***Massachusetts Department of***

***Elementary and Secondary Education***

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|  Jeffrey C. Riley *Commissioner* |  |

July 10, 2023

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

We are eager to share the progress the Paul A. Dever Elementary School (Dever) has made since the launch of the school’s turnaround plan in 2014. The Dever community has unified around a whole child and whole family approach to education, one that empowers students and families to become agents of their own academic and social development. The school has invested in training all staff in culturally responsive instruction and developed their shared knowledge of the neuroscience of learning and trauma-informed practices. By the state’s own progress monitoring measures, Dever has demonstrated steady improvement in its school quality indicators since 2020. This growth is particularly notable given that much of the foundational work occurred amidst the pandemic disruptions of the 2020-21 school year.

The depth and breadth of Dever’s development reflect enormous efforts by Dever leaders, staff, students and families. At the same time, Dever’s instructional improvements have not yet been enacted consistently across all classrooms. Furthermore, since many Dever students missed critical learning opportunities during the pandemic, the school now must accelerate its progress by using data to target students’ developmental needs and empowering students to become independent learners.

Accompanying this letter is the three-year renewal of Dever’s turnaround plan. As in the 2017 renewal, we have included updates that describe the areas in which Dever has made progress to date and provide details about the turnaround plan’s implementation going forward. Dever is committed to deepening its practices in culturally responsive instruction and social-emotional development to ensure that students and families become leaders of their own learning. We ask you to join the collective efforts of the Dever community to create the conditions in which all Dever students and families build their own bridges toward their hopes and dreams.

Sincerely,

Jeffrey C. Riley Chantel Devaughn

Commissioner President

Elementary and Secondary Education School & Main Institute

**Executive Summary**

On October 30, 2013, Commissioner Mitchell Chester determined that Dever was chronically underperforming per the Commonwealth’s accountability system.[[1]](#footnote-2) This designation provided a significant opportunity to transform the school from one of the lowest performing in the state to an extraordinary school with sustained high performance.

On January 29, 2014, Commissioner Chester named Blueprint Schools Network as the receiver for Dever. Blueprint participated in the creation of the school’s original 2014 turnaround plan and served as the receiver for a three-year term. In the fall of 2015, Boston Public Schools named Dr. Tommy Chang as the new superintendent for the district. On July 1, 2017, Dr. Chang assumed responsibility for the implementation of the turnaround plan as the receiver for Dever. In August 2017, Dever’s turnaround plan was renewed for an additional three-year period. On June 22, 2018, Dr. Chang announced his intention to step down as Superintendent of Boston Public Schools. Commissioner Riley subsequently announced on June 25, 2018 that he would serve as Dever’s receiver on an interim basis upon Dr. Chang’s resignation. On August 9, 2018, Commissioner Riley named Michael Contompasis as Dever’s receiver. On February 11, 2020, Commissioner Riley appointed School & Main Institute (SMI) as Dever’s receiver effective July 1, 2020.

While the 2017 renewed turnaround plan was set to expire in October 2020, the plan was extended in July 2020 due to the cancellation of MCAS testing in school year 2020 and again in August 2021 due to the absence of new accountability determinations for schools and districts in school year 2021.[[2]](#footnote-3) To provide sufficient time for SMI to implement its turnaround strategies with enough consistency to benefit all Dever students, Commissioner Riley is renewing the turnaround plan for an additional three-year term. This renewal of the turnaround plan describes how Dever will build upon the gains it has made and continue developing systems for sustainable improvement.

Since the turnaround plan was last renewed in 2017, Dever has continued to make progress on turnaround priorities. Under the leadership of SMI, staff have spent the past three years aligning instructional and social-emotional development strategies across the school in order to ensure that every student receives an equitable and excellent learning experience at Dever.

Dever’s accomplishments since 2017 include:

* Increased the average Student Growth Percentile (SGP) in mathematics from 37 in 2018[[3]](#footnote-4) to 48 in 2022;
* Implemented a framework for culturally responsive instruction grounded in the neuroscience of learning, along with social-emotional development strategies and instructional resources aligned with this framework;
* Shifted to a full inclusion school model supported by collaborative teaching (co-teaching) in every classroom;
* Expanded to grade 6 in alignment with districtwide changes in school configurations;
* Elevated family and community partnership by creating a new administrator role focused on this work;
* Improved staff retention from 52 percent in 2017 to 78 percent in 2022;
* In the 2022-23 school year, achieved a proficient rating on four out of eleven school quality indicators used to monitor progress in chronically underperforming schools. This represents a strong improvement over the baseline assessment of school quality conducted by the same external evaluator in fall 2019. In that baseline review, Dever received zero proficient ratings and scored in the lowest category of performance in five out of the ten indicators measured in that review.

While the COVID-19 pandemic created extraordinary challenges for families and educators, it is noteworthy that Dever’s overall school quality improved steadily during the pandemic-disrupted school years of 2020-21 and 2021-22, as measured by DESE’s progress monitoring system. From this perspective, the pandemic tested the strength of Dever’s instructional vision, and the school community is emerging from the pandemic with its foundations intact.

# Summative Report

Dever remains committed to the five turnaround priorities outlined in the original 2014 and renewed 2017 turnaround plans:

* 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.

Since assuming the receivership of the school in 2020, SMI has layered across these five priority areas a theory of action for school improvement that elevates the importance of social-emotional skill development and awareness of the cultural and societal contexts of students’ lives:

**Dever Theory of Action**

*If we engage in culturally responsive and social-emotional practices, then we will build a diverse and unified school community, including families, students, and educators, so that families and students are agents of their own academic and social development.*

The above theory of action requires that students and families achieve more holistic learning outcomes alongside students’ attainment of academic content mastery. In particular, the Dever educational experience is designed to develop students’ and families’ lifelong learning dispositions in the following ways:

* Develop confident independent learners;
* Develop social and emotional dexterity;
* Empower families to identify and leverage their own assets in supporting their child’s education.

With this approach of developing the whole child and whole family, Dever will continue pursuing the five turnaround priorities using the renewed strategies described below.

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| **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** |

Dever will continue to help students fully utilize their identities, cultural backgrounds, and life experiences as tools for learning. This includes emphasizing the value of multilingualism and providing rich opportunities for students to develop English literacy and for families and students who are interested, literacy in Spanish.

For the original text summarizing the challenges addressed by Priority Area 1, please see the April 24, 2014 Turnaround Plan at pp. 6-9. For the update on progress and strategies in Priority Area 1 submitted in the 2017 plan renewal, please see the August 18, 2017 Renewed Turnaround Plan at pp. 8-17.

