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Mitchell D. Chester, Ed.D.
Commissioner

MEMORANDUM

To: Members of the Board of Elementary and Secondary Education
From: Mitchell D. Chester, Ed.D., Commissioner
Date: March 13, 2015
Subject: Level 5 Schools – Quarterly Progress Report

This month I am presenting the third of four FY2015 quarterly progress reports to the Board of Elementary and Secondary Education on the four Level 5 schools (Paul A. Dever Elementary School and UP Academy Holland in Boston, John Avery Parker Elementary School in New Bedford, and Morgan Full Service Community School in Holyoke) and implementation of the school turnaround plans. This memo includes updates from each receiver and Superintendent Durkin for Quarter 3, focusing on Level 5 teaching and learning from January – March 2015.

Attachments: Level 5 Schools Quarterly Report, March 2015, for:

- Paul A. Dever Elementary School (content provided by Blueprint Schools Network)
- UP Academy Holland (content provided by UP Education Network)
- John Avery Parker Elementary School (content provided by Superintendent Pia Durkin)
- Morgan Full Service Community School (content provided by Project GRAD USA)

Level 5 Schools Quarterly Report – March 2015

Paul A. Dever Elementary School			
Current School Status	Level 5 School	Location	Boston
Receiver Name	Blueprint Schools Network	Current Enrollment	524
Year Designated Level 5	2013	Percentage SWD	14%
Year Designated Level 4	2010	Percentage ELL	47%
Grade Span	Pre-K – 5	Race/Ethnicity	
Number of Full Time Staff	75	Afr. Amer./Black	27%
		Asian	8%
		Hispanic	59%
		White	4%
		Multi-Race	2%
<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.			

Content provided by Blueprint Schools Network:

Executive Summary

Paul A. Dever Elementary School (Dever), under the receivership of Blueprint Schools Network (Blueprint), continued its focus on excellence in instructional practice and the use of data to inform and drive instructional decision-making and ensure each student’s individual learning needs are being met.

This quarter, the school has seen progress in building foundational literacy skills, as evidenced by growth on the Gates-MacGinitie Reading Tests (GMRT) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), but students continue to struggle with standards-based skills, as evidenced by Achievement Network (ANet) results. The school’s instructional leadership team is supporting efforts to address this concern through targeted professional development and in weekly sessions with grade-level Professional Learning Communities.

Blueprint looks forward to continuing its work with 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.*
 - All classroom teachers continue to have at least 30 minutes of time in their daily schedules explicitly designated for English Language Development (ELD) instruction. This occurs in addition to a daily two-hour literacy block.
- *Provide content-rich Spanish language instruction.*
 - 237 students are currently enrolled in the Spanish language program.
 - Dever's Spanish-language class initiated a new curriculum program in January called Santillana. The program includes both formative and summative assessments to monitor student progress.
- *Provide additional, targeted, individualized English language instruction and environmental supports.*
 - Four certified English as a Second Language (ESL) teachers continue to provide additional targeted, individualized supports to students in English language development using both push-in and pull-out models.
 - Identification for ESL support is informed by students' Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) scores. All English language learner (ELL) students completed the ACCESS exam in January.
 - Dever's two reading interventionists and the Literacy Coach met with teachers at all grade levels on January 22 to review Winter GMRT Benchmark data and reassess Tier III interventions and Tier II reading groups with an emphasis on fluency skill development. Dever's two interventionists are supporting 95 Tier III students as measured by Winter GMRT. Students at Tier III receive interventions every day for at least 30 minutes.
- *Ensure all staff selected are fully trained to support students' language development.*
 - In January, Dever initiated its after-school RETELL training for teachers. The course is being taught by April Burke, a certified RETELL trainer and ESL teacher at the school. Thirty-one staff members are enrolled in the course.
 - Dever's principal and assistant principal are currently working towards their SEI Administrator Endorsements.
- *Seek ongoing input from stakeholders about the success of Dever's language acquisition strategies.*
 - Dever sent multiple notices, announcements, reminders and phone calls home to families to encourage and invite participation in the school's first ELL Parent Advisory Council meeting, facilitated by the school's ESL teachers and the school's Family and Community Engagement Coordinator. Despite these efforts, families did not elect to participate. The school's Family and Community Coordinator is working with parents on the school site council and other parent leaders to explore new scheduling and communications approaches and to establish a more convenient time and location for future gatherings. The next meeting is scheduled for April 28.
- *Monitor effectiveness of all language development strategies.*

