

Level 5 Schools Quarterly Report – December 2014

Paul A. Dever Elementary School			
Current School Status	Level 5 School	Location	Boston
Receiver Name	Blueprint Schools Network	Current Enrollment	558
Year Designated Level 5	2013	Percentage SWD	15%
Year Designated Level 4	2010	Percentage ELL*	24%
Grade Span	K – 5	Race/Ethnicity Afr. Amer./Black Asian Hispanic White	
Number of Full Time Staff	75		28%
			8%
			59%
			3%
<i>Priority Areas:</i> Priority Area #1: Rapidly accelerate all students’ language development in English and provide families with the opportunity for content-rich Spanish language development for their students Priority Area #2: Improve instructional quality and maximize time for core instruction Priority Area #3: Use data to drive instruction Priority Area #4: Establish a culture of high expectations and college and career readiness Priority Area #5: Hire and cultivate high-performing and high-potential staff <small>*Data as of 2013-2014 school year.</small>			

Content provided by: Blueprint Schools Network

Executive Summary

In the three months since school began, Paul A. Dever Elementary School (Dever), under the Receivership of Blueprint Schools Network (Blueprint), has made notable progress towards establishing conditions, systems and policies that will lead to transformative change. A current area of strength at Dever includes the school’s practices regarding the collection and use of data to drive instructional decision-making and ensure the individual learning needs of all students are met. In addition, the school’s explicit emphasis on excellence in instructional practice and its prioritization of English language development across all grade levels is resulting in positive gains in students’ proficiency levels according to initial, interim assessment results. Dever also launched its Spanish class option for all students in October; there are currently 238 students enrolled.

The start of a new school year logically necessitates an explicit focus on establishing norms of operations, communication and organization within a school. This year, nearly all staff members, including the administrative team, are new to the school and the Boston Public School system. As a result, establishing stability and consistency in the school’s operations and refining and improving upon these norms required an extensive allocation of time, attention and resources. During the school year, Blueprint conducts a series of formal site visits for each of its partner schools every four to six weeks. Site visits include classroom observations, focus groups with teachers, tutors, and students and debrief sessions with school leadership. Site visits are an internal monitoring tool that enables Blueprint to provide quantitative and qualitative feedback to

Dever's leadership on strengths and areas for growth within the school. During the first quarter site visits, Blueprint discovered that Dever still has progress to make with regards to family communication and outreach and in the consistency and quality of teacher observation and feedback cycles. Consequently, these constitute two main areas of focus for Blueprint and the school's administrative team moving forward. Blueprint looks forward to working at the Dever in the next quarter of its Receivership to build upon the foundational advancements accomplished to date and to support the school's continued growth and progress towards achieving a comprehensive turnaround.

Updates on Priority Areas

Priority Area #1: Rapidly accelerate all students' language development in English and provide families with the opportunity for content-rich Spanish language development for their students.

- **Implement whole-school English Language Development:** In addition to the daily ELA block, all classroom teachers have at least 30 minutes of time in their daily schedules explicitly designated for English Language Development (ELD) instruction. The instruction provided during this time is aligned with the World-Class Instructional Design and Assessment (WIDA) standards for ELD. This instructional block is an opportunity for teachers to provide strategic, differentiated support for students based on targeted language needs as identified through data collection and analysis. Areas of focus during the ELD block include vocabulary building, fluency, comprehension, and grammatical structures and mechanics.
- **Provide content-rich Spanish language instruction:** Dever's content-rich Spanish language class was formally launched in this quarter. All families were given the option to enroll their students in the class and a total of 238 students are currently enrolled. Dever's two Spanish language teachers are providing Spanish language instruction to these students for 30 minutes daily. The instructors use the Santillana curriculum, which was selected because it offers resources for both native and non-native Spanish speakers.
 - Tiered levels of instruction are offered based on students' Spanish language proficiency. Ongoing interim assessments are being developed internally to track student progress and inform adjustments to student placement if necessary.
 - A Spanish language instructional expert was hired to serve as a consultant for the program. This individual provides 10 hours per week of support with instructional coaching, data collection and analysis, assessment development, and curriculum planning to ensure alignment with the Massachusetts Foreign Languages Curriculum Framework.
 - Students who are not enrolled in the class receive additional academic enrichment time in either ELA or Math.
- **Provide additional, targeted, individualized English language instruction and environmental supports:** Four certified English as a Second Language (ESL) teachers provide additional targeted, individualized supports to students in English language development using both push-in and pull-out models. Students are identified for these

services based on their ACCESS scores and home language surveys. There are currently 215 students receiving services from the ESL teaching team.

