

Massachusetts Department of Elementary and Secondary Education

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Dear students, parents, educators, staff, community members, and friends of the Paul A. Dever Elementary School:

We are excited to share the progress the Paul A. Dever Elementary School (Dever) has made since the launch of the school's turnaround plan three years ago. Your steadfast commitment and collective efforts over these last three years of receivership have driven significant improvements in student learning and achievement.

The school implemented programs and structures that have led to a more positive school culture for students and staff. The school also designed and implemented systems for regularly assessing student learning and using that information with teachers and staff that have informed instruction and supports for students.

While these accomplishments are certainly worth celebrating we must maintain this same tenacity and level of hard work going forward as we strive to continue improving teaching and learning at the Dever for all students -- and there is still work to be done. Overall, student performance on English language arts (ELA) and mathematics state assessments are not yet showing a consistent positive trajectory.

Accompanying this letter is the renewed turnaround plan for turning around the Dever with continued focus on the themes set forth in the original plan:

- 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 thrive; and
- 4) Effective use of resources, including time, funds, staff, operational support, and other resources.

We have included updates that describe the areas in which the Dever has made progress to date and provide details about the turnaround plan's implementation going forward. The updates are provided in bold text throughout the plan. Our mission -- to provide a world-class education for all of Dever's students -- remains just as urgent now as it was when we commenced the turnaround plan three years ago. Once again this plan will serve as our roadmap for the coming years, and we will continue to need your support to implement it effectively. As you read through this plan, we ask you to again consider the role you might play in achieving the goals set within it.

You have already demonstrated that, by working together, extraordinary improvement is possible. Let us continue to make such impressive strides for years to come.

We look forward to working with you.

Sincerely,

A handwritten signature in black ink that reads "Jeff Wulfson". The signature is written in a cursive style with a large, looped "J" and "W".

Jeff Wulfson
Acting Commissioner
Department of Elementary & Secondary Education

A handwritten signature in black ink that reads "Tommy Chang". The signature is written in a cursive style with a large, looped "T" and "C".

Tommy Chang, Ed.D.
Superintendent
Boston Public Schools

Introduction from Acting Commissioner Wulfson

On October 30, 2013, Commissioner Mitchell Chester determined that the Dever was chronically underperforming – a Level 5 school in the Commonwealth’s accountability system. This designation provided 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 continue to transform the Dever so that all students receive a high quality education.

Commissioner Chester 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. At the time, Dever was providing an ineffective instructional program, the result of which was 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.

On January 29, 2014, Commissioner Chester named Blueprint Schools Network as the receiver for the Dever. Blueprint participated in the creation of the school’s original 2014 turnaround plan and served as the receiver for a three year term. In the fall of 2015, after an extensive search, Boston Public Schools named Dr. Tommy Chang as the new superintendent for the district. On July 1, 2017, Superintendent Chang assumed responsibility of the implementation of the turnaround plan as the receiver for the Dever.

Now, in the summer of 2017, we recognize that the Dever school has achieved progress, with much work still to be accomplished. To provide sufficient time for the strategies put in place to reach full and even implementation and to improve student achievement schoolwide, the Dever will remain in receivership and I am renewing the turnaround plan for an additional three-year term.

Turnaround Plan Summary

Although changes implemented in its first three years in receivership are beginning to yield positive results, for years the Dever has struggled to make consistent academic progress. Despite designation as a Level 4 school in 2010 (and the resulting autonomies, authorities, and investments provided to the district and school), student achievement at the Dever continued to lag, leading to the school’s designation as a Level 5 school in fall 2013 and subsequent renewed status in summer 2017. Superintendent Tommy Chang will serve as Acting Commissioner Jeff Wulfson’s point person to implement the turnaround plan over the next three years.

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— four central challenges requiring immediate attention at the school were identified:

1. Instructional quality was not consistently rigorous and student academic performance was persistently below benchmarks;
2. The needs of the Dever’s diverse student population were not consistently and effectively being met – including for English learners (ELs), students with disabilities (SWDs), students of color, and economically disadvantaged students;
3. Data was not used consistently or sufficiently to inform instructional practice and decision-making; and
4. The school did not consistently establish or follow through on 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, five Priority Areas for Improvement at Dever were identified. 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. The Dever 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, a content-rich Spanish language program that will incorporate multicultural history, geography, literature, arts and music into language instruction will be offered.
2. **Improve instructional quality and maximize time for core instruction:** Instructional quality must improve 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, the Dever will use 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 will be implemented.
3. **Use data to drive instruction:** Data-driven instructional systems and targeted intervention programs that inform instructional practice and decision-making will be implemented.
4. **Establish a culture of high expectations and college and career readiness:** Ambitious goals for student achievement, with an explicit focus on preparing students for success in college and careers, will be set across the school. 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:** The Dever will be 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 were 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.

Two years into the turnaround effort, Dever focused on recruiting and retaining a strong principal to lead the turnaround and found a respected leader in the 2016–17 school year. Dever has also focused on developing structures that promote team building and establishing an effective leadership team. Actions taken to change the school culture included adding in weekly professional development, collecting frequent staff feedback about how current plans were functioning, and setting explicit expectations and providing support around using data to drive instruction.

Over the last three years, Dever has made progress on many of the goals set forth in the 2014 plan. Specifically, the school has:

- Improved the adult culture through the creation and sustaining of functional teams
- Made noticeable improvements to the student culture with a focus on high expectations and establishing a safe learning environment
- Improved disciplinary practices through the use of positive behavior intervention supports (PBIS) and tracking data with a focus on keeping students in class and on task
- Implemented a coherent instructional focus in mathematics and English language arts (ELA) and made improvements in the rigor of instruction
- Monitored multiple sources of data frequently to stay apprised of student needs and adjust instruction to ensure readiness for MCAS
- Implemented weekly professional development informed by student data
- Increased outreach to families and the community through the use of a language bridge and communicating through multiple modes

BPS' Superintendent Dr. Tommy Chang, who is responsible for implementing the Dever turnaround plan, is committed to establishing a rigorous, inclusive and culturally-linguistically sustaining K1-5 instructional program that drives toward accelerated student learning outcomes for all Dever students and to fostering the development of the whole child. The renewed turnaround plan for the Dever will put Culturally and Linguistically Sustaining Practices (CLSP) at the center of the school's instructional approach, and will establish the Arts as an essential element for instruction across all content areas.

Superintendent Chang will work with the Dever team to strengthen the Emotional Impairment (EI) strand at the school to be more inclusive and rigorous. The EI strand for the Dever students

has been a long standing program, and must evolve into a more inclusive and rigorous program for students with Emotional Impairment. The phasing-in of the new elements of the programming will follow each student's individualized educational plan (IEP) and also assess for student readiness to access more inclusive options in the school community.

Superintendent Chang and the Dever team remain committed to rapidly accelerating all students' language development in English and to providing families with opportunities to learn from the vast assets of students' and families identities, including multicultural history, geography, literature, and the arts, into instruction and learning.

The Dever plans to use systems and structures to develop all teachers to provide rigorous instruction in a safe and welcoming school environment. Leadership at the Dever intends to continue work to provide teachers access to relevant, high quality professional development and the supports needed to develop strong partnerships with students' families. The Dever will continue a focus on improving student behavior and using both non-academic and academic data to provide students with appropriate supports to help them be successful.

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. The Dever 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, a content-rich Spanish language program that will incorporate multicultural history, geography, literature, arts and music into language instruction will be offered.

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. The school 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 the Dever 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, Dever's families will be offered 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.

The Dever 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.

For challenges addressed by Priority Area #1, please see the April 24, 2014 Turnaround Plan at pp. 6-9: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/dever-final-plan.pdf>.