- Dever continues to use a comprehensive menu of assessments to monitor students' language development including:
 - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills. This assessment is given school-wide three times a year and to students performing below benchmark bi-weekly to facilitate progress monitoring.
 - The Gates-MacGinitie Reading Test (GMRT) is a norm-referenced reading assessment administered three times a year to monitor individual student growth in reading.
 - In K1 the Phonological Awareness Literacy Screening (PALS) early literacy assessment is administered three times a year.
 - Achievement Network's (ANet) standards-based interim assessments are administered five times a year in grades 2 - 5. The third A3 benchmark assessments were scheduled for February 12-13 and February 24-25 with data from that assessment available to the school's leaders and teachers by the end of February.
 - The Fountas and Pinnell Benchmark Assessment System is used for progress monitoring on an on-going basis year-round.
 - The ACCESS for ELLs is an English language proficiency assessment given to measure the progress of students that have been identified as ELLs. This assessment was given in January. Results are expected in May.
 - A new weekly ELA formative assessment is being given to students with an emphasis on teaching close reading of literary passages using sample MCAS tests from previous years.
- The school's Family and Community Engagement Coordinator is working proactively in advance of the school's next ELL Advisory Council meeting to encourage increased participation and engagement with this important initiative.

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

- *Establish clear expectations for instructional design, effectiveness and rigor.*
 - Dever continues to use the "ROPES" – Review, Objective, Presentation, Exercise, and Summary – lesson planning model. In addition, teachers continue to 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 continue to receive daily, small group math instruction from the Blueprint Math Fellows Program. Six Math Fellows (tutors) provide this service with support and supervision by a site-based Coordinator.
 - December and January site visits by the Blueprint progress monitoring team indicated that the Math Fellows program is operating with a high-level of quality and consistency to program expectations. Students were observed to be highly engaged

and receiving scaffolded support to accelerate their math skills and knowledge. Tutorial learning environments included all requisite elements, including data trackers and vocabulary word walls. The Math Fellow Coordinator is providing support through lesson planning guidance and weekly observation and feedback sessions.

- *Provide targeted professional development (PD).*
 - All grade-level teams continue to have one hour of daily common planning time.
 - Grade level teams also continue to participate in 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. A focus of professional development this quarter has been on constructing open responses.
- *Provide instructional supports for students with emotional impairments.*
 - There are currently 32 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 Plans (IEPs).
 - This quarter, two students from the TLC program have begun participating in small-group tutoring with the Math Fellows.
- *Increase instructional time.*
 - Additional instructional time during the school day continues to be 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 Math Fellows Program, the school is administering:
 - 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.*
 - Following each ANet administration, teachers participate in professional development facilitated by the school's ANet coach and the Literacy and Math Coach focused on analyzing data and creating action plans to address non-mastered standards and skills.
 - For one hour a week, ELA and Math Coaches alternate attending grade level data meetings to support data analysis. 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.
 - In January, the Literacy Team hosted a Data Discussion Night for staff to analyze and reflect on Winter Benchmark data (DIBELS, GMRT, ANet).
- The school leadership team continues to work to ensure that teachers have the skills and tools they need to use data to adapt their instructional strategies as needed.

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.
- *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 December and January site visits identified classroom management as a strength of the school. Classroom observations and focus groups indicated that teachers are effectively setting and reinforcing classroom expectations and student behavior was observed to be positive.
- *Reinforce Dever's strong school identity and build stronger family and community engagement.*
 - Every Thursday, teachers send a folder home with important communications from the school.
 - A Spring Community Festival is currently being planned by the school's Family and Community Coordinator in partnership with University of Massachusetts Boston, the Harbor Point Task Force, and Walter Denny Youth Center. The event will feature games, activities, crafts and more.
 - A Parent Council has been established and continues to meet monthly. All families are welcome to participate in the Parent Council. The school sends invitations home in multiple languages and provides translation at the meetings. Attendance at Parent Council meetings has ranged from 3 to 15 attendees.
 - The school provides a monthly newsletter for families.
- *Use school and external partner resources to address students' needs and facilitate their learning.*

- Dever continues to receive support from a wide variety of partner organizations including Home for Little 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 continues to work 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.
- Dever’s Family and Community Engagement Coordinator facilitates quarterly partner meetings in which liaisons from each external partner share current projects and priorities they are working on, discuss opportunities for collaboration, request support from the group and provide feedback regarding the support needed from school-level staff to operate successfully.
- Robust participation in family engagement initiatives has been an area for growth. Dever’s full-time Family and Community Engagement Coordinator continues to work with parent leaders and community organizations to increase participation using incentives such as food and door prizes like gift cards.