Since the turnaround plan was last renewed in 2017, the percentage of English learners at Dever achieving annual progress toward attaining English language proficiency has increased modestly, from 57 percent in 2017 to 59 percent in 2022. However, it is challenging to interpret this comparison due to the historically high rate of chronic absenteeism during the pandemic-disrupted 2021-22 school year. In 2021-22, 47 percent of Dever students identified as English learners missed at least ten percent of school days. Prior to the pandemic, the school exceeded its target set by the state for English language acquisition, with 67 percent of students achieving their annual progress benchmarks in 2019. Thus, over the past five years Dever has demonstrated some promising progress toward its goal of rapidly accelerating students’ language development in English.

During the 2021-22 school year, Dever increased its instructional supports for English learners through staffing and curriculum investments. In 2021-22, all Dever classrooms began to implement a co-teaching model, supported by common planning time among classroom teachers, ESL educators, special education staff, and interventionists. The school also began training teachers in Systemic Functional Linguistics (SFL) to develop teacher knowledge about language, language use across domains, and critical aspects of language development for diverse learners.

Following the 2017 renewal of the turnaround plan, Dever’s Spanish language program experienced setbacks due to staffing difficulties. When SMI became receiver in 2020, the school did not have a qualified Spanish language instructor on staff. SMI continued implementing a “Cultures and Connections” enrichment class offered to all students in English that had been developed by Dr. Tommy Chang during his tenure as receiver. During the 2022-23 school year, the school began planning a Cultures and Connections enrichment class taught in Spanish for students whose families opt for instruction to be delivered in Spanish. This class will embed Spanish language instruction in a content-rich program that incorporates multicultural history, geography, literature, arts and music into language instruction.

In the renewed turnaround plan, Dever will continue to accelerate the English language development of all students and provide opportunities for content-rich Spanish language development through the following schoolwide initiatives:

**Strategies**

1. **Collaborative Teaching:** Ensure English learners have maximum access to core grade level curriculum by using a co-teaching model in all Dever classrooms, including classrooms serving new English learners.

Key activities for ensuring effective co-teaching for English learners include:

* Optimize staff schedules to support a co-teaching model of instruction, supported by time for common planning among classroom teachers, English as a Second Language educators, special education staff, and interventionists;
* Provide professional development to enhance teachers’ capacities to provide appropriate scaffolds to meet the needs of English learners while teaching rigorous grade level content.
1. **Effective Language Development Practices:** Develop the capacity of staff to effectively support literacy development across the curriculum.

Key activities for ensuring staff capacity to support language development include:

* Train all teachers in SFL to develop teacher knowledge about language, language use across domains, and critical aspects of language development for diverse learners;
* Ensure each lesson across content areas is grounded in academic discourse that allows students to build academic language through a variety of modalities including speaking, listening, reading and writing.
1. **Spanish Language and Culture Development:** Provide an opportunity for students to participate in content-rich Spanish language instruction based on family interest.

In addition to developing a school-based Spanish language instruction option for families, the school also will help connect families with Spanish language learning opportunities in the community.

Key activities to ensure Spanish language development opportunities include:

* Pilot a Cultures and Connections enrichment class co-taught in Spanish for interested students (families will choose whether they would like their student to participate in Spanish language instruction);
* Survey families annually to gauge interest in Spanish language development opportunities;
* Identify extended learning opportunities that support Spanish language literacy;
for example, connecting students with community-based programs, parent-led activities, Spanish language tutoring or mentoring from college students, etc.

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| **Priority Area 2: Improve instructional quality and maximize time for core instruction** |

The school will continue to prioritize improving instructional quality at the school to meet the whole child needs of Dever students, through learning experiences that prepare them to become agents of their own academic and social development. In addition, Dever will implement targeted strategies to increase students’ instructional time, and to maximize the time each student is engaged in core grade level instruction.

For the original text summarizing the challenges addressed by Priority Area 2, please see the April 24, 2014 Turnaround Plan at pp. 19-21. For the update on progress and strategies in Priority Area 2 submitted in the 2017 plan renewal, please see the August 18, 2017 Renewed Turnaround Plan at pp. 20-26.

Since the turnaround plan was last renewed in 2017, the school has implemented a culturally responsive model of instruction that is grounded in the neuroscience of learning and promotes student identity, agency and relevancy of content. Aligned with Zaretta Hammond’s Ready for Rigor framework, the Dever instructional model is designed to provide students with rich, meaningful learning experiences that help them develop strategies and confidence for tackling new and complex tasks. To support this instructional model, the receiver has introduced curricular resources in both English language arts and mathematics that facilitate students’ growth as independent learners.

Substantial losses of student learning time due to the COVID-19 pandemic have caused student achievement levels to decline since 2019. In both English language arts (ELA) and mathematics, the percentage of Dever students meeting or exceeding expectations on the state MCAS test dropped by 20 points between 2019 and 2022. Yet over the same time period, the school’s average SGPs increased in both subject areas, indicating that the quality of instruction has improved. Between 2019 and 2022, the average ELA SGP of Dever students increased from 41 to 43, while their average mathematics SGP improved from 37 to 48. Given the unusually high rate of chronic absenteeism at Dever during the 2021-22 school year, the positive trends in student growth suggest that the school may be well-positioned to accelerate student achievement as pandemic conditions continue to improve.

During the 2021-22 school year, the school implemented a major shift in classroom staffing that increased many students’ access to core instruction and also helped to mitigate the pandemic’s impact on teacher attendance. In 2021-22, Dever moved to a full inclusion model in which all classrooms are co-taught by two full-time instructional staff. This model initially was developed in 2019 to integrate students with emotional disabilities who previously had been served in a sub-separate therapeutic program housed at Dever. These students now are included in general education classrooms that are co-taught by a special education teacher and a second instructional staff member. Following the schoolwide shift to full inclusion, all Dever students have access to the same level of instructional support. During the 2021-22 school year, the assignment of two instructional staff to each classroom also ensured more continuity of instruction during pandemic waves of high community transmission.

Dever’s shift to a full inclusion model that integrates students with emotional disabilities into general education classrooms also has been supported by schoolwide professional development on students’ social-emotional development needs. Since SMI assumed the role of receiver in 2020, all staff have received professional development on the neuroscience of child and adolescent development, including the impact of factors such as poverty, trauma, and positive relationships on brain development and implications for teaching and learning. All staff also have been trained to address challenging student behaviors from a skill-building perspective.