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.

Strategies to Achieve Priority Area #1

Key Strategy	Owner
<p><u>Strategy 1:</u> Implement whole-school English Language Development (ELD). In order to accelerate English language acquisition and build solid English language foundational skills for all students, the Dever 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><u>2017 Update:</u> At Dever, a total of 13 languages are spoken. These include: Amharic, Arabic, Cape Verdean, English, French, Haitian, Hindi, Kurdish, Russian, Somali, Spanish, Tagalog, and Vietnamese. SEI classrooms in particular have a wide range of levels of language proficiency. Thus, instructional deans have been working closely with these teachers to focus on how to differentiate instruction, resources, and activities for the students’ varying needs. Over the last three years, Dever’s 12-person Language Assessment Team (LAT) met biweekly to focus on ACCESS for ELLs assessment; providing guidance to school leadership and staff regarding ESL/SEI scheduling, examining interim assessment data to inform ELL instruction; and assisting in implementing and refining Dever’s English Language plan.</p>	<p>Superintendent Chang, Deputy Supt. of ASSET, School Principal, Director of Academics for Intensive Support, Literacy and Math Coaches, ILT members</p>

<p>In order to accelerate English language acquisition and build solid English language foundational skills for all students, systematic ELD instruction must continue to focus on the content, connections, comprehensibility, and interactions of the lessons and in every content area. Considering the high share of English Learners at the school, Superintendent Chang will work with the Dever staff to ensure that the components of a strong ELD program are embedded in all facets of teaching and learning and in every Dever classroom.</p>	
<p><u>Strategy 2:</u> 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 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 	<p>Superintendent Chang, Deputy Superintendent of ASSET, School Principal, Director of Academics for Intensive Support</p>

<p>multicultural and multilingual society.</p> <p>2017 Update: During the 2014-15 school year, the Spanish language program was “opt-in” for families and students. However, program improvements since the 2014-15 school year include accessibility to all students as Dever’s two full-time Spanish instructors travel to all K-5 classrooms to work with students during their scheduled Spanish block.</p> <p>The Dever will continue to offer a content-rich Spanish language program in Spanish that will incorporate multicultural history, geography, literature, visual arts and music into language instruction. In addition to the components listed above, the program will seek to achieve the following outcomes:</p> <ul style="list-style-type: none"> ● Enable students to affirm identity through continued study in Latin American cultures; ● Promote cross-linguistic and cross-cultural awareness, and cognitive skills and knowledge that will support academic success in other curriculum content areas; and ● Advance 21st century skills and global competencies. 	
<p><u>Strategy 3:</u> 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, the Dever 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. 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>Superintendent Chang, Deputy Superintendent of ASSET, School Principal, Literacy Coach, Language Acquisition Team Facilitator (LATF), Director of Academics for Intensive Support, and Math Coach, ILT members</p>

- Learning environments with language development supports: The Dever will incorporate the learning needs of ELL students in establishing Dever’s learning environment expectations. Some ELL-specific instructional environment features will include:
 - 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.

2017 Update: Dever school leaders have emphasized holding all instructional staff, including classroom teachers, ESL teachers, and special education teachers, to high learning environment expectations. To ensure consistency, training has been provided during summer professional development and periodically throughout the year. A learning environment expectations checklist platform is used to assess the extent to which teachers are supporting the needs of Dever’s EL students and how well relevant materials and resources are accessible at a variety of reading levels in English and other languages that represent the home languages of Dever’s ELs.

The Dever will continue to provide targeted, individualized ELD supports for students. Students will receive additional small group instruction during the regular school day from a SEI endorsed teacher and a Special Education teacher if the students has a disability. Interventions will be guided and informed by frequent collection and analysis of student-level data by teachers and teacher teams. Additionally, the following strategies will be utilized in all Dever classrooms:

- **Prominent displays of visual materials and student work products that reflect the unique contributions of Dever’s English Learner students and their progress in ELD domains of speaking, reading, writing, and listening;**
- **Instructional materials that are connected to student’s cultural and linguistic background; and**
- **Learning tasks that are interactive, motivating, and engaging.**

Strategy 4: Integrate literacy intervention strategies and programs across all subjects. Literacy will be prioritized across the curriculum. The Dever 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.)

- Vocabulary: Vocabulary-building will be emphasized in all classes. This is especially important to support the language development needs of Dever's EL 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): The Dever's schedule will be restructured 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: 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 *Writers Workshop* model.
- 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. The Dever has already selected the *Mondo's Bookshop* reading program as a resource for small group instruction. In the spring of 2014, The Dever will continue closely analyzing student performance data to best match appropriate programs, interventions and strategies with identified student needs. The Dever will explicitly focus on selecting programs and curriculum models that have embedded strategies to address the needs of ELLs and students with disabilities.

2017 Update: Dever's focus on its literacy instructional priority, which is to ensure rigorous instruction during the ELA core through the use of the Reading Workshop model and implementation of the Units of Study for teaching reading, was supported by professional development, training, and feedback for the Readers' Workshop model. During the last three years, teachers received feedback on lesson plans every week from instructional deans, as well as frequent feedback on data gathered during learning walks from instructional deans. Dever adapted Leveled Literacy Intervention (LLI) as a

Superintendent Chang, Deputy Superintendent of ASSET, School Principal, Literacy Coach, Director of Academics for Intensive Support, LATF, EL Strand Coordinator, Special Education Resource Teachers, ILT members

<p>schoolwide reading program and staff were trained to ensure consistency. Dever’s two literacy foci were established in tandem with the Achievement Network and professional development was aligned to this throughout the years. The Guided Release model was used by all instructional staff during school years 2015-16 and -2016-17.</p> <p>The Dever will continue to prioritize literacy intervention models and strategies across all subjects and aspects of the school’s curriculum. Writing instruction will include interactive and collaborative writing, with teachers modeling writing techniques and reinforcing proper use of grammar, and with a consistent focus on addressing the language development of English Learners. Using strong pedagogical approaches and framework, the arts and arts integration will be access points across all content areas as a strategy for strengthening literacy instruction and interventions.</p>	
<p><u>Strategy 5</u>: 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: The Dever 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 ELs. In addition, starting with the summer professional development, the Dever 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: The Dever 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 EL Supports: It is essential that teachers be equipped to address the challenges EL students face in accomplishing the dual task of learning the English language 	<p>Superintendent Chang, Deputy Superintendent of Strategy, School Principal, Human Capital and Strategy Manager, Assistant Superintendent of Opportunity and Achievement Gaps, Assistant Superintendent of the Office of English Learners, LATF, Director of Academics for Intensive Support, ILT members</p>

while simultaneously meeting grade-level expectations.

- The Dever will provide all staff with an orientation to these challenges during the summer, as well as through ongoing EL-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.
- 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 the principal and other instructional leaders to support teachers as they incorporate strategies from the training into their daily classroom instruction.

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, The Dever 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:

- 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.

2017 Update: Since the beginning of its contract in school year 2014-15, Blueprint employed rigorous recruiting and hiring practices in order to place highly-effective staff in front of Dever's students. Historically, open positions were advertised on national job boards with an emphasis on Language Development. During school year 2016-17, new teachers met with mentors on a monthly basis to support their growth and development. During school years 2014-15 and 2015-16, Dever provided in-house opportunities for SEI training for staff in order to better equip teachers' incorporation of strategies into their daily classroom instruction.

