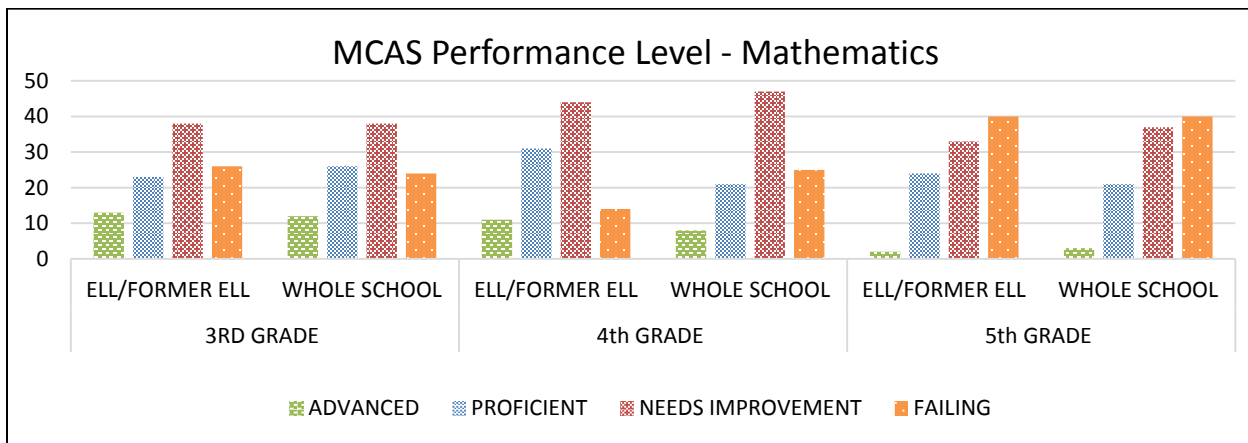
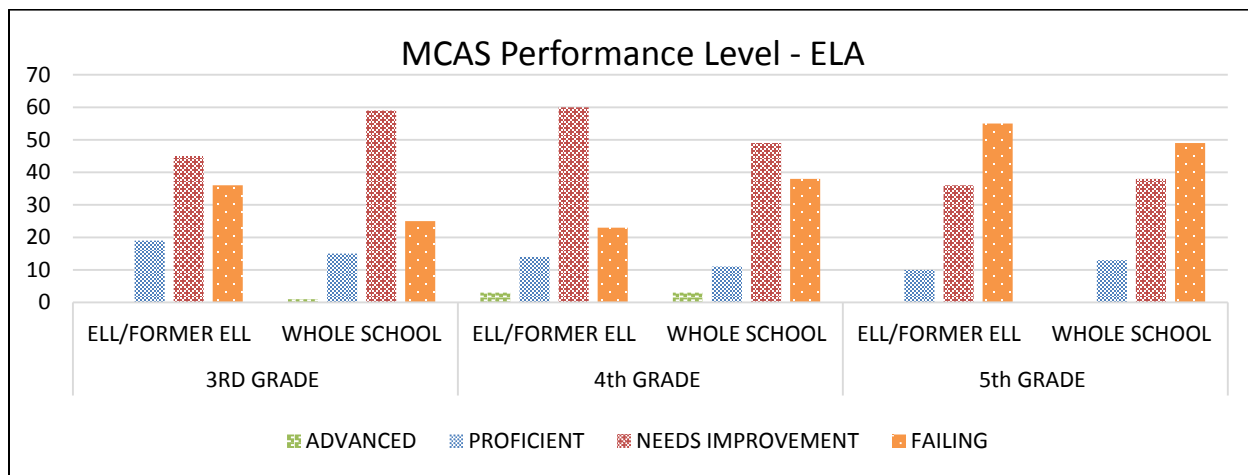
The school and district had significant authorities and opportunities to improve during the three years that the Dever was designated as underperforming (Level 4). The school has failed to implement a coherent and well-aligned curriculum in grades K-5 that is necessary to accelerate learning and significantly raise achievement for all students. Despite the efforts of the past number of years, the majority of students are still achieving below grade level expectations in reading, writing, mathematics, and science. This is not a matter of moving an adequate school program to good or great levels of performance. Our first job, as this school enters receivership, is to secure the basics of a sound literacy program, mathematics program, and a well-functioning academic curriculum. We need to establish an adequate instructional program and quickly move it to higher levels of functioning.

