***Massachusetts Department of***

***Elementary and Secondary Education***

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August 18, 2017

Dear students, parents, educators, staff, community members, and friends of the UP Academy Holland Elementary School:

We are excited to share the progress UP Academy Holland Elementary School (Holland) has made since the launch of the school’s turnaround plan three years ago. Your steadfast commitment and collective efforts over these last three years of receivership have driven significant improvements in student learning and achievement. The percentage of students performing at or above grade level in English language arts and Mathematics has increased, the school culture is now a positive environment where students are celebrated for their accomplishments and improved communication has increased family satisfaction with their child’s experience at Holland.

While these accomplishments are certainly worth celebrating we must maintain this same tenacity and level of hard work going forward as we strive to continue improving -- there is still work to be done. Early literacy continues to be a challenge with a significant number of students still developing their reading skills and Science scores remain below state proficiency averages.

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

1. Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement.
2. Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data.
3. Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed.
4. Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term.
5. Fully engage all of the school’s families in the learning of their children.

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

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

We look forward to working with you.

Sincerely,

**SIGNED BY ACTING SIGNED BY MS. CONFORME**

**COMMMISSIONER WULFSON**

Jeff Wulfson Veronica Conforme

Acting Commissioner CEO

Department of Elementary & Secondary Education UP Education Network

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| **Introduction from Acting Commissioner Wulfson**  On October 30, 2013, Commissioner Mitchell Chester determined that the Holland Elementary School was chronically underperforming – a level 5 school in the Commonwealth’s accountability system. This designation provided a significant opportunity to transform the school from one of the lowest performing in the state to an extraordinary school with sustained high performance. Using the tools provided by the Achievement Gap Act, we will continue to transform the Holland so that all students receive a high quality education.  On January 29, 2014, Commissioner Chester named UP Education Network as the receiver for the Holland. On March 7, 2014, he released the preliminary turnaround plan. The preliminary turnaround plan indicated that a performance-based compensation system for teachers would be developed. That system has now been developed and is included in Appendix A. As provided in statute, Commissioner Chester invited then Superintendent McDonough, the Boston School Committee, and the Holland Local Stakeholder Group to propose modifications to the preliminary turnaround plan. On April 7, 2014, he received a letter from then Superintendent McDonough with his thoughts about the next steps for the school.  Now, in the summer of 2017, we recognize that the Holland school has achieved great progress, with much work still to be accomplished. To provide sufficient time for the strategies put in place to reach full and even implementation and to improve student achievement school-wide, the Holland will remain in receivership and I am renewing the turnaround plan for an additional three-year term. UP Education Network participated with me in the creation of the renewed turnaround plan that follows. I look forward to working with UP Education Network and with the Holland community to implement the turnaround plan.  **Turnaround Plan Summary**  For years, the John P. Holland Elementary School struggled to make consistent academic progress. Its students demonstrated limited mastery of core skills, even during the school’s tenure as a Level 4 school. UP Education Network, as the Receiver for the Holland, restarted the school as UP Academy Holland during summer 2014. During the 2014-15 school year, UP Academy Holland served all of the students who were at the John P. Holland Elementary School in addition to enrolling a new cohort of K1 students.  UP Academy Holland aims to ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential. As described throughout this plan, the school’s program was designed in response to specific needs at the Holland Elementary School. However, like all schools operated by UP Education Network, UP Academy Holland was infused with the following core attributes:   * Relentlessly high, consistent academic and behavioral expectations for all stakeholders * Seamless and detailed operating procedures * Rigorous, standards-based curriculum, instruction, and assessments * A wide-reaching network of supports designed such that no child is left behind * An obsession with regularly and effectively using data * An atmosphere of enthusiasm and joy   We believe that any student can rapidly approach grade-level proficiency when exposed to an academic environment defined by these six programmatic characteristics.  To determine what needed to be kept and what needed to be changed at the Holland, we collected relevant information about the school and performed a needs analysis. As part of this process, we reviewed a wide array of information, including but not limited to the Local Stakeholder Group’s recommendations.  Through this analysis, we identified five central challenges the school had to address:   1. An absence of a school-wide culture of achievement, backed by associated systems and routines, prevented a realistic pursuit of high academic achievement. 2. Misaligned curricula, inconsistent instruction, and ineffective use of assessment data hindered students from learning at high levels. 3. Students were not receiving the academic and other supports they required to achieve success. 4. The school’s human resource systems, policies, tools, and practices served as an obstacle for recruiting, hiring, developing, rewarding, and retaining a high quality staff. 5. Limited school-family relationships created low levels of family engagement.   Subsequently, we developed five corresponding priority areas to be addressed during the turnaround period. Each priority area has associated strategies that were put into action.  **PRIORITY 1:** Transform the culture of the school into a culture of urgency, high expectations, accountability, excellence and achievement.   * **STRATEGY 1A:**We will develop and implement new academic and behavioral expectations for students, school-wide incentives systems to enforce the school’s new expectations, and detailed operating procedures for the school that reflect a “sweat the small stuff” mentality. We will create the accountability systems necessary to utilize and enforce the new expectations, incentive systems, and operating procedures consistently. We will support the school’s new and improved culture during an expanded school year and school day through effective use of personnel, resources (including time), and programs.     **PRIORITY 2:** Enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data.   * **STRATEGY 2A:** Provide teachers with the resources and time they need to excel in the areas of curriculum, instruction, and the utilization of assessment data. * **STRATEGY 2B:**Develop and implement a new, rigorous curriculum and create systems to refine the curriculum over time to meet students’ evolving needs. * **STRATEGY 2C**: Set clear expectations for outstanding instruction and provide regular instructional coaching and support to teachers. * **STRATEGY 2D:**Develop systems and processes to utilize data from external and internal assessments to drive instructional decision-making.   **PRIORITY 3:** Expand the school day and school year, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed.   * **STRATEGY 3A:** Build and implement school-wide and individualized support systems for students. * **STRATEGY 3B:**Create systems and opportunities to identify students who may be struggling with academic, social, emotional, or health challenges. * **STRATEGY 3C:**Develop new ways to ensure the academic success of the school’s English Language Learners. * **STRATEGY 3D:**Develop new ways to ensure the academic success of the school’s Students with disabilities students. * **STRATEGY 3E:** Partner with community groups and other non-profits to develop and enhance wraparound services for students and families that support the school’s mission.     **PRIORITY 4:** Recruit and hire extraordinary leaders, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term.   * **STRATEGY 4A:**Enact world-class processes during the pre-operational period to find and recruit top leaders, teachers, and support staff from across the United States and within Boston to work at UP Academy Holland; sustain these recruiting and hiring practices over the long term. * **STRATEGY 4B:**Implement innovative ways to develop and compensate all staff members in a manner that reflects their professionalism and values student achievement. * **STRATEGY 4C:**Implement an improved staff evaluation system and tool. * **STRATEGY 4D:**Utilize a dispute resolution process that allows for rapid and effective resolution of employee concerns. * **STRATEGY 4E:** Work with school district to refine the manner in which the BPS central office’s HR-related systems interact with employees of the school to streamline unnecessary hurdles. * **STRATEGY 4F:** Make changes to district policies and agreements as necessary to achieve the goals of the turnaround plan.   **PRIORITY 5:** Fully engage all of the school’s families in the learning of their children.   * **STRATEGY 5A:** Reach out to families early and often to develop strong relationships, provide them with information about UP Academy, and involve them in the school redesign process. * **STRATEGY 5B:** Build systems that sustain regular and detailed communication with families about student work and achievement. * **STRATEGY 5C:** Utilize resources to engage families on issues critical to their children and the school.   Three years into the turnaround effort, UP Academy Holland has developed structures focused on teacher growth and development. UP Academy Holland focused on recruiting and retaining a strong team to lead the turnaround and provided this staff with ongoing professional development. Professional development focus areas included training teachers to implement a positive environment in their classroom, building student inquiry, implementing strategies to incorporate supports for English Learners into all lessons, and ongoing live coaching from the Deans of Curriculum and Instruction.  Over the last three years, UP Academy Holland has made significant progress on many of the goals set forth in the 2014 plan. Specifically, the schools has:   * Increased the percentage of students on or above grade level from 14% pre-turnaround in 2014 in English Language Arts to 40% in 2016 and 25% pre-turnaround in 2014 in Mathematics to 41% in 2016 * Transformed the culture into a positive and inviting atmosphere where students are celebrated for their accomplishments * Minimized the number of suspensions by updating the code of conduct with a focus on keeping students in class and in school * Developed new ELA and math curriculum units driven by the Massachusetts Curriculum Frameworks * Implemented an intellectual prep period for teachers to review lessons, confirm that they have mastered the content, and identify questions to encourage student critical thinking * Monitored student data weekly to inform classroom practice, bi-weekly with the Deans of Curriculum and Instruction to monitor progress towards goals, and during “data days” following interim benchmark assessments * Developed walkthrough procedures for Students with disabilities and English as a Second Language * Improved communication with families through regular calls home   Looking forward, UP Academy Holland plans to continue to develop teachers in providing rigorous and clear instruction and to improve student reading levels. Leadership at UP Academy Holland intends to continue work to provide students access to high quality whole group lessons, conference and small group lessons, and develop an overall love of reading. UP Academy Holland will continue a focus on social emotional learning and developing a greater understanding of trauma sensitivity among staff. |

**Priority Area for Improvement #1**

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| We aim to transform the culture of the school into a culture of urgency, high expectations, accountability, excellence, and achievement. |

**Rationale for Identifying Area #1 as a Priority**

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| We believe that even if the school had outstanding curriculum, instruction, and assessment, the prior school culture would have precluded many students from mastering state standards. The highest performing urban elementary schools in the United States establish a culture of achievement and high expectations for all stakeholders that serves as a foundation for academic progress. |

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| For challenges addressed by Priority Area #1, please see the April 18, 2014 Holland Turnaround Plan at p. 5: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/holland-final-plan.pdf>. |