In the future, all Dever staff will receive training and development to

<p>address the needs of their ELs and ELs with disabilities. Dever will expand its professional development offerings to include training around Culturally and Linguistically Sustaining Practices (CLSP) and supports for ELs with disabilities to address not only the language learning needs of these students but also to address the ways in which implicit and explicit bias may affect access to learning opportunities within the school and subsequent growth or achievement . Additionally, the Dever expects that all classroom teachers will have earned the SEI endorsement and will be implementing SEI strategies effectively in 100% of their daily lessons.</p>	
<p><u>Strategy 6:</u> Seek ongoing input from stakeholders about the success of Dever’s language acquisition strategies. The Dever has both school and larger communities of stakeholders invested in the success of the school’s English and Spanish language acquisition strategies. The Dever 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"> ● EL Parent Advisory Committee (PAC): The EL Parent Advisory Committee is a school-based stakeholder group comprised of parents/guardians of students enrolled in a school’s EL programs. The EL PAC will play an important role in advising the Dever school leadership team about how Dever’s language development strategies are serving the school’s English learners, and recommending adjustments to the English and Spanish Language Development strategies. ● 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, the Dever will also seek input from additional local, state, and national advisors with expertise in the area of language acquisition and development. <p><u>2017 Update:</u> Over the last three years, Dever has worked in close collaboration with ESE for guidance on and review of school-based EL programs. In addition, Dever’s language acquisition team, which was comprised of Dever staff, administration, and a Blueprint Schools Network representative met biweekly to focus on schoolwide EL initiatives. Dever has held annual literacy nights and book fairs to further support knowledge of and investment in Dever’s language development strategies, the most recent of which yielded over 400 Dever students, staff, families, and community partners. Superintendent Chang remains committed to ensuring authentic,</p>	<p>School Principal, Superintendent Chang, Deputy Superintendent of Strategy, Deputy Superintendent of ASSET, Director of the Office of Engagement’s School Support Team, Community Field Coordinator, School Principal, AP of School Culture</p>

<p>genuine, and frequent parent voice in the educational opportunities and achievements of their children. As such, Superintendent Chang remains committed to supporting multiple structures for family and community stakeholders to engage with the school and provide feedback about the Dever’s success in language acquisition strategies and, more broadly, academic and social emotional learning opportunities for Dever’s English Learners. The efforts at the Dever will receive direct support and training from the BPS’ District English Language Learner Advisory Committee on how to facilitate parent and community-based meetings. Additionally, all school staff (including teachers and leaders) will receive training from BPS’ Office of Engagement on how to build authentic, trusting relationships with families and other stakeholders.</p>	
<p><u>Strategy 7</u>: 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. The Dever 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: The Dever 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, the Dever 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. 	<p>Superintendent Chang, Deputy Superintendent of Asset, School Principal, Assistant Superintendent of OELL, LATF, Director of Academics for Intensive Support</p>
<p><u>2017 Update</u>: In partnership with ESE, Blueprint Schools Network</p>	

worked to conduct regular reviews of Dever’s language acquisition program. In school year 2014-15, the REACH program, which was supported by Boston Public Schools, was selected for implementation and has continued through the current school year. The Dever monitors the effectiveness of this program through ACCESS assessments, the administration of DIBELS and the assessment of WIDA indicators.

Over the next three years, Superintendent Chang will continue to monitor the effectiveness of all language development strategies and examine new or additional opportunities to further improve language acquisition in future years as needed. Because effective language development is a centerpiece for the Dever’s turnaround and the rapid academic achievement of its students, Superintendent Chang will consistently review data on language acquisition to assess how students are progressing. Throughout the school year, Dever staff will monitor instruction and professional learning for instructional staff and nimbly adjust to target student language needs. Annually, staff will reassess how or whether language strategies are providing students with the help they need in growing ELD levels or whether to pivot strategies or enhance interventions.

Quarterly Benchmarks #1

1.1 On quarterly interim ELA ANet assessments, and/or DIBELS and Fountas & Pinnell assessments (both given three times per year, with 6-week progress monitoring), all grade levels will narrow the gap towards grade level mastery, within subgroups and comparing subgroups.

1.2 All teachers will use ELD levels and literacy data through six-week data cycles to set goals for EL students focusing specifically on building background knowledge, academic content vocabulary, and English language structures - with the end goal of students attaining appropriate reclassification.

1.3 All educators will be trained in 3 Cs & I framework, with the goal of training all teachers in the first quarter of the year, providing on-going coaching and monitoring in quarters 2 and 3, and ensuring all teachers are SEI endorsed by June 2018 . All educators will be SEI endorsed or ESL certified by June 2018.

1.4 All EL students will receive ELD instruction (as per ESE Guidance) that is aligned to grade-level content and focused on building content knowledge and academic language and skills in the four domains of language acquisition, as evidenced by posted language objectives in all classrooms as well as integration of 3 Cs & I strategies in lesson planning and execution.

1.5 The Dever will create a plan collaboratively with the BPS Office of World Languages by June 2018 to develop an instructional program to provide content-rich Spanish instruction. The plan will be informed by student data and current research on language acquisition and proficiency, and as well as stakeholder input and feedback.

Priority Area for Improvement #2

Improve instructional quality and maximize time for core instruction.

The Dever will prioritize improving instructional quality at the school 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, the Dever 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 made up 42.2% and 14.1% of the total student population respectively in school year 2013-2014.

By increasing the amount of time devoted to instruction in core academic areas, the Dever 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.

For challenges addressed by Priority Area #2, please see the April 24, 2014 Dever Turnaround Plan at pp. 19-21: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/dever-final-plan.pdf>.

Strategies to Achieve Priority Area #2

Key Strategy	Owner
<p>Strategy 1: Establish clear expectations for instructional design, effectiveness and rigor. The Dever 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: The Dever 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, the Dever 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 EL student population. <p>2017 Update: From school year 2014-15 to school year 2015-16, Blueprint Schools Network and Dever leadership shifted expectations regarding lesson planning and ownership. This shift took place at the beginning of school year 2015-16 and Dever continues to maintain these new expectations for both core instructions and interventions. In school year 2015-16, classroom teachers at Dever attended two Common Planning Time (CPT) sessions per week with their grade-level teams led by their instructional dean. Additional staff, including the ESL team, technology teacher, and Math Fellows coach also participated in order to emphasize consistency across content areas. During these sessions, lesson plans were examined for the upcoming week to ensure rigorous, standards-aligned</p>	<p>Superintendent Chang, Deputy Supt. of ASSET, School Principal, Director of Academics for Intensive Support, Literacy and Math Coaches</p>

<p>instruction in all classrooms within a given grade. CPT protocols also helped to build a strong shared understanding of the content being taught.</p> <p>In the future, Superintendent Chang will work with the Dever team to ensure that vetting of curricula consistently seeks to expand rigor, affirm and validate the racial, cultural, and linguistic identities of students, and provide opportunities to develop and incorporate authentic arts integrated instruction into all content areas. A key pillar underpinning the Superintendent Chang’s approach to instruction at the Dever is that all students can achieve at high levels. Superintendent Chang will seek out and implement adult learning around curriculum that honors this belief and provides children with more opportunities to access rigorous instruction across all subject areas, including math, English Language Arts, science, social studies, and the arts.</p>	
<p><u>Strategy 2:</u> Increase intervention strategies and programs in math and ELA. The Dever will provide targeted intervention in math and ELA for selected students.</p> <p><u>2017 Update:</u> Over the last three years, all 4th and 5th grade students received an additional math block at their instructional level through the Blueprint Math Fellows Program. This instruction supplemented students’ regular core math instruction, and students were tutored in small groups in 45 to 60 minute sessions. Median Student Growth Percentiles (SGPs) on the March 2017 STAR assessment for students enrolled in the additional math block demonstrated accelerated growth: 4th grade students achieved 62 median SGP; 5th grade students achieved 64 median SGP. Typical median growth for students in these grades is 50 SGP.</p> <p>In the future, Superintendent Chang and the Dever team will increase intervention strategies and programs for both academics and behavior support. These supports will include small group instruction and interventions for both academics and behavior. Additionally, the Dever will provide small group and individual interventions in all grades, adopting an approach in line with Multi-Tiered Systems of Support (MTSS). Interventions will focus on English Language Arts and math. While the Dever will not continue with the Math Fellows program, the school will hire a math coach to work alongside an ELA coach in strengthening interventions with focus on acceleration toward closing math and literacy gaps.</p>	<p>Superintendent Chang, Deputy Supt. of ASSET, School Principal, Director of Academics for Intensive Support, Literacy and Math Coaches</p>
<p><u>Strategy 3:</u> Provide targeted professional development (PD). The Dever will use an expanded school year for the school’s teachers to provide professional development programs with a particular focus on planning and instructional</p>	<p>Superintendent Chang, Deputy Supt. of ASSET,</p>