- **Ensure all staff selected and fully trained to support students' language development:** Blueprint is working directly with ESE on the scheduling of the RETELL training opportunities to facilitate the obtainment of SEI endorsements for Dever educators. Whenever possible, ESL teachers attend weekly grade-level meetings and common planning times to ensure alignment with the standards and objectives being covered and to provide insight and support for classroom teachers regarding instructional strategies and practices that can most effectively meet the needs of ELL learners.
- **Seek ongoing input from stakeholders about the success of Dever's language acquisition strategies:** Dever's Family and Community Liaison will conduct necessary outreach to families and will facilitate Dever's English language learner (ELL) Parent Advisory Council meeting on December 11th. This group will meet four times a year to discuss the instructional support and services provided to Dever's ELL population, review ELL student progress using recent data and collect feedback and suggestion from families regarding their student progress and how they can better be served.
- **Monitor effectiveness of all language development strategies:** Dever administers several assessments to monitor students' language development including, a kindergarten screening measure, literacy development periodic assessments, progress monitoring assessments, and the ACCESS English language proficiency assessment for ELLs. These are used to identify strengths and gaps and to tailor instruction accordingly.

Priority Area #2: Improve instructional quality and maximize time for core instruction.

- **Establish clear expectations for instructional design, effectiveness and rigor:** Every grade level team has designed an approved lesson planning template based on the "ROPES" – Review, Objective, Presentation, Exercise, and Summary – lesson planning model that was introduced during August professional development. Teachers email their lesson plans to Dever's administrative team weekly for review. Any critical issues identified in the plans are addressed by a member of the leadership team. If trends are identified with regards to areas in need of improvement they are addressed with the grade-level teams during weekly Professional Learning Community (PLC) meetings. This process is also used to identify exemplars to share widely with the school community.
- **Increase intervention strategies and programs in math:** All fourth grade general education students are receiving daily, small group math instruction from the Blueprint math fellows Program. Six math fellows (tutors) provide this service.
 - Math fellows are supervised by the school's math coach. They receive weekly observations and professional development sessions, and in addition, the math coach facilitates collaboration with the fourth grade teaching team in order to ensure tutorial sessions are aligned with, and reinforcing, classroom instruction. The math fellows meet with the 4th grade teachers weekly.

- The Scholastic Math Inventory (SMI) is used to monitor student progress in the program and students are grouped according to their SMI scores as well as other available assessment data and teacher feedback.
- **Provide targeted professional development (PD):** All grade-level teams have one hour of daily common planning time. Grade level teams also participate in Professional Learning Communities (PLCs) 1-2 times per week. One of these sessions is explicitly focused on data analysis with support from the school's administrative team. During the second session grade level teams receive targeted professional development, feedback, guidance and/or support based on identified needs with regards to student performance and instructional practice. They may also work with the ELA and math coaches on lesson planning and standards alignment for the week.
 - In teacher focus groups during Blueprint site visits, participants expressed the need for additional support with aligning and unpacking learning standards across all aspects of the curriculum. The school's ELA and math coaches are now working with grade level PLCs to address this need directly with targeted support and resources.
- **Provide instructional supports for students with emotional impairments:** There are currently thirty (30) students enrolled in the school's Therapeutic Learning Community (TLC). These students receive academic instruction in small classes with at least one teacher and one paraprofessional present at all times. There are currently no more than nine students assigned to a class.
 - The TLC cluster is supported by a Coordinator and a Clinician. Students are identified for placement in the TLC program by Boston Public Schools according to the students' Individualized Education Program (IEP).
- **Increase instructional time:** The additional instructional time during the school day is being used to accommodate opportunities such as the Blueprint Fellows Program, Spanish-language class and additional academic interventions.

Priority Area #3: Use data to drive instruction.

- **Implement frequent data cycles:** Dever has a comprehensive assessment schedule in place to monitor student progress and inform instructional decision-making. In addition to the ELA assessments described in Priority Area 1 above and the SMI assessment used in the Blueprint Math Fellows Program, the school is administering:
 - MCAS benchmarking predictives in both Math and ELA
 - Unit assessments from the school's ELA and Math curriculum programs (*Imagine It* and *Math in Focus*).
- **Differentiate data by teacher:** All teachers receive data reports specific to their class and grade from ANet interim assessments, curriculum unit tests, and other assessments used in progress monitoring. These data inform instructional priorities by grade and class-level. Teachers are supported by the school leadership team and Math and Literacy Coaches in identifying these focus areas and developing target action plans to address specific student, class and grade-level needs.

- **Train teachers how to use daily and weekly data from classroom assignments and student work to inform and improve instruction:** All staff members attended training on how to administer and interpret ANet assessments and data reports over the summer.
 - For one hour a week, literacy and math coaches alternate attending grade level data meetings to support data analysis.
 - Following the administration of ANet's A1 ELA benchmarking assessment each grade level team attended two hours of ELA data meetings, facilitated by the school's leadership team and literacy coach, to analyze their ANET scores and create action plans for each student. The same process will occur with ANet's math benchmarking assessment. One purpose of these meetings is for Dever's administrative team to model what effective, data driven analysis and planning looks like in practice. The goal of doing so is to build the capacity of instructional staff to own this process and facilitate data meetings independently. This will allow the leadership team to focus their efforts on providing observation and feedback.
 - Blueprint's formal site visit indicates that evidence of data tracking at the classroom level is not present in all classrooms. In addition, Dever's leadership team notes that there are varying levels of strength and competency amongst the staff with regards to data-driven instruction. However, the school is making progress to address this area of need and will continue to provide supports and resources to teachers so that they truly understand the value and necessity of this practice and are sufficiently trained to use data to plan for, and inform, instruction.

