***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 John Avery Parker Elementary School:

We are proud to share with you the noteworthy progress made by the John Avery Parker Elementary School (Parker) since the school’s turnaround plan launched in 2014. In the 2022-23 school year, Parker was ranked at the 22nd percentile in the state’s accountability system, representing an increase of 15 points since 2018. Throughout the COVID-19 pandemic, Parker has remained steadfast in uplifting all of its students with wraparound supports and sustaining their sense of belonging to the school community. In the 2021-22 school year, Parker’s rate of chronic absenteeism was the second lowest in the New Bedford Public School district. Parker has emerged from the most disruptive period of the pandemic as a cohesive learning community, unified in its beliefs about how to prepare children to thrive in a complex world.

In the 2023-24 school year, Parker is well positioned to continue its trajectory toward sustained excellence. But since many Parker students missed critical learning opportunities during the pandemic, the school must now harness the collective strength of its community to accelerate all students up to grade-level proficiency. This will require all members of the Parker community to deepen their capacities: for students to become more independent and emotionally agile learners, and for teachers and families to collaborate more closely to cultivate the unique strengths of each child.

Accompanying this letter is the three-year renewal of Parker’s 2017 renewed turnaround plan. As in the 2017 renewal, we have included updates that describe the areas in which Parker has made progress to date and provided details about the turnaround plan’s implementation going forward.

At Parker, we will never stop striving to ensure that our students have access to the same opportunities to succeed as any other child. We ask you to actively support Parker’s ongoing turnaround efforts as a member of its village, so that all Parker students may reach 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 the John Avery Parker Elementary School (Parker) 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 New Bedford School District Superintendent Pia Durkin as the point person to implement the turnaround plan at Parker. On March 7, 2014, the preliminary turnaround plan was released and, as provided in the statute, Superintendent Durkin, the New Bedford School Committee, and the Parker Local Stakeholder Group were invited to propose modifications. On March 28, 2014, the proposed modifications from the Local Stakeholder Group were received, and on April 9, 2014, in tandem with the release of the plan, Commissioner Chester provided a response to those requests (available at <https://www.doe.mass.edu/level5/schools/john-avery-parker.html>). In August 2017, Parker’s turnaround plan was renewed for an additional three-year period. In the winter of 2017, Dr. Durkin announced her intention to step down as Superintendent of the New Bedford Public Schools at the end of school year 2018. On April 5, 2018, Acting Commissioner Jeff Wulfson named School & Main Institute (SMI) as receiver for Parker, effective July 1, 2018.

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 extended 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 additional time for Parker to demonstrate the sustainability of its improvements, Commissioner Riley is renewing the turnaround plan for an additional three-year term. This renewal of the turnaround plan describes how Parker will consolidate the gains it has made since the 2017 renewal and continue developing its systems for sustainable improvement.

Over the past five years, Parker has been able to significantly accelerate progress on turnaround plan priorities, by resetting how staff approach turnaround and provide the academic and social emotional supports students need to learn and thrive. This has created a more intentional and cohesive approach from instruction to professional development to family engagement strategies.

Parker’s accomplishments since 2018 include:

* Increased the school’s ranking from the 7th to 22nd percentile in the state’s accountability system, due to significant improvements in student achievement on the English language arts, mathematics, and science MCAS assessments;
* Reduced the rate of chronic absenteeism from 18 percent in 2018 to 10 percent in 2021;[[3]](#footnote-4)
* 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;
* Launched afterschool programming onsite at Parker and developed resources to expand programming in 2022;
* Strengthened family partnership through monthly family events and regular school-home communication;
* By spring 2023, achieved proficient or higher ratings on all school quality indicators used to monitor progress in chronically underperforming schools.

While the COVID-19 pandemic created extraordinary challenges for families and educators, it is noteworthy that Parker’s overall school quality continued to improve throughout the 2021-22 and 2022-23 school years, as measured by an independent school quality review process. From this perspective, the pandemic tested the strength of Parker’s instructional system and vision, and the school community is emerging from the pandemic with its core strategies in place.

# Summative Report

Parker remains committed to the four turnaround priorities outlined in the original 2014 and renewed 2017 turnaround plans:

* Priority Area 1: Maximize and accelerate student achievement by increasing the rigor of classroom instruction in every classroom for every student every day.
* Priority Area 2: Establish school structures and systems to ensure that all students have teachers who are proficient in delivering rigorous instruction and maximize instructional time.
* Priority Area 3: Provide students with appropriate supports and acceleration opportunities to maximize their learning by using data to differentiate instruction and identifying opportunities for intervention and enrichment.
* Priority Area 4: Ensure that all students succeed academically by establishing a climate that focuses on learning and engaging families as partners in student learning.

Since assuming the receivership of the school in 2018, SMI has layered across these four 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:

**Parker Theory of Action**

*If we continue to grow our capacity to understand the mechanisms of how children learn, how social emotional skills develop, how these two constructs connect with one another, and how these competencies play out in the sociopolitical, economic, and cultural context in which our students and families live and learn, then we will be able to empower our students to meet the opportunities and challenges of the classroom and “the road” ahead of them and thrive in a complex world.*

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 Parker educational experience is designed to develop student and family lifelong learning dispositions in the following ways:

* Create an independent learner capable of accomplishing new and challenging learning tasks
* Nurture the student’s emotional agility
* Cultivate civic, racial, and ethnic identity
* 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, Parker will continue pursuing the four turnaround priorities using the renewed strategies described below.

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| **Priority Area 1: Maximize and accelerate student achievement by increasing the rigor of classroom instruction in every classroom for every student every day.** |

The school will continue to focus heavily on providing instruction that promotes deeper learning and enables all students to feel confident as learners and people, fully capable of undertaking new and challenging tasks and positively impacting the world around them.

For the original text summarizing the challenges addressed by Priority Area 1, please see the [April 9, 2014 Turnaround Plan](https://www.mass.gov/doc/parker-final-level-5-turnaround-plan-as-modified-by-the-board-of-elementary-and-secondary-0/download) at pp. 6-7. 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](https://www.mass.gov/doc/parker-renewed-turnaround-plan-0/download) at pp. 10-18.

Since the turnaround plan was last renewed in 2017, Parker leaders and staff have established a schoolwide vision of high-quality instruction using Zaretta Hammond’s culturally responsive “Ready for Rigor” framework. This framework integrates strategies across four core areas of instructional development: cultural awareness, learning partnerships, information processing, and the learning environment. To create classroom learning communities in which diverse learners can thrive, Parker educators also have developed shared knowledge based in the neuroscience of learning, including trauma-informed practices in relationship-building, instruction, and behavior support.

Aligned with its framework for culturally responsive instruction, the school has adopted curriculum resources in mathematics and English language arts that require staff to develop deeper understandings of the conceptual connections that students make as they acquire skills and knowledge through hands-on learning experiences. Since 2018, Parker educators have received content-based professional development in mathematics to support their implementation of the school’s workshop-based curriculum, which emphasizes the individualized paths that students take as they progress toward mastery of mathematical concepts and skills. This curriculum requires teachers to continuously assess each student’s progress through a mapping of concepts and skills and provide appropriate levels of support to advance all students along their individual paths toward mastery. During the 2021-22 school year, Parker educators began to receive content-based professional development in English language arts, using the lens of Systemic Functional Linguistics (SFL) to develop their understanding of language uses across genres of writing. The goal of the SFL work is to develop workshop-based learning experiences in English language arts that build student agency by supporting individualized pathways to mastery. Similar to their implementation of the mathematics curriculum, Parker teachers are learning to identify each student’s current mastery of language uses in reading and writing, in order to provide appropriate levels of support to advance all students along their individual learning trajectories.