In the renewed turnaround plan, Dever will continue to support teachers in implementing the school’s instructional model with increasing quality and fidelity, through the following schoolwide initiatives:

**Strategies**

1. **Full Inclusion:** Continue to provide a fully inclusive learning experience that enables all students, including students with disabilities and English Learners, to access core instruction.

Key activities for creating a fully inclusive school experience include:

* Continue implementing Dever’s full inclusion model and co-teaching structures in all classrooms;
* Deliver professional development on multiple co-teaching models, teacher roles in co-teaching, and collaborative instructional cycle best practices;
* Identify, analyze and address systemic inequities that may exist in policies, protocols and instructional practices.
1. **Maximum Access to High Quality Grade Level Instruction**: Continue to implement a culturally responsive model of instruction that is grounded in the neuroscience of learning and promotes student identity, agency, and relevancy of content.

Key activities for ensuring maximum access to high quality grade level instruction include:
* Continue to use co-teaching strategies to provide targeted support for students to maximize their engagement with core grade level instruction;
* Continue to align instruction to Zaretta Hammond’s Ready for Rigor framework and use student backgrounds and knowledge as building blocks for meaningful learning;
* Expand implementation of curricular resources in ELA and mathematics that support inquiry, discourse, and skill development through relevant and complex tasks;
* Provide professional development to enhance teachers’ capacities to provide appropriate scaffolds to meet the needs of diverse learners while teaching rigorous grade level content; (see also Strategy 1.1)
* Evaluate instructional materials to ensure they validate students’ identities, represent them in all domains (as scientists, authors, etc.), and do not perpetuate racism or other forms of bias;
* Ensure each unit of study across content areas and grades builds student identity and agency through tasks that have relevance to communities outside the classroom.
1. **Holistic Student Support:** To maximize each student’s engagement with core instruction, proactively identify student support needs and facilitate wraparound services, including positive youth development opportunities.

Key activities for providing holistic student support include:

* Continue to train all staff in the neuroscience of child and adolescent development, the impact of different factors on brain development and implications for teaching and learning;
* Continue to train all staff to recognize social-emotional skill development needs that affect a student’s ability to participate fully in the classroom learning environment;
* Train all staff in evidence-based classroom practices for cultivating student belonging and creating a safe, inclusive environment;
* Train all staff in restorative practices that foster a sense of collective responsibility to the community and help students and staff build and maintain strong relationships within the Dever community;
* Streamline systems to identify family needs and provide wraparound supports through connections with community organizations;
* Revise student support team processes to incorporate a holistic, strength-based profile of each student and student and family voice;
* Use student support data to inform professional development and other school initiatives such as extended learning and community partnerships;
* Develop in-school peer support groups to help older students build supportive relationships and navigate their school experiences;
* Continue to implement structured recess programming that cultivates a culture of play, safety, social connection and physical activity.

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| **Priority Area 3: Use data to drive instruction.** |

Dever will continue to implement data-driven instructional systems in order to deliver targeted interventions and to inform instructional practice and decision making. Aligned with its philosophy of developing the whole child and whole family, the school will enhance its assessment system to include the multiple levels and types of data staff need to understand the holistic progress of student and family engagement. Finally, Dever will utilize its holistic assessment data on the learning experiences of Dever students to identify and analyze the root causes of inequitable outcomes.

For the original text summarizing the challenges addressed by Priority Area 3, please see the April 24, 2014 Turnaround Plan at p. 27. For the update on progress and strategies in Priority Area 3 submitted in the 2017 plan renewal, please see the August 18, 2017 Renewed Turnaround Plan at pp. 29-31.

Since the turnaround plan was last renewed in 2017, the school has developed a schoolwide data dashboard that provides a comprehensive view of student progress over time on benchmark academic assessments. The data dashboard also enables school leaders and teachers to track the progress of students who have received targeted intervention services. To strengthen teachers’ daily use of formative assessment data to drive instruction, Dever school leaders delivered a series of schoolwide trainings during the 2021-22 school year on conducting daily formative assessment and providing effective feedback to students during instruction.

In the renewed turnaround plan, Dever will continue to build its leaders’ and teachers’ capacities for data-driven decision making. In keeping with its approach to developing the whole child and whole family, the school also will expand its system for tracking individual student data to include contextual information about each child’s academic and non-academic development, such as student and family perception data collected from surveys and focus groups.

**Strategies**

1. **Holistic Assessment:** Continually monitor student understanding and equity of student outcomes using measures that fully reveal the student’s learning experience.

Key activities for ensuring holistic assessment of student progress include:

* Continue to use curriculum-based assessments and norm-referenced mathematics and reading assessments as diagnostic and progress monitoring tools;
* Strengthen the academic benchmark system for literacy, math, and science in grades 3-6 so that it informs instructional decision making and intervention planning;
* Pilot non-academic measures of student wellbeing to integrate into data profiles of student progress;
* Develop a system for collecting and using contextualized student growth data that more fully reveals the student’s learning experience and identifies student strengths that may be leveraged to provide instructional support. This system may include collecting student and family feedback on learning experiences using surveys and focus groups.
1. **Data-Driven Decision Making:** Continue to develop schoolwide practices for regularly analyzing student growth data and making data-driven decisions about instruction and other school programming.

Key activities for promoting data-driven decision making at Dever include:
* Conduct bi-weekly reviews of academic data during academic team meetings, led by academic coaches and the Director of Instruction;
* Facilitate the Instructional Leadership Team’s collection and analysis of holistic assessment data aligned with the school’s priorities, namely developing independent learners, developing social and emotional dexterity, and empowering families.

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

Dever will continue to build a learning community that recognizes the deep capacity each student possesses for learning and contributing in the classroom, at home and in the community. The school’s instructional model is designed to empower students and families to become leaders of their own learning, prepared with the academic and social-emotional skills and dispositions to thrive in a constantly changing world.

For the original text summarizing the challenges addressed by Priority Area 4, please see the April 24, 2014 Turnaround Plan at p. 31. For the update on progress and strategies in Priority Area 4 submitted in the 2017 plan renewal, please see the August 18, 2017 Renewed Turnaround Plan at pp. 34-39.

Since the arrival of SMI as the school’s receiver in 2020, Dever school leaders and teachers have developed a shared vision of cultivating their students as independent learners. This requires creating classroom environments in which students feel emotionally and academically safe enough to take risks and create their own pathways to learning content. As described earlier under Priority Area 2, the school has shifted to a full inclusion model and provided all staff with extensive training on students’ social-emotional development needs in order to ensure that all Dever students have access to high levels of personalized support.