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

- *Hire high performing and high potential leaders, teachers, and related service providers.*
 - Dever has completed the Probable Organization process with Boston Public Schools in order to plan for staffing and budget for 2015-16.
 - In January, Blueprint communicated the new Level 5 Compensation Plan to teachers through a series of grade-level meetings and “office hours.”
 - Blueprint and the Dever are implementing a strategic Staff Retention plan that includes one-on-one conversations with top performers and a “Teacher Appreciation Night.”
 - The Blueprint Human Capital and Recruiting teams are working closely with school leadership to recruit for any anticipated vacancies.
- *Systems for teacher support, monitoring and evaluation.*
 - The school leadership team has completed formative evaluations for all teachers based on the goals and action plans established within Boston Public Schools’ Educator Development and Feedback system.
 - The school’s leadership team and instructional coaches continue to conduct regular informal monitoring of classroom instruction.
 - Literacy Lead Teachers work closely with the Literacy Coach to identify areas for improvement in instructional quality and to work with teachers to address these concerns during common planning time or PLC meetings.

Level 5 Schools Quarterly Report – March 2015

UP Academy Holland			
Current School Status	Level 5 School	Location	Boston
Receiver Name	UP Education Network	Current Enrollment	720
Year Designated Level 5	2013	Percentage SWD	16%
Year Designated Level 4	2010	Percentage ELL	43%
Grade Span	Pre-K – 5	Race/Ethnicity	
Number of Full Time Staff	86	Afr. Amer./Black	42%
		Asian	3%
		Hispanic	43%
		White	1%
		Multi-Race	10%
<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

In the third quarter, UP Academy Holland (UAH) made significant progress in stabilizing school culture in the early grades, building educator capacity to successfully serve English language learners (ELLs), and refining our literacy program to support students in developing a love of reading and increase their ability to access all content areas. Highlights include:

- *Stabilizing school culture in the early grades:* The Dean of Students has provided additional coaching to early elementary teachers to ensure appropriate supports for students who have experienced trauma and to create an environment where all students are engaged in learning. In addition, UAH has collaborated with Walker Partnerships to provide whole-school professional development in identifying the signs of trauma and implementing best practices for student support.
- *Strengthening educator capacity to serve English Language Learners:* 30+ UAH educators participated in an onsite RETELL training provided by UP Education Network and 9 UAH educators obtained an English as a Second Language (ESL) license since the beginning of the school year, bringing the total to 14 ESL certified teachers. Both initiatives have increased

educator capacity to serve English language learners, and UAH is seeing positive signs of gains in student learning.

- *Refining literacy program to develop students' love of reading and ability to access all content areas:* UAH has had a strong focus on literacy, given how foundational it is to accessing all content areas. By refining the components of our literacy program, UAH has been able to create opportunities for students to develop a love of reading and to identify key interventions to accelerate student learning.

Updates on Priority Areas

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

- UAH continues to prioritize three domains: culture, operations, and academics (curriculum and instruction).
- UAH has developed a plan that allows the Dean of Students and culture teams the opportunity to observe and coach in classrooms on a more frequent basis, increasing teacher capacity to support all students and build a strong culture focused on learning.
- UAH has developed an electronic tool that helps staff to report operations and facilities problems. These identified issues are disseminated to the proper staff, and swift action is taken to resolve these issues.
- UAH has partnered with UP Education Network (UPEN) academic team to adapt and tailor its curriculum to student needs in response to assessment data.
- UAH educators continue to deliver weekly professional development sessions and set weekly school wide cultural, operational, and academic priorities.
- UAH is providing the right amount of information at the right time so families feel empowered, understand UAH's key program features, and have strong buy-in.

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

- UAH has bolstered and refined the components of its literacy program; for example, supports have been developed to ensure that students participating in guided reading focus on the right text at the right skill level at the right time.
- UAH Deans of Curriculum and Instruction continue to provide intensive coaching to teachers, observing staff an average of every two weeks.
- Teachers at UAH collaborate more with the network academic team to build curriculum that is more responsive and targeted to student needs.
- UAH leadership is differentiating teacher coaching and professional development to meet the needs of a wide range of experiences and skill-sets.
- UAH leadership is supporting all teachers in developing strong data analysis skills.