In the first year of SMI’s leadership at Parker, the increased expectations for teachers to deliver grade-level rigor in supportive classroom environments produced large gains in student proficiency rates on state assessments. Specifically, from 2018 to 2019, Parker achieved the following double-digit increases in student proficiency rates on the grades 3-5 MCAS assessments: 22 percentage points in English Language Arts (ELA), 19 points in mathematics, and 17 points in science. These gains immediately propelled Parker upward in the rankings of the state’s accountability system, from the 7th percentile in 2018 to the 27th percentile in 2019. In school year 2023, Parker remained at the 22nd percentile in the statewide accountability system.

Between 2019 and 2022, Parker students’ achievement levels and average growth percentiles on the state MCAS assessments declined in all subject areas for two main reasons associated with the COVID-19 pandemic. First, Parker students experienced substantial losses of student learning time during this period. During the 2021-22 school year, 40 percent of Parker students missed at least 10 percent of total school days during the year. Secondly, tight labor market conditions contributed to a reversal of the school’s positive trend in teacher retention, which had increased from 67 percent in the 2017-18 school year to 86 percent in 2020-21. In 2021-22, the school’s teacher retention rate fell to 74 percent, and retention declined further to 70 percent heading into the 2022-23 school year.[[4]](#footnote-5) Against the backdrop of higher staff turnover, it is noteworthy that the school’s quality ratings have continued their steady climb upward. By the end of the 2021-22 school year, the school earned proficient ratings in all eleven indicators of the state’s progress monitoring system for chronically underperforming schools. By the end of the 2022-23 school year, the school’s ratings in five indicators were upgraded from “proficient” to “well-developed,” which is the highest level of performance in the progress monitoring system. The overall strength and consistency of Parker’s school quality ratings suggest that the school is well prepared to accelerate student achievement as pandemic conditions continue to improve.

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

**Strategies**

1. **Relationship-Centered, Emotionally Safe Learning Community:** Build a strong classroom learning culture and relationship with each student in order to fully leverage the student’s identity, life experiences, family background, and peer support as tools for learning acceleration.

* Continue to train all staff in evidence-based strategies for cultivating student belonging and creating a safe, inclusive environment;
* Continue to create strong developmental relationships and engagement across culturally and linguistically diverse learners, guided primarily by the principles of Zaretta Hammond’s “Ready for Rigor” framework;
* Continue to conduct classroom walkthroughs focused on social emotional development multiple times a day;
* Continue to support struggling students with targeted social-emotional supports including staff mentoring relationships;
* Continue to implement structured recess programming that cultivates a culture of play, safety, social connection, and physical activity.

1. **High-Quality Grade-Level Instruction**: Implement an acceleration model of instruction that is grounded in domain-specific research on student learning trajectories and that promotes identity, inquiry, collaboration and relevancy of content.

* Continue to support schoolwide implementation of culturally and linguistically responsive pedagogy aligned with Zaretta Hammond’s “Ready for Rigor” framework;
* Continue to implement evidence-based instructional programs that support inquiry, discourse, and skill development through relevant and complex tasks;
* Continue to train all teachers in SFL as a framework for developing teacher knowledge about language, language use across domains, and critical aspects of language development for diverse learners;
* Identify, analyze and address systemic inequities leading to unmet student learning outcomes, in areas such as attendance policies/protocols, classroom language, and staff cultural competence;
* Evaluate instructional materials to ensure they validate students’ identities, represent them in all societal domains, and counteract racism and other forms of bias;
* Train teachers on the shift to an acceleration model of instruction, in order to engage students with the most critical grade-level standards as quickly as possible;
* Create new interdisciplinary learning blocks that provide additional time and contexts for developing core skills;
* Provide differentiated professional development activities as described below under Priority Area 2.

1. **Student-Centered Assessment:** Continually monitor student understanding using methods that attend to each student’s individual learning experience and build student agency.

* Refine and update curriculum maps for mathematics, science, and language arts/humanities so they:
  + Align with research on how students acquire knowledge and skills in the various disciplines;
  + Help teachers understand how to identify each student’s individual learning strengths and needs and scaffold the student’s learning toward greater mastery.
* Develop a system for collecting and using holistic student data that assesses student learning outcomes beyond mastery of a specific academic skill. This system will promote an asset-based approach to instructional support by collecting data on each student’s individualized learning strengths and needs.
* Continue using end of unit and benchmark assessments to drive instructional adjustments at the classroom, grade, and school levels.
* Closely monitor learning outcomes and experiences of student groups, such as English learners, students with disabilities, and emotionally vulnerable students, to identify effective strategies for core instruction, targeted support, and youth development.
* Develop the data-driven decision-making practices and student support strategies described in Priority Area 3 below.

1. **Effective Strategies for Students with Disabilities and English Learners**: Provide an inclusive learning experience for students with disabilities and English learners that enables them to access core instruction. Monitor regularly to ensure students’ needs are met through effective instructional scaffolding, co-teaching, and other inclusive practices.

As Parker strives to accelerate learning for all of its students to address their unmet learning needs from earlier in the pandemic, key activities for effectively supporting students with disabilities and English learners include:

* Optimize staff schedules to support a co-teaching model of instruction, supported by time for common planning among classroom teachers, special education staff, English as a Second Language educators, and interventionists;
* Train teachers to provide appropriate scaffolds to meet the needs of all learners while teaching rigorous grade-level content;
* Ensure each lesson across content areas is grounded in academic discourse, where all students build academic language through a variety of modalities including speaking, listening, reading and writing;
* Develop additional instructional strategies outlined in Strategies 1.1 and 1.2 (for example, training for staff on SFL).

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| **Priority Area 2: Establish school structures and systems to ensure that all students have teachers who are proficient in delivering rigorous instruction and maximize instructional time.** |

The school will develop a teaching corps that shares a common vision for whole child development and acceleration pedagogy that maximizes the time Parker students engage in core grade-level learning.

For the original text summarizing the challenges addressed by Priority Area 2, please see the [April 9, 2014 Turnaround Plan](https://www.mass.gov/doc/parker-final-level-5-turnaround-plan-as-modified-by-the-board-of-elementary-and-secondary-0/download) at p. 14. 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](https://www.mass.gov/doc/parker-renewed-turnaround-plan-0/download) at pp. 21-25.

From 2017 to 2021, Parker strengthened its staff retention rate by 18 percentage points (68 percent to 86 percent). In 2022, amidst the “Great Resignation” wave in the pandemic labor market, Parker experienced a much higher level of staff turnover than in prior years. In the 2022-23 school year, approximately one-third of classroom teaching positions were filled by new hires. The tightening of labor market conditions makes it imperative that the school has a strong educator development system to onboard and prepare new staff while leveraging and advancing the talents of veteran staff.