Priority Area #4: Establish a culture of high expectations and college and career readiness.

- **Create a college and career-focused culture:** There is visible evidence of a college and career-focused culture in Dever's hallways and classrooms. In Blueprint's student focus group during its formal site visit to Dever in October, all students were able to identify a college they would like to attend.
- **Refine and regularly reinforce clear, non-negotiable school-wide behavior expectations and policies:** Dever reinforces its "Common Expectations" daily during morning announcements, posters throughout the hallways, and during morning meetings.
 - Dever uses a "Dolphin Dollars" system to reward students and classrooms that exhibit exemplary adherence to these expectations.
 - Blueprint's formal site visit to Dever in October indicates that in both classroom and common spaces there was evidence of structured routines and procedures in place which is conducive to providing a safe and positive environment for learning.
- **Reinforce Dever's strong school identity and build stronger family and community engagement:** In October, a Fall Community Festival was held in partnership with University of Massachusetts Boston, the Harbor Point Task Force, and Walter Denny Youth Center. Students and families participated in games, activities, crafts and more.
 - A Parent Council has been established and held its first meeting in October. All families are welcome to participate in the Parent Council. The school sends invitations home in multiple languages and provides translation at the meetings.
 - The school is starting a monthly newsletter for families.

- The Blueprint Math Fellows, in collaboration with the school's family and community engagement coordinator, are planning family math night to introduce families to the school's math curriculum and provide resources and guidance regarding how best to support students at home with improving their math skills.
- On Saturday, November 15 the school had an open house for families from 9-1pm. The school's leadership team was on hand to provide families with a tour of the school and answer questions.
- At the outset of the school year, the expectation was set that teachers reach out to at least three families per week with positive communication. From newsletters and websites, to simple phone calls, there are levels of variance in frequency of this outreach. The expectation for bi-weekly communication has been reemphasized by the school's leadership during recent staff meetings and is monitored for fidelity. Every Thursday families now receive a Blue Envelope from teachers with important communications documents and announcements. In addition, the school is initiating a monthly school-wide newsletter.
- Based on feedback from the school's parent council, Blueprint and Dever's leadership recognize that the school has provided some, but needs to provide more, opportunities for families to engage with the school community through events, open houses, and advisory councils. Specifically, open houses have been scheduled for December 9 and 11 to discuss report cards as well as give parents a chance to meet and interact with all the teachers in the building.
- **Use school and external partner resources to address students' needs and facilitate their learning:** Dever is currently receiving support from a wide variety of partner organizations including Home for Littler Wanderers, Big Sisters Association of Greater Boston, Open Circle and Playworks. These partners perform a variety of functions including facilitating safe and cooperative games during recess, therapeutic counseling, and curriculum for Dever's morning meeting structure.
 - Dever's family and community engagement coordinator also works to provide families with information and access to community resources such as the Geiger Community Health Center, the Family Nurturing Center of Massachusetts, and the Walter Denny Youth Center which can provide health care options, parent education and after school enrichment opportunities.

Priority Area #5: Hire and cultivate high-performing and high-potential staff.

- **Systems for teacher support, monitoring and evaluation:** First year teachers at Dever are paired with a mentor teacher in the building and required to work with their mentors for at least 200 hours throughout the school year.
 - Dever has identified teacher leaders within the school. There is one teacher identified in both ELA and Math for the primary (K-2) and intermediate (3-5) grades. These four teachers meet separately with the school's leadership team and instructional coaches as a small group to identify areas for improvement in instructional quality and to work with teachers to address these concerns during common planning time or PLC meetings.

- The school's leadership team and instructional coaches conduct regular informal monitoring of classroom instruction. Observations of classroom instruction occur with varying frequency and observations have demonstrated a variance in the quality of instruction. Moving forward, Blueprint and the school's leadership team are working to refine the school's policies for lesson observation and feedback cycles, as well as to ensure consistent documentation of these efforts.
- All teachers have set initial goals and established action plans using Boston Public School's Educator Development and Feedback system.
- In September, Blueprint conducted school-wide focus groups with all instructional staff, including specials teachers, to collect feedback regarding the school's progress to-date and suggestions for improvements moving forward.