We began by looking at the school's proficiency data. There is a consistent trend of low proficiency for the ELL/former ELL subgroup, and the entire student population at Dever. In fact, the proportion of warning/failing scores is higher at 5th grade than at 3rd or 4th grade.

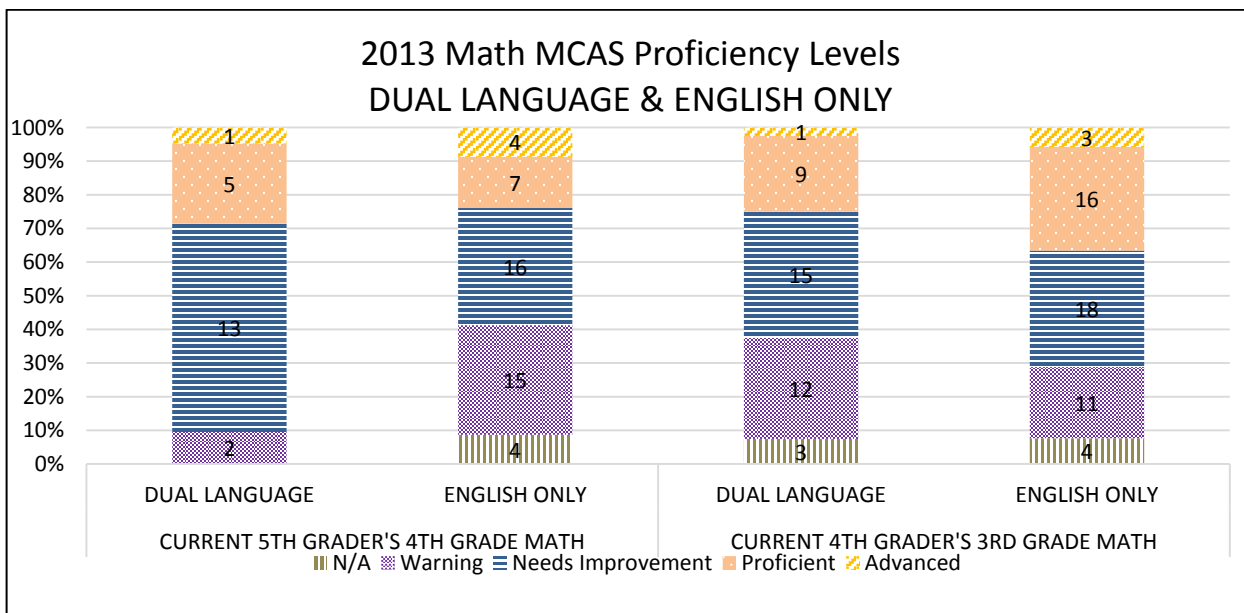
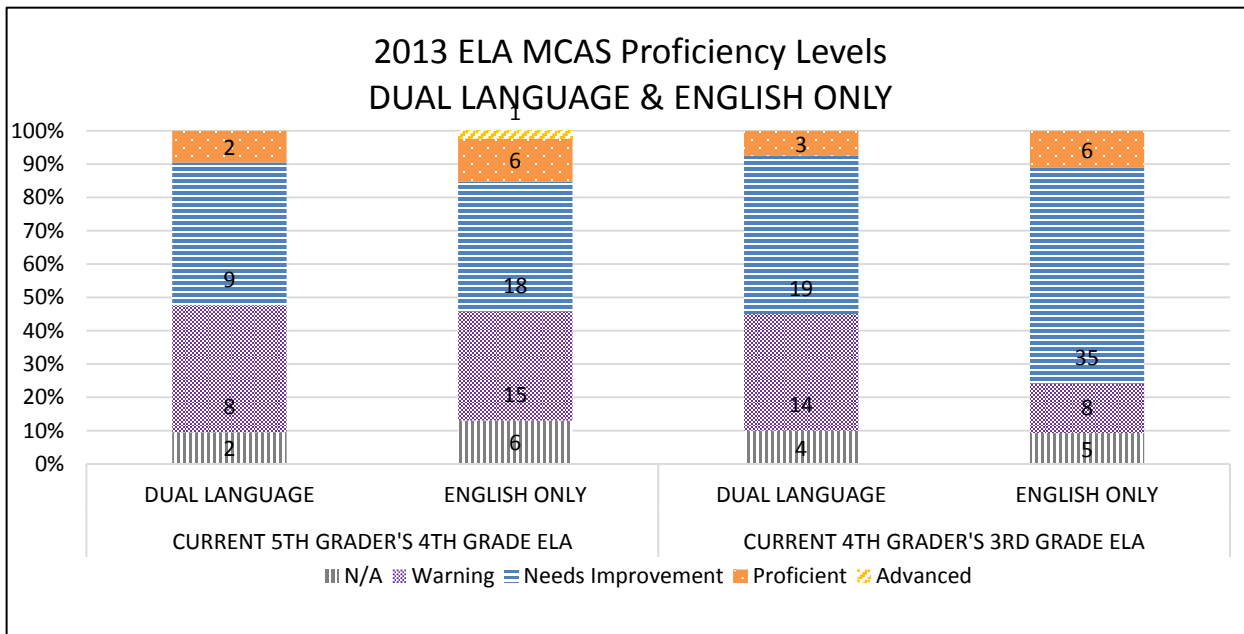
¹³ As of the visit in February 2014, Grades K-2 were implementing dual language, in all four classes. Grades 3-5 implement the dual-language in two out of four total classrooms.