<p>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: The Dever 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): The Dever 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. ● Provide Targeted Leadership Coaching: The Dever will provide additional targeted coaching and monitoring for the school’s leadership team. <p>2017 Update: Dever’s leadership team planned and delivered two weeks of summer professional development for new and returning teachers in preparation for school year 2016-17. Based on a feedback survey, 92% of staff who said the sessions applied to them rated the sessions “mostly” or “highly effective”.</p> <p>Superintendent Chang intends to continue the schedule model that the</p>	<p>School Principal, Executive Director of the Arts, Assistant Superintendents of Opportunity and Achievement Gap, Office of English Learners, Special Education, Literacy and Math Coaches</p>
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<p>Dever currently has in place, which allows for one half day of professional development on Wednesday afternoons in addition to dedicated time for staff-led instructional teams to engage in collaboration (e.g. via Common Planning Time) and instructional leadership at the student, grade, strand, and whole school levels (e.g. via an Instructional Leadership Team and a Student Support Team).</p> <p>Professional learning objectives for adult staff will closely align with turnaround priorities for the Dever, principally in using Culturally and Linguistically Sustaining Practices (CLSP) to affirm and validate student identity while increasing access and agency in core content areas, as well as developing curricula rich with arts integrated lessons as an access point across the core. Authentic arts integration will increase engagement, motivation, retention and achievement for all Dever students. Professional learning will also focus on English language acquisition strategies, fostering academic and behavioral learning for students with disabilities in the EI strand (with a focus on attaining inclusive settings), as well as in how to engage authentically with families in building trusting partners for student learning. Especially in school year 2017-18, professional learning will focus on new curricula adopted to rapidly accelerate student achievement and expand rigor.</p>	
<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: The Dever will continue to support the emotional impairment strand, 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><u>2017 Update:</u> Dever’s TLC program has been supported by a core team which includes: a TLC Coordinator, TLC Clinician, classroom teachers, and paraprofessionals. This team provides students in the program with socio-emotional and academic supports and has received targeted professional development regarding behavior and academic data analysis, and individual student goal tracking. In addition, the team engages in frequent collaboration around Second Step, Zones of Regulation, CPI training, and therapeutic play training. The Dever leveraged Level 5 budget and human capital autonomies to provide additional support in</p>	<p>Superintendent Chang, Deputy Supt. of ASSET, School Principal, Director of Academics for Intensive Support, Assistant Superintendent for Special Education, Executive Director of the Arts, TLC Strand Specialist, and Clinical Coordinator</p>

<p>grades 1, 4, 5 and the TLC midway through school year 2016-17. Over the course of the three years, Blueprint Schools Network’s human capital team recruited, vetted, and worked with Dever’s leadership team to select five new instructional paraprofessionals to join the Dever. In school year 2016-17, Dever’s leadership team held a weeklong Paraprofessional Institute to orient the new members of the team. The intensive, five-day Institute covered Dever’s Core Values, expectations, routines, and tiered behavior system to ensure a smooth integration into the school environment. In addition, the paraprofessionals were given professional development on Reading Workshop and Leveled Literacy Intervention (LLI) curricula so that they would be adequately equipped with knowledge of Dever’s instructional initiatives in order to effectively support students for second semester.</p> <p>In the future, Superintendent Chang will work with the Dever team to strengthen the EI strand at the school to be more inclusive and rigorous and address persistent issues with the performance of the program. The EI strand has been a long standing challenge for the Dever. Utilizing resources from the district’s special education office and other academic and social emotional supports, Superintendent Chang seeks to evolve the EI strand into a more inclusive program for students with emotional impairment, following each student’s IEP and also assess for student readiness to access more inclusive options in the school community. Additionally, and as reflected across all aspects of the instructional program, Superintendent Chang will seek to strengthen and enhance inclusive and rigorous instruction in a therapeutic learning environment for students with emotional impairments, providing them with the same high caliber of challenge that their peers will receive. The Dever’s instructional priority around arts education and arts integration will be a key component of building inclusive and rigorous instruction for students. Arts/arts integration uses teaching practices that have been shown in brain-based research to improve comprehension, long-term retention, engagement and academic growth for students with IEPs.</p>	
<p><u>Strategy 5:</u> Increase instructional time. The Dever will implement a longer 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, the Dever will redesign the school’s day, week, and year to include additional time for student learning. Students will be provided with up to 186 days of instruction. The Dever will replicate the conditions established in other successful past turnaround partnerships, which include increasing instructional time by at least 	<p>Superintendent Chang, Deputy Supt. of ASSET, School Principal, Director of Academics for Intensive Support, Director of Expanded Learning Time, Human Capital and Strategy Manager,</p>

20 percent over what students typically receive in other public elementary schools. In addition, the Dever 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 2016-17, the Dever will redesign the daily schedule such that students' school day will begin at 7:30 a.m. and end at 3:30 p.m. four days per week and 12:30 p.m. one day per week. This weekly early release day will be used to incorporate more time for staff professional development and collaborative planning in topics such as supporting English Learners, differentiating instruction, checking for understanding, increasing rigor, and using data to improve instruction. 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 seeking later pick-up options.
- Extended instructional time for ELA, mathematics and interventions: The Dever will create a 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.

2017 Update: Over the last three years, the Dever has maximized time for instruction within the master yearly and daily school schedules. Dever's additional learning time has supported core instruction by providing every student with 180-210 daily minutes of ELA and 90-120 daily minutes of math, including data-driven, small group instruction in ELA and math through the use of needs-based groups. In addition, students engage in physical education, music, Spanish, technology, and art each week.

Literacy and Math Coaches

Superintendent Chang plans to maintain the extended school day model at the Dever. The Dever plans to continue making use of its school year 2017-18 Extended Learning Time grant from the ESE in order to support this enhanced instructional schedule. In addition to focusing more time on core academic content, the Dever will use the extended time to also provide access to enrichment opportunities. For example, teachers and partners will provide rich opportunities for the Dever’s diverse student population to expand skills to support the development of the whole child and deepen integration of core academic subjects into the arts and physical education.

Quarterly Benchmarks #2

2.1 Classroom tasks grow in their level of rigor over the course of the year, as evidenced by sampling tasks from a variety of classroom types and programs (e.g. SEI classrooms, EI classroom, general education classroom) and student subgroups (e.g. Black or Hispanic students, students with disabilities) using the BPS Task Analysis Tool and by the production of capstone tasks.

2.2 On interim math ANet assessments, all grade levels will narrow the gap towards grade level mastery, within subgroups and comparing subgroups.

2.3 Teachers participate in monthly professional development of 16 hours or more around instructional priorities (e.g. Culturally and Linguistically Sustaining Practices and the Arts) including use of data in driving instruction, with practice and implementation supported through learning walks and coaching. The Dever's Instructional Leadership Team (ILT) sets quarterly PD goals for the whole school community, to supplement individualized learning goals that all teachers will have for their own practice.