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 provides its scholars with an extended day, starting at 7:15am and ending at 3:30pm.
- 30+ UAH educators participated in an onsite RETELL training provided by UP Education Network and 9 UAH educators obtained dual certification, increasing educator capacity to serve ELLs; in addition, the school has a focus on substantially separate teachers becoming dual licensed in ESL.
- A special education teacher leader has been identified to coordinate joint problem solving and to ensure adequate supports for all special education teachers.
- UAH is continuing to work to support 2-3 staff members in pursuit of dual licensure and additional credentials to support English language learners.

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 identified teacher leaders and lead teachers who receive professional development opportunities tailored to developing their leadership skills.
- These teacher leaders also have provided a strong voice and are in constant communication with the school's leadership team.
- In February, UAH completed mid-year evaluations, using these meetings as an opportunity to refine professional goals and support educator growth and development.
- UAH finalized and rolled out to staff an updated version of its alternate compensation model for the 2015-2016 school year.
- UAH launched strategic recruiting and staffing process to begin filling any open positions for the 2015-2016 school year.
- UAH continues supporting educators on waivers with obtaining certification.
- The management load of Deans of Curriculum and Instruction (20-22 staff) limits their ability to coach everyone with the desired frequency that will lead to the most rapid growth and development.

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

- *Early December:* Held 1st trimester family conferences, with 70 percent family participation on conference days.
- *Mid-December:* Launched ELL Parent Advisory Committee
- *Monthly:* Hold School Site Council Meetings
- *Bi-weekly:* Homeroom teachers are making contact with families.
- *Winter-Spring 2015:* Each grade-level will go on an academically enriching field trip with at least 10-15 parents and family members as chaperones.
- UAH continues to deepen engagement with more families of students with disabilities and English language learners.

Level 5 Schools Quarterly Report – March 2015

John Avery Parker			
Current School Status	Level 5 School	Location	New Bedford
Receiver Name	Dr. Pia Durkin (Superintendent, New Bedford)	Current Enrollment	263
Year Designated Level 5	2013	Percentage SWD	23%
Year Designated Level 4	2010	Percentage ELL	26%
Grade Span	PreK – 5	Race/Ethnicity*	
Number of Full Time Staff	36	Afr. Amer./Black	15%
		Asian	0%
		Hispanic	40%
		White	37%
		Multi-Race	8%
<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>			

Content provided by Superintendent Pia Durkin:

Executive Summary

Parker School continues to make progress towards implementing its turnaround plan. Parker teachers are proceeding as planned in their efforts to implement rigorous, aligned curricula in math and ELA supported by Reading Street, Empowering Writers, and EnVision Math programs as well as continued professional development and ongoing coaching. Teachers in grades 4 and 5 are capitalizing on a DESE grant to implement model curriculum units in science and social studies and are sharing their work with teachers in other grade levels. The Parker team is currently reviewing options for updated science materials to ensure they are able to effectively implement the new science standards. This review will conclude this spring with the purchase of new science materials to be launched in fall 2015. The team is also crafting a plan to acquire needed technology in response to the technology review completed in December. This will include the use of local funding and grant funding to purchase needed technology.

The pre-kindergarten teacher has received training in implementing “Opening the World of Learning” literacy program to enhance literacy instruction in the pre-kindergarten classroom. A second full-time pre-kindergarten teacher has been included in the FY16 budget request to the school committee to allow the program to serve both three- and four-year-olds in full day programs. English language learner (ELL) identification has concluded. All students who were identified as potential ELLs have been assessed. The total number of ELL students at Parker School is now at 105, an increase from approximately 60 students previously identified in fall

2014 and zero students in fall 2013. To meet the ESL instructional hours for these students, a full time English as a Second Language (ESL) teacher will be in place at Parker School starting in July 2015. All Parker staff members, including the principal, began the RETELL Sheltered English Immersion (SEI) endorsement course in January. All staff will complete the course to earn SEI endorsement this spring.

The evaluation and coaching cycle continues to be used consistently to support teacher development by providing growth-producing feedback on an ongoing basis. Parker teachers continue to collect data on their students and use this information to better meet their instructional needs. Teachers have maintained their use of the Teacher Collaboration Team (TCT) common planning block to analyze and respond to data with grade level colleagues, the literacy coach, and the principal. Teachers continue to maintain and update Individual Student Success Plans (ISSPs), which detail students' strengths, areas for growth, and intervention plans. Mid-year assessments were completed in January and the team is using these data to plan mid-course corrections and adjust teaching and learning strategies. Limited growth in math scores at the mid-year mark has prompted a focus on math instruction during professional development sessions and the hiring of a part time math coach for this year to support teachers in this area.