Since 2018, Parker has implemented a structure of school leadership teams with focus areas that are aligned to school priorities. Each team is chaired or co-chaired by a teacher, and each team meets monthly to develop and implement action plans aligned with the school’s strategic priorities. Each team submits its action plan to the principal, who allocates professional development time for the team to lead initiatives with the full faculty. In the 2022-23 school year, the school differentiated the professional learning experiences aligned with the key tenets of its instructional framework, to target the varying levels of skill and experience among its faculty.

In the school’s instructional development, Parker school leaders also have cultivated distributed leadership among the faculty by identifying teacher leaders at each grade level to facilitate teacher collaboration time and support instructional planning. During the summer of 2022, five Parker educators collaborated with an outside consultant to create new ELA units of study that develop students’ mastery of language structures and uses, informed by SFL.

In school year 2019, Parker launched on-site afterschool programming, serving a total of 56 students during that year. In 2022, Parker created a new position of Positive Youth Development Coordinator to oversee the expansion of extended learning opportunities for Parker students. As of fall 2022, Parker had 81 students participating in afterschool programming, with a wait list of 27, and has expanded the program to incorporate 10 different community partners.

**Strategies**

1. **Effective Educator Development**: Create a differentiated educator development system that integrates the interdependent fields of language development, academic and social emotional learning, culturally responsive teaching, and family partnership.

In the renewed turnaround plan, key activities for developing educators include:

* Continue to provide a well-rounded, evidence-based professional development program integrating effective practices across the domains of language development, academic and social emotional learning, culturally responsive teaching, and family partnership;
* Continue to use teacher collaboration time to foster a culture of collaborative learning;
* Articulate a differentiated system for building teacher knowledge and capacity that aligns with Parker’s performance-based compensation system;
* Continue to extend professional development time for Parker staff, to include up to six additional days during the summer and weekly professional development time;
* Implement a teacher feedback system to understand educator growth experiences; conduct regular Educator Development Review meetings to review needs and inform coaching and training strategies;
* Implement coaching cycles, peer observations, and related tools to support daily observation, coaching, and lesson planning by the instructional leadership team;
* Use Parker as a learning lab for other Massachusetts educators by hosting visits, sharing practices, and joining other school learning communities.

1. **Learning Time**: Maximize core instruction time and opportunities for extended learning.

Parker will continue to use the autonomies of receivership to adjust the daily and annual school schedule in ways that support strong academic growth and provide additional opportunities for whole child development beyond the traditional classroom setting.

In the renewed turnaround plan, key activities for maximizing learning time include:

* Continue Parker’s extended school day and school year calendar, which includes up to 192 instructional days a year and up to 7.5 hours for students per full day of school;
* Continue developing a system of extended learning opportunities (afterschool, vacation, summer, etc.) that provide alternative settings for developing core skills and fuel student growth, social emotional wellness, and confidence;
* Create new STEM and literacy-based social studies blocks that provide opportunities for students to apply and develop core skills using authentic projects. (Strategy 1.2)

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

In the renewed turnaround plan, key activities for hiring and retaining high-quality educators include:

* Continue to implement a performance-based compensation system that rewards teacher effectiveness, professional growth, and student academic growth and pays competitive wages;
* Continue to provide and incentivize internal career development opportunities such as lead teacher, new teacher mentor, instructional coach, and instructional leadership team lead;
* Leverage receiver and other networks to recruit staff; participate in teacher recruitment events hosted by the district, colleges, and organizations specializing in diverse hiring;
* Encourage and support paraprofessionals interested in pursuing a teaching degree to take advantage of the district’s Journey into Education (JET) program or other educator credentialing opportunities;
* Collect regular feedback from teachers on educator development using surveys and other methods. (Strategy 2.1)

1. **Teacher Leadership:** Create opportunities for teacher leadership that advance evidence-based practices for whole child learning and thriving.

Parker will continue to create a culture that recognizes teachers, students, and families as the key agents in the learning process and teachers as keepers of technical knowledge and closest observers of classroom learning. Teacher leadership efforts will focus on ensuring a shared vision and transparent, empowering adult culture where teachers can innovate, learn collaboratively, and lead.

In the renewed turnaround plan, key activities for developing teacher leadership include:

* Continue to support faculty-led leadership teams that develop and implement action plans aligned with the school’s strategic priorities;
* Continue to identify teacher leaders at each grade level who facilitate teacher collaboration time and support instructional planning;
* Implement an educator development system that includes peer observations; (Strategy 2.1)
* Collect regular feedback from faculty on schoolwide learning outcomes and educator development using surveys. (Strategy 2.1)

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| **Priority Area 3: Provide students with appropriate supports and acceleration opportunities to maximize their learning by using data to differentiate instruction and identifying opportunities for intervention and enrichment.** |

Strategies for Priority Area 3 focus on practices for collecting student progress data and the continuum of support the school provides in response to that data. These practices range from “just in time” support from a teacher in the classroom to the development of a comprehensive student support or wraparound plan that involves families and other providers.

For the original text summarizing the challenges addressed by Priority Area 3, please see the [April 9, 2014 Turnaround Plan](https://www.mass.gov/doc/parker-final-level-5-turnaround-plan-as-modified-by-the-board-of-elementary-and-secondary-0/download) at p. 19. 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](https://www.mass.gov/doc/parker-renewed-turnaround-plan-0/download) at pp. 28-31.

Since the turnaround plan was last renewed in 2017, Parker has developed a comprehensive system for collecting data on student and teacher outcomes that is aligned with their schoolwide instructional framework. To monitor the development of classroom instructional practices, school leaders utilize a classroom observation rubric that is aligned with their framework for culturally responsive instruction. All classroom observation data are recorded in a central tracking document that enables instructional leaders to monitor individual progress and schoolwide trends throughout the year. On the student assessment side, the Parker School Data Hub serves as a central repository for formative assessment data on both academic and non-academic outcomes. For school leaders, the data hub provides a one-stop shop for viewing each classroom’s data in the areas of benchmark assessments, progress monitoring, and behavior support. The data hub also tracks schoolwide attendance and discipline data and the progress of individual cases through the school’s Whole Child Support Team and wraparound support processes.

**Strategies**

1. **Data-Driven Decision-Making:** Create a coherent schoolwide system for regularly analyzing student growth data and making data-driven decisions about instruction and other school programming.

The school will collect multiple layers of data that allow staff to track learner growth, analyze the data for inequities, and inform decision-making at every level, from individual student-teacher interactions to larger school trends.

In the renewed turnaround plan, activities for ensuring data-driven decision-making include:

* Collect multiple layers of assessment data, including diagnostic assessments, formative and summative assessments, and holistic assessments that gather contextual information about the student’s learning experience; (also Priority 1.3)
* Ensure teachers use data consistently during teacher collaboration time, lesson preparation, and classroom instruction;
* Conduct regular Academic Review meetings with administrators and instructional coaches to analyze academic data at the school, classroom and student levels;
* Use Department of Elementary and Secondary Education school monitoring reports (School Quality Reviews) with the leadership team and staff to inform a cycle of continuous improvement.

1. **Effective Instructional Planning**: Establish a robust instructional planning process and maximize teacher planning and collaboration time.  
     