2.4 Teacher leaders lead Professional Learning Communities within the school that consider multiple models for reflecting on lesson success through review of student work and that continuously gauge teachers' self-perceived levels of supportiveness and understanding of school priorities.

Priority Area for Improvement #3

Use data to drive instruction.

The Dever 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. The Dever will place explicit emphasis on using data – including ACCESS assessment results – to address the needs of English learners, students with disabilities, and low-income students, which in 2013 made 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 ELs 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.

For challenges addressed by Priority Area #3, please see the April 24, 2014 Dever Turnaround Plan at p. 27: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/dever-final-plan.pdf>.

Strategies to Achieve Priority Area #3

Key Strategy	Owner
<p>Strategy 1: The Dever teachers, leadership team, and BPS support team will engage in ongoing data cycles in order to accelerate teaching and learning.</p> <ul style="list-style-type: none"> ● The Dever ILT will identify priority indicators on the CLASS tool based on the 2017 MSV data. Members of the ILT and members of the BPS support team will engage in ongoing data inquiry cycles relative to the priority indicators. <ul style="list-style-type: none"> ○ Data will be collected via classroom observations using the CLASS tool for the priority indicators every 6 weeks. The Team will analyze the data and develop an action plan to be implemented during the cycle and will measure impact based on the data collected at the observation. ● The Dever ILT and members of the BPS support team will conduct monthly task reviews using the BPS task analysis tool. The team will analyze the data and use it to inform teacher professional learning, common planning time, and teacher support and coaching. ● Early childhood teacher teams will engage in ongoing data inquiry cycles using early literacy data (K1) and Fountas and Pinnell Benchmark Assessment data (K2-1) and math assessments from Building Blocks (K1) and Investigations (K2-1). The Instructional dean will support the implementation of these inquiry cycles. <ul style="list-style-type: none"> ○ Data cycles will be 6 weeks in length and data meetings will occur during professional learning time. ● Elementary teachers (2-5) team will engage in ongoing data inquiry cycles using formative reading data (Fountas and Pinnell Benchmark Assessment) and ANet interim assessments in ELA and Math. The ANet coach will support inquiry cycles using interim data. The Instructional coaches will support the implementation of inquiry cycles using F&P data. <p>Data cycles will be 6 weeks in length and data meetings will occur during professional learning time.</p>	<p>Superintendent Chang, Deputy Supt. of ASSET, School Principal, Director of Academics for Intensive Support, Math and Literacy Coaches, Instructional Superintendent</p>
<p>Strategy 2: Differentiate data by teacher. The Dever will ensure each 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 is struggling with mastery of a standard or skill. ● 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 	<p>Superintendent Chang, Deputy Supt. of ASSET, School Principal, Director of Academics for Intensive Support, Instructional Superintendent</p>

determine how to best serve the common group of students they teach.

- Data Tracking: The Dever will set the expectation for evidence of data tracking in all classrooms. The Dever 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: The Dever 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.

2017 Update: Over the last three years, Dever’s leadership team strategically designed differentiated professional development sessions based on feedback from instructional staff and student data. Kindergarten teams collaborated and created plans using the Focus on K2 curriculum. The TLC team received targeted professional development regarding behavior and academic data analysis, and student goal tracking. All grade levels engaged in monthly Response to Intervention (RtI) meetings and biweekly Student Support Team (SST) meetings to identify students in need of more intensive academic support, to review concerns, and to monitor and modify interventions as needed in order to accelerate students meeting grade-level standards.

In the future, Superintendent Chang will work with the Dever team to ensure that data is readily available, disaggregated, and presented in formats that allow for analysis and use by teachers and school-based staff. This includes reporting data at the student, classroom, strand, grade, and/or whole-school level to ensure that a variety of key audiences are able to access it, make sense of it, and develop action plans as a result of it. Specifically, as mentioned in the rationale of the strategy, making sure teachers have access to a variety of data will be key to Dever success: working on teams and with school leadership, data reports for teachers will help to unlock problem areas within classrooms and ascribe action. This focus on student-level academic, social-emotional, and behavioral data will also be key in the structure of a Student Success Team, which will meet to address specific student cases and provide comprehensive supports.

Strategy 3: Train teachers how to use daily and weekly data from the classroom, assignments, and student work to inform and improve instruction. The Dever 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.

School Principal,
Dir. of
Academics for
Intensive Support,
Math and
Literacy Coaches,
Instructional
Superintendent

2017 Update: Over the last three years, Dever teachers have been provided with training regarding data collection, analysis, and assessment. Specifically, the Instructional Leadership Team has worked to triangulate data from statewide assessments, ANet scores, and Fountas & Pinnell reading levels to inform the creation of needs-based groups to ensure that instructional staff were able to meet the needs of their students.

Data is most valuable when teachers and leaders are able to sort it, analyze and make meaning of it, and use it as the basis of targeted action to enhance student achievement. In the future, the Dever team will build from structures that have demonstrated success and lead professional learning that addresses these important aims. In collaboration with the BPS' Data and Accountability Office, as well as potentially with external contractors, skills and expertise with data will continue to be honed so that Dever staff feel fluent in understanding and employing student-level data in their decision-making.

Quarterly Benchmarks #3

3.1 School leadership revisits instructional schedules quarterly based on data from teacher observations to make adjustments to focus on highest need areas for students, by grade, subject, or student subgroup.

3.2 Instructional team meetings and action steps (with focus on Instructional Leadership Team, or ILT) are data-centric and focused on the analysis of classroom tasks and observations of fidelity in teacher moves/practice, as evidenced by team agendas, member self-assessment, and quarterly assessment of ILT functioning by the Instructional Superintendent on the BPS ILT Rubric. Leadership of all team meetings is distributed and shared.

3.3 100% of classroom teachers regularly employ formative assessment strategies in their classroom instruction to understand student comprehension and competency levels (e.g., via exit tickets and performance tasks) and use the Illuminatea formative assessment platform (i.e., enter data into and review results from) to track and analyze data, as evidenced by system analytics, observations of instructional teacher practice and teachers incorporating data insights into their practice.

3.4 Dever leaders take a proactive approach for identifying and responding to student needs, including use of an early warning data system for teachers and leaders to understand academic and behavioral student indicators, respond via multi-tiered system of supports for academics and behavior, and inform monthly meetings of a Student Success Team to address specific student concerns, using SST agendas as evidence of progress.

3.5 Teachers grow in feelings of self-efficacy in using data to drive practice and accelerate student learning, as evidenced by data from coaching meeting protocols and quarterly teacher surveys following professional development and Common Planning Time sessions.

Priority Area for Improvement #4

Establish a culture of high expectations and college and career readiness.

The Dever 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, the Dever will set the bar high for students and staff.

For challenges addressed by Priority Area #4, please see the April 24, 2014 Dever Turnaround Plan at p. 31: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/dever-final-plan.pdf>.

Strategies to Achieve Priority Area #4

Key Strategy	Owner
<p><u>Strategy 1:</u> 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. The Dever will integrate best practices from high achieving elementary schools to enrich the physical environment at the school. ● Positive College- and Career-Focused Learning Environments: The Dever 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: The Dever’s school leadership team 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. The Dever 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. School leadership will 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. The Dever 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. The Dever plans to remain in close communication with the McCormack leadership team to 	<p>Superintendent Chang, Deputy Supt. of ASSET, School Principal, Director of Academics for Intensive Support, Human Capital and Strategy Manager, AP of School Culture</p>

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.