Parker School remained open during the February vacation week to provide additional instructional days for all students, with the exception of Presidents' Day on Monday, February 16 and a snow day on Tuesday, February 17. Attendance data for the three days in session was 78 percent (59 absences), 89 percent (27 absences) and 87 percent (35 absences) over the three days in session. Phone calls were made to all families whose children did not attend; besides illness, the reason shared for some absences was that their other children attending other schools in the district did not have school during the week.

Parker School continues to prioritize student learning and strengthen its safe and supportive school climate. This work includes the use of positive reinforcement and positive language (e.g. students are referred to as "Parker Scholars" and they are demonstrating pride and ownership in being a "Parker Scholar" and can explain the expectations and behaviors of a scholar). Teachers received professional development on the use of positive language and using language to shape a safe, supportive classroom that encourages student exploration. This included a book study of Dr. Peter Johnston's *Choice Words*. Behavioral expectations are posted and reinforced throughout the school (e.g., posters in the hallways list how Parker Scholars behave in the hallway, etc.). The principal has been working with teachers to ensure they are consistently setting concrete expectations for students' behavior in all aspects of the school day and providing explicit expectations, criteria for success, and exemplars for all classroom work. Parker School continues to implement its tiered response to behavior and teachers continue to be supported by the behavior specialist.

The Parker School Family Resource Center (FRC) remains an active support to the school and to families. Families have access to the center to network with community agencies, learn about community supports, and use computers to seek and apply for employment. In January, the FRC hosted a gathering of community agencies with the hopes of launching a community council to better link Parker families with available resources and agencies. The FRC also serves as a critical source of communication for families, assisting with translation services, issuing

publications, and maintaining an active social media presence. Parker School is in the process of assembling a Parker School Parent Council to increase parent/family involvement in the school and to further support recruitment for its ELL Parent Advisory Council, which has yet to gain momentum due to difficulties with recruiting members.

Updates on Priority Areas

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

- Parker School continues to implement rigorous, aligned curricula in mathematics and English language arts. Teachers are continuing to receive support in implementing the Reading Street, Empowering Writers, and EnVision Math programs. Teachers in grades 4 and 5 are capitalizing on a DESE grant to implement model curriculum units in science and social studies and are sharing their work with teachers in other grade levels. The Parker team is currently reviewing options for updated science materials to ensure they are able to effectively implement the new science standards. This review will conclude this spring with the purchase of new science materials to be launched in Fall 2015.
- Teachers continue to receive at least monthly formal professional development through early release days. Recent sessions have focused on math instruction following concerns from the math middle of year data. In addition to these school-wide formal PD sessions, 100 percent of teachers continuously receive embedded coaching and support from the principal and literacy coach. This includes lesson plan review and feedback, observations and feedback, modeling, co-teaching, and co-planning, among other ways to enhance practice based on the needs of the individual educator.
- The Turnaround Manager continues to monitor the implementation of the plan through at least weekly site visits and meetings with the principal. She reports at least weekly to the Superintendent and Chief Academic Officer.
- The pre-kindergarten teacher has received training in implementing “Opening the World of Learning” literacy program to enhance literacy instruction in the pre-kindergarten classroom. She implements this program and the Lively Letters phonemic awareness program with fidelity. Next year, Parker School will seek to hire a second pre-kindergarten teacher to allow for the program to run full-day, 5 days per week for both 3- and 4-year-olds.
- ELL identification has concluded. All students who were identified as potential ELLs have been assessed. The total number of ELL students at Parker School is now at 105, up from approximately 60 in Fall 2014 and zero in Fall 2013. To meet the ESL instructional hours for these students, a full time ESL teacher will be in place at Parker School starting in July 2015.
- The Parker team, including all teachers, support staff, and administrators, began the RETELL SEI endorsement course in January. All staff will complete the course to earn SEI endorsement this spring. (This does not include the school secretary, custodial staff, or school secretary.)

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

- As noted in Priority Area 1, 100 percent of staff continuously receive embedded and targeted coaching and support to further their individual development.