¹⁴ See Appendix D.

¹⁵ Cited in "Two-Way Bilingual Education in Boston Public Schools," p44.



The number of students functioning at proficient or higher levels in ELA is exceptionally low across both the English-only and dual language programs, with the English-only students performing slightly better.



As we assessed root causes for the alarmingly low academic achievement of Dever’s students despite three years of focused support through the turnaround process, the role of the Dual Language Program was central in our consideration.

Blueprint and the Department of Elementary and Secondary Education (ESE) reviewed a variety of data and information including:

- Resources made available to the Local Stakeholder Group (LSG) by the school and district and then submitted to ESE;
- The LSG’s recommendations and supporting materials;

- Additional ESE documents (e.g. a survey of existing Monitoring Site Visit Reports over three years, School Redesign Grant applications);
- Information gathered by Blueprint during visits to the school, from the School Site Council and Parent Advisory Council, staff, and other meetings; classroom visits; and ongoing conversations with school leaders and staff (see full list and timing of fact finding activities at the end of this Appendix); and
- MCAS performance data for ELL, former ELL, and non-ELL students.

This analysis led us to conclude that, despite the best intentions of the leaders and staff at the Dever, the current program is not providing an effective academic environment, nor is the current instructional approach leading to strong literacy skills fundamental to the students' capacity to learn. Faced with the already daunting challenge of getting the school from low functioning to proficient, the existing dual language program is not functioning at a level that is likely to produce the rapid academic growth that Dever students need and deserve.

The school has struggled throughout the three years of turnaround to implement an instructional program that is meeting its students' needs. Specific factors contributing to low achievement in the Dual Language Program that our data collection and analysis revealed to date include:

- Competing imperatives of turnaround, K-8 merger, and dual language activities
- Challenges with staffing and scheduling the program
- Challenges with access to high quality curriculum, instruction, and assessments
- Inadequate professional development for dual language instruction for teachers
- Poor match between the characteristics of effective dual language programs and other factors present in the school population (e.g. high rates of student mobility; significant numbers of students who do not have either of the languages taught in the dual language program as their primary language)

Addressing and remediating the many implementation challenges within the existing program is not feasible within a reasonable timeframe given the extensive achievement gaps facing Dever's students.

Discussion of Challenges to Effective Implementation of the Existing Dual Language Program

Competing Imperatives: Turnaround, Dual Language, and K-8

A series of challenges have impeded the school's ability to implement the Spanish-English Dual Language Immersion program as it was originally envisioned at the Dever Elementary School. When the Dever K-5 School was designated a Level 4 school in 2010, along with 12 other Boston Public Schools, the school was in year three of planning and implementing a Spanish-English Dual Immersion program.¹⁶

With the appointment of a new leader and a substantial turnover in staff, the decision was made to continue implementing the program; and the school submitted a Level 4 Turnaround Plan in early 2010 that described a kindergarten through grade 2 program in place and a plan to continue with phasing in one grade level per year.