   In the renewed turnaround plan, activities for ensuring effective instructional planning include:

* Continue to train all staff on Parker’s Planning for Learning Cycle, a seven-step instructional planning process that is grounded in the neuroscience of learning and aligned to the tenets of culturally responsive teaching. The cycle asks teachers to identify the big ideas they want students to grapple with and why the ideas matter, strategies for igniting student interest, complex tasks that enable students to grapple with the big idea, areas where students may struggle and scaffolds that can help, and other elements of their instructional strategy.
* Continue to leverage teacher collaboration time (TCT) as a key venue for tracking student growth, designing lessons, and providing instructional coaching support. Teachers will receive dedicated TCT weekly.
* Implement coaching cycles and peer observations to inform instructional planning. This includes regular observational feedback from the principal and Manager of Educator Quality.

1. **Holistic Student Support System:** Create effective structures and protocols for proactively identifying student support needs and delivering holistic student support services, including positive youth development opportunities.

When students struggle to meet academic or behavioral expectations, Parker staff will use a multidimensional lens to understand the student and the context, then work with the student and family to create an effective school-home student development plan. The school also will use data to identify patterns or trends that have broader implications for instruction, classroom culture and relationships, service provider partnerships, extended learning opportunities, etc.

In the renewed turnaround plan, key activities for ensuring a holistic student support system include:

* Continue to implement social emotional support activities for all students. (Priority 1.1)
* Continue to provide training to staff so they can recognize social emotional skill development needs that affect a student’s ability to participate fully in the classroom learning environment.
* Streamline the Whole Child Support Team process to focus on students with intensive support needs (Tier 3). Partner with families to understand student experiences and co-design student support strategies.
* Continue to conduct wraparound meetings with staff, external providers, family members, and others to develop wraparound service plans for students who are involved with or may be referred to external providers.
* Build out a system of extended learning opportunities (afterschool, vacation, summer, etc.) that provide alternative settings for developing core skills, social emotional wellness, and confidence. This includes creating a Positive Youth Development coordinator position to oversee the development of an extended learning opportunity system. Include engagement in these opportunities as part of holistic student support planning. (Priority 2.2)

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| **Priority Area 4: Ensure that all students succeed academically by establishing a climate that focuses on learning and engaging families as partners in student learning.** |

Parker helps students and families begin the education journey and prepare for the opportunities and challenges of the road ahead. Authentic collaboration between educators and family members is essential to the success of each student and the school as a whole.

For the original text summarizing the challenges addressed by Priority Area 4, please see the [April 9, 2014 Turnaround Plan](https://www.mass.gov/doc/parker-final-level-5-turnaround-plan-as-modified-by-the-board-of-elementary-and-secondary-0/download) at p. 24. 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](https://www.mass.gov/doc/parker-renewed-turnaround-plan-0/download) at pp. 34-39.

Since 2018, the strengthening of Parker’s academic and social emotional supports has reduced the school’s rate of chronic absenteeism. From 2018 to 2021, the percentage of students absent during 10 percent or more of school days declined from 18 percent to 10 percent. In 2022, when the state responded to pandemic conditions by reporting an alternative rate of chronic absenteeism based upon absences during 20 percent or more of school days, Parker’s rate of chronic absenteeism using the 20 percent threshold was the second lowest in the New Bedford Public School district. During the 2021-2022 school year, three percent of Parker students were classified as chronically absent using the 20 percent threshold.

During SMI’s tenure as receiver, the school has hosted monthly family engagement nights that cultivate a strong sense of connection to Parker and promote trusting relationships with staff. All staff participate in these monthly evening events as a term of employment. The monthly family engagement nights provide families with strategies they can use to support learning and serve as a vehicle for connecting families with opportunities and resources. In addition to these universal supports for Parker families, the Manager of Educator Quality and Manager of Family and Student Support empower Parker caregivers to participate meaningfully in the planning of student support or wraparound service plans for their children, through the Whole Child Support Team and Wraparound Team processes.

1. **Family Engagement:** Build school belonging and teacher-family relationships through regular communication, family learning activities, and opportunities for family feedback.

In the renewed turnaround plan, key activities to ensure strong family engagement include:

* Continue to provide regular school-level communication to families, e.g. through family newsletters and automated call system messages focused on information and community-building;
* Continue to articulate and monitor shared expectations for regular teacher-family communication, e.g. “getting to know you” activities, regular teacher text messages, new family welcome process;
* Continue to host monthly family engagement nights that cultivate a strong sense of connection to Parker and help build trusting relationships with staff;
* Conduct family feedback surveys annually.

1. **Family Partnership:** Involve families as full partners in student support.

In the renewed turnaround plan, key activities to ensure family partnership for student support include:

* Continue to use family engagement nights to help families understand how to support academic and social emotional development and connect to resources; (Priority 4.1)
* Deepen the engagement of family members in Whole Child Support Team Meetings and Wraparound Meetings; (Priority 3.3)
* Continue to conduct positive home visits or meetings off-site, including proactive outreach focused on relationship-building and responsive outreach to families who seek additional support.

1. **Family Leadership:** Include family voice in school decision-making and engage family members as leaders in the Parker school community.

In the renewed turnaround plan, key activities to ensure family partnership for student support include:

* Conduct regular family focus groups to inform decision-making by school leaders;
* Expand Parker’s PTO to include more diverse participation.

## **Implementation Benchmarks**

In the renewed turnaround plan, Parker 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 Student Growth Percentile (SGP) of at least 50 in 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, the turnaround plan includes 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 Area 1: Maximize and accelerate student achievement by increasing the rigor of classroom instruction in every classroom for every student every day.** | | |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| 1. Relationship- Centered, Emotionally Safe Learning Community | Build a strong classroom learning culture and relationship with each student in order to fully leverage the student’s identity, life experiences, family background, and peer support as tools for learning acceleration. | * 100% of teachers, paraprofessionals, and the student adjustment counselor are trained in and implement Responsive Classroom strategies, as measured by professional development records and classroom observation data |
| * 1. High-Quality Grade-Level Instruction | Implement an acceleration model of instruction that is grounded in domain-specific research on student learning trajectories and that promotes identity, inquiry, collaboration and relevancy of content. | * 100% of teachers are trained in an acceleration model of instruction, as measured by professional development records |
| * 1. Student-Centered Assessment | Continually monitor student understanding using methods that attend to each student’s individual learning experience and build student agency. | * 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. Effective Strategies for Students with Disabilities and English Learners | Provide an inclusive learning experience for students with disabilities and English learners that enables them to access core instruction. Monitor regularly to ensure students’ needs are met through effective instructional scaffolding, co-teaching and other inclusive practices. | * ESL and SPED teachers spend approximately an additional hour per day in the general education classroom in order to maximize co-teaching arrangements where the majority of student services are met inside the general education classroom by qualified ESL and SPED staff in collaboration with classroom teachers |