2017 Update: Over the last three years, the Dever leadership team has worked alongside community partners to provide a warm, welcoming, college-going environment for students and staff. Dever Core Values posters are displayed in all common areas. Yellow and blue lines in all hallways provide a clear pathway for students during transitions and travel. Prior to school year 2016-17, volunteers from UMass Boston and John Hancock repainted the playground area, restocked our outdoor gardens, and beautified the amphitheater section of Dever’s campus. Instructional and support staff have been held to the expectation that boards are consistently updated with current student work, the class number, teacher name, and applicable Curriculum Frameworks Standards. The Dever-Boston College High School Mentorship Program was a new program established between Boston College High School (BC High) and Dever during school year 2016-17. Sixteen (16) Juniors from BC High mentored 64 4th grade students at Dever once per week on Thursdays for a 60-minute block. During this mentorship period, BC High students worked with Dever students by providing classwork and homework support, facilitating social/emotional support activities, and holding formal and informal socially and academically conscious conversations. Since the implementation of this program, 4th grade teachers have reported increased student interest in their education as the students reach the middle and high school grades.

In the future, Dever staff will continue to build and strengthen a college- and career-focused culture at the school, reinforcing the expectation that all students can achieve at high levels. This comes through first and foremost in some of the practices that Dever has already embraced, such as in displaying student work, at all levels, proudly in school spaces and celebrating the achievements of all students. In order to authentically prepare students for college and career, we also need to create learning experiences and tasks that allow students to understand the many facets of their own identities while engaging them in critical thinking and reasoning. Dever staff will also create learning opportunities for students to more proactively develop their college and career pathways.

Strategy 2: Refine and regularly reinforce clear, non-negotiable school-wide behavior expectations and policies. In order to improve student learning, The Dever 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

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the Dean of School Culture.

- 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:
 - 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 EL 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 school leaders, teachers, students and parents or guardians. For example, through the School Compact, the Dever 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.

2017 Update: Over the last three years, during professional development sessions, Dever leadership has trained staff on Positive Behavioral Intervention Strategies (PBIS) and Response to Intervention (RtI). Similarly, all students participated in PBIS programming throughout the years. Dever has prioritized holding students accountable for behavioral and academic success. Dever has also designed and implemented a data tracking system to monitor student behaviors on buses. This system allowed the school to collect real-time data in order to identify specific students that may need additional support and interventions. This resulted in a significant increase in parent involvement and a decrease in the number of bus incident referrals. During school year 2016-17, Dever also implemented a new system to track time-out-of-class (TOC) data, which helped inform teachers and leadership of students who were spending excess time out of the classroom due to behavioral needs

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and informed the creation of individualized intervention plans. As a result, student time out of class continued to decrease since the start of school year 2016-17.

Superintendent Chang recognizes that student and staff safety has been a concern for Dever staff in the past, and seeks to continue building a safe, sustaining, healthy, and welcoming environment for all students, staff, and family who compose the Dever community. First and foremost, Dever staff will engage Dever students, families, and staff in understanding their school, their hopes and fears for their school, and in building trusting, authentic relationships that will both allow for two-way feedback as well as engage all partners (e.g. parents and families) in the learning. Dever staff will deeply reflect on this as they continue to refine systems and structures for collecting and analyzing data on student behavior and responding to it with multi-tiered systems of support. This will include building on school- and classroom-wide rituals that Dever staff has already established, and seeking to find other ways to positively celebrate unique student identities, abilities, and agency within the Dever community - which goes beyond a punitive or control-oriented approach to behavior.

Strategy 3: Reinforce Dever’s strong school identity and build stronger family and community engagement. The Dever 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 student learning.

- Build systems for effective and on-going family and community communication and outreach. The Dever will conduct targeted outreach to families, and the broader community, to ensure they are well-informed and invested in the success of the school and its students.
 - Family Outreach: The Dever 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: The Dever 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 EL 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.

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- Neighborhood Assets and Resources: The Dever 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, the Dever 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.

2017 Update: Over the last three years, the Dever team has increased the number of ways in which the school community is able to connect with families. Given that many Dever families reside beyond walking distance of the school, the Dever has implemented communication systems and events that were designed to ensure that all families feel well-connected to the school. For example, families received monthly newsletters in English and Spanish, Blueprint had managed an independent Dever website, and students routinely received Dever postcards mailed to their home with handwritten, individual comments from teachers. Dever also proactively connected students and families with the greater Boston community through programmatic partnerships with the Boston Pops, Boston Ballet, Boston Children’s Hospital, and Big Brothers Big Sisters organizations.

In the future, Superintendent Chang will be committed to reinforcing Dever’s strong school identity and building stronger family and community engagement, all in service of building a welcoming, healthy, sustaining, and safe environment s for all students, staff, and family who compose the Dever community. Dever already has made a strong commitment to these efforts in dedicating staff towards these ends, as well as taking time within existing systems, structures, and positions (e.g. in the work of the principal or in instructional meetings for the Instructional Leadership Team) dedicated to family and community engagement. All Dever staff will receive training in how to engage students, families, and staff in understanding their school, their hopes and dreams for their students, and in building trusting, authentic relationships that will both allow for two-way communication as well as engage all partners (e.g. families and community) in the learning. Dever staff will deeply reflect on their learning as they continue to refine systems and structures for collecting and analyzing data on student behavior and responding to it with multi-tiered systems of support. This will include building on school- and classroom-wide rituals that Dever staff has already established, and seeking to build on it to find other ways to positively

<p>celebrate unique student identities, abilities, and agency within the Dever community - which goes beyond a punitive or control-oriented approach to behavior.</p>	
<p><u>Strategy 4:</u> Use school and external partner resources to address students’ needs and facilitate their learning. The Dever recognizes that 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, The Dever will help 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-monitoring of behavior; ● 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> <p>2017 Update: Over the last three years, the Dever served students that have health, mental health, safety, and other home life challenges and require additional supports. As such, Dever has been partnered with City Connects, who provides a full-time, on-site Coordinator to manage wraparound services and intervention groups. In addition, the Home for Little Wanderers has provided a Clinician to provide case management to Dever students.</p> <p>In the future, the Dever will continue to solicit, sustain, and expand school and external partner resources to address students’ needs and facilitate their learning - in particular, in identifying partners for enriching rigorous learning experiences. By ensuring that student social, behavioral, academic, and health needs are addressed, Superintendent Chang will help Dever students arrive and remain at school ready to learn and include their full selves in the process.</p>	<p>Superintendent Chang, Deputy Superintendent of Strategy, School Principal, Human Capital and Strategy Manager, Director of Partnerships, Office of Engagement Family and Community Liaison, AP of School Culture</p>

Quarterly Benchmarks #4

4.1 All classrooms and public spaces exhibit displays of various stages of student work and expressions of student identity.

4.2 Dever classroom teachers initiate and hold two-way conversations with at least 50% of their students' families each quarter (e.g. via calls to home, home visits, or in-person meetings at school during or outside of school events) that supports frequent, proactive, positive and personalized communications with families about student performance and growth - using language accessible to families - in order to learn more about each family and each student's learning needs, as well as to share student progress and solicit parent involvement in student learning. Progress on this goal will be monitored using a tool agreed upon by the ILT.

4.3 All staff regularly participate in school-wide learning and dialogue on the Culturally and Linguistically Sustaining Practices continuum (competency #1), as evidenced by participation in the Wheelock course on understanding students, Professional Learning Community with book study on culturally responsive teaching, and/or keeping of a reflective journal.

4.4 Dever staff hosts events, assemblies, walks, and other gatherings (e.g. parent teacher nights, family learning nights, curriculum nights, arts events, etc.) - at the Dever and in the greater Dorchester community - at least monthly to open up the practices of the Dever's learning community, including to celebrate student growth and achievement, recognize and celebrate student and family identity, and build genuine partnerships to strengthen and accelerate learning with parents, families, and community partners. At least 50% of Dever staff will participate in each gathering.