When the district replaced the principal, a leader with turnaround experience in the district at the middle school level was appointed to serve as leader of both the Dever K-5 and of the adjacent McCormack Middle School 6-8. This in effect created the Dever-McCormack K-8 School. This "merger" was never codified by the district and the schools remain two separately coded schools.

¹⁶ Dever-McCormack Dual Language Program Development Timeline. See additional documents related to Dever's Level 5 status, at <http://www.doe.mass.edu/apa/sss/turnaround/level5/schools/>.

These significant and oftentimes competing imperatives added considerable challenges to school improvement that appear to have impeded the school's ability to put fundamental conditions in place to ensure fidelity of implementation of an effective dual language program, or to improve the quality of instruction overall at the school.

Challenges with staffing and scheduling the program

The successful implementation of any dual language program relies on well-qualified, well-trained teachers "who know, understand, and are able to apply the theories of first and second language acquisition and the understanding of language as a system to the classroom."¹⁷ The Dever, like many schools across the country, has had difficulty recruiting and hiring teachers with the knowledge and skills to implement a program that immerses students in two languages. This has slowed growth of the program as it was envisioned, and at least in part, played a role in a schedule that is less than optimal for students.

On February 25, 2014, a team of nine people that included the Executive Director and staff from Blueprint, and representatives from ESE and the Boston Public Schools Office of English Language Learners participated in a full day site visit to Dever. The team discussed the 50-50 partial immersion model being implemented in 2014 in which students receive core instruction for one week in English and the following week in Spanish. Students typically move each Monday morning from one classroom to another during these weekly transitions. During the focus group conversation with teachers, it was reported that while some students seem to do fine with this, others struggle for a day or two with the transition. To address this challenge, beginning in September the dual language classes in grades 3-5 began spending two weeks in English and two in Spanish, to minimize the negative impact of the number of transitions involved for elementary students. However, the academic impact of this shift remains unclear.

This model puts high demand on teacher teams with paired language classrooms both for their planning and integration of curricula and instructional strategies. During the visit, the synchronicity of the instruction between teachers of each language who share the same two groups of students appeared to be inconsistent.

Challenges with access to high quality curriculum, instruction, assessment, and professional development

Fully implemented and effective dual language programs "map curriculum to ensure that students cover in two languages the same amount of curriculum as monolingual student in English-only schools. [and]...identify authentic materials in Spanish aligned with Common Core instructional shifts."¹⁸ The articulation of curricular materials, both horizontally across grade levels and vertically up through the grades, presents a further challenge.

During classroom observations, the site visit team noted use of materials below grade level in both English and Spanish. Teachers have reportedly been spending a lot of time during and beyond the school day writing curriculum and translating reading materials into Spanish. They also reported that they do not have access to many outside resources to draw from (i.e. non-translated Spanish texts or rigorous curriculum materials). The practice also raises questions about quality, authenticity, and academic complexity of the translations being presented to students. Also concerning is the question regarding students' mastery of material in Spanish and the absence of Spanish-language interventions. The school does not currently have small group or pull-out intervention supports for students who need additional time and support to build their Spanish language skills.

¹⁷ Cited in "Two-Way Bilingual Education in Boston Public Schools," Mauricio Gaston Institute for Latino Community Development, University of Massachusetts, Boston, Diaz, Virginia and Karp, Faye, May 2013 p15.

¹⁸ Cited in "Two-Way Bilingual Education in Boston Public Schools," p25.

Teachers have not received sufficient professional development and supports for effectively implementing a dual language instructional program. It was reported that this year, one all-staff professional development session for dual language was provided.

Other Challenges: Maintaining consistent student participation in the program over time

Language development, whether in English, Spanish, and/or other languages, is a complex skill that is a building block for all other learning. Disruptions in students’ participation in language development programs can create further obstacles to their language acquisition. Unfortunately, Dever students have experienced such disruptions.