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| **Priority Area 2: Establish school structures and systems to ensure that all students have teachers who are proficient in delivering rigorous instruction and maximize instructional time.** | | |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| 1. Effective Educator Development | Create a differentiated educator development system that integrates the interdependent fields of language development, academic and social emotional learning, culturally responsive teaching, and family partnership. | * At least 25 percent of professional development time is differentiated by level of need and teacher experience, as evidenced by professional development agendas |
| 1. Learning Time | Maximize core instruction time and opportunities for extended learning. | * Revise weekly schedule to include new acceleration support blocks (STEM, literacy-based social studies) |
| 1. High-Quality Staff | Staff Parker with a diverse team of high-quality educators by leveraging recruitment pipelines and pathways to teaching. | * For all open positions, conduct a phone screening at a minimum with all applicants from underrepresented backgrounds |
| 1. Teacher Leadership | Create structures for developing teacher leadership that advance evidence-based practices for whole child learning and thriving. | * Maintain a teacher leader at every grade level * All staff members participate on schoolwide leadership teams (e.g., Instructional, Family Empowerment, Culturally Responsive, and Mentor Teacher) to embed a distributive leadership model of school improvement |

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| **Priority Area 3: Provide students with appropriate supports and acceleration opportunities to maximize their learning by using data to differentiate instruction and identifying opportunities for intervention and enrichment.** | | |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| 1. Data-Driven Decision-Making | Create a coherent school-wide system for regularly analyzing student growth data and making data-driven decisions about instruction and other school programming. | * Convene bi-weekly (2x per month) Academic Review Meetings with the Administrative Team, led by the Teaching and Learning Specialists, to analyze school, classroom, and student level academic data |
| 1. Effective Instructional Planning | Establish a strong instructional planning process and maximize teacher planning and collaboration time. | * 100% of teachers use the Parker Planning for Learning Cycle effectively to design instruction as evidenced by lesson plans and classroom observations |
| 1. Holistic Student Support System | Create effective structures and protocols for proactively identifying student support needs and delivering holistic services, including positive youth development opportunities. | Whole Child Support Team protocols are revised to include student perspectives. Student perspective data are collected from 25% of students supported by the WCST. |

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| **Priority Area 4: Ensure that all students succeed academically by establishing a climate that focuses on learning and engaging families as partners in student learning.** | | |
| **Strategy** | **Description** | **Implementation Benchmarks** |
| * 1. Family Engagement | Build school belonging and teacher-family relationships through regular communication, family learning activities, and opportunities for family feedback. | Host at least 10 family events to engage and support families on topics derived from family feedback |
| * 1. Family Partnership | Involve families as full partners in student support. | * 100% of families of students referred to Whole Child Support Team are invited to participate in WCST meetings   100% of Wraparound Meetings include family members |
| * 1. Family Leadership | Include family voice in school decision-making and engage family members as leaders in the Parker school community. | * Conduct a minimum of three family feedback focus groups on the quality of the Parker student experience (school fit) |

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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 3 |
| 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 3 |
| 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 3, 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 Areas 1, 4 |
| 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 |

**Turnaround Plan Authorization**

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

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

The Receiver will use the proposed changes in policies and strategies available to chronically underperforming schools to implement the school’s Turnaround Plan as marked below.

**Curriculum and Instruction**

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

**Financial and Asset Management**

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

**Human Resources**

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

**PD and Collaboration**

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

**Leadership and Governance**

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

**Additional Strategies**

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

**Appendix A: Working Conditions and Compensation for Chronically Underperforming Schools**

*Following are the terms for working conditions and compensation specific to the John Avery Parker Elementary School, a chronically underperforming school in the district. The Commissioner and the Receiver reserve the right to make additional changes to the collective bargaining agreement as needed. 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 JOHN AVERY PARKER 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 John Avery Parker Elementary School, hereinafter referred to as “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 teachers 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 Receiver regarding 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 PD 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 PD for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership; and
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, PD, 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 John Avery Parker Elementary School make effective use of its resources to maximize student achievement. In particular, the John Avery Parker Elementary School Turnaround Plan requires the Receiver to develop and use a new performance-based compensation system, which will contain a career path and which compensates employees based on individual effectiveness, professional growth, and student academic growth. The compensation plan must be affordable and sustainable and may serve as a model for the district to consider in setting future 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 provision 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, work rules and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1J.

**I. WORKING CONDITIONS**

To implement the John Avery Parker Elementary School Turnaround Plan, the Commissioner selected School & Main Institute as Receiver (hereinafter referred to as Receiver) to implement the turnaround plan for the school. The Receiver shall have full managerial and operational authority for the school. The Receiver shall develop, and the Commissioner shall approve, an annual operational plan which outlines working conditions for staff working at the school.

The Receiver retains final authority over school-based decision-making and their determination shall be final.

**Conditions Necessary for the Receiver to Succeed**

The Receiver will exercise key autonomies derived from those articulated in the Commissioner’s school turnaround plan. Below are the conditions and autonomies that are necessary for the successful transformation of the John Avery Parker School, a low-performing school:

**Student Discipline**

The Receiver shall have the discretion to establish the code of conduct for students and establish procedures and standards for the discipline of students in the school.

**Staffing**

***Collective Bargaining Agreements****:*

* All staff members at the school will continue to be represented by their respective collective bargaining units. However, certain terms of the collective bargaining agreements in effect across the district will not apply at the school managed by the Receiver. Also, prior Level 4 agreements and/or decisions of the John Avery Parker Elementary School Joint Resolution Committee (JRC) will not apply beyond June 30, 2014. John Avery Parker Elementary School employees will also accrue seniority while employed at the school. The Receiver will adopt the new compensation strategy to be effective July 1, 2014 for teachers. (See Part II).
* Grievance Procedure: Notwithstanding any provision in a collective bargaining agreement, the Grievance Process for employees at the John Avery Parker Elementary School shall be as follows:

A grievance is defined as an allegation of a violation of an applicable provision of the parties’ collective bargaining agreement. The following are excluded from the definition of grievance and from this grievance procedure:

* + Suspension of professional employees
  + Discharge of professional employees
  + Non-renewal of professional employees

1. The grievant may be represented by his/her union representative at any level of the dispute resolution process.
2. Grievance Process:
3. Level 1 Grievance: The employee may submit a grievance to the principal in writing within ten (10) work days of the occurrence of the event giving rise to the grievance. The grievance must include a description of the alleged violation, identify the specific violation of the parties’ agreement alleged to have been violated, and state the desired resolution.
4. Level 1 Response: Within ten (10) work days of the receipt of the grievance, the principal/designee will schedule a meeting with the grievant to discuss the grievance. Within five (5) work days of the meeting, the principal/designee will issue a decision to the NBEA.
5. Level 2 Grievance: If the grievant is not satisfied with the principal’s/designee’s response at Level 1, the grievant may submit the grievance to the Commissioner’s designee, the Receiver, in writing within five (5) work days of receiving the Level 1 response. The grievant’s submission to the Commissioner’s designee shall include the Level 1 Grievance and the Level 1 Grievance Response and an explanation with the reasons why the grievant does not find the Level 1 Response satisfactory.
6. Level 2 Response: Within fifteen (15) work days of the receipt of the grievance, the Commissioner’s designee will schedule a meeting with the grievant to discuss the grievance. Within five (5) work days after the meeting, the Commissioner’s designee will issue a decision to the NBEA for professional employees or to the applicable union, if the employee is not represented by the NBEA.
7. Level 3 Grievance: If the grievant is not satisfied with decision of the Commissioner’s designee, she/he may submit the grievance in writing to the Commissioner of the Department of Elementary and Secondary Education for the Commonwealth of Massachusetts within five (5) work days of receipt of the Level 2 Response. The employee’s submission to the Commissioner must include the following information:

* Name of grievant;
* For employees represented by the NBEA, New Bedford Educators Association, 160 William St., New Bedford, MA 02740. For employees represented by another union, the name and address of the applicable union.
* School District where grievant is employed;
* Level 1 grievance;
* Level 1 decision;
* Level 2 grievance;
* Level 2 decision; and
* An explanation with the reasons why the Level 2 decision was not satisfactory to the grievant.