Level 5 Schools Quarterly Report – December 2014

John Avery Parker			
Current School Status	Level 5 School	Location	New Bedford
Receiver Name	Dr. Pia Durkin (Superintendent, New Bedford)	Current Enrollment	271
Year Designated Level 5	2013	Percentage SWD*	27%
Year Designated Level 4	2010	Percentage ELL	26%
Grade Span	PreK – 5	Race/Ethnicity*	
Number of Full Time Staff	36	Afr. Amer./Black	14%
		Asian	0%
		Hispanic	38%
		White	40%
<p><i>Priority Areas:</i></p> <p>Priority Area #1: Increase the rigor of Tier I, Tier II, and Tier III instruction</p> <p>Priority Area #2: Create school structures and systems that support instruction and maximize time on task</p> <p>Priority Area #3: Increase the use of data to drive instruction</p> <p>Priority Area #4: Establish a school culture focused on achievement and engage families as partners in their children's learning</p> <p><small>*Data as of 2013-2014 school year.</small></p>			

Content provided by: Dr. Pia Durkin

Executive Summary

Parker School has continued to make progress in implementing its turnaround plan supported by New Bedford Public Schools' district-wide efforts to improve instruction in all schools. Parker has identified an instructional focus ("Parker scholars will comprehend and communicate knowledge") and a school-wide best practice (the use of the gradual release of responsibility model in lesson planning and delivery). This has allowed the Parker team to develop a laser-like focus on how to make strategic improvements in instruction across grade levels and content areas. Professional development, Teacher Collaboration Team Meetings, coaching sessions, and even meetings with community partners all share and target the common goal of improving students' comprehension and communication skills across the content areas. Teachers receive at least monthly formal professional development opportunities that focus on improving teaching and learning. In addition, teachers receive regular embedded coaching and support from the principal and literacy coach. Teachers and support staff meet regularly to collaborate by engaging in the following activities: reviewing student data, sharing best practices, troubleshooting challenges, and co-planning.

All students have participated in diagnostic assessments that, coupled with past performance data when available, has informed teachers in the development of Individual Student Success Plans

(ISSP), targeted intervention programs outlining each students' strengths, opportunities for growth and needed interventions. ISSPs have been developed for all students with academic or behavioral difficulties. Special education teachers are working with their general education colleagues to increase "push in" opportunities for students needing support services and minimize the use of the "pull out" model. Ninety-five English language learner (ELL) students have been identified at Parker School. ELL students currently receive services from Parker's ESL teacher and testing is underway to identify additional previously un-identified ELL students.

The Parker team has developed a tiered behavior management system and consistently collects and reviews behavior data to monitor progress and adjust interventions. The Family Engagement Center is active and utilized by Parker families. Recent events have included Parent Cafes (programming specifically for Parker parents with the goal of building their capacity as parents and community members), Saturday Academy (Saturday sessions for Parker families to engage in learning opportunities alongside of students), and classroom observation opportunities.

Updates on Priority Areas

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

- Teachers are using updated curriculum maps in ELA and math—aligned to the 2011 Massachusetts Curriculum Framework for Science, Technology and Engineering and English Language Arts, and enhanced by new curriculum resources such as Reading Street, Empowering Writers, and enVisionMATH. At the pre-kindergarten level, students have more focused literacy instruction using the Opening the World of Learning (OWL) and Lively Letters programs.
- Monthly early release professional development sessions provide the opportunity for continued staff reflection on practice in order to improve instruction. Staff provide feedback after these and all professional development opportunities. The principal provides a clear set of expectations ("look-fors") for what she should be observing in classrooms relative to the monthly professional development sessions. In this way, the principal can ensure staff are implementing the new skills/ strategies, etc. presented during professional development.
- Parker School has solidified its instructional focus: "Parker scholars will comprehend and communicate knowledge in all contents." This focus drives all aspects of decision making at the school.
- Parker School has identified its instructional best practices that all teachers are to implement: using the gradual release of responsibility model in lesson planning and delivery.
- The literacy coach continues to provide regular professional development (PD), coaching, lesson planning assistance, and other supports targeted to individual staff needs.
- Parker has identified teacher leaders within the school. There is one teacher identified in the primary (K-2) and intermediate (3-5) grades. These two teachers meet separately with the school's leadership team and instructional coaches as a small group to identify areas for improvement in instructional quality and to work with teachers to address these concerns during common planning time.

- Turnaround Manager reports at least weekly to Superintendent on progress and challenges.
- Pre-kindergarten enrollment has increased to 17 students. (Five in morning 3-year-old program and 12 in afternoon 4-year-old program).
- Home language surveys were collected for all Parker students and the district is currently in the process of assessing all students' language needs to ensure all ELLs are identified and receive services.
- All staff are registered to participate in a RETELL SEI endorsement course starting in January 2015.
- PreK enrollment has increased, but it is a challenge, at times, to attract Parker neighborhood children into the program as it is only a half day program and many of our families need access to full day programs, which exist elsewhere in the city. Parker School leadership is currently exploring potential options for a full day program in FY16.
- District-wide, New Bedford is in the process of identifying ELL students who had not been previously identified. As we uncover a growing number of ELLs at Parker and throughout our schools, the need for increased ESL teachers is becoming apparent. This will be a major factor in plans for FY16's budget, which is currently in the preliminary planning stages.

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

- Extended school day provides additional time for learning.
- Specialist teachers dedicated to Parker School (Physical Education, Technology, Art, Music) are integrating core academic content in lessons and supporting general curriculum.
- School schedule provides for uninterrupted blocks of core instructional time as well as targeted intervention opportunities.
- All staff members are observed regularly by principal (primary evaluator). Principal has tiered staff based on level of needed support and provides coaching/ feedback accordingly. All requirements for the Educator Evaluation process have been met to date.
- Two staff members have resigned (Grade 2 and Substantially Separate Grades 3-5). One of these positions has been filled (Grade 2) but the other remains vacant. We are continuing to proactively recruit and search for qualified applicants, but have not yet found a replacement.