4.5 Student attendance will average 95 percent daily, and for quarters 2–4 the percent of office referrals for disruptive behavior will decrease from Q1 benchmark. Data will be gathered for all students as well as for specific subgroups of students (in particular: EI students) and grade bands on average daily attendance in identifying and applying interventions with students who are chronically absent.

4.6 Dever will bring together several teams to support parent and student engagement at the school, including an ELL Parent Advisory Council, a School Parent Council, a School Site Council, and an engagement action team that will guide and direct engagement efforts at the school. Teams will be launched with access and agency to lead engagement initiatives at the school, and will regularly engage with school leadership to ensure viability and success of their initiatives and responsiveness to their recommendations. Progress will be monitored on this goal using the BPS Family Survey annually and internally-created family surveys quarterly.

Priority Area for Improvement #5

Hire and cultivate high-performing and high-potential staff.

The Dever will ensure the school 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. The Dever 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 the school's efforts to execute and monitor the turnaround strategies. The Dever will prioritize candidates with SEI endorsement and previous experience working with ELs, to ensure staff are well prepared to have a significant impact with Dever's high EL student population.

For challenges addressed by Priority Area #5, please see the April 24, 2014 Dever Turnaround Plan at p. 37: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/dever-final-plan.pdf>.

Strategies to Achieve Priority Area #5

Key Strategy	Owner
<p><u>Strategy 1:</u> Hire high performing and high potential leaders, teachers and related service providers. The Dever 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: Superintendent Chang 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 Superintendent Chang, 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: The Dever 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. The Dever will 	<p>Superintendent Chang, Deputy Supt. of Strategy, School Principal, Human Capital and Strategy Manager</p>

implement a targeted recruitment strategy that will explicitly focus on ensuring the school is staffed with teachers, leaders and 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 ELs and students with disabilities.

- School Leadership: Excellent school leadership is a fundamental requirement for developing, implementing, and maintaining a successful school turnaround. Thus, the Dever 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: The Dever 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, the Dever will conduct direct outreach to state-wide teacher preparatory programs. The Dever 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, the Dever 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. The Dever will also investigate other potential partnerships that could bring teams of teachers and leaders to the school.
- 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: The Dever 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 Dever's working conditions.)

2017 Update: Recruiting, selecting, and retaining high-quality leaders, teachers and support staff has been one of Dever's top priorities. Over the last three years, Blueprint Schools Network employed a full-time Human Capital and Recruiting coordinator to provide recruiting, selection and retention services to Dever leadership teams. Blueprint's Human Capital team streamlined recruiting, vetting and selection supports in order for the principal to maximize a focus on teaching and learning responsibilities. Blueprint has recruited locally and nationally, and attended job fairs across the country to find high quality teachers for Dever students. Blueprint also ran teacher selection days on campus to vet cohorts of applicants and connect them with the school, students and community as part of the hiring process. Blueprint designed and led Dever-specific protocols for the Advanced and Masters application process and worked closely with BPS to implement the Dever compensation ladder and troubleshoot employee human capital issues as needed. During school year 2015-16, Blueprint conducted a national search for an executive turnaround principal for the school which resulted in the selection of Dr. Todd Fishburn.

As Superintendent Chang has been given the responsibility for the implementation of the turnaround plan, he will maintain as a top priority the retention, recruitment, and support of high performing and high potential leaders, teachers and related service providers for the Dever school, including using the strategies as outlined above. This work starts with recruiting top talent to lead instruction at the student, classroom, and whole school level each and every day. Retention is just as important to the development of the school. The families and children of the Dever seek out familiar faces and a safe environment in which to learn and grow, especially considering the amount of turnover at the school level over the past several years.

Retaining top talent in all school roles is key to this continuity and building this kind of environment. Superintendent Chang plans to continue to incentivize performance through Dever's working conditions and to provide opportunities for additional leadership for teachers who are excelling in their areas of expertise. Superintendent Chang will also closely monitor practitioner practice to understand where adults are performing across a variety of dimensions and to provide support so that they can grow. Similarly, Superintendent Chang plans to provide robust professional learning opportunities to focus on schoolwide priorities, including in the rollout of rigorous curricula, social emotional learning skills, and practices that sustain students' cultural and linguistic identities. A key part of delivering on this priority will be investing in and developing a strong Instructional Leadership Team (ILT) and coaching infrastructure and systems in the school. The leadership provided by the ILT will be crucial in ensuring the success of human capital strategies.

<p><u>Strategy 2: Systems for Teacher Support, Monitoring and Evaluation.</u> The Dever will establish a comprehensive system for regularly evaluating and monitoring the school’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. The Dever 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: The Dever recognizes that early career teachers (1-3 years of experience) will need additional support, particularly when working in a turnaround school context. The Dever 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 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. ● 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. Superintendent Chang, 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 	<p>Superintendent Chang, Deputy Superintendent of Strategy, Human Capital and Strategy Manager, Math and Literacy Coaches, Instructional Superintendent</p>
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Appendix A for additional information about professional expectations.)

- Dispute resolution: The Dever 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.

2017 Update: Over the last three years, the Dever has been committed to providing instructional feedback aligned to school expectations: (1) Lesson plan feedback is provided to teachers and the principal personally visited every classroom multiple times within the first week of the SY16-17 school year; (2) Instructional Leadership Team members collaborated with Dever's ANet coach to identify instructional priorities in math and language arts, set ANet assessment cycles, and finalize learning walk rubrics aligned to engagement and academic priorities; (3) Every classroom received written feedback aligned to instructional priorities, followed by a verbal check-in. Dever's instructional coaches followed a "Learning Walks" protocol that explicitly broke down the days, times, and specific classrooms visited. In addition, each individual coach has a detailed schedule that indicated which learning walk and/or common planning time session was happening and when.

In the future, Superintendent Chang will continue building systems for Teacher Support, Monitoring and Evaluation, aligned to the state's educator evaluation system as well as to the instructional priorities with which the district will lead the school. School leadership will closely monitor practitioner practice to understand where each is performing across a variety of dimensions and to provide support so that all can grow. Superintendent Chang, the ASSET team, the Strategy Team, and the Instructional Superintendents will also provide robust professional learning opportunities to meet all adults in the building where they are to and to advance schoolwide priorities like culturally and linguistically sustaining practices and integration of the arts in core curricula.

Quarterly Benchmarks #5

5.1 Dever teachers and leaders will use benchmark and formative assessments to find student data trends, tag to instructional pillars, identify priority high leverage teacher practices (as outlined by teacher rubric elements), and develop/align team goals, as evidenced by CPT agendas.

5.2 Instructional leaders will routinely gather evidence of instructional practice via a look-for tool or learning walk rubric, which will aggregate observation data across classrooms for insights on school-wide areas for improvement, communicate back to teachers directly what leaders are observing in teacher practice and where to improve, as well as document multiple instances where each teacher will receive feedback to improve practice. Each Dever teacher will have an instructional observation at least twice monthly with leaders providing actionable feedback and coaching following visits.

5.3 Across Dever staff, at minimum 50% of proficient and exemplary teachers will be retained by end of year; leaders will steadily increase the number of teachers of color and teachers fluent in other languages on staff each year so they better reflect the diversity of the Dever student population.

5.4 Dever school and teacher leaders will provide professional growth opportunities for all Dever teachers in the school, including offering MTEL sessions to support staff to become certified and more clearly defining a pathway towards Advanced/Masters roles as described in the Dever's working condition, as evidenced by teacher feedback on the twice annual Insight survey on professional growth-related questions.