**Strategies to Achieve Priority Area #1**

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| **Key Strategy** | **Owner** |
| *1A: We will develop and implement new academic and behavioral expectations for students, school-wide incentives systems to enforce the school’s new expectations, and detailed operating procedures for the school that reflect a “sweat the small stuff” mentality. We will create the accountability systems necessary to utilize and enforce the new expectations, incentive systems, and operating procedures consistently. We will support the school’s new and improved culture during an expanded school year and school day through effective use of personnel, resources (including time), and programs. The students will be provided with up to 185 days of instruction. In a typical week, students will be scheduled for 37.5 hours of instruction: 8.0 hours of instruction on four of these days and 5.5 hours on the fifth day.*  **2017 Update: UP Academy Holland has developed high academic and behavioral expectations for students and used relationship building and systems to consistently uphold these expectations and support students in meeting and exceeding them. This has included listening to families and staff and revising the school’s Code of Conduct. In future years, UP Academy Holland will continue to refine its systems to support students in meeting these expectations and the Code of Conduct.**  **High Expectations:** The backbone of many of the highest performing urban schools in the United States is the high expectations they establish for student academics and behavior. To that end, we have studied the expectations in place at many of these schools and we tailor these expectations to meet the needs of the students at the school. At UP Academy Holland, we believe in building and maintaining positive school cultures which prioritize high expectations and joy. We believe that high expectations create an environment that is conducive to engaged learning and true intellectual freedom. We want the students at UP Academy Holland to feel secure, and we know that they are most successful when clear structures are set and consistently maintained throughout the school day. These expectations will allow scholars to practice social skills that will help them achieve their goals of success in high school, college, and the complex world beyond. We will ensure that scholars understand that our expectations of them will lead them on a path to being engaged citizens that will positively shape the world around them. Our safe and orderly school climates will enable students to take positive risks, discover their passions, and achieve success. Through joyous routines and strong relationships, we will seek every possible opportunity to celebrate our scholars’ achievement in a way that builds our students’ confidence, sense of worth, and love of learning.  **Code of Conduct:** UP Academy Holland will develop a Code of Conduct, independent of that in place across Boston Public Schools, which will help to ensure that the school remains a respectful space for learning. All policies will be developed in full compliance with federal and state laws and regulations, including but not limited to M.G.L. c. 71, §37H and §37H1/2. Embedded within the Code of Conduct will be our school’s system to ensure a structured environment in which students make excellent academic and behavioral choices. Students will be expected to wear uniforms, part of the school’s efforts to minimize distractions and maintain an environment focused on academics and achievement.  **Seamless school operations:** Additionally, our team believes that a culture of urgency, high expectations, accountability, excellence, and achievement cannot be achieved unless school operations are executed seamlessly nearly 100% of the time. Thus, we will create new and very detailed operating procedures to help answer questions such as: *What exactly do we do in the case that a bus does not arrive on time?* *How exactly do students get from their classroom to the bathroom? How do students get their lunch?*  **Consistent systems:** We believe that our school’s expectations and operating procedures are only as strong as the consistency with which they enforced. Therefore, UP Academy Holland will be driven by easily repeatable systems. For students, routines and consistency help create an environment devoid of surprises and disruptions. For teachers, routines and consistency can serve as a helpful teaching tool and as a source of authority in the classroom. In short, systems enable students to focus on learning and teachers to focus on teaching.  The systems that comprise UP Academy Holland’s model will all be documented in comprehensive playbooks, which will serve as blueprints, training documents, and reference guides for all school administrators, teachers, and support staff. By developing and documenting proven systems, and by encouraging staff members to use and follow these systems, with appropriate levels of flexibility, we ensure a professional school culture devoid of chaos and surprises.  **Focus on leadership:** In order to ensure the above-mentioned efforts can truly transform the culture of the Holland Elementary School, we must add positions to the school’s leadership team, including two Deans of Students, who will focus nearly exclusively on ensuring that the school’s expectations be upheld by staff and met by students. And we will employ one new school leader, the Director of Operations, who will focus nearly exclusively on ensuring that the school’s operating procedures are consistently implemented and effective.  **Strategic Planning:** We will use the weeks prior to every school year to prepare teachers to “hit the ground running” on execution of the school’s expectations, incentive systems, and operating procedures from the first day of school. Therefore, we will require teachers to report to our school at or near the beginning of August each year. It is essential for all staff members to work together for several weeks prior to the arrival of students. Many hours during this time will be spent calibrating the school’s expectations, incentive systems, and operating procedures at a very detailed level and providing numerous opportunities (e.g., role plays, full-day walkthroughs) to perfect the school’s systems prior to student arrival.  **Robust student orientation:** Further, before beginning the academic part of the school year, we must explicitly teach new expectations and operating procedures to students. Therefore, we will lengthen the school year and use this additional time to operate a five-day student orientation (which will also be held for the school’s students during both the second and third year of the three-year turnaround plan). During this time, we will provide opportunities for students to practice meeting the school’s expectations and operating procedures; educate students about the academic and professional opportunities that are attainable with a solid education; and link the school’s expectations and operating procedures to the attainment of such opportunities.  **Extended school day:** Once the academic year has started, our teachers will work to regularly reinforce and enhance the school culture. We will lengthen the school day in order to create such opportunities without taking away from critical time focused on core subject areas.  Moreover, we will expand the length of the school day to ensure that our students have opportunities for arts, physical education, and other types of enrichment - all critical for students in their own right, but also parts of the school week that sustain a strong, positive school culture - again without taking away from critical time focused on core subject areas.  **Targeted after-school supports**: We will also make adjustments to the school’s schedule and staffing to create opportunities to provide academic and behavioral supports for students after the regular school day has ended (e.g., homework center). Given that this is an essential part of our program, we expect transportation to be provided by the school district for students who require these supports.  **Reinforcing school culture:** We believe that time with staff throughout the school year needs to be used to reinforce the school culture. During the academic year, we will hold a weekly staff meeting explicitly focused on school culture. During our weekly staff meetings, held from 1:15 to 4:15pm on one afternoon per week (an early-release day for students), thirty minutes per week will be reserved for a whole-staff discussion regarding school culture - including calibration of student expectations, incentive systems, and operating procedures - ensuring that this redesign remains top of mind for all staff members throughout the year and that our related strategies are meeting our goals. These meetings will be led by the school’s leadership team.  **Excellent facilities:** Lastly, to prepare the facility for the systems and operating procedures that will be implemented during the 2014-2015 school year, it is critical that the UP Education Network team have unrestricted access to a student-free Holland facility (excluding the Community Center) beginning July 1, 2014, and lasting throughout the summer. | Principal, Director of Operations, Deans of Students, UP Education Network Academic Team, UP Education Network Operations Team |

**Quarterly Benchmarks #1**

*Strategy 1A: We will develop and implement new academic and behavioral expectations for students, school-wide incentives systems to enforce the school’s new expectations, and detailed operating procedures for the school that reflect a “sweat the small stuff” mentality. We will create the accountability systems necessary to utilize and enforce the new expectations, incentive systems, and operating procedures consistently. We will support the school’s new and improved culture during an expanded school year and school day through effective use of personnel, resources (including time), and programs.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
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| *Revise code of conduct.* | *Revised code of conduct shared with families.* | *August 2017* |  | *All teachers consistently and accurately reinforce school’s expectations, accountability systems and operational procedures, as observed in classroom observations* | *October 2017* | *Direct observation by Principal and DCIs* |  | *Fulfillment of Student Rate MAGs (e.g., student attendance rates and on-time arrival rates)*  *Fulfillment of TIGER scores MAG: percent of 4th & 5th grade students who finish the year with an average of 70 or above on the school’s cultural rewards system.*  *95% of teachers believe the schedule allows for sufficient time to support school culture, as measured by an annual survey.* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Use components of the school’s August staff orientation to explicitly teach student expectations and vision for school culture to all staff members at a very detailed level* | *Conduct faculty orientation* | *August 2017* |  | *Using UP Education Network’s School Quality Review rubric for school culture, school walkthroughs and observations will show the school progressed at least one level by June 1.* | *June 2018* | *Direct observation by Principal and DCIs and network academic team* |  |
| *School building cleanliness will reinforce high expectations for students* | *Implement strategies for improving facility* | *Ongoing* |  | *UP Academy Holland will conduct periodic audits of the school facility to ensure it is welcoming, clean, and supports an environment of high expectations. The average audit score over the course of the year will increase by 10% compared to the previous year’s average score*. | *June 2018* | *Direct observation by network school ops team* |  |
| *Hold a weekly staff meeting explicitly focused on school culture, part of which is designed to continuously calibrate school-wide expectations and ensure consistency and seamless implementation of all operating procedures* | *Use weekly staff meetings to review operational procedures and data measuring implementation of these procedures* | *September 2017* |  | *All faculty will actively discuss and problem-solve around school culture on a weekly basis, as evidenced by agendas* | *September 2017* | *Review meeting agendas, direct observations by UP Education Network academic team* |  |
| *Provide training that increases school’s ability to keep students in class and in school* | *Provide school culture training to staff during August orientation.* | *August 2017* |  | *By the end of the school year, the percentage of students receiving a suspension will decrease by a minimum of 10% compared to the previous school year.* | *June 2018* | *Data review* |  |

**Priority Area for Improvement #2**

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| We aim to enhance the rigor of the curricula, improve the effectiveness of instruction, and strengthen the utilization of assessment data. |

**Rationale for Identifying Area #2 as a Priority**

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| Students cannot make sufficient academic progress without access to rigorous curriculum and consistently outstanding instruction. Moreover, teachers cannot adequately make adjustments to their lessons and instruction without having access to data from standards-aligned assessments. The highest performing urban elementary schools in the United States ensure that rigorous, high quality curriculum, instruction, and assessments align cohesively; this is a prerequisite for student achievement. |

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| For challenges addressed by Priority Area #2, please see the April 18, 2014 Holland Turnaround Plan at pp. 11-12: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/holland-final-plan.pdf>. |