- The evaluation and coaching cycle continues to be used consistently to support teacher development and growth by providing growth-producing feedback and follow up.
- Parker School was scheduled to be open Tuesday, February 17-Friday, February 20 (February vacation for other schools in the district/state), but a snow storm forced the cancellation of school on Tuesday, February 17. Nonetheless, the school was open Wednesday, February 18-Friday, February 20. Fliers, phone calls, and social media were used to remind families of school being in session over the vacation. In addition, calls were made to the families of all students not in attendance each day.

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

- Parker School continues to collect and respond to student data on a regular basis.
- Teachers maintain their own records of data for their individual classes and a school-wide data dashboard is maintained by the principal and literacy coach.
- Teachers continue to maintain and update Individual Student Success Plans (ISSPs), capturing individual students’ strengths and opportunities for growth as well as their prescribed interventions and supports.
- Teacher Collaboration Teams (TCTs) continue to be used in part to analyze data and determine next steps using a collaborative approach, including grade level peer teachers and the principal and literacy coach.
- Midyear assessments were administered December-January and data has been collected and reviewed. Math data revealed persistent gaps school-wide. As a result, upcoming professional development will focus on math. In addition, Parker School is in the process of securing a part-time math coach to support math instruction this spring. A full-time math coach (shared with another school in the district) is being proposed in the FY16 budget request to the School Committee.
- With disruptions caused by snow days and ACCESS testing, the schedule for formative assessments and re-teaching in response to data has required several adjustments. This work is continuing, but has required challenging adjustments to schedules and timelines.

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

- Parker School continues to prioritize student learning and strengthen its safe and supportive school climate. This work includes the use of positive reinforcement and positive language (e.g. students are referred to as “Parker Scholars” and they are demonstrating pride and ownership in being a “Parker Scholar” and can explain the expectations and behaviors of a scholar).
- Teachers received professional development on the use of positive language and using language to shape a safe, supportive classroom that encourages student exploration. This included a book study of Dr. Peter Johnston’s *Choice Words*.
- Behavioral expectations are posted and reinforced throughout the school. (e.g., posters in the hallways list how Parker Scholars behave in the hallway, etc.)
- The principal has been working with teachers to ensure they are consistently setting concrete expectations for students’ behavior in all aspects of the school day and providing explicit expectations, criteria for success, and exemplars for all classroom work.

- Parker School continues to implement its tiered response to behavior and teachers continue to be supported by the behavior specialist.
- The Parker School Family Resource Center (FRC) continues to be an active support to the school and to families. Families have access to the center to network with community agencies, learn about community supports, and use computers to seek and apply for employment. In January, the FRC hosted a gathering of community agencies with the hopes of launching a community council to better link Parker families with available resources and agencies. The FRC also serves as a critical source of communication for families, assisting with translation services, publications, and maintaining an active social media presence.
- Parker School is in the process of assembling a Parker School Parent Council to increase parent/family involvement in the school.

Level 5 Schools Quarterly Report – March 2015

Morgan Full Service Community School			
Current School Status	Level 5 School	Location	Holyoke
Receiver Name	Project GRAD USA	Current Enrollment	399
Year Designated Level 5	2013	Percentage SWD	20%
Year Designated Level 4	2010	Percentage ELL	42%
Grade Span	PreK – 8	Race/Ethnicity	
Number of Full Time Staff	60	Afr. Amer./Black	4%
		Asian	0%
		Hispanic	94%
		White	2%
		Multi-Race	0%
<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 third quarter, the Morgan School continued to make progress in each of its turnaround priority areas. Advancing the school's efforts to support teacher learning and improvement of practice, an English language arts (ELA) consultant began working with select teachers. Routines for examining data and using evidence of student progress to guide instruction are now in place. Content area teams articulated and implemented developmental rubrics for writing and an open response protocol for science. In science, trips to the Dean Community Lab have begun, and a middle school science teacher was the regional winner of the Shell STEM Lab grant competition. Further, the school engaged in a post-winter break "culture reset", which involved a revamping of the Positive Behavior Intervention and Support (PBIS) initiative and grade by grade conversations about the pillars of "the Morgan Way": Be Respectful, Be Responsible, Be Safe.

Also during this quarter, several systems came online to support learning and instruction: the electronic platform for teacher evaluations (TeachPoint) and the data management and integration system, iResult. With TeachPoint in place, the Morgan administrative team completed more than half of the announced observations for teachers on the one year plan. New staff were added to support student learning, including paraprofessionals in grade three and middle school, and a long term substitute for third grade. On February 24, the school hosted an information session for parents to encourage their participation in the School Site Council, ELL Parent Advisory Council, and Advisory Committee on Students with Special Learning Needs.