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

- One hundred percent of Parker students were assessed at the start of the school year using Fountas and Pinnell's Benchmark Assessment System (BAS) to identify strengths and gaps in literacy. Other diagnostic tools used to assess students' strengths and areas for growth include: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (grades K-2), Galileo ELA and Math (Grades 2-5), and Galileo Science (Grade 5).
- Teacher Collaboration Teams (TCTs) meet at least twice weekly to review student data (academic achievement and behavior). TCTs are supported by the literacy coach and principal.

- TCTs have developed Individual Student Success Plans (ISSPs) for all students with academic or behavioral difficulties. ISSPs outline students' strengths and gaps and detail what interventions/supports are in place for each child.
- School Instructional Leadership Team (SILT) meets regularly to review school-wide academic achievement and behavior data and to guide focus of TCT meetings.
- Current focus of embedded coaching from Literacy Coach is on improvement of formative assessment.
- Special Education staff working with general education teachers to provide more “push in” and minimize “pull out” services.
- Teachers using Reading Street weekly assessments as grade level Common Formative Assessments (CFAs) to monitor progress in literacy standards.
- Technical issues with our assessment partner, Assessment Technology Inc. (ATI), (Galileo ELA, Math, and Science assessments) led to significant delays with getting the data from beginning of year tests. This has been resolved, but pushed back our timeline for analyzing preliminary data and identifying priority standards to inform next steps. While this data analysis was scheduled to be completed by the start of October, it was not able to be completed until the end of the month. However, teachers used other data sources in the interim (including last year's end of year data, MCAS, DIBELS, BAS) and they have integrated the new Galileo data into their plans and their identification of priority standards.

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

- Led by Behavior Specialist, Parker team has created and is implementing tiered system of behavior supports. This includes regular collection and analysis of behavior data to progress monitor and adjust practice as needed.
- Tier 1 focuses on school-wide expectations of “Parker Scholars;” reinforcing positive behaviors; and providing incentives for positive behavior, hard work, and improvement including Student of the Month. Team is continuing to develop a Positive Behavioral Incentive System (PBIS).
- Behavior Specialist provides both proactive and responsive support to classroom teachers and students exhibiting challenging behaviors.
- Teachers engage in regular communication with parents.
- Some teachers voluntarily eat lunch with their students throughout the week—this has been found to be a great lever in building community in the school.
- Family Engagement Center is very active and is used by Parker families. In October, Family Center organized opportunities for parents to observe classes and debrief with teachers.
- Two Parent Cafes have been held this fall. The goal of these programs is to empower Parker family members to build community and their capacity as parents. Each session begins with a full breakfast for family members and their children after which students attend crafting and literacy workshops led by Parker teachers and parents participate in guided conversations facilitated by a community partner. Both sessions received very positive feedback from participants. The most recent Parent Café occurred on 11/15 and had 15 families and 35

children attend. During this session, parents engaged in a discussion focused on building resilience in themselves and their children.

- Initially implementing the tiered behavior support management system took time, but there has been a significant reduction in the number of students exhibiting behaviors and in the number of behavior incidences students are exhibiting.

Level 5 Schools Quarterly Report – December 2014

UP Academy Holland			
Current School Status	Level 5 School	Location	Boston
Receiver Name	UP Education Network	Current Enrollment	777
Year Designated Level 5	2013	Percentage SWD	15%
Year Designated Level 4	2010	Percentage ELL	40%
Grade Span	K – 5	Race/Ethnicity	
Number of Full Time Staff	86	Afr. Amer./Black	43%
		Asian	10%
		Hispanic	40%
		White	1%
<p><i>Priority Areas:</i></p> <p>Priority Area #1: Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement</p> <p>Priority Area #2: Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data</p> <p>Priority Area #3: Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed</p> <p>Priority Area #4: Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term</p> <p>Priority Area #5: Fully engage all of the school’s families in the learning of their children</p>			

Content provided by: UP Education Network

Executive Summary

UP Academy Holland’s (UAH) school year is off to a strong start as the school has made significant progress in beginning to implement the turnaround plan. Highlights of the second quarter include:

- **Mission-driven Staff Culture:** The staff is mission and vision aligned and believes that all children can learn.
- **Stable School Culture:** The school culture has stabilized, particularly in the middle and upper elementary grades, where students have embraced the school structure, routines, and core values and are focused on learning.
- **Understanding Students’ Needs:** Initial assessments have been completed to understand students’ learning needs. For example, with completion of the STEP assessments, UAH now has an accurate reading level for every student in the school. This has enabled educators to tailor guided reading and interventions based on students’ needs.