**Strategies to Achieve Priority Area #2**

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| **Key Strategy** | **Owner** |
| *2A: Provide teachers with the resources and time they need to excel in the areas of curriculum, instruction, and the utilization of assessment data.*  **2017 Update: UP Academy Holland has dedicated significant time to promote teacher collaboration regarding curriculum, instruction, and assessment: every August teachers have 3-4 weeks of professional development/ collaboration and each week teachers have a half day dedicated to professional learning on these topics. Looking ahead, UP Academy Holland will continue to devote significant time to these topics and to refine the way these times are used to maximize their impact.**  **Instructional leadership:** In order to effectively orchestrate the transformation of the school’s curriculum, instruction, and use of assessments, we will be hiring three Deans of Curriculum and Instruction, all of whom will be part of the senior leadership team of the school, who will focus on observing, coaching and managing teachers. We are conducting a nationwide search to identify, recruit, and hire exceptional Deans of Curriculum and Instruction. Professional collaboration: Further, we are creating working conditions that maximize planning and collaboration time. Above all else, we believe that the teachers of UP Academy Holland are professionals and deserve working conditions that reflect the professional nature of their jobs. We believe that working conditions that support high levels of student achievement and working conditions that respect the professionalism of teachers are not mutually exclusive. The working conditions that are necessary to achieve rapid academic improvement for students are included in Appendix A. Teachers will work up to 210 days during the course of each year. Up to 20 days of professional development and planning time will be provided for teachers before the school year begins and an additional 5 days will be provided during the school year. The teachers’ schedule is 9.0 hours per day with a maximum of 45 hours per week. Administrators will work up to 232 days during the course of each year. The administrators’ schedule is 10.0 hours per day with a maximum of 50 hours per week. Clerical staff will work up to 227 days during the course of the year. The clerical staff schedule is 9.0 hours on a regular school day and 8.0 hours on a non-school day with a maximum of 50 hours per week.  **Purposeful flexibility:** We are excited to use the flexibility granted to the school to create working conditions that give every teacher time to modify curriculum, plan lessons, and analyze assessment results. For example, in grades four and five, every teacher is expected to teach *four* class periods during three days per week, and *two* class periods during two days per week. (Our unique 4th and 5th grade schedule and staffing model enable such latitude.) Notably, the schedule is further designed in such a way where these teachers may always collaborate with their content peers during their non-instructional time. | Principal, DCIs, UP Education Network academic team |
| *2B: Develop and implement a new, rigorous curriculum, and create systems to refine the curriculum over time to meet students’ evolving needs.*  **2017 Update: UP Education Network developed and UP Academy Holland implemented new ELA and math curriculum units driven by the Massachusetts Curriculum Frameworks. In addition, teachers met regularly to develop and refine lesson plans aligned to the unit plans. Looking ahead, UP Academy Holland will continue to review its curriculum compared to best practice and will update it over time.**  **Targeted curriculum:** We believe that restarting a school dictates a unique centralized curriculum design process during the pre-implementation period and into the first turnaround year. Thus, our school’s Principal and DCIs will provide teachers with scopes and sequences designed from the Massachusetts Curriculum Frameworks (MCFs), as well as unit plans and source materials, all tied to specific standards. We believe that providing our founding staff with this high level of curriculum support will allow them to focus on delivering high impact instruction that will address skill gaps from the very first day of school.  Many of these materials will be based on curriculum that was implemented at UP Academy Dorchester during the 2013-14 academic year, as students at UP Academy Dorchester (formerly the Marshall) had demonstrated similar academic weakness to those students at the Holland. (The UP Academy Dorchester curriculum was built from curricula from the highest performing urban public elementary schools in Massachusetts.)  **Strategic curricular adjustments:** We are developing a systematic process formaking annual and real-time adjustments to the curriculum to ensure the school’s students master the state’s standards at an increasing level over time. In August, during staff orientation, teachers will intensively examine and understand the standards for their particular subject and/or grade level. Teachers will examine student diagnostic information to determine gaps in student prior knowledge, and, as necessary, examine standards from earlier grade levels. Teachers will then study the curricula that have been used to date at UP Academy Holland and determine the extent to which existing curricula can be utilized in the year ahead. Teachers will use all available resources to analyze gaps in the existing curriculum materials and to address UP Academy Holland student needs. This analysis will enable teachers to adjust their respective scope and sequences for the year ahead. The scope and sequence will be broken into content units and aligned with the school’s calendar and interim assessment schedule to determine how many days and weeks can and should be allocated to each learning standard and unit.  The curriculum that is created for the year will also be evaluated and adjusted daily through teacher reflection and coaching provided by UP Academy Holland’s DCIs. The data gathered from daily “exit tickets” will provide teachers with valuable information about how many students mastered the day’s objectives as well as patterns of misconception that are illustrated in students’ answers. Teachers will document these results and adapt the next day’s lesson to re-teach and assess content and skills as necessary.  **Lesson planning resources:** Further, every teacher will be required to submit their weekly lesson plan, aligned to their scope and sequence, to their respective DCI prior to its implementation using a standard template. Plans will be returned to the teachers with feedback prior to implementation. Upon receiving feedback on their weekly lesson plans, teachers will translate the documents into daily lesson plans. Teachers will have access to wide-reaching and well organized instructional materials (e.g., Do Now activities, homework assignments), secured and provided by UP Academy’s founding team, to effectively implement their daily lesson plans.  **Student achievement data analysis:** Lastly, throughout the year and after every school year, UP Academy Holland’s school leadership team and teachers will review student achievement data to determine how to improve or refine the curriculum. We will compare our results to our expectations to determine whether our curricula are effectively supporting fulfillment of the school’s mission and the goals articulated in this redesign plan. Our analysis will look at data trends across the entire school as well as by specific subgroups of our student population, including but not limited to students with disabilities, ELLs, and students who have been retained in a given grade level. Further, we will ensure there are no statistically significant differences between groups of students, including student groups defined by gender, race, and family income status. This analysis will translate into curricular recommendations for teachers each August.  **Extensive curriculum research**: Our proposed curricula and curriculum development processes are backed by research that demonstrates they will result in high academic achievement. In literacy, we will likely consider employing a workshop model, supported by the teaching of Lucy Calkins. Teachers will write literacy lessons, aligned to both the Massachusetts Curriculum Frameworks and the specific needs of their students. By employing a workshop model, teachers will have the time to confer with students both individually and in small groups every day. Students will have ample opportunity throughout the day to engage with text at their reading level and on or above grade level. Our lessons in phonics will be heavily influenced by the Wilson Reading System. Teachers will likely use Elements of Vocabulary as a supplemental program for explicit vocabulary instruction. We will build our mathematics curriculum from those of the highest performing elementary schools in Massachusetts, particularly the math curriculum developed by Edward W. Brooke Charter School. The curriculum draws on strategies and concepts introduced in the Singapore Math curriculum in which students master the material through problem solving and visual and hands-on aids such as blocks, cards, and bar model drawing. All math courses will have a dual focus: (1) skills/computation and (2) problem solving. The math curriculum will be designed to remediate fact fluency and number sense, which research has shown will accelerate students understanding of mathematical concepts. Mathematical discussion in partners and with the whole group will play a significant role in deepening our students’ mathematical thinking and reasoning.  **Comprehensive early childhood resources**: The K1 classrooms at UP Academy Holland will likely implement the Opening the World of Learning (OWL) and Building Blocks curricula. The OWL curriculum is a comprehensive and integrated literacy-based curriculum that covers all domains of early learning. Supplementing the OWL will be the Building Blocks curriculum, a hands-on math curriculum for pre-school. K2 will implement the Focus on K2 curriculum that has been developed through collaboration between the Boston Public School Curriculum and Instruction Department, the Early Childhood Department, current and former BPS teachers, and consultants from local universities. The overarching goals of Focus on K2 are to ensure that the most current and best research‐based practices are used to support children in engaging, using and transferring into their everyday lives the Common Core State Standards and the skills necessary to be successful in the 21st century.  In addition, K1 and K2 classrooms will continue to meet the standards and criteria of the accreditation process of the National Association for the Education of Young Children (NAEYC). NAEYC accreditation includes criteria in categories such as relationships (between children and teachers, teachers and families and children and children), curriculum, teaching practices, assessment, health, physical environment and leadership and management. Teachers and administrators will receive professional development, modeling and coaching from mentors from the BPS Early Childhood Department to support the successful implementation of the curricula and the practices that meet the NAEYC accreditation criteria. | Principal, DCIs, UP Education Network academic team |
| *2C: Set clear expectations for outstanding instruction and provide regular instructional coaching and support to teachers.*  **2017 Update: UP Academy Holland created a Teacher Pathway to define the path for teachers to develop the skills, habits, and mindsets to provide outstanding instruction. Further, teachers have received regular instructional coaching an average of every two weeks. Looking ahead, UP Academy Holland and UP Education Network will partner together to define what outstanding instruction looks like in specific content areas and will update coaching practice to align with this vision.**  **Instructional philosophy:** We are developing and documenting consistent expectations for outstanding instruction, based on proven best practices at urban public schools. Our overall instructional philosophy is consistent across all classrooms, and is founded in the belief that all students can learn. All classrooms will be structured through the common use of the Blackboard Configuration (with a Do Now, Lesson Objective(s), Agenda, and Homework assignment clearly visible). This configuration leads to greater instructional efficiency, as all lessons are sharply focused on clear, standards-driven objectives. Further, the vast majority of instruction at UP Academy will follow the “gradual release” approach, through which students benefit from a teacher’s direct instruction (“I Do”), group practice guided by the teacher (“We Do”), and individual opportunity to practice, apply, and master the skill and content of the class (“You Do”). This structure is particularly effective for many students with disabilities who often need clear directions and explicit modeling. Additionally, ELLs often benefit from this structured approach as it provides a clear purpose for the lesson (often with key vocabulary highlighted), and multiple opportunities to practice and master a particular skill or concept in different contexts and modalities.  **Differentiated instruction:** To ensure that content is accessible to and appropriate for students at all levels, teachers must be highly skilled at differentiating instruction.We believe that creating multiple learning opportunities for students of different abilities, skill levels, language levels, interests, or learning needs is another tool to ensure that all students succeed. Each lesson will include multiple ways—including kinesthetically, orally, visually, or working in groups—for students to understand a particular skill or concept. Additionally, instruction and content is differentiated in the following ways: small group instruction for students who can better access content in a smaller setting; tutoring to help students overcome specific skill gaps (see Strategy 3a); and the development of differentiated lesson materials that provide additional scaffolds for students who need them.  **Student-centered instruction:** Additionally, we believe that every lesson should be “student-centered.” In sum, students will do the majority of the “thinking” and “doing” in the classroom, while teachers are providing the appropriate structures, questioning, and guidance needed to ensure students are learning at high levels. This approach serves all students, including ELLs and students with disabilities, who benefit from being pushed to think on multiple levels and who have ample opportunity to practice with the material, their peers, and the teacher.  **Ongoing instructional coaching:** We will relentlessly prepare and support teachers—both during their August orientation as well as during their regular coaching sessions throughout the year—on exceptional instructional practices. During August staff orientation, the school’s leaders will train teachers on the school’s expected instructional practices. For example, the Principal and DCIs may model excellent practices and provide feedback to the school’s teachers on sample lessons that they deliver. During the academic year, teachers will be regularly coached by their DCI, who will make bi-weekly observations of every teacher and provide them with action-oriented feedback on management and instruction. Following each observation, a debrief meeting will focus on specific adjustments that need to be made to lessons to reach all learners more effectively.  **Professional development:** Lastly, we will facilitate an instructionally focused professional development session for at least one hour per week (on the early release day for students) to analyze and improve upon instructional methods and practices across the school. Patterns of data, including formative academic data, drive the focus and themes of these sessions. The goals of these professional development sessions are to increase student achievement through reflective dialogue, de-privatization of practice, collective focus on student achievement, collaboration, the improvement of teacher practices, and holding each other accountable for shared instructional norms and values. | Principal, DCIs, UP Education Network academic team |
| *2D: Develop systems and processes to utilize data from external and internal assessments to drive instructional decision-making.*  **2017 Update: UP Academy Holland has developed internal assessments and data dashboards to make analyzing student data straightforward. It has also developed a process to ensure that data is regularly reviewed and that teaching plans are adjusted to meet student needs. Going forward, UP Academy Holland will continue to strengthen and refine this process.**  **Strategic interim assessments:** We believe that student academic progress must be measured and analyzed frequently, and resulting action plans must then be efficiently and effectively implemented. UP Academy Holland’s students will take interim assessments in mathematics and ELA approximately every six weeks. These assessments will be aligned with the content area’s scope and sequence, such that the only standards assessed are those that have been taught prior to assessment administration. We intend to contract with an interim assessment provider. The results of these assessments, which UP Academy Holland teachers will be able to access within 72 hours of test administration, will be detailed and robust.  **Responding to data:** We will schedule up to five eight-hour professional development “data days” throughout the year during which teachers will be supported to create effective re-teaching plans and individualized instruction (i.e. tutoring) plans based on the interim assessment results. These professional development days will be dedicated to analyzing the results to determine overall classroom and grade-level performance on various standards (which can help determine if particular skills need to be re-taught) and individual performance on various standards (which can help determine which students need targeted tutoring support). Teachers commit to using class time to re-teach and re-assess the lowest-performing standards on their respective six-week assessments. In addition, teachers use the school’s daily tutoring period to re-teach small groups of students or groups of students who have not yet mastered particular objectives.  **Focus on literacy data:** As literacy is a fundamental building block for all future learning, we will monitor our students’ reading skills and progress carefully. At least three times per year, teachers will use the STEP Literacy Assessment to assess all students on independent reading readiness and reading skills in the following areas: comprehension within, beyond, and about the text; writing about reading; fluency; phonemic awareness; letter names; early literacy behaviors; phonics and word analysis; high frequency word reading; and vocabulary knowledge. The STEP Literacy Assessment is a developmental literacy assessment, instructional tool, and data management system developed by the University of Chicago that defines the pathway and tracks the progress of pre-kindergarten through third grade students as they learn to read using research-based milestones. STEP enables educators to implement a developmental approach to teaching reading, using evidence to inform instruction and introducing targeted interventions based on that evidence.  In grades 4-5 we will use DRA2 (Developmental Reading Assessment, Pearson) to determine reading levels and appropriate interventions. The Wilson Assessment for Decoding and Encoding (WADE) will be used to assess students who need additional phonics instruction in grades 3 to 5. | Principal, DCIs, UP Education Network academic team |

**Quarterly Benchmarks #2**

*Strategy 2A: Provide teachers with the resources and time they need to excel in the areas of curriculum, instruction, and the utilization of assessment data.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Strengthen bench of instructional leadership* | *UP Education Network will implement a leadership development program starting in fall 2017* | *Fall 2017* |  | *Program participants indicate that program is helping develop their leadership abilities* | *January 2018* | *Participant surveys* |  | *Principal receives positive evaluation from UP Education Network, reflecting strong instructional leadership and student gains on interim assessments.* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Continue to innovate in use of time to enhance teacher practice* | *Implement updated strategies for Drop Everything and Plan* | *September 2017* |  | *Participation in teacher collaboration sessions is high and feedback from teachers is positive* | *November 2017* | *Observations by Principal and DCIs* |  |

*Strategy 2B: Develop and implement a new, rigorous curriculum, and create systems to refine the curriculum over time to meet students’ evolving needs.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Implement high quality curriculum based on best practices network-wide.* | *Required curriculum materials arrive on time.* | *August 2017* |  | *Classroom observations show that curriculum is used in 100% of approved content areas.* | *November 2017* | *Review of curricular materials and classrooms by Principal and UP Education Network academic team.* |  | *Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)*  *Classroom walkthroughs in Q4 of 2017-18 academic year indicate strong adherence to and implementation of outstanding instructional practices.*  *90% of lesson plans are meeting required elements of an outstanding UP Education Network lesson (e.g., differentiated, rigorous, etc.)* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Develop and train teachers on high quality approaches to instruction by content area* | *Train all teachers on instructional approaches* | *August 2017* |  | *The principal will be able to show that 100% of relevant teachers consistently use UP Education Network’s instructional approaches in their classes, as evidenced by classroom observations* | *November 2017* | *Principal and network academic team observations* |  |

*Strategy 2C: Set clear expectations for outstanding instruction, and provide regular instructional coaching and support to teachers.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Relentlessly coach teachers throughout the year on exceptional instructional practices* | *By November 1, the principal will be able to show that 100% of DCIs consistently use UP Education Network’s teaching pathway in coaching meetings, as evidenced by observation of coaching meetings and review of coaching points.* | *November 2017* |  | *By June 1, classroom observations will show that 90% of teachers have created a consistently stable classroom culture and have moved to the next step of UP Education Network’s teaching pathway.* | *June 2018* | *Principal and UP Education Network academic team observations.* |  | *Classroom walkthroughs in Q4 of 2017-18 academic year indicate strong adherence to and implementation of outstanding instructional practices.*  *Classroom walkthroughs in Q4 of 2017-18 academic year indicate that the vast majority of strategies taught during professional development sessions are being implemented by all teachers on a consistent basis.* | *June 2018*  *June 2018* | *Principal and UP Education Network academic team observations.*  *Principal and UP Education Network academic team observations.* |
| *Facilitate high-quality, instructionally-focused PD for one hour once per week to improve upon instructional methods and practices across the school* | *First weekly instructional professional development session completed.* | *September 2017* |  | *80% of teachers indicate that they used something they learned from the previous week’s PD session in the past week in their classroom.* | *October 2017* | *Weekly staff check-in surveys* |  |

*Strategy 2D: Develop systems and processes to utilize data from external and internal assessments to drive instructional decision-making.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Utilize benchmark assessments to analyze data effectively to drive instruction* | *UP Education Network will develop high quality, rigorous benchmark assessments that create high expectations for student achievement and deliver these assessments to UP Academy Holland by November 1, January 1, and March 1.* | *March 2018* |  | *90% of teachers report being aware of group and individual skill gaps* | *June 2018* | *End of year staff survey* |  | *Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)*  *Fulfillment of this MAG: On a scale of 1-5, 90% percent of staff "Agree" or "Strongly Agree" with the following statement on the end-of-year staff survey: “My school has an obsession with regularly and effectively using data.”*  *Fulfillment of this MAG: 80% of students gain three STEP levels during the 2014-15 academic year* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Schedule in up to five eight-hour professional development “data days” during which teachers will be supported to create effective re-teaching plans and individualized instruction (i.e. tutoring) plans based on interim assessment results* | *Finalize 2017-2018 school calendar to include up to 5 PD “data days”* | *June 2017* |  | *90% of teachers are employing effective re-teaching plans for groups and individuals* | *February 2018* | *Observations by Principal and UP Education Network academic team.* |  |
| *Utilize the STEP Literacy Assessment to assess all students on independent reading readiness and reading skills* | *All students assessed via STEP Literacy Assessment* | *October 2017* |  | *80% of teachers have implemented targeted interventions for students based on results of STEP Literacy Assessment* | *November 2017* | *Observations by Principal and UP Education Network academic team.* |  |