For example, Dever consistently sees approximately 15-20% of the total number of students transfer in or out of the school throughout the year (labeled “Stability” in the figure below). This is higher than the state average of approximately 10%. In addition, less than 85% of students at Dever attend school from the first to the last day (labeled “Churn” in the figure below). Dever has had a higher rate of student churn than the state average over multiple years.

Year	Student Group	% Stability			% Churn		
		Dever	District	State	Dever	District	State
2013	All Students	84.5	86.6	95.6	21.6	19.0	9.0
2013	ELL	82.0	84.2	89.3	23.5	23.4	21.8
2012	All Students	78.4	83.0	94.8	28.8	22.8	9.9
2012	ELL	77.0	79.9	87.1	30.9	27.7	23.7
2011	All Students	82.7	84.5	95.5	25.6	21.2	9.5
2011	ELL	86.4	85.0	89.2	21.6	23.2	22.3
2010	All Students	83.5	82.3	95.3	23.8	24.3	9.7
2010	ELL	85.3	82.2	88.9	23.0	26.5	24.1

Examining feasibility of alternative language acquisition programs in future years

In future years, as students’ foundational language skills become embedded, Blueprint and ESE will examine the feasibility of transitioning to an alternative language acquisition program (e.g. transitional bilingual education, dual language/two-way immersion) if such a program could further advance students’ language skills. Transitioning to such a program would be contingent on the establishment of conditions that have shown to enhance effectiveness of other programs in Boston and elsewhere in the Commonwealth. Conditions that would be considered include:

- Policies to maintain students in the program for multiple years;
- Practices to require proficiency in both languages for students entering the program in later grades;
- Structures to support students who do not speak the language(s) of instruction; and
- Development of above-grade level course work so that advanced students can remain at Dever.

Blueprint On-site Meetings and Fact Finding Activities at Paul A. Dever Elementary

January 29, 2014

- Blueprint Schools Network named Receiver of Dever Elementary School by Commissioner of Elementary and Secondary Education Mitchell Chester

February 3, 2014:

- Attended Dever staff meeting regarding Level 5 process and timeline with representatives from Boston Public Schools and the Massachusetts Department of Elementary and Secondary Education
- Introduced Blueprint staff and its program model
- Distributed informational material

February 7, 2014:

- Held open “office hours” at the Dever for staff to meet with Blueprint representatives individually
- Provided a handout on the teacher hiring process and FAQs in response to questions that emerged from our introductory meeting
- Met with school leadership to learn more about school systems, history and context - including school culture and discipline tracking, data collection and tracking, and the dual language program
- Began meeting with current school partners
- Collected student achievement data

February 11, 2014:

- Attended a “PAWS Pride” student assembly
- Conducted informal classroom walkthroughs
- Met with AP Christine Cronin to discuss implementation, strengths, and challenges of the dual language program
- Presented Blueprint model and answered questions at a Parent Committee meeting

February 25, 2014:

- Conducted full-day site visit with a focus on the dual language program, alongside representatives from Boston Public Schools and Massachusetts Department of Elementary and Secondary Education
- Observed all 18 dual language classrooms K2-5 and selected intervention classes, conducted focus groups with teachers and students in the program, and met with school leadership
- Attended School Site Council monthly meeting

February 27, 2014:

- Met with community partner, Harbor Point Task Force, to discuss family and community engagement
- Attended the Dever Literacy Night with staff, students, and families

March 4, 2014:

- Met with school leadership to collect additional data regarding dual language enrollment and achievement.

March 6-7th, 2014:

- Conducted interviews for current Dever teachers who have reapplied for their positions.
- Interviews included classroom observations, detailed interviews based on the core competencies for success in a turnaround school, and a data analysis discussion.
- Continued meetings and conversations with current school partners.

March 11, 2014:

- Attended a Dever staff meeting to discuss details of preliminary turnaround plan.

March 19, 2014:

- Met with Dever's arts programming team to discuss current school-wide initiatives and opportunities for arts enrichment.

March 31, 2014:

- Attended Parent Council meeting with representatives from BPS, including Interim Superintendent John McDonough, to discuss other BPS dual language options for families.

April 1, 2014:

- Met with UMass Boston regarding strengthening the partnership between the university and the Dever.