As articulated in both the 2014 original and 2017 renewed turnaround plans, family and community partners are essential assets in developing and maintaining Dever’s culture of high expectations. Upon their arrival as receiver in 2020, SMI created a new Manager of Family, School and Community Partnership position to elevate family and community engagement work at the school. As a member of the school leadership team, the Manager of Family, School and Community Partnership oversees critical initiatives related to family voice and leadership, family resources and wraparound supports, attendance, staff training, and other work with families and community partners, with support from a full-time Family Liaison.

In the renewed turnaround plan, Dever will continue to build teachers’ capacities to develop independent learners and to cultivate family leadership at both the student and school levels, through the following schoolwide initiatives:

1. **Emotionally and Academically Safe Learning Community:** Build a personal relationship with each student and strong classroom learning culture in order to empower each student to utilize his or her best assets for learning.

Key activities to ensure emotionally and academically safe classrooms include:

* Continue to provide professional development and teacher collaboration time to strengthen practices that support full inclusion, e.g., collaborative teaching strategies, child development and neurodiversity, and emotional regulation and de-escalation strategies;
* Activities described under Priority Area 2: culturally responsive instruction, safe and supportive classrooms, social-emotional competency development, restorative practices, structured recess programming;
* Holistic assessment activities described under Priority Area 3 above.
1. **Family Partnership and Leadership Development:** Develop relationships with all Dever families that are grounded in mutual trust, collaboration, and cultural responsiveness and respect.

Key activities to develop family partnership and leadership at Dever include:

* Continue to implement regular family engagement events including school preview times, kindergarten readiness activities, open houses, book fairs, literacy and math-themed activities, field trips.
* Continue to provide regular school-level communication to families via multiple channels, including family newsletters, bulletin boards, and automated call system messages, and to provide translation/interpretation support for communications and meetings.
* Implement a system for family-teacher conferencing that prioritizes two-way communication, relationship building, and collaborative problem solving.
* Collect family input regularly via surveys and focus groups to gain insight into school-family communication and families’ overall goals, hopes, and dreams for their children. Use families’ feedback to implement improvements in classroom practices.
* Refine student support team processes to incorporate a holistic view of students that includes student and family voices. (see also Strategy 2.3)
* Provide and/or connect parents with opportunities to advocate for the wellbeing of their children through participation in decision making and advisory organizational structures, such as the school site council and parent council.
* Create a data system that measures parent engagement in schoolwide events and participation in the school site council and parent council.

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| **Priority 5: Hire and cultivate high-performing and high-potential staff.** |

Dever will continue to ensure the school is staffed with a highly effective principal, leadership team, and teachers who are dedicated to pursuing transformational change for the school. The school will cultivate among all staff a shared vision for students’ academic and social-emotional growth and a commitment to maximizing the time Dever students engage in high quality grade level learning.

For the original text summarizing the challenges addressed by Priority Area 5, please see the April 24, 2014 Turnaround Plan at p. 37. For the update on progress and strategies in Priority Area 5 submitted in the 2017 plan renewal, please see the August 18, 2017 Renewed Turnaround Plan at pp. 42-46.

Since the turnaround plan was last renewed in 2017, staff retention at Dever has increased from 52 percent in 2017 to 88 percent in 2023. In 2023, Dever’s staff retention rate exceeded the retention rate of the Boston Public School district by 10 percentage points. Dever’s full inclusion model promotes stronger staff retention in multiple ways: by providing collaborative teaching and planning supports to all teachers, and by developing internal pathways for instructional paraprofessionals to advance into teaching roles. While the promotion of an individual from paraprofessional to teacher status is not reflected in the official staff retention rate for teachers, Dever’s purposeful cultivation of talented paraprofessional staff to become teachers strengthens the bonds among all instructional staff at the school.

In the renewed turnaround plan, Dever will continue to hire and cultivate high-performing and high-potential staff through the following school initiatives:

1. **High Quality Staff:** Staff Dever with a diverse team of high quality educators by leveraging recruitment pipelines and alternative pathways to teaching.

Key activities to recruit high quality staff to work at Dever include:

* Continue to implement a performance-based compensation system that rewards teacher effectiveness, professional growth, and student academic growth and pays competitive wages;
* Continue collaborating with Boston Public Schools on staff recruitment;
* Continue to participate in teacher recruitment events hosted by the district, colleges, organizations specializing in diverse hiring, etc.
* Continue to leverage receiver and other networks to recruit staff;
* Continue to encourage and support paraprofessionals interested in pursuing a teaching license or other educator credentialing opportunities;
* Work in partnership with University of Massachusetts Boston to provide teacher candidates with field placements at Dever.
1. **Effective Educator Development:** Create an educator development system that integrates the interdependent fields of language development, academic and social-emotional learning, culturally responsive teaching, and family partnership.

Key activities to ensure effective educator development across multiple domains include:

* Continue to use the receiver’s autonomy to engage Dever staff in additional staff development days;
* Continue to build educator knowledge of the research base on how children learn, including the individualized paths that students take as they progress toward mastery of academic concepts and skills;
* Expand staff capacity to examine curriculum and lessons using a culturally responsive and racially literate lens;
* Provide educator feedback through coaching, evaluations, and classroom walkthroughs grounded in schoolwide instructional expectations for culturally responsive instruction and effective family partnerships;
* Collect stakeholder feedback on the Dever learning experience via staff, student and family surveys and focus groups; use feedback to inform and improve professional development strategies.
1. **Teacher Leadership:** Create opportunities for teacher leadership that advance schoolwide instructional practices and priorities.

Key activities to cultivate teacher leadership of schoolwide practices and priorities include:

* Continue to implement an Instructional Leadership Team structure that is chaired or co-chaired by teachers; conduct monthly team meetings to support decision making around schoolwide practices and priorities.
* Identify teacher leaders at each grade level or content area who will facilitate teacher collaboration time and support instructional planning.
* Create opportunities for teachers and other non-administrator staff to lead professional development.
* Engage teacher teams in curriculum revisions through the lenses of Systemic Functional Linguistics and culturally responsive pedagogy.
* Implement an educator development system that includes peer observations.
* Collect regular feedback on educator development experiences using surveys and focus groups. (Strategy 5.2)

## **Implementation Benchmarks**

In the renewed turnaround plan, Dever has set the following overarching goals for improving school performance in the next three years:

* Meet the annual state accountability target of attaining a mean SGP of at least 50 in both mathematics and ELA in the 2023-24, 2024-25, and 2025-26 school years;
* Meet the annual state accountability target for progress toward achieving English language proficiency for all grades in the 2023-24, 2024-25 and 2025-26 school years.