**Priority Area for Improvement #3**

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| We aim to expand the school year and school day, build in time, deploy resources, develop programs, and create identification and tracking systems to ensure that all students, especially students with disabilities and English Language Learners, receive the academic and other supports they require to learn and succeed. |

**Rationale for Identifying Area #3 as a Priority**

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| Students at the Holland Elementary School faced a wide array of cognitive, language-based, social-emotional, health, and other challenges. The highest performing urban elementary schools in the United States design a wide-reaching network of supports that help all students, including English Language Learners and students with disabilities, get the help they need to address challenges before they fall behind. |

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| For challenges addressed by Priority Area #3, please see the April 18, 2014 Holland Turnaround Plan at p. 21: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/holland-final-plan.pdf>. |

**Strategies to Achieve Priority Area #3**

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| **Key Strategy** | **Owner** |
| *3A: Build and implement school-wide and individualized support systems for students.*  **2017 update: UP Academy Holland developed school-wide systems to support all students, while also implementing a Response to Intervention process to support struggling students. These changes have had a significant impact, as students who had significant behavioral challenges in Year One have made substantial progress. Going forward, UP Academy Holland will work to strengthen these systems to ensure that each student receives the appropriate supports. UP Academy Holland identified effective ways to provide Math supports and interventions to students during the school day, and largely discontinued Saturday Math Club at the school. Saturday Math Club was held in spring 2017 for students in grades 3 and 4. UP Academy Holland’s math program allows for various supports and interventions to be provided students during the school day beyond the core math instruction. For example, the math program includes 30 minutes of targeted math four times per week, where teachers work with small groups of students on intensive remediation. In addition, students receive short periods (~ 5 minutes) of math fluency four times per week to help students’ recall of critical facts. UP Academy Holland also used programs like TenMarks and Aimsweb to provide targeted math support to students.**  **Additional learning time:** In order for previously underserved students to make rapid achievement gains, we must provide more time for them to learn. Therefore, UP Academy Holland will operate an extended school day. Our additional time will provide students with the opportunities to receive remedial support and to prepare for middle school and beyond. The academic school day will run from approximately 7:30am to 3:30pm four days per week and from approximately 7:30am to 1:00pm one day per week (Wednesday). During the course of a given week, every student receives approximately 380 minutes of math instruction and approximately 600 minutes of ELA instruction. We will also build in time every day during which students with specific skill gaps have access to one-on-one or small group tutoring.  **Saturday Math Club:** We will further support the school’s most struggling math students with Saturday Math Club—staffed by up to 20 volunteer tutors weekly—during which up to 20% of the school’s student body receive both access to math tutoring on pre-identified skills that a student has demonstrated to be lacking. The program covers 16 topics related to number sense and computation. Students are assigned to Saturday Math Club by their math teachers on four-week cycles. The program is designed such that new volunteers—whom the school will recruit through its relationships with community partners, universities, and other non-profit groups—can be trained in 30 minutes or less to easily utilize the materials to effectively support students in eliminating their skill gaps. (This training strategy has been successful at other UP Academy campuses.)  **Response to Intervention:** Every UP Academy Holland classroom will be an environment that is responsive to the educational needs of all children and accommodates their needs to the maximum extent appropriate. The school will offer a continuum of services to ensure that all students can participate fully in the educational goals and mission of UP Academy Holland. We feel strongly that a school must have an extensive network of supports in place to catch struggling students before they fall behind. UP Academy Holland will use a Response To Intervention (RTI) framework to provide comprehensive support to all students. RTI is a prevention-oriented approach, linking assessment and instruction. We believe that rigorous implementation of RTI includes a combination of high quality, culturally and linguistically responsive instruction, assessment, and evidence-based intervention. Comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning disabilities and other disabilities.  We recognize that many of our students may have gaps in foundational literacy, math, and socio-emotional skills that hinder their ability to reach their potential. Our RTI framework includes a multi-level system to respond to students’ academic and behavioral needs. We will use academic and behavioral data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student’s responsiveness.  **Afterschool interventions:** Further, we will build in afterschool interventions to support students who may be struggling with homework completion, attendance, and behavior.  **Summer learning:** Lastly, we will consider launching a summer program for students who have not mastered grade-level skills during a given academic year, who require significant English language development, or who are otherwise at significant risk of academic or social-emotional regression. | Principal, Director of Operations, UP Education Network academic and operations teams |
| *3B: Create systems and opportunities to identify students who may be struggling with academic, social, emotional, or health challenges.*  **2017 Update: In the first three years, UP Academy Holland built out a robust Multi-Tiered System of Supports (MTSS), a systematic process to identify and deliver systematic supports to students who may be struggling. In addition, the school developed a system to identify and connect students who are facing mental health challenges with supports. Going forward, UP Academy Holland will continue to examine and strengthen its systems and opportunities for providing a wide array of supports to students who may be struggling.**  **Student identification:** During staff meeting time (on the early release day for students) each week, we will build in one hour for grade level teams (grades K1-3) or cohorts (grades 4-5) to meet to (1) identify students who may require additional academic or other supports and (2) create action plans to ensure students receive these supports. There will be a specific process used during these meetings to help teachers identify students who require additional supports, including academic, social, emotional, and health supports. Teacher teams will be required to submit associated action plans to administrators for the identified students, which may include referrals to one of the school’s academic support programs or a targeted phone call from a student’s advisor to a family member. In cases where teachers detect a social, emotional, health, or home-life challenge, the teacher cohort may decide to refer the student’s case to the school’s Student Support Team (see below).  **Student Support Team:** We will create a Student Support Team (SST) charged with identifying students who are struggling with non-academic challenges, including child welfare needs, and getting such students the appropriate supports. The purpose of the SST is to process referrals to internal or external services related to health, home-life or mental-health. The SST consists of the Nurse, the Counselor or Psychologist, the Deans of Students, and the Principal. The team meets weekly. Students are discussed in the SST meeting if (1) they have been referred by a teacher cohort within the last week; (2) one of the members of the SST has had an interaction with a student that warrants follow-up action; or (3) a student had an emergency situation within the last week.  Actions taken by the SST can include: a referral to in-house counseling (short-term and long-term); a referral to outside counseling; a Department of Children and Families Report; a Child Requiring Assistance filing; an emergency medical referral; an in-house medical intervention, monitoring, or follow-up; or a connection to other outside resources, or community organizations. The Dean of Students notifies respective teacher cohorts of non-confidential actions taken by the SST.  For every prescribed intervention, the SST follows a strict follow-up plan. For example, if a student is to meet with the school’s counselor or psychologist, he/she would document a summary of her meeting, and then indicate if her concern was mild, moderate or severe. A mild concern might lead to one follow-up meeting. A severe concern might lead to a referral to outside services. Similarly, for outside services (such as external counseling services), follow-up may include a series of weekly phone calls to the psychiatrist to ensure that services are being provided to the child.  The secretaries of health and human services, labor and workforce development, public safety will coordinate with the secretary of education and the Commissioner regarding the implementation of the turnaround plan as appropriate and will, subject to appropriation, reasonably support the implementation consistent with the requirements of state and federal law. | Principal, DCIs, UP Education Network academic team |
| *3C: Develop new ways to ensure the academic success of the school’s English language learners (ELLs).*  **2017 Update: UP Academy Holland hired an outstanding ELL Coordinator and hosted an SEI training course on site that equipped staff with foundational knowledge and skills required to serves ELLs effectively. In addition, 10+ staff have received dual certification in their content area and ESL. Going forward, the school will continue to strengthen and refine its programming for ELLs.**  **Dedicated ELL staff:** Every student at UP Academy Holland will receive rigorous, high-quality, standards-based instruction, regardless of English language proficiency. In order to ensure this level of quality, we will employ an ELL Coordinator who will focus on overseeing and managing the school’s English language learner program. We will conduct a nationwide search to identify, recruit, and hire this individual. We expect to identify this individual no later than June 1, 2014.  **Sheltered Content Instruction:** UP Academy Holland will use a research-based program model of Sheltered Content Instruction to provide in-class supports to all of its ELLs. In addition, licensed ESL teachers will work with students using curriculum that is aligned with the World-Class Instructional Design and Assessment (WIDA) ELD standards. This curriculum will address crucial reading, writing, speaking and listening skills and facilitate the development of the English language across many content areas. Student schedules will contain components of the following services, customized to the student’s level of language acquisition: 1) Instruction in English Language Development, provided by an ESL-certified teacher and 2) Sheltered English Instruction (SEI), provided by a licensed core-subject teacher with an SEI endorsement. These general education classrooms will be SEI classes, which means that teachers are responsible for using a series of sheltering strategies to make content comprehensible for ELLs of varying ELD levels. Lessons will be planned to be: appropriate for ELLs at all levels of proficiency as described by the WIDA ELD standards; guided by language and content objectives appropriate for students who are at different proficiency levels; aligned with the Massachusetts curriculum frameworks; and characterized by student interaction, a visible, print-rich environment, students’ questions, group work, theme-based units of study, and other important strategies for effective sheltered instruction. ACCESS data will be utilized to assess progress and ensure students are provided with the appropriate services. Annually, the school will review its hybrid multilingual SEI classrooms to ensure that students receive high quality services. In addition, the school will examine student enrollment and assignment patterns to inform decisions about the future size and number of hybrid multilingual SEI classrooms.  **Sheltered English Instruction (SEI) training:** All teachers of English language learners will obtain SEI endorsement by March 2015, after completing either a rigorous graduate-level SEI course from September 2014 through January 2015 or another avenue for SEI endorsement. In addition to meeting impending state requirements for licensure well before the 2016 deadline, teachers who engage in the RETELL SEI course will have the option to gain graduate credits for their work.  SEI training will have a direct impact on the classroom, bringing teachers:   * A focus on effective lesson design with planning for language development and assessment; * A focus on teaching, introducing, reviewing, and acquiring academic language; * A focus on developing  supportive learning environments for ELL students; and * Techniques for integrating SEI strategies into instruction across all content areas (ELA, math, science, social studies, etc.)   **Parent Advisory Committee:** Lastly, we will supplement the above strategies with the formation of a Parent Advisory Committee focused on English language learners, as required by statute in a Level 5 school, to help continuously assess the academic progress of the school’s English language learners, and to recommend adjustments to our ELL program as needed. | Principal, DCIs, UP Education Network academic team |
| *3D: Develop new ways to ensure the academic success of the school’s students with disabilities students.*  **2017 Update: UP Academy Holland grouped its students with cognitive impairment disabilities in classrooms by level of need, in order to provide targeted supports to enable students to make progress. Going forward, the school is piloting transitioning one of its classrooms to an inclusion classroom to increase students’ access to grade level content and interactions with their peers.**  **Focus on inclusion:** We will implement a new service delivery model for students with disabilities emphasizing inclusion in the general education classroom, where appropriate, and appropriate in-class and out-of-class supports. UP Academy Holland will serve students with disabilities within an inclusive, co-teaching model to the greatest extent appropriate. We believe that students with disabilities benefit from additional adult support and that there are many benefits of two teachers collaborating to plan and deliver high quality instruction, especially when structures and supports are in place to ensure each student’s needs are being met. Some of these structures include a hard deadline by which the general education teacher provides the students with disabilities teacher with materials that need to be modified for each student with an IEP, or a built-in time for co-teachers to meet with the principal to discuss achievement data of students with disabilities. In the planning stages, teachers will draw strategies from our catalogue of best practices, which has been developed based on UP Education Network’s work with students with disabilities. Additionally, each teacher will be responsible for implementing the IEPs of all students in their classes, and seeking support for implementation when necessary.  **Additional Students with disabilities Staff:** In order to improve performance of the school’s students who have disabilities, we will employ a Dean of Students with disabilities or Students with disabilities Coordinator who will focus on overseeing and managing the school’s students with disabilities program. We will conduct a nationwide search to identify, recruit, and hire this individual. We expect to identify this individual no later than June 1, 2014.  **Multiple instructional models:** UP Academy Holland will strive to include every student with disabilities in the general education program to the greatest extent possible. We believe in providing students with opportunities to be included with their general education peers in the least restrictive environments. We also believe that all students should have access to a rigorous curriculum by offering instruction in a continuum of settings. In order to meet the needs of all students with disabilities, UP Academy Holland will offer instruction in general education classrooms, in small pull-out groups, and in substantially separate classrooms.  We recognize that some students require more intense classroom services for most or all of their school days. As such, UP Academy Holland will provide more intense services in substantially separate classrooms in order to meet the needs of this subset of students with disabilities. We will likely consider a partial inclusion model in addition to full inclusion and substantially separate models for students with disabilities to ensure the most appropriate settings are available. Providing the most appropriate settings to deliver high-quality instruction consistent with individual students’ IEPs is a priority. | Principal, DCIs, UP Education Network academic team |
| *3E: Partner with community groups and other non-profit organizations to develop and enhance wraparound services for students and families that support the school’s mission.*  **2017 Update: UP Academy Holland has worked closely with several “anchor partners” to develop and provide wraparound services for students and families. Going forward, the school intends to deepen partnerships with these organizations that provide a wide array of supports to families and help build family capacity.**  **Non-profit partnerships:** We are currently in the process of reviewing the efficacy of a variety of non-profit organizations currently affiliated with the Holland Elementary School to understand which services are best meeting the needs of the school’s students and families. We are also studying additional non-profit organizations that are not currently working at the Holland to see whether their services may be able to provide additional critical supports for students and families. The Local Stakeholder Group recommendations are clear: Services that can support the social-emotional and other non-academic needs of members of our school community are essential. We intend to weave these services into our overall program model, working to base them out of our facility, equip families with information about these organizations and services, or otherwise ensuring that students and families have access to supports provided by non-profits both during and outside the traditional school day. | Principal, DOO, UP Education Network |