April 4, 2014:

- Visited Dever's Therapeutic Learning Community (TLC) classrooms alongside representatives from BPS and ESE, and met with the TLC Coordinator and Clinician.

April 5, 2014:

- Attended a Dever TLC staff meeting.

April 7, 2014:

- Visited the Learning and Adaptive Behavior programs at Beethoven and Ohrenberger Schools with BPS and ESE representatives to learn more about their program models.

April 17, 2014:

- Met with school leadership to discuss current school staffing, and external partnerships.

Appendix F: Dever Elementary Instructional Model, including focused language instruction for English language learners

Blueprint Schools Network and the Massachusetts Department of Elementary and Secondary Education recognize the value of multilingualism in preparing students for college and career readiness in today's global economy, and are committed to preserving a focus on multilingual education at Dever.

Blueprint's plan to meet the needs of all Dever's learners, including English language learners (ELLs), includes strategies for supporting students to acquire English language skills and learn grade-level academic content. Key features of this model include:

- Strong English literacy instruction;
- Explicit English Language Development (ELD) instruction;
- Daily Spanish language instruction that incorporates multicultural history, geography, literature, arts, and music; and
- Effective sheltered instruction in all content areas.

Additional information about instructional activities described in Priority Area 1 and Priority Area 2

Reading

The Dever will utilize a Balanced Literacy approach to reading instruction based on the model of Uncommon Schools' *Great Habits, Great Readers*. Teachers will plan lessons based on a Common Core aligned framework and use *Mondo's Bookshop* reading program as a resource. This planning will include establishing language objectives as well as content objectives for each lesson. Sheltered instruction strategies will be embedded in all lesson plans.

A breakdown of the Reading block instructional time is as follows:

- **Whole-class read-aloud:** Teachers will scaffold instruction by accessing students' background knowledge and emphasizing vocabulary.
- **Whole-class phonics lesson:** Teachers will use *Foundations* as a supplemental resource.
- **Small-group reading instruction:** During this period, students will be grouped by skill and ability levels. Students will rotate through three sessions: a guided reading session led by the classroom teacher, independent reading or skills practice, and small-group work. During this time, students will also receive *Mondo* oral language lessons in order to build speaking and listening skills.
- **Literacy Intervention/Enrichment Block :** This block will be staggered throughout the day so that special education teachers, reading interventionists, and ESL resource teachers can pull small groups for targeted instruction. All students who need it will receive an extra block of literacy instruction daily that will provide small group instruction. Literacy enrichment, such as inquiry-based or project-based learning, will be provided for students who are performing above grade-level.

This model will provide Level 1 and Level 2 ELL students with daily small group, direct instruction in English language acquisition.

Writing

The Dever will use Lucy Calkins' *Writers Workshop* as a model for writing instruction school-wide. Strategies to support ELL students will include: building background knowledge through conversation and shared activities before writing; analyzing and modeling writing to ensure that students are familiar with the writing's structures and purpose; composing text with students (interactive writing); independent writing time; and use of effective feedback to determine the focus of next instructional steps. Activities will include:

- Whole-group writing lesson model using the Sheltered English Instruction Model (SEI)

- Individual writing time, with the teacher conferring with students one-on-one and pulling small groups as needed

Forms and Functions of English Language

The purpose of this daily language development block is to actively engage students in learning English vocabulary and language structures. Students will learn to understand, speak, read, and write English. Instruction will focus on English language acquisition strategies and opportunities for students to develop their oral and written language skills. Language development instruction emphasizes vocabulary, syntax, grammar, and conventions of the English language. Students will be grouped by language proficiency level across classrooms, using ACCESS data and a specially-designed language rubric for assessing English language proficiency, writing samples, and notes on oral language usage. Small group instruction will be provided to give students many opportunities to interact and talk. Each proficiency group will receive specific targeted instruction.