As required by state law, Dever also has set measurable annual goals in the following areas:

1. student attendance, dismissal and exclusion rates
2. student safety and discipline
3. student promotion rates
4. student achievement on the Massachusetts Comprehensive Assessment System (MCAS);
5. progress in areas of academic underperformance;
6. progress among subgroups of students, including low-income students as defined by Chapter 70, limited English-proficient students, and students with disabilities;
7. reduction of achievement gaps among different groups of students;
8. student acquisition and mastery of twenty-first century skills;
9. development of college readiness, including at the elementary and middle school levels;
10. parent and family engagement;
11. building a culture of academic success among students;
12. building a culture of student support and success among school staff; and
13. developmentally appropriate child assessments from pre-kindergarten through 3rd grade.

The following tables provide one-year implementation benchmarks for gauging progress on turnaround strategies.

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| **Priority 1: Rapidly accelerate all students’ language development in English and provide families with the opportunity for content-rich Spanish language development for their students** |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| 1. **Collaborative Teaching**
 | Ensure English learners have maximum access to core grade level curriculum by using a co-teaching model in all Dever classrooms, including classrooms serving new English learners. | * 100% of instructional staff receive training in and implement effective co-teaching strategies as measured by professional development records and classroom observation data
 |
| 1. **Effective Language Development Practices**
 | Develop the capacity of staff to effectively support literacy development across the curriculum. | * 100% of instructional staff receive training in and implement instructional strategies based upon Systemic Functional Linguistics, as measured by professional development records and classroom observation data
 |
| 1. **Spanish Language and Culture Development**
 | Provide an opportunity for students to participate in content-rich Spanish language instruction based on family interest. | * 100% of students in grades 4 through 6 are offered the opportunity to participate in an enrichment class that will incorporate content-rich Spanish language instruction
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| **Priority 2: Improve instructional quality and maximize time for core instruction.** |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| 1. **Full Inclusion**
 | Provide a fully inclusive learning experience that enables all students, including students with disabilities and English Learners, to access core instruction.  | * 100% of instructional staff receive training in and implement effective co-teaching strategies as measured by professional development records and classroom observation data
 |
| 1. **High Quality Grade Level Instruction**
 | Implement a culturally responsive model of instruction that is grounded in the neuroscience of learning and promotes student identity, agency, and relevancy of content. | * 100% of instructional and student support staff receive training in and implement culturally responsive practices identified as schoolwide initiatives, as measured by professional development records and classroom observation data
 |
| 1. **Holistic Student Support**
 | Proactively identify student support needs and facilitate wraparound services, including positive youth development opportunities. | * Student support protocols and tools are revised to include student and family perspectives. 100% of student records from student support meetings include data on student and family perspectives.
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| **Priority 3: Use data to drive instruction.** |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| 1. **Holistic Assessment**
 | Continually monitor student understanding and equity of student outcomes using measures that fully reveal the student’s learning experience. | * Administer an Independent Learner Survey to capture student voice and perceptions of themselves as learners
* ILT uses data from the Independent Learner Survey to inform instructional planning and professional development
 |
| 1. **Data-Driven Decision Making**
 | Continue to develop schoolwide practices for regularly analyzing student growth data and making data-driven decisions about instruction and other school programming. | * Conduct bi-weekly reviews of academic data at the school, classroom and individual levels, led by academic coaches and Director of Instruction
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| **Priority 4: Establish a culture of high expectations and college and career readiness.** |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| 1. **Emotionally and Academically Safe Learning Community**
 | Build a personal relationship with each student and strong classroom learning culture in order to empower each student to utilize his or her best assets for learning. | * 100% of instructional and student support staff receive training in and implement evidence-based strategies for cultivating student belonging and creating a safe, inclusive environment, as measured by professional development records and classroom observation data
 |
| 1. **Family Partnership and Leadership Development**
 | Develop a relationship with all Dever families that is grounded in mutual trust, collaboration, and cultural responsiveness and respect. | * Conduct a minimum of three parent focus groups throughout the year to gain family input and elevate family voice; groups will be representative of the overall population of Dever families
* At least 75% of families provide feedback via school surveys and/or focus groups
 |

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| **Priority 5: Hire and cultivate high-performing and high-potential staff.** |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| 1. **High Quality Staff**
 | Staff Dever with a diverse team of high quality educators by leveraging recruitment pipelines and alternative pathways to teaching. | * 100% of classroom paraprofessionals participate in Dever professional development and common planning time to develop internal pipeline of prospective teacher candidates
 |
| 1. **Effective Educator Development**
 | Create an educator development system that integrates the interdependent fields of language development, academic and social-emotional learning, culturally responsive teaching, and family partnership. | * 90% of all teachers are trending towards consistent, skillful, and/or masterful implementation in all components of the Dever instructional model, as captured in the school’s classroom observation tracker.
 |
| 1. **Teacher Leadership**
 | Create opportunities for teacher leadership that advance schoolwide instructional practices and priorities. | * Continue implementing leadership team structures (e.g., Instructional Leadership Team) and grade level content leads to distribute leadership of school improvement priorities. The ILT will use whole-child school design principles to examine school improvement planning and identify professional development needs. Content leads will improve instructional rigor by ensuring curriculum and lesson plans reflect culturally responsive pedagogy.
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| --- | --- |
| **Statutory requirements** | **Related Priority Area(s)** |
| Achievement gaps for limited English-proficient, students with disabilities and low-income students | All Priority Areas |
| Alternative English language learning programs for limited English proficient students | Priority Areas 1, 2 |
| Social service and health needs of students at the school and their families, to help students arrive and remain at school ready to learn; may include mental health and substance abuse screening | Priority Area 2, 4 |
| Improved or expanded child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment | Priority Area 2 |
| Improved workforce development services provided to students at the school and their families, to provide students and families with meaningful employment skills and opportunities | Priority Area 2, 4 |
| Coordination among secretaries of health and human services, of labor and workforce development, of public safety and the secretary of education to support the implementation of the plan. | Priority Area 3, 4 |
| A financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources | Appendix C |
| Formation of a Parent Advisory Committee focused on English language learners (if applicable) | Priority Area 1 |
| Strong leadership in schools, including a new or current principal with a track record of success  | All Priority Areas |
| Redesigned school day, week, or year to include additional time for student learning and teacher collaboration  | Priority Area 2 |