- **More Rigorous Curriculum and Instruction:** Progress on school culture has enabled staff to focus on more rigorous curriculum and instruction. Staff has partnered with UP Education Network's curriculum leads to work on topics such as what a high quality close reading lesson looks like, providing effective feedback in Writer's Workshop, and using an inquiry-based approach to math.
- **Consistent Coaching and Development:** Educators are receiving consistent coaching and feedback from deans of curriculum and instruction and the principal through observation and feedback sessions and a significant amount real-time coaching as well.
- **Operational Excellence:** UAH's operational focus has been on ensuring that every system in the school runs efficiently, so as to directly increase time spent in the classroom and maximize student learning. For example, this quarter UAH implemented a ticketing system staff can use to alert the operations team to requests such as maintenance needs and supply requests. This system saves time, is easier for educators, and provides accountability for follow through.
- **Meaningful Family Engagement:** UAH has worked to strengthen family outreach and involvement. Teachers have been calling families on average every two weeks. In addition, written communication is sent home on a weekly basis, and, at times, daily. We have invited families into our school to partner with us and ultimately support the growth and development of our scholars.

Updates on Priority Areas

Priority Area #1: Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement.

- Every system at UAH is anchored in maximizing learning time, and this focus is maintained in our operational systems, culture and behavior management systems, and our curricular systems.
- Our operational systems enhance efficiency across the school, allowing students to transition quickly throughout the building. UAH's cultural and behavior management systems enhance the classroom experience to create a safe learning space where students can fully access the curriculum. The curricular systems allow teachers to develop and submit lesson plans weeks in advance and allow teachers to receive ample feedback from the peers and direct managers on improving lesson plans and materials.
- Evaluators have stated their expectations for the educators who report to them, and there are systems in place for every staff member to receive feedback on his or her progress and products.
- UAH staff are mission and vision-aligned and deeply believe that all children can learn as evidenced by staff observations and UAH's Progress Report which states that 96% of staff strongly agreed/agreed with the following statement, "My school has relentlessly high, consistent, academic and behavioral expectations for all stakeholders." This conviction guides our passionate and purposeful approach to our work.

- While much progress has been made to create a culture of urgency, high expectations, accountability, excellence, and achievement, we continue to work to reach greater consistency across the school and across classrooms.

Priority Area #2: Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data.

- With the curriculum in place, teachers regularly work independently and in collaboration with their grade-level teammates to develop high quality lessons. Deans of curriculum and instruction review draft lesson plans and provide feedback on a weekly basis during team meetings or in check-ins.
- Deans of curriculum and instruction regularly observe teachers and provide specific feedback to help improve instructional practice. In addition, weekly professional development sessions build teachers' knowledge and capacity to deliver effective instruction.
- UAH teachers completed the first "data day" in October. Teachers reviewed initial assessment data, identified gaps in student learning, and developed action plans for modifying curriculum and instruction to help students close these gaps.
- Some teachers are still building their content knowledge, capacity to write consistently high quality lessons, and data analysis skills – these topics remain a focus during professional development sessions as well as during 1:1 coaching sessions.
- Staff are working to adapt curricular resources in a culturally relevant way.

Priority Area #3: Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed.

- UP Academy Holland's calendar provides for a longer school day and school year, and the school has focused on strengthening instruction, classroom management, and operations to maximize use of this time.
- Training on Response to Intervention was held in October, and staff have been implementing this multi-level system to provide individualized support to help meet students' academic and behavioral needs.
- Teachers are strategically identifying students in substantially separate classrooms who may be successful in a partial inclusion or full inclusion setting. The school is in the process of meeting with families to determine how to best support students moving into these settings and amend any IEPs as necessary.
- UP Academy Holland currently has 293 LEP students and 116 students with disabilities.
- Starting September 23, 2014, UP Education Network's Director of English Language Learning has provided RETELL training to UAH staff that has been well received and has increased staff capacity for serving English Language Learners. RETELL training is scheduled to be complete by January 22, 2015.

- We continue to work to problem-solve behavioral concerns for students with a trauma-related history. This process includes individualized behavior plans, parent contact, home visits, and using external provider services to provide additional supports.

Priority Area #4: Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term.

- UAH has a talented and diverse team. Forty-seven percent of staff are people of color, and 40 percent of staff speak a language in addition to English.
- School leaders receive weekly training, support, and developmental feedback from UP Education Network, as well as additional support from an external management coach.
- Surveys indicate that staff have confidence in school leadership and that UAH's teachers deeply believe in UAH's mission and vision of high expectations for all learners.
- In addition to receiving a significant amount real-time coaching in their classroom, more than 80 percent of UAH teachers have had at least three classroom observations, with in depth feedback during check-ins.
- In early October, a special education staff member transitioned out of her role. We shifted another staff member into this vacant position on a temporary basis, pending a new hire. An offer was extended to a candidate for this position on November 12, 2014.

Priority Area #5: Fully engage all of the school's families in the learning of their children.