The school also solicited input from parents about meeting logistics that would help facilitate their active participation in the groups. Finally, at the end of the quarter GRAD and the Morgan team articulated a multi-pronged "support ramp-up plan." The plan expands resources at the site level, and is designed to intensify efforts to accelerate student progress, and free up more time for the leadership team to focus on learning and teaching.

Updates on Priority Areas

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

- Identified literacy consultant who is working on a contract basis (21 days) to support students.
- ANet data are being used to focus coaching supports for teachers whose students are not meeting benchmarks.
- Recruitment for 2015-16 is underway with job postings out to area preparation programs and professional networks like the National Board for Professional Teaching Standards.

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

- Led by the Principal, Dean of Instruction and STEM Director, all teachers are engaged in a cycle of assessment, collective examination of results, and instructional response to benchmark assessments.
- Teachers are observed and given feedback by the administrative team. During this quarter, the administrative team focused on announced observations.
- The Dean of Instruction led ELA lead teachers in developing a common rubric framework for the assessment of the development of writing from kindergarten through eighth grade.
- The STEM Director and middle school science teachers have developed and begun using an open response protocol and rubric for writing in science.
- TeachPoint was launched as a platform to support the evaluation cycle.
- Absence of a Dean of Students and full time coaches (math/literacy) pulled the Dean of Instruction away from other responsibilities in supporting faculty learning. The newly established ELA consultant, the embedding of a GRAD staff member in two classrooms, and reassignment of lunch supervision duties will enable the Dean of Instruction to focus more time on faculty development.

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

- Field trips to the science lab at Dean Technical High School began this quarter; 60 students participated.
- Middle school teacher Brianna Rivers is a district winner in the Shell STEM Lab national grant competition, which awards funding for science lab equipment for Morgan and allows Ms. Rivers to network with other science teachers nationwide through the National Science Teachers Association.
- The GRAD development team is currently assembling an application to the Peabody Foundation to fund the construction of a STEM lab at Morgan.

- Teacher illness and lack of needed materials resulted in postponement of trips to the Community Lab. The Project GRAD Senior Vice President is working with the STEM Director and Dean Principal to address the latter.

Priority Area #4: Targeted and Aligned Resources.

- Morgan recently hired two Students with Disabilities (SWD) paraprofessionals to further build the school's capacity to support the higher than projected number of students with learning disabilities.
- Leveled Literacy Intervention (LLI) is being extended as an intervention to support students in upper grades.
- As of February 23, two educators are providing one-on-one and small group support to students in math and ELA. They will continue to work on site 3-4 days per week through the spring, with additional planning and preparation occurring remotely. GRAD is in the process of recruiting tutors to work with students in math and science.
- The GRAD development team has submitted an application to the Commonwealth Corps for two full-time members to be based at Morgan next year to help tutor and mentor struggling students.
- Lack of additional teachers (SWD, ELL, Intervention) limits flexibility with scheduling.

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

- A survey of Morgan parents was conducted in January (with responses sent to Panorama Education for analysis on January 30). Survey results indicate that parents feel welcome (95 percent), respected (95 percent) and informed (90 percent) about their children's progress. In addition 100 percent of parents report that teachers and leaders are respectful of their families' culture and experiences, and that their children are treated with respect.
- On the student survey, also completed by students by January 30, 97 percent of students strongly agreed or agreed that they will graduate and continue their education after high school; 89 percent of students strongly agreed or agreed with the statement that their parents or guardians are involved in their school lives; 86 percent strongly agreed or agreed that adults at the school treat students with respect.
- Community partners continued to enrich opportunities for student learning through in-school and afterschool programming, including Girls, Inc., Enchanted Circle Theater/STEM to STEAM connection, BBBS/Mass Mentoring
- On February 24, the school hosted an information session for parents to solicit their participation in the School Site Council, ELL Parent Advisory Council, and Advisory Committee on Students with Special Learning Needs. The School Site Council held its first meeting on March 3; the other two advisory committees will hold their first meetings later in March.
- Addressing other more immediate priorities related to Morgan's turnaround, such as discipline, special education identification, and testing, resulted in a delayed launch of the SSC, ELL and SPED PACs until March.