**Appendix A: Required Working Conditions**

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

**TERMS AND CONDITIONS FOR EMPLOYEES AT THE DEVER ELEMENTARY SCHOOL**

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

(1) expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses;

(2) reallocate the uses of the existing budget of the school;

(3) provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district;

(4) provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the school, in order to attract or retain highly-qualified administrators or teachers or to reward administrators, or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan;

(5) expand the school day or school year or both of the school;

(6) for an elementary school, add pre-kindergarten and full-day kindergarten classes, if the school does not already have such classes;

(7) limit, suspend, or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, however, that the commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided further, that the commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause;

(8) following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications;

(9) limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school;

(10) include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback;

(11) provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction;

(12) establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership;

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

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

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

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

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

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

**I. WORKING CONDITIONS**

To implement the school turnaround plan, the Commissioner selected School & Main Institute (hereinafter referred to as Receiver) to be responsible for implementing the school’s turnaround plan. The Receiver shall have full managerial and operational authority for the school. The Receiver retains final authority over school-based decision making and its determination shall be final.

**Conditions Necessary for Dever Elementary to Succeed**

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

**Staffing**

***Collective Bargaining Agreements:***

* All staff members at the school will be members of their respective collective bargaining units. However, certain terms of the collective bargaining agreement in effect across the local district will not apply at the Dever Elementary School. Also, prior underperforming agreements and/or decisions of the Dever Elementary School Joint Resolution Committee (JRC) will not apply beyond June 30, 2014. School employees will also accrue seniority while employed at the school. The Receiver will adopt a new compensation strategy to be effective July 1, 2014 and a new performance-based compensation system for teachers will be in effect beginning July 1, 2015. (See Part II).

***Dispute Resolution:***

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

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

***Personnel:***

* The Receiver has the sole discretion to select the staff for any and all positions at the Dever Elementary School, including administrators, teachers, maintenance staff, nurses, security guards, et al. There is to be no requirement for the Receiver to employ any specific individuals in the school that it operates. The Receiver has the sole discretion to decide which staff to retain or renew annually.
* The Receiver may select staff for union positions without regard to seniority within the union or past practices between the local school committee and the union.
* The Receiver may formulate job descriptions, duties and responsibilities for any and all positions at the Dever Elementary School.
* The Receiver may establish a code of conduct for all staff.
* Staff in the existing school (and its district) shall not have attachment rights to any position and the Principal may unilaterally move any school staff member to another position provided that the staff member is properly licensed and certified.
* The Receiver may involuntarily excess members of the local union at the Dever Elementary School. The provisions in the local union agreement regarding excessing, seniority and transfer shall not apply to the school except that union members shall continue to accrue seniority.
* The Receiver may remove staff as a result of misconduct or performance deficiencies and shall not be bound by the practices or procedures established between the local school district and any collective bargaining unit.
* The school and its employees are exempt from the layoff and recall language in the local union contract and any associated practices.
* The Receiver will be responsible for hiring, managing and evaluating the necessary personnel to serve students with disabilities in accordance with their needs and services/supports identified in IEPs.
* The Receiver will be responsible for all hiring, managing, and evaluating staff required to meet the needs of students who are English Learners.
* The Receiver may outsource positions in whole or in part, may transfer bargaining unit work in the best interests of the school operations and the students it serves, and may hire part-time employees at its discretion.

***Professional Obligations:***

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

**Teachers**

* The term of employment for teachers will be July 1 through June 30, and will include the following:
	+ Up to 20 days of professional development and planning time before the school year begins, with each day including up to eight hours of professional development and/or staff planning time;
	+ Up to 186 instructional days; and
	+ Up to 3 hours of professional development on student early release days, every week after the school year begins.
* The Receiver and Dever Elementary School leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.
* The Receiver will select and use its own Teacher Evaluation process consistent with state regulations.
* Except as noted below, the standard workday for BTU members at the Dever Elementary School during a school day will be up to nine hours. Required hours will never exceed 45 hours per week.

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

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

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

*All Staff Members:*

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

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

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

**Employees Represented by BASAS**

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

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

* Up to 40 working days prior to the first day of school, including but not limited to the 20 days of staff orientation in August;
* Up to 186 instructional days;
* 3 hours of professional development on student early release days, every week after the school year begins; and,
* 2 working days after the last day of school, but before the end of this term of employment.

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

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

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

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

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

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

*Feedback, Performance Improvement, and Dismissal*

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

**Employees Represented by the Administrative Guild**

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

The term of employment will include the following:

* Up to 186 instructional days;
* 3 hours of professional development on student early release days, every week after the school year begins; and,
* Up to 37 additional work days either before the school year begins or after the school year ends.

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

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

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

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

* Oversee the day to day activities of the school;
* Serve as the main point of contact in the school reception area;
* Manage phones (answering calls, re-directing calls, taking messages, placing calls,

creating school announcements, etc.);

* Manage the collection and maintenance of student, personnel, and school information

(receiving forms and paperwork, tracking missing forms, managing databases, updating contact information, maintaining records, etc.);

* Manage school-wide daily systems (managing student attendance, tracking the student

discipline system, etc.);

* Plan and manage logistics and preparations for school events and activities as needed;
* Support staff meetings, staff retreats, and staff orientation;
* Greet and document all visitors;
* Manage school maintenance and supply systems;
* Maintain office equipment and furnishings;
* Maintain school calendar of events;
* Process student and faculty applications; and
* Participate in some elements of an intensive staff orientation and training for up to four

weeks prior to the school year.

All Guild members have some responsibilities for the overall effective operation of the school. All Dever Elementary School Guild members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the Dever Elementary School. These activities may include, but are not limited to the following:

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

*Feedback, Performance Improvement, and Dismissal*

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

**II. PROFESSIONAL COMPENSATION SYSTEM**

As part of the Turnaround Plan, the Receiver and the Dever school leaders will continue to utilize the revised compensation system with the following components.

# CAREER LADDER

*Definitions*:

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

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

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

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

Expert[[4]](#footnote-5) teachers are exceptional educators who serve as districtwide models of excellence. Expert teachers have at least five years of experience, possess deep expertise in their craft, and are capable of elevating the practice of already-gifted educators. Expert teachers will assume additional roles and responsibilities to support the district’s improvement.