**Quarterly Benchmarks #3**

*Strategy 3A: Build and implement school-wide and individualized support systems for students.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Continue implementing Multi-Tiered System of Supports to ensure students are getting required interventions and supports.* | *Teachers are trained on the school’s Multi-Tiered System of Supports model during staff orientation.* | *August 2017* |  | *Academic and behavior data is used to identify students at risk for poor learning outcomes.* | *October 2017* | *UP Education Network academic team observations* |  | *Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)* | *June 2018* | *UP Academy Holland Leadership Team* |

*Strategy 3B: Create systems and opportunities to identify students who may be struggling with academic, social, emotional, or health challenges.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Grade-level and cohort teams meet weekly to identify students in need.* | *Student-focused grade-level and cohort meetings commence.* | *September 2017* |  | *After two-week cycle of grade-level and cohort meetings, staff members prescribe specific supports for students that are identified during weekly meeting.* | *October 2017* | *Principal and DCI observations* |  | *Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Continue implementing Multi-Tiered System of Supports to ensure students are getting required interventions and supports.* | *Teachers are trained on the school’s Multi-Tiered System of Supports model during staff orientation.* | *August 2017* |  | *Academic and behavior data is used to identify students at risk for poor learning outcomes.* | *October 2017* | *UP Education Network academic team observations* |  |

*Strategy 3C: Develop new ways to ensure the academic success of the school’s English language learners.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *UP Academy Holland academic program for ELLs (see above) is implemented with fidelity.* | *The school effectively assigns English language learners to most appropriate schedule and support model based on ELD level and specific student needs.* | *September 2017* |  | *90% or more of core subject teachers are effectively utilizing appropriate sheltered English strategies in their classrooms.* | *October 2017* | *Principal and UP Education Network academic team observations.* |  | *Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System) for the school’s English language learners.* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Ensure ELL students rapidly learn English.* |  |  |  | *UP Academy Holland’s Limited English Proficient students will achieve a Student Growth Percentile of 70 or higher on the ACCESS assessment.* | *June 2018* |  |  |

*Strategy 3D: Develop new ways to ensure the academic success of the school’s Students with disabilities students.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Based on student need, pilot shifting a substantially separate classroom to a full inclusion classroom.* | *Relevant staff members are trained on co-teaching strategies necessary to provide high quality and inclusive instruction.* | *September 2017* |  | *Students with disabilities are observed to be receiving appropriate education and supports as required by their IEPs and to be demonstrating academic, social, and emotional growth.* | *October 2017* | *Principal and UP Education Network academic team observations.* |  | *Fulfillment of Student Achievement MAGS for students with disabilities* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |

*Strategy 3E: Partner with community groups and other non-profits to develop and enhance wraparound services for students and families that support the school’s mission.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Deepen afterschool partnerships for families of students at UP Academy Holland* | *School staff meet with Family Nurturing Center leaders to develop plans to increase family participation in “parent cafes” – events families attend that provide additional supports and capacity building* | *August 2017* |  | *Family awareness of “parent cafes” increases relative to years past.* | *November 2017* | *Teacher conversations with families* |  | *Participation rate in “parent cafes” increases relative to the 2016-17 academic year.*  *Participation rate in BCYF afterschool programming increases relative to the 2016-17 academic year.* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Deepen partnerships with organizations providing after-school options for students at UP Holland.* | *Meet with Boston Centers for Youth and Families (BCYF) staff to identify ways to strengthen partnership, programming, and student participation.* | *August 2017* |  | *Family awareness of BCYF programs increases relative to years past.* | *November 2017* | *Teacher conversations with students and families* |  |

**Priority Area for Improvement #4**

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| We aim to recruit and hire extraordinary administrators, teachers, and support staff, and build and utilize systems to evaluate, develop, promote, reward and retain this staff over the long term. |

**Rationale for Identifying Area #4 as a Priority**

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| The highest performing urban elementary schools in the United States have excellent, effective teachers, administrators, and support staff; these high performing schools attain this level of excellence by using critical flexibilities in area of human resources to build and develop a staff that works collaboratively. Moreover, they create working conditions that balance the priority of the professionalism of teaching with the many needs of students. Without such flexibilities, a school leader cannot create conditions in which students make rapid, substantial academic progress. |

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| For challenges addressed by Priority Area #4, please see the April 18, 2014 Holland Turnaround Plan at p. 30: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/holland-final-plan.pdf>. |

**Strategies to Achieve Priority Area #4**

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| **Key Strategy** | **Owner** |
| *4A: Enact world-class processes during the pre-operational period to find and recruit top leaders, teachers, and support staff from across the United States and within Boston to work at UP Academy Holland; sustain these recruiting and hiring practices over the long term.*  **2017 Update: UP has invested significantly in recruitment to hire top leaders, teachers and support staff and sustain these recruitment practices over time. Moving forward UP will continue to refine and strengthen its recruitment practices as vacancies arise to ensure we have top talent in the school.**  **Investment in recruitment**: We believe that great leadership and teaching is the foundation through which a school achieves strong results. To that end, UP Education Network will invest heavily in the efforts through which we will recruit, screen, select, and hire the strongest individuals to join the school. For the 2014-15 academic year, we will need to recruit and hire for an eight-person leadership team and up to ninety additional staff members.  **Principal hiring autonomy:** We require that UP Education Network and the school principal will have the sole discretion to select the staff for any and all positions at the school. In order to execute this autonomy, following consultation with the union, all existing Holland staff members who are interested will be asked to reapply. Specifically, the principal may select staff for Boston Teachers Union (BTU) positions without regard to seniority within the BTU or past practices between the Boston School Committee and the BTU. Further, the principal, in collaboration with UP Education Network, may formulate job descriptions, duties, and responsibilities for any and all positions in its school. The principal may make adjustments annually. The principal may unilaterally move staff to other positions if they are properly licensed for those positions. Additional autonomies necessary to achieve rapid academic achievement are included in Appendix A.  **National recruitment:** The school will operate its recruiting systems outside of the traditional Boston Public School system (though the school is open to, and our systems support, the hiring of current BPS employees). UP Education Network will widely publicize UP Academy Holland job opportunities and will work with local and national non-profits, colleges and universities, community organizations, and other strategic partners to build the pipeline through which strong applicants will apply. It is critical to the success of the school that we strategically recruit individuals both from within Boston Public Schools and individuals from outside of the district. We anticipate receiving thousands of applications for positions of employment at UP Academy Holland.  **Rigorous teacher hiring:** The school’s teacher hiring process is systematic and intense. We aim to respond to 100% of applicants within a week of receipt of their application materials. Candidates who are not viable receive email notification alerting them of this decision. Candidates who seem viable after their resumes have been reviewed are invited to complete a phone interview. Following the phone interview, strong candidates will be invited to more detailed phone interviews. Candidates who make it past this stage will then interview with a member of the school’s leadership team and deliver a sample lesson before references are checked and an offer is made. It is up to the discretion of the principal to determine what steps are necessary in order for the best hiring decisions to be realized.  **Teacher leadership positions:** The school plans to attract experienced teachers to work at UP Academy Holland by creating certain teacher leadership positions (e.g., Cohort Leader or Grade Level Leader) within the school. Individuals taking on these teacher leadership roles will receive a stipend for their additional responsibilities, consistent with the new performance-based compensation plan. (More information about compensation and other working conditions can be found in Appendix A.) | UP Education Network talent team |
| *4B: Implement innovative ways to develop and compensate all staff members in a manner that reflects their professionalism and values student achievement.*  **2017 Update: UP Academy Holland has implemented an innovative compensation system that reflects teachers’ professionalism and values student achievement. UP is revising the salaries in the career ladder for SY2017-2018 to ensure that teacher salaries remain competitive. Looking ahead, UP will continue to review its salary schedule and update it as appropriate.**  **Supplementary activities:** Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at UP Academy Holland. In addition to their traditional responsibilities, all staff members are expected to be involved in a variety of educational and administrative activities necessary to fulfill the mission of the school.  **Operational coaching:** We believe it is critical for UP Academy Holland’s Principal and Director of Operations, like all other staff members, to receive ample coaching and direct management. Therefore, the Principal and Director of Operations will receive management and leadership coaching from UP Education Network’s Director of Principal Leadership and Director of School Operations, respectively. These individuals will conduct regular observations of the Principal and Director of Operations in action. Coaching meetings, held approximately once per week, will include opportunities to debrief observed performances and to identify growth strategies.  *Note: Coaching and professional development strategies for other staff members are articulated in other parts of this turnaround plan.*  **Performance-based compensation**: Effective in school year 2015-2016, a new performance-based compensation system will be used to compensate teachers based on individual effectiveness, professional growth, and student academic growth. | UP Education Network talent team |
| *4C: Implement an improved staff evaluation system and tool.*  **2017 Update: UP Academy Holland staff have implemented a competency-based evaluation model that has been used to provide regular ongoing feedback throughout the school year. Looking ahead, UP will continue to improve its evaluation system to ensure that it supports staff development and student achievement.**  **Evaluation system:** Beginning in school year 2014-2015, we will implement a comprehensive staff evaluation system and tool that values adult professionalism and student achievement, supports the growth and improvement of all staff members, and provides a record of facts and assessments for personnel decisions. The system and tool will be designed in adherence with state laws and regulations, and they will be modeled on the systems and tools in place at other schools managed by UP Education Network.  **Evaluation tool:** UP Academy Holland will hold its staff members to the highest performance expectations; the expectations are geared towards ensuring that the school’s students succeed. The evaluation system and tool reflect and reinforce these high expectations. The tool’s components also reinforce many aspects of this redesign plan. For example, staff members will be evaluated on their ability to support the school’s strong culture by enforcing the school’s expectations, to effectively use data to drive instruction in their classroom, to differentiate instruction and effectively serve all learners, including students with disabilities and English language learners, and to communicate regularly and effectively with families.  **Robust leadership evaluation:** In order to ensure the Principal and Director of Operations are meeting the school’s high leadership standards and driving rapid, significant, and sustainable student achievement growth, the Principal and Director of Operations will also go through a robust annual evaluation process. UP Education Network will supervise the Principal and Director of Operations, conduct the annual Principal and Director of Operations evaluations, and hold them accountable for the success of the school. The final annual evaluations will be shared with the Commissioner of ESE. | UP Education Network talent team |
| *4D: Utilize a dispute resolution process that allows for rapid and effective resolution of employee concerns.*  **2017 update: UP Academy Holland school leaders have used a variety of methods for seeking and valuing the input of staff. This approach has engaged staff meaningfully as partners in the work and provided effective ways of addressing differences of opinion before they escalate. Moving forward, UP Academy Holland school leaders will continue to seek out staff input and to effectively resolve employee concerns.**  **Dispute resolution:** Because UP Education Network believes that great leadership and teaching will be the foundation of the successful turnaround of the Holland Elementary School, the organization will seek and value the input of the professionals at UP Academy Holland. UP Education Network will implement a dispute resolution process designed to hear and address employees’ concerns in a timely and professional manner. | UP Education Network talent team |
| *4E: Work with school district to refine the manner in which the BPS central office’s HR-related systems interact with employees of the school to streamline unnecessary hurdles.*  **Refining HR systems:** Like UP Education Network has done in the cases of the other Boston schools that it manages, the organization’s talent team will work closely and collaboratively with Boston Public Schools’ human resources office to ensure that HR systems aimed at supporting employees working at UP Academy Holland are effective and efficient. Specific aspects of the division of responsibility between UP Education Network HR and BPS HR will be articulated in the Memorandum of Agreement being developed between UP Education Network, BPS, and ESE.  **2017 Update: UP Academy Holland has worked with BPS’ Office of Human Capital (OHC) to streamline onboarding, compensation, andotherr staffing processes for UP Academy Holland. The UP Talent team will work closely and collaboratively with Boston Public Schools’ Office of Human Capital to ensure that HR systems aimed at supporting employees working at UP Academy Holland are effective and efficient. Whenever possible, the UP Talent team will work on behalf of employees to resolve HR matters. Specific aspects of the division of responsibility between UP Talent and BPS OHC are articulated in the Memorandum of Understanding (MOU) between UP, BPS, and ESE.** | UP Education Network talent team |
| *4F: Make changes to district policies and agreements as necessary to achieve the goals of the turnaround plan.*  **Policy changes:** Certain changes to the district’s policies, agreements, and working terms as they relate to the Holland are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2014; these changes must be incorporated into future collective bargaining agreements as they relate to UP Academy Holland.  **2017 Update: UP Academy Holland implemented the provisions in Appendix A over the course of the term of the turnaround plan and will continue to rely on those provisions going forward.** | UP Education Network Chief Administrative Officer |