Math

The math block¹⁹ will follow the SEI model for sheltered content instruction. SEI was developed to make content material comprehensible to ELLs. The SEI model includes:

- Clearly defined content objectives.
- Clearly defined language objectives.
- Use of supplementary materials to support comprehension (charts, graphs, pictures, illustrations, multimedia, math manipulatives, etc.)
- Activities that integrate lesson concepts with language practice opportunities in listening, speaking, reading and writing.
- A focus on the language of math using SEI strategies for vocabulary, reading and writing development acquired through the SEI/RETELL course

Activities during this block will include:

- Whole group instruction
- Workshop, small group, or one-on-one instruction
- Math discussion and lesson closure
- Instruction and practice in talking and writing about mathematical thinking using short constructed response items

Content-Rich Spanish Language Instruction Program

We recognize that some Dever families are native Spanish speakers who want their students to have an opportunity to further their Spanish language development and pursue a curriculum that honors their heritage. Other Dever families are not native Spanish speakers and may want their students to learn Spanish as an additional language. For all interested families, the Dever turnaround approach will offer a content-rich Spanish language program that will incorporate multicultural history, geography, literature, arts and music into language instruction.

For parents who are interested, Dever will provide daily Spanish language instruction to students. Students will be grouped for this instructional block according to their Spanish language proficiency. Dever is employing Spanish speaking teachers for this component of the program. Dever's Spanish program will be developed to meet the expectations of the Massachusetts Foreign Languages Curriculum Framework and include best practices and strategies used in exemplary programs currently being implemented state-wide and across the nation.

¹⁹ Additional time will be factored into the math block for 4th and 5th grade students in order to accommodate the Math Fellows Program tutoring intervention.

The overarching goals of the program will be to:

- Promote the development of proficiency in speaking, listening, reading, and writing in Spanish;
- Enable students to acquire an understanding of and appreciation for other cultures, with a focus on Spanish-speaking cultures;
- Help students develop cognitive skills and knowledge that will support their success in other curriculum content areas;
- Use language instruction as an opportunity to further Dever's commitment to celebrating its community's cultural diversity; and
- Prepare students for college and career success in today's multicultural and multilingual society.

We will work with Boston Public Schools in the spring and summer of 2014 to learn more about Dever parents' interest in this program and the Spanish proficiency levels of Dever's students.

Science

Science will follow the SEI protocol for sheltered content instruction. The big ideas from the science curricula will be integrated into reading and writing instruction daily to provide students with contextual meaning for their literacy instruction.

Lesson Planning

Dever will institute a mandatory lesson plan template that will include sections for incorporating English language development such as:

- A targeted language objective. Teachers will write one or more formal and precisely worded language objectives that clearly explain the language skills English language learners will be able to use during the lesson. A language objective should feature a descriptive, observable verb, such as "label," "read," "write," "listen," or "retell."
- Topic-specific vocabulary and phrases to be introduced
- Differentiation, modifications, and/or ELD strategies used (visuals used, manipulatives provided, targeted groupings based on language proficiency levels, etc.)
- Listening and speaking assessment options

Administration and/or SEI instructional coaches will provide weekly feedback on lesson plans and support around planning will be provided during grade-team meetings, regular observation and feedback cycles, and targeted professional development sessions.

Assessment

Blueprint will:

- Use ACCESS data and MCAS results to inform initial student groupings.
- Use a language assessment rubric to document students' developing proficiency in listening, speaking, reading, writing, and content understanding in order to group and regroup students for targeted ELD supports throughout the year.
- Use different assessments to measure language proficiency and academic knowledge.
- Allow students to demonstrate their understanding of the content through a variety of modalities in addition to paper-and-pencil tests.
- Post rubrics with examples of students' work.
- Observe students interacting informally across different settings and in both languages.

Teacher Training

All Dever instructional staff and administrators will participate in training and professional development deemed necessary for successfully executing the instructional strategies and expectations outlined above.

Teachers will also participate in embedded training in:

- the *Great Habits/Great Readers* method and format of reading instruction;
- the use of the *Mondo's Bookshop* resource and model for small group reading instruction;
- the use of *Foundations* as a supplemental resource for whole class phonics instruction;
- *Writers Workshop* utilizing Lucy Calkins Common Core Units of Study;
- best practices to support English Language Development—with a focus on the forms and functions (grammar, vocabulary, punctuation etc.) of the English language;
- how to analyze data and use the data to plan for instruction;
- the integration of SEI strategies into math instruction; and
- Professional Learning Community (PLC) protocols, policies and expectations.

More information about the SEI endorsement course can be found in Priority Area 1, and additional information about summer and school year professional development can be found in Priority Area 2.