- UP Academy Holland staff seek to regularly communicate with families to engage them as partners in supporting their child's learning. Teachers and the family and community team conduct home visits and call families an average of every two weeks. In addition, we have held several successful family engagement events thus far, including:
 - Family Council Planning Sessions (monthly, February-July)
 - Family Orientation (two nights in late August)
 - Family Kickoff Event (mid-September)
 - Fall Family Night (late October)
 - First School Site Council meeting (October 28th)
 - The first ELL Parent Advisory Council meeting occurred on November 28.
- We continue to work with a small subset of families to earn their trust and deepen their buy-in to the new expectations and systems of UP Academy Holland. We continue to reach out to these families to gain their support and have them communicate that support to their children.

Level 5 Schools Quarterly Report – December 2014

Morgan Full Service Community School			
Current School Status	Level 5 School	Location	Holyoke
Receiver Name	Project GRAD USA	Current Enrollment	373
Year Designated Level 5	2013	Percentage SWD	21%
Year Designated Level 4	2010	Percentage ELL	41%
Grade Span	PreK – 8	Race/Ethnicity	
Number of Full Time Staff	60	Afr. Amer./Black	4%
		Asian	0%
		Hispanic	86%
		White	2%
<p><i>Priority Areas:</i></p> <p>Priority Area #1: Recruitment and Development of Outstanding Professional Talent</p> <p>Priority Area #2: Systems to Support Professional Learning and Responsiveness in Practice</p> <p>Priority Area #3: Creating a Center of Excellence for Science, Technology, Engineering, and Math (STEM)</p> <p>Priority Area #4: Targeted and Aligned Resources</p> <p>Priority Area #5: Enhancing and Sustaining Family and Community Engagement</p>			

Content provided by: Project GRAD USA

Executive Summary

In the second quarter, the Morgan School continued to make significant progress in each of its Turnaround priority areas. Morgan has established routines and structures to support professional learning in practice – most notably regular grade level planning and data inquiry cycles (data analysis, re-teaching, re-assessment and reflection). Teachers have access to and actively seek out feedback from coaching in mathematics, Sheltered English Immersion (SEI), and use of student learning data to tune instructional planning. Driving this work is a crisp focus on developing students’ thinking and academic language through rich engagement with text, classroom discourse, and problem-based learning activities. To further ensure a focus on learning, Morgan’s administrative leadership has developed and implemented clear protocols and recruited additional resources to manage behavioral challenges in and beyond the classroom.

Morgan has established a comprehensive set of supports and tiered interventions to enable students to achieve rigorous standards across the content areas. Students are routinely assessed and assigned to tiered intervention; systems for push-in and pullout support for English learners and students with learning disabilities are in place. The newly launched PreK program (fully enrolled with a waiting list), and the planned Parent Child Home Program (fully enrolled and ready to launch in January) are engaging young learners and their families around literacy. With the support of the STEM Director, teachers across grade levels are developing and implementing STEM-focused, problem- and project-based learning activities aligned with MCAS standards in

science and engineering. On “STEM Fridays” teachers engage students in hands-on/minds-on inquiries ranging from “spaghetti towers”, to the index card challenge, to E-cyber missions. And after school, new and returning partners are offering a rich array of extra-curricular programming.

Among the highlights this quarter were the first Morgan Walk for Success and two recognitions of student achievement. The Walk for Success attracted over 50 volunteers who visited the homes of 112 Morgan families. In the weeks following the Walk, outreach has continued and parents frequently remark on the welcoming environment for parents and many positive changes at Morgan. In early November, a team of Morgan middle school students won the Cynthia Breazeal Robot Design Award for their entry into University of Massachusetts Robotics Competition. Finally, in the first quarter of ANet testing Morgan second grade students outscored the ANet network in English Language Arts and Math, and individual classes outscored the network in individual subjects.

Updates on Priority Areas

Priority Area #1: Recruitment and Development of Outstanding Professional Talent.

- In our fall survey, 95 percent (all but two) of teaching staff agreed or strongly agreed that professional development received this year provided them with teaching strategies to better meet the needs of their students.
- With support from ESE, a math coach consultant was hired to support teacher development in mathematics. In addition, two Curriculum and Instruction (C&I) consultants from ESE are providing targeted assistance in ELA as a stop-gap measure while we hire an ELA coach consultant; observations and coaching began in October.
- The leadership team has established norms for routine observation and feedback (at minimum every two weeks; for many teachers daily or weekly).
- Teachers have begun to assume leadership for PLCs by setting agendas, leading meeting, analyzing data and planning lessons.
- We still have open positions for a SPED teacher, a kindergarten paraprofessional, and an ELL paraprofessional. We are continuing to proactively recruit and search for qualified applicants, but have not yet found replacements.

Priority Area #2: Systems to Support Professional Learning and Responsiveness in Practice.

- Morgan has completed curriculum maps for Mathematics, Science, and Social Studies. The ELA curriculum map has been completed through January and the Morgan team plans to meet on December 8th to continue this mapping.
- Plans for before school PD time are responsive to emerging needs, but also aligned with extended schedule for full day PD, so that they are mutually reinforcing.
- First round of benchmark assessments administered; data is being used to guide planning and intervention.