**Quarterly Benchmarks #4**

*Strategy 4A: Enact world-class processes to find and recruit top leaders, teachers, and support staff from across the United States and from within Boston to work at UP Academy Holland; sustain these recruiting and hiring practices over the long-term.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Conduct a nationwide search to identify, recruit, and hire exceptional DOO* | *Schedule selection day for finalists for the DOO position* | *March 2017* |  | *80% of UP Academy Holland staff agree or strongly agree that the DOO supports the school by providing effective operational leadership.* | *May 2018* | *End-of-year staff survey.* |  | *Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Recruit and hire high quality staff when vacancies arise and fill these positions in a timely fashion* | *Publicize for, recruit, identify and begin hiring exceptional teachers* | *November 2017* |  | *By June 1st of each school year, UP Academy Holland will be 90% staffed for the next school year with the leadership team 100% staffed.*  *By the first day of school, UP Academy Holland will be fully staffed for the school year in all student facing positions.* | *June 2017 August 2017* | *Data review by UP Education Network* |  |

*Strategy 4B: Implement innovative ways to develop and compensate all staff members in a manner that reflects their professionalism and values student achievement.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Provide the Principal and DOO with ample coaching and support from UP Education Network* | *Principal and DOO are meeting weekly meet UP Education Network Director of Principal Leadership and Director of School Operations, respectively, for coaching/managerial sessions.* | *July 2017* |  | *Principal and DOO effectively and tangibly implements feedback from his/her manager.* | *September 2017* | *UP Education Network observation.* |  | *80% of staff members who went on a performance improvement plan during the school year are successfully exited from the plan.*  *Classroom walkthroughs in Q4 of 2017-18 academic year indicate that the vast majority of strategies taught during professional development sessions are being implemented by all teachers on a consistent basis* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Provide every teacher with regular, high-quality coaching and professional development* | *Both weekly PD and biweekly observation and coaching sessions are occurring regularly* | *September 2017* |  | *85% of teachers are coached an average of two times per month, from September through May, with results reported quarterly.* | *June 2018* | *UP Education Network data review* |  |
| *Hire for cohort and grade-level leadership positions within the school community* | *Cohort and grade-level leadership descriptions are completed* | *May 2017* |  | *Grade-level and cohort leaders feel empowered to make critical decisions to support their grade levels and cohorts.* | *November 2017* | *Conversations between Principal and grade-level and cohort leaders.* |  |

*Strategy 4C: Implement an improved staff evaluation system and tool.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Implement a comprehensive teacher evaluation system and tool that values adult professionalism and student achievement* | *Teachers receive details of the evaluation process during staff orientation* | *August 2017* |  | *80% of teachers report that components of the evaluation tool are being used in regular coaching, meetings with their DCIs.* | *January 2018* | *Data from Principal and DCIs* |  | *90% of teachers believe that the school’s staff evaluation tool and process is fair and supports the school’s culture of high expectations* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Implement a robust Principal and DOO evaluation system* | *UP Education Network refines Principal and DOO evaluation system, criteria, and tool* | *May 2017* |  | *The Principal and DOO believe that their evaluation tools and processes are fair and support the school’s culture of high expectations.* | *June 2018* | *End-of-year school leader survey* |  |

*Strategy 4D: Utilize a dispute resolution process that allows for rapid and effective resolution of employee concerns.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Implement dispute resolution process for UP Academy Holland* | *Use dispute resolution process outlined in turnaround plan as needed.* | *September 2017* |  | *End-of-year staff survey indicates that 100% of staff members believe that any disputes have been resolved efficiently and fairly.* | *June 2018* | *End-of-year staff survey* |  | *Fulfillment of MAGs related to staff satisfaction* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |

*Strategy 4E: Work with school district to refine the manner in which the BPS central office’s HR-related systems interact with employees of the school to streamline unnecessary hurdles.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Monitor implementation of protocols governing the efficient hiring and onboarding of staff identified to work at UP Academy Holland.* | *Meet with Boston Public Schools HR to strengthen working relationship regarding onboarding of UP Academy Holland staff members* | *June 2017* |  | *100% of UP Academy Holland staff members are compensated correctly, and on time, during the first pay cycle of the year.* | *August 2017* | *Payroll records.* |  | *Fulfillment of MAG related to seamless operating procedures* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |

*Strategy 4F: Make changes to district policies and agreements as necessary to achieve the goals of the turnaround plan.*

| **Sub-Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *The Receiver establishes an updated MOU with Boston Public Schools and* ESE *that enable the goals of the turnaround plan to be fulfilled* | *Appendix A updated* | *July 2017* |  | *95% of UP Education Network Day One task list items are completed effectively and on time* | *August 2017* | *Fulfillment of tasks on UP Education Network Day One task list* |  | *The working relationship between UP Education Network and Boston Public Schools enables Year 4 goals of the turnaround plan to be achieved* | *June 2018* | *UP Education Network* |

**Priority Area for Improvement #5**

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| We aim to fully engage all of the school’s families in the learning of their children. |

**Rationale for Identifying Area #5 as a Priority**

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| The highest performing urban elementary schools in the United States treat families as partners in the educational experience of their students. At these schools, families take an active role in supporting their children’s learning. Without creating a school community in which parents are deeply engaged in the school’s mission, UP Academy Holland will not enable students to reach their full potential. |

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| For challenges addressed by Priority Area #5, please see the April 18, 2014 Holland Turnaround Plan at p. 38: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/holland-final-plan.pdf>. |

**Strategies to Achieve Priority Area #5**

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| **Key Strategy** | **Owner** |
| *5A: Reach out to families early and often to develop strong relationships, to provide them with information about UP Academy Holland, and to involve them in the school redesign process.*  **2017 Update:** **UP Academy Holland has worked to proactively build strong relationships with families in its first three years, whether through regular calls home, a variety of events in the school /community for parents to be involved, or through creating structures for input and decision making (e.g., School Site Council, school Parent Council).**  **Family-school relationships:** We believe that building strong family-school relationships - and building a strong school community to which families feel strong ties - creates a strong foundation through which we can achieve excellent achievement results. To that end, UP Education Network will invest heavily in efforts to build and develop these relationships.  **Ongoing Holland family outreach:** Beginning in January 2014, UP Education Network began communicating with all Holland Elementary School families—via mailings, via phone calls, via information sessions, and via home visits. We intend to have connected with every Holland Elementary School family by spring 2014 to give information about the school, learn about their child’s strengths and areas for growth, gather ideas about the design of UP Academy Holland, and answer any questions the students or family members may have. All of our communication will be available in multiple languages (e.g., interpretation services will be provided, as needed). UP Education Network will aim to employ a full-time individual to support all family communication efforts between now and the opening of UP Academy Holland this fall.  **Family school planning meetings:** Additionally, we will hold a number of meetings for families who are interested in contributing to the design of UP Academy Holland. These meetings will each focus on a particular theme (e.g., family involvement, students with disabilities) and will commence no later than March 2014. | Principal, UP Education Network |
| *5B: Build systems that sustain regular and detailed communication with families about student work and achievement.*  **2017 update: UP Academy Holland has developed a cycle of communication with families to include progress reports and report cards each trimester. Additionally, 5th grade students receive a weekly TIGER report summarizing their week’s attendance, academics and behavior. Teachers call home at least once biweekly, and staff with the highest rates of calls are recognized in a weekly message from the principal. Looking forward, UP Academy Holland will continue to refine these routines while exploring new methods of engagements with families about students’ work and achievement.**  **Emphasis on family communication:** Families are a school’s greatest resource. When schools and families are aligned, students benefit. We believe that most tensions between schools and families come from a lack of communication on the part of the school and a subsequent lack of buy-in from families. We will work hard to actively communicate with families, and we have created systems and expectations to ensure this takes place.  **Student progress reports:** To sustain regular communication with families during the school year, we will send home regular student progress reports so that every family can learn about their child’s detailed performance (homework, attendance, behavior, and academic grades). The reports also include handwritten comments from the student’s teacher(s).  **Ongoing phone communication:** Our school has the expectation that every teacher must regularly communicate by phone with each of their students’ families. Teachers will be expected to call families of all students within the first two weeks of the school year to ask families how their children are adjusting to the new school year; call the families of all students at least once per month to update them on student status; call families immediately when sudden changes in student behavior or academic behavior are noticed; and call families to alert them of upcoming major assessments. (We will utilize the services of interpreters to ensure such communication can be facilitated in a language comfortable to each family.) The school also expects that all phone calls received from families be returned within 24 hours. We utilize a comprehensive communication log that will enable all staff members to learn about the history of communication between the school and each family. The school’s leadership team will have access to this log, and will provide feedback to staff members when they are not meeting the school’s communication expectations.  **Parent-teacher conferences:** The school will hold three annual parent-teacher conferences immediately following academic quarters 1, 2, and 3. Teachers will personally invite every family to these conferences (by phone) and follow up with home visits and phone calls within two weeks to all families who did not attend the conference. Conferences provide an outstanding opportunity not only to report information about a student’s comprehensive academic and behavioral performance to families, but also to build trust between teachers and families that can propel student achievement. | Principal, Dean of Families and Community |
| *5C: Utilize resources to engage families on issues critical to their children and the school.*  **2017 update: UP Academy Holland has continued supporting both a Parent Council and School Site Council, with parent membership on both bodies. The Coordinator of Family and Community is completing her first year in the role, which was focused on building relationships and support structures for student attendance. With the Coordinator’s support, UP Academy Holland is eager to continue to invest in family engagement, creating opportunities for higher rates of parent attendance at both council meetings and school events.**  **School site council:** UP Academy Holland will establish a school site council that provides families with a voice in the decision-making of the school. At the first school site council meeting, to be held in September 2014, at least three parents/guardians will be elected to be formal voting members of the school site council by their peers. Among its various responsibilities, the school site council will be responsible for developing the school’s workforce development strategies.  **Staff dedicated to family relationships:** UP Academy Holland will employ a Dean of Community and Family Partnerships who will be a part of the school’s senior leadership team. This individual will serve as an additional liaison for families throughout the school year. | Principal, Dean of Families and Community |

**Quarterly Benchmarks #5**

*Strategy 5A: Reach out to families early and often to develop strong relationships, to provide them with information about UP Academy, and to involve them in the school redesign process.*

| **Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *During spring and summer 2017, provide multiple ways for Holland Elementary School families to learn about UP Academy Holland.* | *Speak with all new and returning Holland Elementary School families, either at the school, at their homes, or by phone.* | *August 2017* |  | *Annual re-enrollment rate at Holland is higher than historical average* | *October 2017* | *District enrollment data.* |  | *Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)*  *Fulfillment of MAGs related to family survey data.* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Create regular opportunities for families to engage with the school throughout the year.* | *Develop year-long calendar of events for families.* | *August 2017* |  | *UP Academy Holland will host at least one event per month to build strong relationships with families and engage families in supporting their learning, with updates provided quarterly.* | *June 2018* | *List of events with participation rates* |  |
| *Hold family orientation sessions in August 2017* | *Schedule and communicate about family orientation sessions.* | *July 2017* |  | *More than 80% of families attend family orientation sessions.* | *August 2017* | *Attendance records from family orientation session.* |  |