1. Level 3 Decision: The Commissioner’s designee’s Level 2 response will be entitled to substantial deference during the Commissioner’s review of the Level 3 grievance. The Commissioner’s decision shall be final. The Level 3 decision shall be sent to the NBEA if the grievant is represented by the NBEA. If the employee is represented by another union, the Commissioner’s decision will be sent to the applicable union.
2. General Provisions:
   1. The time periods are considered maximum periods. Failure of the grievant to advance his/her grievance to the next level within the time period shall be deemed to be acceptance of the grievance answer/decision at the prior Level.
   2. The Commissioner’s designee has the authority to suspend or amend the time periods for any one or more grievances in writing by agreement with the union.

***Personnel****:*

* The Receiver has the sole discretion to select the staff for any and all positions at the 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.
* The Receiver may select staff for union-represented positions without regard to posting requirements, transfer provisions, recall provisions, and seniority provisions in an applicable collective bargaining agreement and without regard to any applicable and past practices between the school committee and union.
* The Receiver may formulate job descriptions, duties, and responsibilities for any and all positions in the school.
* Staff in the existing school (and the district) shall not have attachment rights to any position and the Receiver may unilaterally move any employee at the school to another position provided that for positions requiring a license or certification that the employee is properly licensed and certified.
* The Receiver may choose to terminate or non-renew any union or non-union employee pursuant to federal and state laws and municipal ordinances.
* In dismissing an employee as a result of misconduct, the Receiver shall not be bound by any provision in an applicable collective bargaining agreement, practices or procedures between the school district and any collective bargaining unit. The Receiver shall issue discipline, up to and including termination, to employees in accordance with applicable federal and state laws and municipal ordinances.
* The school and its employees are exempt from the layoff and recall provisions of any applicable collective bargaining agreement and any associated practices.
* Notwithstanding any provision in an applicable collective bargaining agreement or practice to the contrary, administrators may without limitation have discussions with educators about professional practice, student needs, data analysis, curriculum, and other topics about or related to improving instruction and educational outcomes for students.

**Professional Obligations**

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at the John Avery Parker 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, promotional exercises, and other similar activities.

Notwithstanding any provision of an applicable collective bargaining agreement or practice to the contrary, and subject only to the requirements of any applicable state or federal law, all employees assigned to work at the John Avery Parker Elementary School shall request and receive advance approval from the principal/designee whenever possible for each personal day requested. Employees will inform the principal/designee as soon as practicable of the employee’s need to use a sick day(s) prior to taking the day.

**Expectations for Staff Members**

* The term of employment for teachers will be July 1 through June 30, and will include the following:
  + Up to 18 days of PD, planning time, and family engagement activities throughout the school year, including summer, after school, evenings, Saturdays, and after the close of the school year (see calendar).
  + Up to 192 instructional days with students in attendance for up to seven and one half (7.5) hours per full day of school.
  + The Receiver may modify this schedule in the best interest of the students.
  + The Receiver will develop the schedule for students and for employees and shall determine the content for PD and planning days.
  + Wednesday prior to Thanksgiving: On the Wednesday prior to Thanksgiving, professional employees shall remain in their assignments fifteen (15) minutes beyond the actual dismissal time of students.
  + Final Day of Classes in the Work Year: The final day of classes will be a full work day for professional employees but a half-day for students with dismissal time for students being the same as the day before Thanksgiving.
* The John Avery Parker Elementary School will use the state’s Educator Evaluation Framework, as determined by the Receiver.
* Except as noted below, the standard workday for professional employees represented by the NBEA at the school will be up to 8 hours. Professional employees shall arrive at least fifteen (15) minutes prior to the start of the student day and may be required to supervise students as students arrive. Professional employees may be assigned duties, including duties before and/or after school, to support the smooth operation of the John Avery Parker Elementary School. The Commissioner’s designee shall establish the hours for the work day.

Additional working conditions for specific staff are as follows:

* *Grade-level Teachers* at Parker School shall receive up to 175 minutes of preparation time per five-day week and 90 minutes of common planning time per five-day week. Specialists will not be entitled to common planning time but may be assigned to participate in some common planning time from time to time at the discretion of the principal. Common planning time activities may include but are not limited to planning lessons, analyzing student data, strategizing effective instructional practices, working with colleagues, and coaching. Common planning time will not be used for delivery of student services, supervising students, or performing non-instructional related administrative tasks.
* The schedule will be created in such a way that teachers will have a duty-free lunch lasting approximately 30 minutes each full work day.
* *Teacher leaders:* Teacher leaders will be identified at the Receiver’s discretion. Applicants for the position may apply and applications will be reviewed by the Receiver and/or the principal. The Receiver shall determine the job duties, responsibilities, and qualifications for such teacher leader positions which are expected to include: (1) coaching of peers on providing rigorous instruction and (2) opening up the teacher leader’s classroom to peers so teachers can view model lessons and use that observational learning to adjust their own practice accordingly in their own classrooms. The Receiver shall establish the salary or stipend for such teacher leader positions and shall appoint qualified individuals to such positions whom they may remove in their sole discretion.
* Student support services personnel such as guidance counselors, social workers, nurses, behaviorists, SAC, therapist, OT, and PT may be assigned staggered start and end times to their work days provided the employee’s starting time is within one hour of the regular start time and the time is continuous.
* *After School Meetings and Activities:*
* In addition to meetings pursuant to Section E.1 of Article 12 of the NBEA Unit A collective bargaining agreement, professional employees in the school will be required to attend up to and including three (3) meetings per month. Meetings will begin within a reasonable amount of time following the end of the student day (generally and approximately ten (10) minutes after the end of the student dismissal) and will last no longer than seventy-five (75) minutes. Content of the meetings will be determined by the Receiver, the principal, and/or teacher leader with approval of the principal and may include but are not limited to PD activities, common planning, grade-level meetings or activities, and cross grade-level meetings. New personnel in their first full year of employment in the John Avery Parker Elementary School may be required to attend additional meetings.
* Employees at the John Avery Parker Elementary School may be required to attend four (4) evening parent-teacher conferences and one (1) open house each school year, and up to and including four (4) evenings each year for the school. Events may include but are not limited to plays, shows, and recreation events for students. Evening meetings and events shall not last more than two (2) hours and shall end no later than 9:00 p.m. During all evening meetings and events there will be an administrator, administrator’s designee, or central office staff member present for the duration of the evening meetings.

During a typical Monday-Friday week, all staff members are expected to perform additional duties that support the smooth operation of the school before the school day, during the school day, and after the school day. Additional responsibilities may include but are not limited to: coverage of homeroom periods; substitute coverage of classes and duties of others who are absent from school; coverage of school and afterschool activities (e.g., lunch periods, recess, etc.).