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 renewed 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, Commissioner Chester selected Boston Public Schools' Superintendent Tommy Chang as the person responsible for implementing the school's turnaround plan. Superintendent Chang shall have full managerial and operational authority for the school. Superintendent Chang retains final authority over school-based decision-making and his determination shall be final.

Conditions Necessary for Dever Elementary to Succeed

During the Receivership, the Dever Elementary School will operate as a district (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. 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 Superintendent Chang (or his designee) 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.

- Superintendent Chang (or his designee) may suspend the time periods in writing with notice to the union.
- Superintendent Chang 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 Superintendent Chang, 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. Superintendent Chang's decision will be entitled to substantial deference during the Commissioner's review. The Commissioner's determination will be final.

Personnel:

- Superintendent Chang 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 Superintendent Chang to employ any specific individuals in the school that it operates. Superintendent Chang has the sole discretion to decide which staff to retain or renew annually.
- Superintendent Chang may select staff for union positions without regard to seniority within the union or past practices between the local school committee and the union.
- Superintendent Chang may formulate job descriptions, duties and responsibilities for any and all positions at the Dever Elementary School.
- Superintendent Chang 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.
- Superintendent Chang 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 except that union members shall continue to accrue seniority.
- Superintendent Chang 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.
- Superintendent Chang 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.
- Superintendent Chang will be responsible for all hiring, managing, and evaluating staff required to meet the needs of students who are English Learners.
- Superintendent Chang 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 186 instructional days; and
 - 3 hours of professional development on student early release days, every week after the school year begins.
- Superintendent Chang 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.
- Superintendent Chang 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.

Superintendent Chang 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;
- 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 186 instructional days;
- 3 hours of professional development on student early release days, every week after the school year begins; 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 7:15 a.m. –5:15 p.m. 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 Superintendent Chang. 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 Boston Public Schools.

Feedback, Performance Improvement, and Dismissal

Superintendent Chang 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, Superintendent Chang 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 186 instructional days;

- 3 hours of professional development on student early release days, every week after the school year begins; 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, 8:00 a.m. - 4:00 p.m. 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

Superintendent Chang 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, Superintendent Chang 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, Superintendent Chang and the Dever school leaders will continue to utilize the revised compensation system with the following components.

For information about the compensation system in prior school years, please see the Dever Revisions to the Compensation Section of Appendix A (January 2015 and April 2017): <http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/level-5-schools/current-level-5-schools/dever-elementary-school-boston.html>

CAREER LADDER

Definitions:

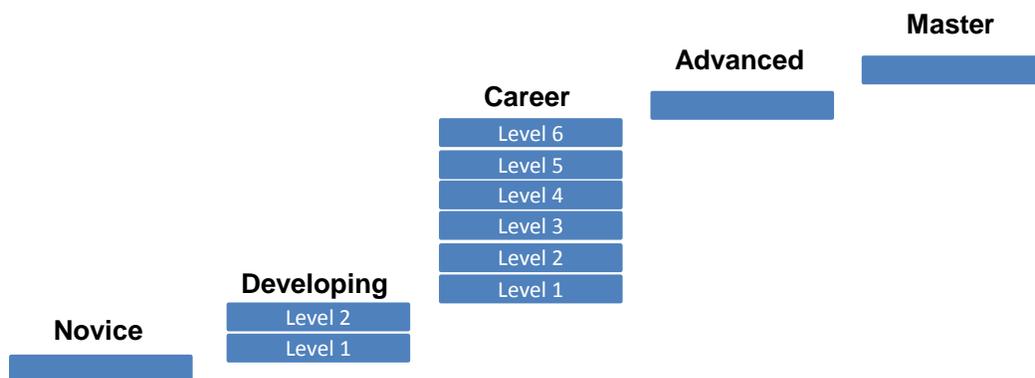
Novice teachers are typically first-year teachers entering teaching directly from college.

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	School Year 16-17 Compensation Level	School Year 17-18 Compensation Level*
Novice	\$54,000	\$57,000
Developing Level I	\$59,000	\$62,000
Developing Level II	\$64,000	\$68,000
Career Level I	\$70,000	\$74,000
Career Level II	\$74,000	\$78,000
Career Level III	\$78,000	\$82,000
Career Level IV	\$82,000	\$86,000
Career Level V	\$86,000	\$90,000
Career Level VI	\$90,000	\$95,000
Advanced	\$97,000	\$102,000
Master	\$104,000	\$109,000

* Effective July 1, 2017

Transition to the Career Ladder

Effective July 1, 2015, teachers who were selected to remain at the Dever Elementary School were 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 received 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.

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

The annual base salary for an "Advanced" teacher will be \$102,000. Advanced teachers must possess an initial or professional license.

The annual base salary for a "Master" teacher will be \$109,000. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach \$109,000. 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 Superintendent.

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 Superintendent.

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 Superintendent 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 Superintendent.

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 Superintendent determines that the payment of additional compensation to a bargaining unit member is necessary to better serve the needs of the students, the Superintendent 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 counter proposals 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 counter proposals 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 counter proposals, but ultimately no agreement was reached.

Appendix B: Measurable Annual Goals (MAGs)

This section will be updated in the fall of 2017 when statewide assessment and metrics are reported.

Appendix C: Financial Plan for the School

Paul A. Dever Elementary School Financial Plan

The Commissioner and the Superintendent 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 Superintendent will ensure that those investments are allocated in a manner most likely to promote increased student learning. In addition, the Commissioner and the Superintendent 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 2017-18

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.² 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.

² 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 2017-18, including district, state, and federal funding sources.

Funding Source	FY18 Estimated Amount	Notes
Weighted Student Funding allocation	\$3,860,949	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	\$210,151	Nurse, Coordinator of Special Education Services, food service grant
Extended learning time and discretionary central services	\$307,911 (BPS Schedule A ELT funding)	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	\$540,790 (Included in WSF)	Funding for services stated in IEPs such as OT, PT, 1:1 aides, counselling support
Federal grants	\$289,368 (Included in WSF)	<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	\$376,910 (State ELT Grant)	To be determined: <ul style="list-style-type: none"> ● Kindergarten Expansion ● Other state grants
State Turnaround Plan Contribution	TBD	<ul style="list-style-type: none"> ● Operation of the school ● Turnaround Plan programs

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 Superintendent 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 Superintendent 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, Superintendent 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.³ 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.⁴

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.⁵ 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.

³ Hanushek, E. (2010), “The Economic Value of Higher Teacher Quality.” National Bureau of Economic Research.

⁴ 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.

⁵ <http://cepa.stanford.edu/sites/default/files/stateRole.pdf>

Effective in school year 2015-16, a new performance-based compensation system was employed to compensate employees based on responsibilities and leadership roles, individual effectiveness, professional growth, and student academic growth. In the future, the Superintendent 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.⁶ The exception to this statement is in a few specific content areas--math and science--where researchers found student achievement to be slightly higher for high school students whose math and science teachers held advanced degrees.⁷
- 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.⁸
- “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.”⁹
- 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.¹⁰

In order to direct school fiscal resources to most directly promote rapid improvement of student achievement, the Superintendent implemented a new performance-based compensation system which contains a career path and which compensates 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.

⁶ 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

⁷ Dan Goldhaber and Dominic Brewer, 1998. “When should we reward degrees for teachers?” *The Phi Delta Kappan* 80(2): 134-138.

⁸ National Center for Education Statistics, “2003-2004 Schools and Staffing Survey” as cited by Miller and Roza, 2012.

⁹ Miller and Roza, 2012, p.1.

¹⁰ Eric A Hanushek, John F. Kain and Stephen G. Rivkin, “Teachers, Schools and Academic Achievement.” Working Paper 6691 (National Bureau of Economic Research, 1998).