*Strategy 5B: Build systems that sustain regular and detailed communication with families about student work and achievement.*

| **Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Implement system through which families receive regular performance data about their children.* | *Train all new staff and all students on the student performance tracking system.* | *August 2017* |  | *Teachers report that more than 80% of parents ask about their child’s academic performance* | *June 2018* | *End of year survey* |  | *The majority of parents praise UP Academy for its frequent communication on student progress*  *80% of families attend at least one conference.*  *Fulfillment of MAGs related to family survey data.* | *June 2018 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Hold two annual parent-teacher conferences for all families* | *Launch conferences on a regular basis, following academic terms 1 and 2.* | *December 2017* |  | *70% of families attend first term parent-teacher conference* | *December 2017* | *Family conference attendance records.* |  |
| *Create expectation that every teacher must regularly communicate with each of their students’ families, by phone; track fulfillment of expectation on the school’s phone log system; enforce expectation through the teacher evaluation system and tool* | *Continue to train staff on phone log system* | *August 2017* |  | *Teachers will communicate with the family of every student in their class an average of twice per month. The school’s leadership team will monitor these communications on a monthly basis using reports from the student information system.* | *January 2018* | *Phone log records* |  |

*Strategy 5C: Utilize resources to engage families on issues critical to their children and the school, and to influence the direction of the school.*

| **Strategy** | **Implementation Milestone** | **By when** |  | **Early Evidence of Change** | **By when** | **Measurement tool** |  | **Expected Outcome** | **By when** | **Owner** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Ensure school site council provides families with a voice in school decision-making.* | *Hold first school site council meeting, at which parent representatives are elected.* | *October 2017* |  | *School site council is meeting with fidelity and is well attended by elected and non-elected family members.* | *December 2017* | *Minutes of school site council meetings* |  | *Fulfillment of MAGs related to family survey data.* | *June 2015 (note: date applies to all expected outcomes listed to the left)* | *UP Academy Holland Leadership Team* |
| *Continue to employ staff member dedicated to family relations and engagement* | *Develop staff member dedicated to family relations and engagement and align roles & responsibilities with goals for family engagement.* | *August 2017* |  | *Family relations staff member responds to 100% of parental concerns brought to his/her attention within 72 hours.* | *January 2018* | *Family communication log* |  |

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| **Statutory Requirements** | **Related Priority Area(s)** |
| Achievement gaps for students with limited English proficiency, students with disabilities and economically disadvantaged students | 2, 3 |
| Alternative English language learning programs for limited English proficient students | 3 |
| 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 | 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 | 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 | 3, 5 |
| 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) | 3 |
| Strong leadership in schools, including a new or current principal with a track record of success | 4 |
| Redesigned school day, week, or year to include additional time for student learning and teacher collaboration | 1, 2, 3, 4 |

**Turnaround Plan: Authorization**

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

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

**Curriculum and Instruction**

 **Expand, alter, or replace curriculum**: The Commissioner may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses

 **Expand use of time**: The Commissioner may expand the school day or school year or both of the school

 **Add Kindergarten or pre-Kindergarten**: The Commissioner may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

**Financial and Asset Management**

 **Reallocate school budget**: The Commissioner may reallocate the uses of the existing budget of the school

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

**Human Resources**

 **Attract and retain leaders and teachers:** The Commissioner may provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan

 **Make staffing changes:** The Commissioner may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school

 **Implement a new system of evaluation and performance compensation**: The Commissioner may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure

 **Leadership development:** The Commissioner may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

**Professional Development and Collaboration**

 **Embedded professional development**: The Commissioner may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback

 **Expanded teacher planning time:** The Commissioner may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

**Leadership and Governance**

 **Change Contract or Collective Bargaining Agreements:** The Commissioner may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided that the Commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided that the Commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause

 **Change District Policies**: The Commissioner may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

**Additional Strategies**

 **Study best practices:** The Commissioner may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school

 **Address mobility and transiency**: The Commissioner may establish strategies to address mobility and transiency among the student population of the school

 **Additional strategies**: The Commissioner may include additional components based on the reasons why the school was designated as chronically underperforming and the recommendations of the local stakeholder group

**Appendix A: Working Conditions for Level 5 Schools**

*Following are the terms for working conditions and compensation specific to the Level 5 schools in the district. These terms have been drafted with the understanding that the Commissioner and Receiver reserve the right to make additional changes to the collective bargaining agreement and/or any existing practice or school district policy as applied to the school as needed and that nothing contained in the turnaround plan or the collective bargaining agreement shall be construed to limit the rights of the Commissioner as they are provided for under G.L. c.69, §1J.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Central to the school turnaround plan is the requirement that the Holland Elementary School make effective use of its resources to maximize student achievement. In particular, the Holland Elementary School Turnaround Plan requires the Receiver to develop a new performance-based compensation system, which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth. The compensation plan must be affordable and sustainable and 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 provisions of the district collective bargaining agreement or any pre-existing practice or policy. The terms reflect mandatory changes to the district’s policies, agreements, working rules and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1J. Provisions of the collective bargaining agreement that are inconsistent with or do not otherwise support the goals of the turnaround plan are hereby suspended as applied to the Holland Elementary School.

**I. WORKING CONDITIONS**

To implement the Holland Elementary School Turnaround Plan, Commissioner Chester selected UP Education Network (“UP”) to serve as the Receiver. The Receiver shall have full managerial and operational authority for the school.

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

**Conditions Necessary for UP Academy Holland to Succeed**

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

**Staffing**

***Collective Bargaining Agreements:***

All staff members at the school will be members of their respective collective bargaining units. However, certain terms of the collective bargaining agreement in effect across the local district will not apply at the school managed by UP Education Network. Also, prior Level 4 agreements and/or decisions of the Holland Elementary School Joint Resolution Committee (JRC) will not apply beyond June 30, 2014. School employees will accrue seniority while employed at the school. The Receiver will adopt a new compensation strategy to be effective July 1, 2014 and a new performance-based compensation system for teachers to be effective beginning July 1, 2015. (See Part 2).

***Dispute Resolution:***

Any employee assigned to the Holland Elementary School shall use the following process as the exclusive mechanism for resolving all disputes, except disputes relating to the dismissal of a teacher with professional teacher status which will be governed by the process set out in G.L. c. 69, § 1J(o). This process replaces the contractual grievance and arbitration provision.

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

***Personnel:***

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

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

Expectations for Staff Members

* The term of employment for teachers will be July 1 through June 30, and will include the following:
  + Up to 20 days of professional development and planning time before the school year begins, with each day including up to eight hours of professional development and/or staff planning time;
  + Up to 185 instructional days; and
  + Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time.
* UP Education Network school leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.
* UP Education Network will use its own Teacher Evaluation process consistent with state regulations.
* Except as noted below, the standard workday for BTU members during a school day will be nine hours. For the majority of BTU members, required hours will approximate 7:15am–4:15pm. While some BTU members may be asked to work a different schedule to accommodate school programming, required hours will never exceed 45 hours per week.
  + *Core Subject Teachers, Grades 4-5:* Except in rare circumstances, English Language Arts, Math, Science, and Social Studies Teachers will be expected to teach no more than sixteen 50-minute subject area class periods during a typical week (Monday through Friday). Three days per week, these teachers will teach four (4) class periods, and two days per week, these teachers will teach two (2) class periods. Except in rare circumstances, these teachers will not be expected to instruct students for more than one hundred (100) consecutive minutes.
  + During a typical Monday-Friday week, English Language Arts, Math, Science, and Social Studies Teachers will have one morning or one afternoon during which they have no specific classroom teaching responsibilities. Teachers may use this time to plan, grade, collaborate with their colleagues, etc. Teachers may be asked to perform some duties during this time.
  + *Grade Level Teachers, Grades K1-3:* Except in rare circumstances, Grade Level Teachers will have one hour of planning time during all full days. Grade Level Teachers will also receive 45 minutes for breaks while students are at lunch and recess. *Behavior Interventionist: Except* in rare cases, the Behavior Interventionist will be running in-school suspension for the majority of his or her scheduled hours. The Behavior Interventionist will be facilitating in-school suspension, including *m*onitoring behavior and implementing consequences. Except in rare circumstances, the Behavior Interventionist will not be expected to serve more than twenty-five (25) students at any one time. The Behavior Interventionist is a paraprofessional position and is represented by the Boston Teachers Union.
  + *Counselor*: Except in rare cases, the Counselor will be providing counseling services (including but not limited to one-on-one and small group sessions) for approximately 30 hours weekly. Except in rare circumstances, the Counselor will not be expected to counsel students for more than one hundred fifty (150) consecutive minutes. Without consent, the Counselor will not have a caseload that exceeds 40 students receiving counseling services at any time. When appropriately certified, the Counselor will facilitate psychological testing regarding students with disabilities.
  + *Encore Teachers and Physical Education Teachers:* Except in rare circumstances, these teachers will not be expected to instruct students for more than one hundred consecutive minutes.
  + *English as a Second Language (ESL) Teachers:* ESL Teachers support the learning of the school’s English Language Learners. ESL teachers typically either teach ESL classes to groups of English Language Learners or support English Language Learners in an inclusion setting. Specific schedules will depend on the school’s student population and will be determined by the Principal. ESL Teachers are expected to support the administrative functions of the school’s ESL programming as directed by the Principal.
  + *Nurse:* The Nurse will be provided with adequate space for the storage of all medical equipment and medicine necessary for the treatment of UP Academy Scholars during the school day. The Nurse will be provided with space in which she can treat students so their privacy is protected.
  + *Related Service Providers:* Related Service Providers will provide appropriate services to their caseloads of students at UP Academy’s three Boston schools. They may be expected to provide services to students across the three UP Academy campuses (UP Academy Holland, UP Academy Dorchester, and UP Academy Boston). They will work closely with the Principals, Students with disabilities Coordinators, and UP Education Network’s Director of Students with disabilities to determine the appropriate schedule and implementation. UP Education Network schools ask that Related Service Providers plan their schedules to minimize (if not avoid entirely) time spent travelling among sites during the school day.
  + *Resident Teachers*: Resident Teachers will support general education classrooms and substantially separate classrooms. Resident Teachers will frequently be asked to provide coverage if and when teachers are not able to lead their classrooms and/ or complete their assigned duties. Resident Teachers will also teach Enrichment classes each quarter. Classroom coverage is considered a core responsibility of Resident Teachers; completion of this work will not result in additional compensation for Resident Teachers. Resident Teachers will be expected to assist the school’s operation team in special projects.
  + *Students with disabilities Inclusion Teachers:* Students with disabilities Inclusion Teachers support the learning of the school’s students with disabilities. Specific schedules will depend on the school’s student population and will be determined by the Principal. Students with disabilities Inclusion Teachers are expected to support the administrative functions of the school’s Students with disabilities programming as directed by the Principal/ Director of Operations, including but not limited to academic achievement testing.
  + *Students with disabilities Substantially Separate Classroom Teachers:* Students with disabilities Substantially Separate Classroom Teachers support the learning of the school’s students with disabilities. Class size will not typically exceed 12 students. When class size exceeds 8 students, a Resident Teacher will typically be present in class during instructional periods. Specific schedules will depend on the school’s student population and will be determined by the Principal. Students with disabilities Substantially Separate Classroom Teachers are expected to support the administrative functions of the school’s Students with disabilities programming as directed by the Principal/ Director of Operations, including but not limited to academic achievement testing.
  + *Students with disabilities Coordinators:* The Students with disabilities Coordinators will work to ensure that all students at UP Academy Holland receiving students with disabilities services (or being tested for possible receipt of such services) receive all services to which they are entitled, on time and in compliance with state standards. The Students with disabilities Coordinators will report to the Principal, but will receive significant coaching and guidance from UP Education Network’s Director of Students with disabilities.
  + *All Staff Members:*
    - All staff members are expected to participate in Professional Development and Collaboration activities and staff meetings one day per week (TBD) from 1:15-4:15pm, unless otherwise directed by the Principal.
    - During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of UP Holland. These duties may include, but are not limited to, the following:
* Coverage of homeroom periods, not exceeding 40 minutes per day;
* Substitute coverage of classes and duties of others who are absent from school;
* Coverage of afterschool activities, not exceeding 120 minutes per week; and
* Tutoring of students; not exceeding 165 minutes per week, unless tutoring represents a primary component of a BTU member’s job responsibility (e.g., Students with disabilities teachers, ESL teachers).

UP Education Network believes that, in order to accomplish its mission, all staff members must be school teachers, not simply classroom teachers. Therefore, all BTU members have some responsibilities for the overall effective working of the school. In addition to traditional responsibilities and those duties listed above, all BTU members at UP Academy Holland 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:

* Participation in three family conference evenings during the school year;
* Phone contact with families about the academic progress of students;
* Preparation of individual TIGER reports, Progress Reports, and Report Cards;
* Leading student extracurricular activities;
* Participating in staff recruitment and selection processes;
* Maintaining a subject-area bulletin board;
* Working regularly with school administrators to improve one’s instructional practices;
* Checking homework on a daily basis;
* Attending student-related meetings; and
* Serving as an advisor to a small cohort of students

**Employees Represented by BASAS**

UP Academy Holland believes that the staff members of the Holland are professionals and deserve working conditions that reflect the professional nature of their jobs. The Holland believes that working conditions that support high levels of student achievement and working conditions that respect the professionalism of school staff members are not mutually exclusive.