The Receiver and/or principal may assign NBEA members to be available to support, assist, and communicate with students and parents in the Family Resource Center.

* NBEA members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the school. These activities may include, but are not limited to the following:
* Conducting home visits: Professional employees will be offered training before commencing home visits. When necessary, home visits may be conducted at another mutually agreed upon location. Home visits by professional employees shall take place outside the school day and with notice to the principal. Professional employees may schedule their home visits with another educator if they choose. If an educator is assigned to participate in a home visit(s) the educator shall be paired with another educator if the educator so requests;
* Conducting regular contact with families of students with chronic behavior issues, poor attendance and/or other factors that are affecting student’ learning, to discuss academic and social progress of these students weekly;
* Participating in four family conference evenings during the school year;
* Preparing of individual progress reports and report cards;
* Leading student extracurricular activities;
* Maintaining a subject-area bulletin board;
* Working regularly with school administrators to improve one’s instructional practices;
* Checking homework daily;
* Attending student-related meetings; and
* Serving as an advisor to a small cohort of students
* Notice of Retirement: A teacher shall provide notice pursuant to Article 7 of the NBEA contract that includes an irrevocable resignation and must be made to the Receiver and Superintendent of Schools on or before February 1st with payment being made on or before the 1st of September of the same calendar year.

**II. PROFESSIONAL COMPENSATION SYSTEM**

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

The basic principles of the plan are the following:

* Provides competitive compensation for teachers
* Rewards teachers for excellent performance and effectiveness
* Provides a career path for teachers to grow professionally without leaving the classroom
* Provides opportunities to reward teachers for their contributions to student growth

The new professional compensation system will be implemented for professional employees in the John Avery Parker Elementary School and will include a teacher career ladder containing five tiers—Novice, Developing, Career, Advanced, and Expert—that will compensate teachers commensurate with their development and impact on students. It is envisioned that student outcomes will improve by creating a professional compensation system that will attract new high-potential teachers and retain our best performers and leaders.

The Commissioner’s designee for the John Avery Parker Elementary School may include student performance measures in the evaluation of teachers’ performance and determination of teachers’ compensation.

**CAREER LADDER**

**Definitions**:

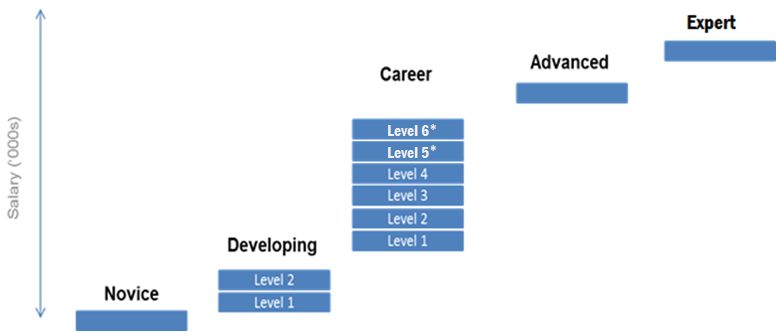
**Novice** teachers are typically first-year teachers entering teaching directly from college.

**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** teachers are exceptional educators who serve as schoolwide and 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 school’s and district’s improvement.



\*Effective beginning in school year 2023-24, Career Levels V and VI are added to the career ladder.

**Transition to the Career Ladder**

Effective July 1, 2014, each New Bedford Public Schools teacher assigned to the John Avery Parker Elementary School was placed on one of the Levels based on such teacher’s performance as determined by the Commissioner’s designee. Teachers newly hired and assigned to the John Avery Parker Elementary School will be placed on one of the Levels as determined by the Commissioner’s designee:

The career ladder schedule is modified for school year 2023-24 and beyond as follows:

|  |  |
| --- | --- |
| **Career Level** | **School Year 23-24**  **and Beyond Compensation Level** |
| Novice | $52,000 |
| Developing Level I | $55,000 |
| Developing Level II | $59,000 |
| Career Level I | $63,000 |
| Career Level II | $66,500 |
| Career Level III | $70,000 |
| Career Level IV | $75,000 |
| Career Level V\* | $80,000 |
| Career Level VI\* | $85,000 |

\*Effective beginning in school year 2023-24, Career Levels V and VI are added to the career ladder.

Beginning in school year 2023-24, the annual base salary for an “Advanced” teacher will be $90,000 (increased from the previous level of $81,500 in school year 2022-23). A teacher designated as an Advanced teacher, whose total compensation exceeds $90,000 at the time of designation ($81,500 in school year 2022-23), will receive an additional one-time payment of $2,000 added to their annual base salary ($1,500 in school year 2022-23). The annual base salary for an “Expert” teacher will be $95,000 (increased from the previous level of $89,000 in school year 2022-23). Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach the Expert level of compensation. These stipend compensation amounts shall be included in base pay, or otherwise considered as part of the teacher’s annualized salary, for retirement purposes.

Beginning in school year 2023-24, 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 ratings on all four standards shall receive an additional $2,000 added to their base salary annually ($1,500 in school year 2022-23).

Beginning in school year 2023-24, an Advanced teacher who has been employed as an Advanced 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 ratings on all four standards shall receive an additional $2,000 added to their base salary annually ($1,500 in school year 2022-23).

The salary schedule will continue to be reviewed and may be adjusted periodically by the Commissioner’s designee to reflect market conditions.

**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” and provided that such teacher’s employment is renewed.

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. It is expected that educator evaluation ratings and student performance data will be major components of the teacher’s evaluation. A teacher with an end-of-year overall rating of “proficient” who has achieved less than “proficient” ratings in the third and fourth standards may still advance to the next level with the recommendation of the school principal and the approval of the Commissioner’s designee.

A teacher may advance on the salary scale more rapidly than described at the discretion of the Commissioner’s designee.

Novice, Developing, Career, and Advanced teachers who continue in employment at the John Avery Parker Elementary School shall not have their salary reduced based on their performance evaluation.

Consistent with the School Turnaround Plan, based on past experience and performance, a newly hired teacher may be placed above the Novice level at the discretion of the Commissioner’s designee.

The categories of Advanced and Expert teachers will be established effective July 1, 2014. The roles, expectations, and selection criteria for Advanced and Expert teachers will be determined by the Commissioner’s designee.

A teacher who has attained the status of Career III or a higher level 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, including demonstrated success in attaining specific student growth benchmarks as determined by the Commissioner’s designee.

A teacher who has attained the status of Career III or a higher level and received “exemplary” overall end-of-year ratings the previous two years can apply to become an Expert teacher through a cumulative career portfolio with demonstrated success in attaining specific student growth benchmarks as determined by the Commissioner’s designee. 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, the Commissioner’s designee may provide additional compensation to a bargaining unit member if she determines that such payment is necessary to better serve the needs of the students. Such compensation may include payment to teachers who possess additional certifications not required by their current positions, and/or for performing additional duties, etc.

**III. Summary Regarding Bargaining Activity**

On January 29, 2014, Commissioner Chester sent letters to the New Bedford School Committee and several unions representing employees who work at Parker School notifying them that the turnaround plan for Parker School would require changes to the collective bargaining agreements, and requiring them to bargain with respect to these changes.