The career ladder schedule is modified beginning in school year 2023-24 as follows:

|  |  |
| --- | --- |
| **Career Level** | **Compensation Level** |
| Novice | $70,000 |
| Developing Level I | $78,000 |
| Developing Level II | $85,000 |
| Career Level I | $92,000 |
| Career Level II | $97,000 |
| Career Level III | $103,000 |
| Career Level IV | $109,000 |
| Career Level V | $115,000 |
| Career Level VI | $120,000 |

*Transition to the Career Ladder*

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

Newly hired teachers will be placed on the career ladder as determined by the Receiver. The Receiver will continue to review and may adjust the salary schedule periodically.

The annual base salary for an “Advanced” teacher is modified to $125,000 beginning in school year 2023-2024. Advanced teachers must possess an initial or professional license.

The annual base salary for a “Expert” teacher is modified to $130,000 beginning in 2023-2024. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach the amount specified for the year the position is held. These stipend compensation amounts shall be included in the teacher’s base pay or otherwise considered as part of the teacher’s annualized salary for retirement purposes. Expert teachers must possess a professional license.

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

*Advancement on the Career Ladder*

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

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

Effective beginning in school year 2020-2021, a Career VI teacher who has been employed as a Career VI teacher for at least one school year and who receives an end-of-year overall evaluation rating of “proficient” or “exemplary,” with “proficient” or better on all four standards shall receive an additional $2,500 added to their base salary annually.

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

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

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

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

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

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

**III. SUMMARY OF BARGAINING ACTIVITY**

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

Boston Teacher’s Union (BTU)

Representatives of the Boston Public Schools (BPS) met with representatives of the BTU on Monday, February 24, 2014 pursuant to the Commissioner’s directive. The negotiation session was also attended by representatives of the Receivers for both the Holland and Dever Schools, as well as a representative of the Commissioner. Prior to the meeting, the Boston School Committee had provided the BTU with a Working Conditions Summary Document for each school, that outlined various changes to terms and conditions of employment and set forth a model compensation plan which would serve as a basis for compensation changes in both schools. Boston School Committee representatives and the Receivers explained the intended changes at both schools and answered questions posed by the BTU. The BTU made counter proposals to the changes, but ultimately no agreement was reached. As a consequence of the district’s budgetary situation, a decision was made to await further details regarding next year’s budget for the schools before presenting a detailed compensation proposal. It is anticipated that as soon as the budget uncertainties are resolved, the Receivers will consult with the union regarding the performance-based compensation plan.

Boston Association of School Administrators (BASAS)

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

Administrative Guild (GUILD)

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

**Appendix B: Measurable Annual Goals (MAGs)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022****Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(1) Student attendance, dismissal rates, and exclusion rates** | Attendance rate (%) | 88.4 | 88.9 |   |  |   |
| Chronic absenteeism rate - Grades 1-8 (%) | 44.5 | 42.3  |   |  | Aligned with accountability target |
| Chronic absenteeism rate - Grades 9-12 (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. |
| Out-of-school suspension rate (%)  | N/A | N/A |   |  | No rate reported in 2021-2022  |
| In-school suspension rate (%)  | N/A | N/A |   |  | No rate reported in 2021-2022   |
| Percentage of students suspended more than 10 days (%)  | N/A | N/A |   |  | No rate reported in 2021-2022   |
| Dismissal rate (%) |   |   |   |  | Total number of dismissals from non-routine student-nurse encounters divided by total number of non-routine encounters. |
| **(2) Student safety and discipline** | Interpersonal incidents (#) | 1  | 0  |   |  | Includes count of offenses for: physical attacks, physical fights, sexual harassment, and sexual assault (including rape).  |
| Weapons incidents (#) | 0  | 0  |   |  |   |
| Incidents of substance possession/use/intent to sell (#)  | 0  | 0  |   |  |   |
| Incidents of theft/vandalism (#)  | 0  | 0  |   |  |   |
| **(3) Student promotion and dropout rates** | Grade 9 retention rate (%)  | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. |
| Dropout rate - All students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. |
| Dropout rate - High needs students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades. |
| **(3b) Graduation rates** | Four-year cohort graduation rate - All students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| Four-year cohort graduation rate - High needs students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| Extended engagement rate - All students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| Extended engagement rate - High needs students (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022****Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(4) Student achievement on the Massachusetts Comprehensive Assessment System;(5) Progress in areas of academic underperformance;(6) Progress among subgroups of students, including low-income students as defined by chapter 70, limited English proficient students and students receiving special education;(7) Reduction of achievement gaps among different groups of students** | ELA MCAS Average Composite Scaled Score - All students, NonHS grades |  479.4 | 482.5  |   |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only.  |
| ELA MCAS Average Composite Scaled Score - High needs students, NonHS grades |  479.0 | 482.1 |   |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only.  |
| ELA MCAS Average Composite Scaled Score - All students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| ELA MCAS Average Composite Scaled Score - High needs students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| Math MCAS Average Composite Scaled Score - All students, NonHS grades |  484.6 | 486.8  |   |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only.  |
| Math MCAS Average Composite Scaled Score - High needs students, NonHS grades |  484.3 | 486.4 |   |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 3-8 only.  |
| Math MCAS Average Composite Scaled Score - All students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| Math MCAS Average Composite Scaled Score - High needs students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| Science MCAS Average Composite Scaled Score - All students, NonHS grades | 473.9  | 478.2  |   |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 5 and 8 only.  |
| Science MCAS Average Composite Scaled Score - High needs students, NonHS grades | 473.5  | 477.8 |   |  | Aligned with accountability target. Reflects Next-Gen MCAS results for grades 5 and 8 only.  |
| Science MCAS Average Composite Scaled Score - All students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| Science MCAS Average Composite Scaled Score - High needs students, HS grades | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| English learners making progress on ACCESS for ELLs - Grades 1-8 (%) |  59.3 | 64.7  |   |  | Aligned with accountability target.  |
| English learners making progress on ACCESS for ELLs - Grades 9-12 (%) | N/A | N/A | N/A | N/A | Does not apply - school does not serve high school grades.  |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022****Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(8) Student acquisition and mastery of 21st century skills** | Students demonstrate proficiency in writing as demonstrated by the grades 3-6 average of percentage of possible points on ELA MCAS Essay Question Type (%) | 25 | 35 |   |  | Essay writing is aligned with deeper learning and 21st century skills. |
| Students demonstrate proficiency with problem solving in mathematics as measured by the grades 3-6 average of percentage of possible points on MCAS Constructed Response Question Types (%) | 37 | 47 |   |  | Problem solving is aligned with deeper learning and 21st century skills. |
| Students demonstrate proficiency with reasoning, constructing explanations, and providing evidence in science as measured by the grade 5 percentage of possible points on MCAS Constructed Response Question Types (%) | 24 | 34 |   |  | Constructed response items are aligned with deeper learning and 21st century skills. |
| **(9) Development of college readiness, including at the elementary and middle school levels** | Percentage of grade 3 students reaching end of year grade level target on MAP Fluency Assessment (%) | 64 | 74 |   |  | Goal is to ensure all students are proficient in reading skills by grade 3. |
| **(10) Parent and family engagement** | Percentage of parents responding positively to the question, "How comfortable do you feel communicating with your child's school" on the BPS Family Survey (%)  | 88 | 93 |   |  |   |
| Percentage of parents reporting positively to the question, "How much do you feel the school values your opinions" on the BPS Family survey (%)  | 81 | 86 |   |  |   |
| **(11) Building a culture of academic success among students** | Percentage of students responding positively to the question, "How often does your teacher ask you to explain your answers?" on the BPS Student Survey (%)  | 58 | 68 |   |  |   |
| Percentage of students responding favorably to the question, "In this class, how excited are you to participate?" on the BPS Student Survey (%) | 69 | 74 |   |  |   |
| **Area Specified by Chapter 69, Section 1K** | **Measure** | **SY 2021-2022****Baseline** | **SY 2022-2023 Target** | **SY 2023-2024 Target** | **SY 2024-2025 Target** | **Notes** |
| **(12) Building a culture of student support and success among school faculty and staff**  | Percentage of teachers responding favorably to the question, "How optimistic are you that your school will improve in the future?" on the BPS Teacher Survey (%) | 28 | 38 |   |  |   |
| Percentage of teachers responding favorably to the question, "Overall, how positive is the working environment at your school?" on the BPS Teacher Survey (%) | 23 | 33 |   |  |   |
| **(13) Developmentally appropriate child assessments from pre-kindergarten through third grade** | Percentage of grades 1-2 students reaching the end-of-year grade level target on Oral Reading Fluency (ORF) in spring administration of MAP Fluency (%) | 28 | 38 |   |  |   |