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

All BASAS members employed at the Holland will be provided access to a laptop computer; a personalized email account; a telephone; and a personalized voice mailbox, as well as other essential items and conditions that the Principal believes will support their fulfillment of professional responsibilities at the school.

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

* Up to 40 working days prior to the first of school, including but not limited to the 20 days of staff orientation in August;
* Up to 185 student instructional days;
* Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
* 2 working days after the last day of school, but before the end of this term of employment.

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

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

All BASAS members are expected to meet with all direct reports at least once every two weeks. Deans are expected to observe all direct reports at least once every two weeks. All BASAS members are expected to participate in weekly administrative meetings. These meetings may periodically occur outside of regular hours. All BASAS members are expected to develop, plan, and execute professional development for the Holland staff members, including but not limited to Resident Teachers and Teachers.

Unless otherwise directed by the Principal, all BASAS members are expected to participate in Professional Development and Collaboration activities and staff meetings one afternoon a week from 1:15-4:15 p.m.

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

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

*Feedback, Performance Improvement, and Dismissal*

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

**Employees Represented by the Administrative Guild**

UP Academy Holland believes that the staff members of the Holland are professionals and deserve working conditions that reflect the professional nature of their jobs. The Holland believes that working conditions that support high levels of student achievement and working conditions that respect the professionalism of school staff members are not mutually exclusive. The Holland is excited to operate a school with working conditions that attract a highly motivated staff dedicated to the school’s mission.

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

All Guild members employed at the Holland will be provided access to a laptop or desktop computer; a personalized email account; a telephone; and a personalized voice mailbox, as well as other essential items and conditions that the Principal believes will support their fulfillment of professional responsibilities at the school.

The term of employment will include the following:

* Up to 185 instructional days;
* Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time; and
* Up to 37 additional work days either before the school year begins or after the school year ends.

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

The standard workday for Guild members during school days will be nine hours, all of which occur between the hours of 7:00 a.m. and 6:00 p.m. each day. The standard workday for Guild members during non-school days will be eight hours, generally 8:00 a.m. - 4:00 p.m. The Principal and/or Director of Operations has discretion to adjust these hours to meet the needs of the school, but Guild members’ required hours will never exceed 50 hours per week.

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

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

* Oversee the day to day activities of the school;
* Serve as the main point of contact in the school reception area;
* Manage phones (answering calls, re-directing calls, taking messages, placing calls, creating school announcements, etc.);
* Manage the collection and maintenance of student, personnel, and school information (receiving forms and paperwork, tracking missing forms, managing databases, updating contact information, maintaining records, etc.);
* Manage school-wide daily systems (managing student attendance, tracking the student discipline system, etc.);
* Plan and manage logistics and preparations for school events and activities as needed;
* Support staff meetings, staff retreats, and staff orientation;
* Greet and document all visitors;
* Manage school maintenance and supply systems;
* Maintain office equipment and furnishings;
* Maintain school calendar of events;
* Process student and faculty applications; and
* Participate in some elements of an intensive staff orientation and training for up to four weeks prior to the school year.

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

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

*Feedback, Performance Improvement, and Dismissal*

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

**II. PROFESSIONAL COMPENSATION SYSTEM**

As part of the Turnaround Plan, UP Education Network and the Holland school leaders will continue to utilize the revised compensation system with the following components.

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

CAREER LADDER

*Definitions*:

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

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

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

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

Master teachers are exceptional educators who serve as district-wide models of excellence. Master teachers have at least five years of experience, possess deep expertise in their craft, and are capable of elevating the practice of already-gifted educators. Master teachers will assume additional roles and responsibilities to support the district’s improvement.

Career ladder compensation schedule for Novic, Developing, Career, Advanced, and Master. 

The career ladder schedule will be:

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

\* Effective July 1, 2017

*Transition to the Career Ladder*

Effective July 1, 2015, teachers who were selected to remain at the Holland were assigned to one of the career ladder levels based on the teacher’s salary placement on the previous salary schedule as of June 30, 2015, without regard to the teacher’s rating on the end-of-year evaluation, as described below. No returning teacher received less compensation than they received in 2014-15 (BTU salary plus career awards plus ELT stipend).

Newly hired teachers will be placed on the career ladder as determined by the Receiver.

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

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

The annual base salary for a “Master” teacher will be $109,000. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach $109,000. These stipend compensation amounts shall be included in the teacher’s base pay or otherwise considered as part of the teacher’s annualized salary for retirement purposes. Master teachers must possess a professional license.

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

*Advancement on the Career Ladder*

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

A Developing II teacher shall advance to Career I and all Career level teachers shall advance a level annually provided that an end-of-year overall evaluation rating of “proficient” or “exemplary” is received, with “proficient” or better ratings on all four standards. A teacher with an end-of-year overall rating of “proficient” who has achieved less than “proficient” ratings on all four standards may still advance to the next level with the recommendation of the building principal and the approval of the Receiver. The Receiver may adjust the progression rules in future years to include student data as a one criterion for advancement.

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

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

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

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

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

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

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

**III. SUMMARY OF BARGAINING**

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

Boston Teacher’s Union (BTU)

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

Boston Association of School Administrators (BASAS)

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

Administrative Guild (GUILD)

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

**Appendix B: Measurable Annual Goals**

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

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

**UP Academy Holland School Financial Plan**

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

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

Projected Funding Available for UP Academy Holland in Fiscal Year 2017-2018

Pursuant to the Achievement Gap Act, a district is required to provide funding to a Level 5 school that is at least equal to the average per pupil funds received by other schools in the district for students of the same classification and grade level.[[1]](#footnote-1) The Act also authorizes the Commissioner to reallocate the use of those funds within a Level 5 school. If the Commissioner determines that a district has not provided the required level of funding to a Level 5 school, the Commissioner is authorized by the statute to provide additional funds to the school from the budget of the district. The Commissioner reserves the right to exercise this authority, following further review of the total funding provided by the district to Holland Elementary School. If the Commissioner decides to provide additional funds to Holland Elementary School from the district budget, the Commissioner will notify the school committee and the superintendent in writing of the amount and the rationale for the additional funds.

The information provided below includes projected funds to be available for operating the Holland Elementary School in School Year 2017-2018, including district, state, and federal funding sources.

|  |  |  |
| --- | --- | --- |
| **Funding Source** | **FY18**  **Estimated Amount\*** | **Notes** |
| Weighted Student Funding allocation | $5,652,655 | This includes staff and general school-based expenses for grades Pre-K to 5. It does not include transportation, food services, payroll services, benefits and similar district services which will be provided to the Level 5 school on the same basis as other schools. |
| Other district allocations to school budget | $165,347 | Nurse and Coordinator of Students with disabilities Services |
| Extended learning time and discretionary central services | $529,625 | Funding for extended learning time and/or other supplemental services, as well as discretionary central services such as library & media support, technology, printing, and curriculum. |
| Students with disabilities services and positions | $478,454 | Funding for services stated in IEPs such as OT, SLP, PT, 1:1 aides, psychologists |
| Federal grants | $289,913 | Title I: Funds to improve education for children with low academic achievement - School allocation, including additional allocation for low-performing schools |
| State grants | TBD | TBD |
| State payment to receiver | $750,000 | Operation of the school |

\*As of July 28, 2017, before FY18 grant amounts are known.

Within the broad budgetary framework identified above, and consistent with the statutory requirement of equity in per pupil funding, the Commissioner will use his discretion to determine whether and to what extent the per pupil funding formula will include provision of “in-kind” services. For example, it is anticipated that the district will provide certain services to the Holland Elementary School (including but not limited to: transportation, employee benefits, facilities, payroll, safety, food service, and other central office services) as “in-kind” support. It is also anticipated that the Receiver will provide certain services to the Holland Elementary School that the district provides to other non Level 5 schools. The funding formula may recognize the provision of services from the district. Where the Receiver is providing services that the district provides to other non Level 5 schools, the district will provide commensurate funding to the Holland Elementary School. The district, Receiver and ESE will enter into a Memorandum of Agreement regarding the provision of these services and will work together to ensure that the appropriate resources are available for the school’s daily operations.

Compensation and Student Achievement

Good teaching matters and is a key to addressing proficiency gaps. Some teachers routinely secure a year-and-a-half of gain in achievement while others with similar students consistently produce only one-half a year gain. As a result, two students who begin the year with the same general level of achievement may know vastly different amounts one year later – simply because one had a weak teacher and the other a strong teacher. Further, no other attribute of schools comes close to having the magnitude of influence on student achievement that teacher effectiveness provides.[[2]](#footnote-2) Research on school leadership underscores the importance of effective leaders in attracting, retaining, and supporting effective teachers and creating organizational structures and environments where powerful teaching and learning is the norm.

The impact of teachers is cumulative. Having effective teachers for successive years accelerates student growth while having ineffective teachers for successive years dampens the rate of student learning. Research in the Dallas school district and the State of Tennessee suggests that having a strong teacher for three years in a row can effectively eliminate the racial/ethnic and income achievement gap.[[3]](#footnote-3)

No other expenditure comes close to that which is devoted to personnel: often as much as 85 percent of the budget is dedicated to educator salaries and benefits.[[4]](#footnote-4) In a typical school district, compensation has little nexus to performance. Drawing from the example above, given identical length of service and continuing education credits, the teacher who consistently is highly effective would be paid the same as the teacher who routinely underperforms. Further, it is likely that both teachers have identical responsibilities and opportunities for leadership, despite the vast difference in accomplishment.

The development of a performance-based compensation system is an essential strategy for maximizing the rapid academic achievement of students at Holland Elementary School.

Effective in School Year 2015-16, a new performance-based compensation system will be employed to compensate employees based on responsibilities and leadership roles, individual effectiveness, professional growth, and student academic growth. The Receiver will restructure compensation to ensure that the district’s investment in the school promotes, supports, and values effective performance. The new compensation system will help to improve student learning by attracting new high potential teachers and allowing the school to retain its most effective leaders and teachers.

The evidence demonstrating that the primary compensation factors – longevity and credit accumulation – have little relationship to educator performance continues to accumulate. For example:

* Generally, teachers with master’s degrees have little or no additional positive effect on student achievement compared to teachers who do not have advanced degrees.[[5]](#footnote-5) The exception to this statement is in a few specific content areas--math and science--where researchers found student achievement to be slightly higher for high school students whose math and science teachers held advanced degrees.[[6]](#footnote-6)
* Approximately 90 percent of the master’s degrees held by teachers are degrees attained from education programs that tend to be unrelated to or unconcerned with instructional impact.[[7]](#footnote-7)
* “Although teachers with master’s degrees generally earn additional salary or stipends--the so-called ‘master’s bump’ – they are no more effective, on average, than their counterparts without master’s degrees.”[[8]](#footnote-8)
* The traditional structure is built on the assumption that teachers get better with experience. While it is true that novice teachers, particularly in their first year, experience a steep learning curve, teacher performance tends to plateau after 6 to 10 years.[[9]](#footnote-9)

In order to direct school fiscal resources to most directly promote rapid improvement of student achievement, the Receiver will implement a new performance-based compensation system which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth. Restructuring compensation in this way ensures that the Holland Elementary School’s investment in educators promotes and values effective performance.

1. G.L. c. 69, § 1J(o). [↑](#footnote-ref-1)
2. Hanushek, E. (2010), “The Economic Value of Higher Teacher Quality.” National Bureau of Economic Research. [↑](#footnote-ref-2)
3. Carey, K. “The Real Value of Teachers: Using Information about Teacher Effectiveness to Close the Achievement Gap,” Thinking K-16, Vol. 8, Issue 1, Winter 2004. [↑](#footnote-ref-3)
4. <http://cepa.stanford.edu/sites/default/files/stateRole.pdf> [↑](#footnote-ref-4)
5. Raegen Miller and Marguerite Roza, 2012. “The sheepskin effect and student achievement: De-emphasizing the role of master’s degrees in teacher compensation.” Washington, DC: Center for American Progress. Available: <http://www.americanprogress.org/wp-content/uploads/issues/2012/07/pdf/miller_masters.pdf> [↑](#footnote-ref-5)
6. Dan Goldhaber and Dominic Brewer, 1998. “When should we reward degrees for teachers?” *The Phi Delta Kappan* 80(2): 134-138. [↑](#footnote-ref-6)
7. National Center for Education Statistics, “2003-2004 Schools and Staffing Survey” as cited by Miller and Roza, 2012. [↑](#footnote-ref-7)
8. Miller and Roza, 2012, p.1. [↑](#footnote-ref-8)
9. Eric A Hanushek, John F. Kain and Stephen G. Rivkin, “Teachers, Schools and Academic Achievement.” Working Paper 6691 (National Bureau of Economic Research, 1998). [↑](#footnote-ref-9)