A DESE representative met in Executive Session with the Superintendent and the School Committee to review the contents of the working conditions changes and the parameters for the compensation plan.

DESE provided the required changes to working conditions at Parker School to the Superintendent. The district scheduled sessions with the teachers union. The New Bedford Superintendent and key staff members assisted the school department’s labor attorney during the negotiations. There were several preparatory meetings and discussions with the Superintendent, the labor attorney, a DESE representative, and school department personnel.

New Bedford Educators Association

Meetings were held with representatives of the NBEA and the Massachusetts Teachers Association on February 24, 27, and 28, 2014, pursuant to the Commissioner’s directive. The NBEA represents both the teachers and the administrators in the district. The bargaining sessions were attended by the Superintendent as well as a DESE representative. The Superintendent provided the NBEA with a Working Conditions Summary Document for Parker 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 the school. The Superintendent and the labor attorney explained the intended changes at the school and answered questions posed by the NBEA and the MTA. The NBEA made counterproposals to the changes. Some agreements were reached on language changes which have been incorporated into the plan. Ultimately, no agreement was reached on the totality of the required changes, including teacher compensation.

Other Unions

The district’s Human Resources Director expects to conclude meetings with the two other employee unions by April 11, 2014. The American Federation of Teachers union represents the six paraprofessionals and the American Federation of State, County, and Municipal Employees (AFSCME) represents two custodians and one secretary. The Human Resources Director does not anticipate any issues since the majority of the working conditions changes apply mostly to teachers at Parker School.

**Appendix B: Measurable Annual Goals**

| **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 (%) | 90.5 | 91.0 |  |  |  |
| Chronic absenteeism rate - Grades 1-8 (%) | 36.5 | 34.3 |  |  | 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 (%) | 1.5 | 0.5 |  |  |  |
| In-school suspension rate (%) | 5.0 | 4.4 |  |  |  |
| Percentage of students suspended more than 10 days (%) | 0.0 | 0.0 |  |  |  |
| 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 (#) | 3 | 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. |
| **(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 | 485.7 | 488.6 |  |  | Aligned with accountability target. |
| ELA MCAS Average Composite Scaled Score - High needs students, NonHS grades | 484.1 | 487.1 |  |  | Aligned with accountability target. |
| 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 | 482.5 | 485.5 |  |  | Aligned with accountability target. |
| Math MCAS Average Composite Scaled Score - High needs students, NonHS grades | 481.1 | 484.1 |  |  | Aligned with accountability target. |
| 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 | 475.6 | 479.7 |  |  | Aligned with accountability target. |
| Science MCAS Average Composite Scaled Score - High needs students, NonHS grades | 474.8 | 478.9 |  |  | Aligned with accountability target. |
| 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 (%) | 59.6 | 61.8 |  |  | Aligned with accountability target. |
| English learners making progress on ACCESS for ELLs - Grades 9-12 (%) | N/A | N/A |  | N/A | Does not apply - school does not serve high school grades. |
| **(8) Student acquisition and mastery of 21st century skills** | Students demonstrate proficiency in writing as measured by the grades 3-5 average of percentage of possible points on ELA MCAS Essay Question Types (%) | 23 | 33 |  |  |  |
| Students demonstrate proficiency with problem solving in Mathematics as measured by the grades 3-5 average of percentage of possible points on MCAS Constructed Response Question Types (%) | 38 | 48 |  |  |  |
| 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 (%) | 21 | 31 |  |  |  |
| **(9) Development of college readiness, including at the elementary and middle school levels** | Students are prepared to “read to learn” as measured by a decrease in the percentage of grade 3 students scoring in the “not meeting” range on the end of year DIBELS Oral Reading Fluency assessment (%) | 57 | 47 |  |  |  |
| **(10) Parent and family engagement** | Percentage of parents responding positively to the question, “How much do you feel the school values your opinions?” | N/A |  |  |  | Administered annually in November starting in SY23; SY23 will provide the baseline. Ratings of 4 or 5 on a five-point scale are counted as positive. |
| **(11) Building a culture of academic success among students** | Percentage of students in grades 3 to 5 reporting agreement with the statement, “If at first I get a problem wrong or get stuck solving one, I try different strategies and solutions until I am successful.” | N/A |  |  |  | Administered annually in January starting in SY23; SY23 will provide the baseline. Ratings of 4 or 5 on a five-point scale are counted as agreement. |
| **(12) Building a culture of student support and success among school faculty and staff** | Teachers report that school staff have a shared commitment to building the capacity of all staff for whole-child development, as measured by the “Capacity for Whole-Child Development” measure in the Whole Child Design Inventory. | N/A |  |  |  | Administered annually in January starting in SY23; SY23 will provide the baseline. The measure is an average of responses to multiple items on a 100-point scale. |
| **(13) Developmentally appropriate child assessments from pre-kindergarten through third grade** | Students are on track to “read to learn” by grade 3 as measured by a decrease in the percentage of grades 1-2 students scoring in the “not meeting” range on the end of year DIBELS Oral Reading Fluency assessment (%) | 47 | 37 |  |  |  |

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

**John Avery Parker Elementary School Financial Plan**

The Commissioner and the Receiver are fully committed to the most effective use of Parker 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 Parker 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 do not demonstrate a positive relationship to student learning.

Projected Funding Available for Parker Elementary School in Fiscal Year 2023-2024

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.[[5]](#footnote-6) 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 Parker School. If the Commissioner decides to provide additional funds to Parker 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 Parker school in school year 2023-2024, including district, state, and federal funding sources.

|  |  |  |
| --- | --- | --- |
| **Funding Source** | **FY24 Estimated Amount** | **Inclusions and Exclusions** |
| School-based local appropriation | $2,679,616 | Per Budget book. |
| District supports to school from local appropriation | $424,537 | Estimated. This will include support from district-based positions and services such as human capital services, finance, special education, student services, facilities, not directly assigned to schools but approximate services received by the chronically underperforming school based on student and program needs. |
| Title I: School Allocation  Funds to improve education for children with low academic achievement including additional allocation for low-performing schools | $110,000 | Salaries and estimated healthcare. |
| IDEA (SPED) | N/A | Parker uses NBPS SPED services (part  of district support from local appropriation). |
| ESSER | $135,000 | Estimated based on FY23 Actuals. |
| Other state or federal funds | $213,400 | * (4615) Strategic Support $60,000 * (4511) Parker 21st CCLC $108,400 * Summer Enhancement $20,000 * Summer Expansion $25,000 |

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 Parker 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 Parker 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 Parker 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 9, 2014 Turnaround Plan at pp. 2-3: <https://www.doe.mass.edu/level5/schools/parker-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/john-avery-parker.html> [↑](#footnote-ref-3)
3. In 2022, the state adjusted the threshold for chronic absenteeism to 20 percent of school days for accountability purposes, due to the COVID-19 pandemic. Using this revised metric, Parker’s rate of chronic absenteeism in 2022 was 3 percent, second lowest among all schools in the New Bedford Public School district. [↑](#footnote-ref-4)
4. The school’s official teacher retention rate for 2022-23 was not available at the time of this plan’s release. [↑](#footnote-ref-5)
5. G.L. c. 69, §1J(o). [↑](#footnote-ref-6)