- Hired School-Based Services to support teachers in student discipline and behavior management.
- Quarterly data meetings began at the end of October in ELA and Math supported by ANet and the dean of instruction, and in science with the support of the STEM director.
- Grade level teams are meeting weekly to plan based on ANet and other classroom data.
- Meeting the emotional and behavioral needs of Morgan students continues to be a challenge. The administrative team works with teachers to identify the best solution (i.e., “take a break”, student support room, special lunch, etc.) with the goal of allowing the student to regroup and the teacher to continue the lesson. At times these de-escalation strategies are not effective and the student needs to be placed with an administrator, thus taxing multiple resources to keep a small number of students safe. Therefore, we are actively collaborating with Holyoke Public Schools to assess student needs and provide adequate resources.

Priority Area #3: Creating a Center of Excellence for Science, Technology, Engineering, and Math (STEM).

- The STEM director collaborates with teachers across grade levels to develop and implement STEM focused, problem, and project-based learning activities aligned with 2006 Massachusetts Curriculum Framework for Science, Technology and Engineering.
- To enhance Morgan’s school wide, all grade STEM focus, every other Friday is “STEM Friday”, during which time is specifically spent dedicated to project-based activities designed to engage students in hands-on/minds-on inquiries ranging from “spaghetti towers”, to the index card challenge, to E-cyber missions.
- Planning has begun with Holyoke Works for adult ESOL classes that would take STEM as one context for language development. The goal for these classes is for participants to secure STEM related jobs in the following year.
- We have scheduled a range of STEM related events for the second quarter, starting with the 5th grade field trip to the Hazen Paper Company (December 18, 19, 22). Other events for which we are finalizing dates include the following: demonstrations with the iRobotics Corporation, and a Hamilton/Sundstrand Astronaut demonstration/workshop. The DIGITS program will launch in the spring.
- Our 7th-8th grade math teacher has been awarded a math-focused Enchanted Circle Grant through Enchanted Circle Theater. Under this grant a local artist, Vitek Kruta, will facilitate a visual math program by working with Morgan’s 7th and 8th grade groups creating art via a mathematical process.
- A middle school team of students won the Cynthia Breazeal Robot Design Award at the Girls Connect! Robotics workshop competition sponsored by faculty at UMass Amherst.
- STEM professional development for science teachers in grades 4-8 is ongoing with monthly meetings during the 7:30-8:00 block; topics have included design and assessment of open response tasks, STEM activity planning, and Science Fair planning. (Whole faculty STEM PD is tentatively scheduled for March.)
- We continue to coordinate with Holyoke Public Schools (HPS) to address the logistics associated with transitioning to a STEM focused academy including finalizing the details

for developing a schedule to use the laboratories at Dean as well as improving the wireless capacity in the Morgan building.

Priority Area #4: Targeted and Aligned Resources.

- The pre-kindergarten class has opened and is fully enrolled with a waiting list.
- All curriculum resources have been procured and are being used in classrooms.
- Teachers have curriculum resources designed to meet needs of English learners, and Structured English Immersion (SEI) practices are being implemented and monitored.
- Students are routinely assessed and assigned to tiered intervention in most grades and content areas.
- The needs of English language learners and students with disabilities are being met through a combination of push-in and pull-out services. RETELL training was launched with all teachers who need SEI endorsement, and teachers are getting feedback on targeted classroom plans and practices.
- Morgan has established or continued several partnerships to provide enrichment opportunities to our students, including Connections (after school programming), Enchanted Circle Theatre, Holyoke Community College, Holyoke Works, Junior Achievement, Mass Mentoring, and South Holyoke Safe Neighborhood Initiative (SHSNI) (four initiatives).
- Morgan continues to coordinate with HPS to gain access to software programs in math and English Language Arts for which HPS has site licenses.
- The backlog in assessment processes for students and the lack of access to files or databases significantly slowed the process of establishing student IEPs; given large numbers of students now identified, we need a full time ETL assigned to Morgan to accomplish the task of planning and providing services.

Priority Area #5: Enhancing and Sustaining Family and Community Engagement.

- The first Walk for Success was held on September 20; as of late October 60% of parents had signed covenants and 55% had completed surveys. This process is continuing through outreach to families in their homes and parent teacher conferences at school.
- An active group of parent volunteers provide assistance at Morgan several times per week.
- Parents continue to report that the school is welcoming and responsive to their families.
- A number of parents have volunteered to serve on key governance and advisory committees. The School Site Council, ELL PAC, and Advisory Committee on Students with Exceptional Learning Needs will all meet in December.
- We have strong group of partners providing services to our students. The most active partnerships include the Basic Needs Committee, Big Brothers & Big Sisters (e.g., providing lunch buddies and STEM mentoring), Connections (after school programming), Enchanted Circle Theatre, Holyoke Community College, Holyoke Works, Homework House, Junior Achievement, Mass Mentoring, and SHSNI (four initiatives).

- The Parent-Child Home Project will launch in January to support early literacy in the Morgan neighborhood. The family access & engagement coordinator attended training in October.
- An assistant family engagement coordinator was hired to work part-time to translate IEP meetings, translate parent calls for teachers, and to work within the building to organize student award celebrations (i.e., Perfect Attendance Award).