**Appendix C: Financial Plan for the School**

**Paul A. Dever Elementary School Financial Plan**

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

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

Projected Funding Available for Dever Elementary School in Fiscal Year 2023-24

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

The information provided below includes projected funds to be available for operating the Dever Elementary School in School Year 2023-24, including district, state, and federal funding sources.

|  |  |  |
| --- | --- | --- |
| **Funding Source** | **FY24 Estimated Amount** | **Notes** |
| Weighted Student Funding / Base Allocation | $4,268,464*Includes:** *Partnerships: $112,710*
* *Homeless Allocation: $45,739*
 | This includes staff and general school-based expenses for grades Pre-K to 6. It does not include transportation, food services, payroll services, benefits and similar district services which will be provided to the chronically underperforming school on the same basis as other schools. |
| Additional Standard Allocations | $500,597 | Includes:* Nurse funding: $111,326 (1.0 FTE)
* COSE funding: $45,026 (0.4)
* Psychologist funding: $55,028 (0.5)
* Family Liaisons funding: $72,644 (1.0)
* Social Worker funding: $112,566 (1.0)
* Librarian Funding $104,007 (1.0)
 |
| Programmatic Supports | $514,545 | Includes* Autonomous Purchased Services Opt-Out: $6,683
* Emotional Impairment: $112,566 (1.0)
* Instructional Facilitators funding: $124,417 (1.0)
* Other programs: $270,879 (Extended Learning Time)
 |
| Federal Grants | Title 1: $181,394*Includes:** *Title I META Compliance: $99,029*
* *Title I Family Engagement: $1,814*
 | Title I: Funds to improve education for children with low academic achievement - School allocation, including additional allocation for low-performing schools |
| ESSER: $366,075 | Federal pandemic relief funding |
| Other federal grants as applicable  | To be determined:* Title I: Additional allocation for other centrally-budgeted supports to schools
* Title IIA: Funds to improve educator quality
* Title III: Funds to improve education for English language learners
* Individuals with Disabilities Education Act (IDEA): Funds to improve education for children with disabilities
* Other federal grants
 |
| Other Grants | DESE Strategic Transformation Funds: $75,000 |  |
| BPS Rule-Based Allocations | $1,467,410(Hold Harmless, ESSER Hold Harmless/Sustainability) | To be determined each year |
| Discretionary Central Services | Included in WSF | Funding for discretionary central services such as technology, printing, and curriculum. |
| Special Education Services and Positions | Included in WSF | Funding for services stated in IEPs such as OT, PT, 1:1 aides, counseling support |

Within the broad budgetary framework identified above, and consistent with the statutory requirement of equity in per pupil funding, the Commissioner will use his discretion to determine whether and to what extent the per pupil funding formula will include provision of “in-kind” services. For example, it is anticipated that the district will provide certain services to the Dever Elementary School (including but not limited to: transportation, employee benefits, facilities, payroll, safety, food service, and other central office services) as “in-kind” support. It is also anticipated that the Receiver will provide certain services to the Dever Elementary School that the district provides to other non-chronically underperforming schools. The funding formula may recognize the provision of services from the district. Where the Receiver is providing services that the district provides to other non-chronically underperforming schools, the district will provide commensurate funding to the Dever Elementary School. The district, Receiver and DESE will enter into a Memorandum of Agreement regarding the provision of these services and will work together to ensure that the appropriate resources are available for the school’s daily operations.

1. For specific findings and systemic challenges that led to the school entering receivership, please see the April 24, 2014 Turnaround Plan at p. 3: https://www.doe.mass.edu/level5/schools/dever-final-plan.docx. [↑](#footnote-ref-2)
2. The July 20, 2020 and August 2, 2021 letters extending the 2017 renewed turnaround plan may be found here: https://www.doe.mass.edu/level5/schools/dever.html [↑](#footnote-ref-3)
3. The trend in Student Growth Percentile is measured from 2018 because the aggregate measure of Student Growth Percentile switched from median to average in 2018. [↑](#footnote-ref-4)
4. On July 13, 2021, Commissioner Riley removed the label and reference to "Master Teacher" in chronically underperforming school and district turnaround plans and replaced it with "Expert Teacher." See https://www.doe.mass.edu/level5/schools/dever.html [↑](#footnote-ref-5)