

Massachusetts Department of Elementary and Secondary Education

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April 18, 2014

Dear Holland Community:

After considering the letter submitted by Superintendent McDonough, we are excited to share with you the turnaround plan for the John P. Holland Elementary School.

Accompanying this letter is the final plan for turning around the Holland so that *all* of its children receive a world-class education. We have high expectations for what the Holland's students can achieve if provided with the right tools. As a result, we have high expectations for the professionals who will work at the school, and for the effectiveness and impact of the programs and strategies we will implement.

UP Education Network will serve as the Commissioner's team in charge of the day-to-day management of the school, and will work directly with him to implement the Holland plan. More detail about the priorities and strategies for our work follows in the plan, but key themes include:

- 1) A strong focus on great teaching, so all students will achieve to their highest potential;
- 2) A program of study that provides students with a well-rounded curriculum;
- 3) Supports for students, so they have what they need to learn; and
- 4) Effective use of resources, including time, funds, staff, operational support, and other resources.

We know this work will be challenging, but it is our conviction that we must - and can - do better for the Holland's students. It will take bold thinking, a commitment to continuous rapid improvement in teaching and learning, and multiple years of effort, focusing on what's best for students as the core of our work.

The Holland community deserves a school where - in every classroom, every day - we are helping students to perform at high levels, reach their full potential, and be prepared to succeed in the world that awaits them, in middle school, high school and beyond. We encourage you to read through this plan, contact UP Education Network with any questions, and think about the role you can play as we move forward over the coming years.

We look forward to working with you.

Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner
Department of Elementary & Secondary Education

Signed by Scott Given

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Introduction from Commissioner Chester

On October 30, 2013, I determined that the Holland Elementary School is chronically underperforming – a level 5 school in the Commonwealth’s accountability system. This designation provides 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 transform the Holland so that all students receive a high quality education.

The turnaround work at the Holland will be realized only through substantial reform that will require considerable time and effort. I know this work is challenging, and I do not assume that the Holland’s status as a level 5 school is due to a lack of effort or concern by the adults working there. I also know, however, that students at the Holland need and deserve a much stronger education than they have received at the school over the past several years. I have every conviction we can do better.

On January 29, 2014, I named UP Education Network as the receiver for the Holland. UP Education Network participated with me in the creation of the turnaround plan that follows. I look forward to working with UP Education Network and with the Holland community to implement the turnaround plan.

On March 7, 2014, I released the preliminary turnaround plan. The preliminary turnaround plan indicated that we would develop a performance-based compensation system for teachers. That system has now been developed and is included in Appendix A. As provided in statute, I invited Superintendent McDonough, the Boston School Committee, and the Holland Local Stakeholder Group to propose modifications to the preliminary turnaround plan. On April 7, 2014, I received a letter from Superintendent McDonough with his thoughts about the next steps for the school, and how the district can work with ESE and UP Education Network to support Holland students’ success. I appreciate Superintendent McDonough’s input, and his continued willingness to work with both ESE and UP Education Network to benefit Holland’s students.

Turnaround Plan summary

For years, the John P. Holland Elementary School has struggled to make consistent academic progress. Its students have demonstrated limited mastery of core skills, even during the school’s tenure as a Level 4 school. UP Education Network, as the newly appointed Receiver for the Holland, will restart the school as UP Academy Holland in summer 2014. During the 2014-15 school year, UP Academy Holland will aim to serve all of the students who are currently at the John P. Holland Elementary School. Additionally, UP Academy Holland will enroll a new cohort of K1 students.

UP Academy Holland will 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 will be designed in response to specific needs at the Holland Elementary School. However, like all schools operated by UP Education Network, UP Academy Holland will be infused with the following core attributes:

- **Relentlessly high, consistent academic and behavioral expectations for all stakeholders**, including our students, our families, and our staff. Our expectations will be explicitly taught, meticulously enforced, and consistently supported by school-wide systems of incentives and consequences.
- **Seamless and detailed operating procedures**. Our operating systems will be wide-reaching, encompass every imaginable aspect of school operations, and be implemented with unyielding attention to detail. All routines will be modeled for and practiced by the appropriate constituents at the beginning of each year and regularly reinforced thereafter.
- **Rigorous, standards-based curriculum, instruction, and assessments**. Our educational program will be designed to help students build a strong foundation of core content and skills by 5th grade while simultaneously preparing them for the intellectual demands of rigorous middle school programs.
- **A wide-reaching network of supports designed such that no child is left behind**. Our school will employ an extensive network of whole-school and individualized supports to catch struggling students before they fall behind. When faced with a student who is not finding success in our program, we will identify the underlying skill deficiency and then provide systematic supports to address the issue.

- **An obsession with regularly and effectively using data.** We will regularly analyze academic assessment data to understand which concepts students have and have not mastered, using this analysis to build tutoring plans and to make adjustments to our program. Data detailing student performance on non-academic goals will also permeate the school and drive individual and school-wide improvements.
- **An atmosphere of enthusiasm and joy.** Our program will be designed to ensure that teaching and learning become exciting and fun.

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 should be kept and what needs to be changed at the Holland, we have been collecting relevant information about the school and performing a needs analysis. As part of this process, we have reviewed a wide array of information, including but not limited to the Local Stakeholder Group's recommendations.

Through this analysis, we have identified five central challenges the school must address:

1. An absence of a school-wide culture of achievement, backed by associated systems and routines, prevents a realistic pursuit of high academic achievement.
2. Misaligned curricula, inconsistent instruction, and ineffective use of assessment data hinder students from learning at high levels.
3. Students are not receiving the academic and other supports they require to achieve success.
4. The school's existing human resource systems, policies, tools, and practices have served as an obstacle for recruiting, hiring, developing, rewarding, and retaining a high quality staff.
5. Limited school-family relationships have created low levels of family engagement.

Subsequently, we have developed five corresponding priority areas that will be addressed during the turnaround period. Each priority area has associated strategies that will be 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 Special Education 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.

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 the Holland - including time, funds, human capital, operational supports, and other resources - will be fully aligned in support of student learning.

We are confident that a focus on these priorities and strategies, alongside the six core attributes that define all schools managed by UP Education Network, will help to create a tremendous elementary school option for the families, students, and community members of the Bowdoin-Geneva neighborhood and the city of Boston.

Priority Area for Improvement #1

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

We believe that even if the school had outstanding curriculum, instruction, and assessment, the existing school culture would preclude 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.

Challenge Addressed by Priority Area #1

A review of data indicates that the Holland Elementary School does not currently have a culture of achievement and high expectations. We believe that an absence of a school-wide culture of achievement backed by associated systems and routines has prevented a realistic pursuit of high academic achievement.

Below, we summarize the data that specifically contributed to the formulation of this priority area. (Please note: low MCAS achievement also contributed to the formulation of this priority area, but that data is summarized under priorities 2 and 3 in this turnaround plan.)

Perceptual data (including a review of ESE Monitoring Site Visit notes and notes from meetings of the Local Stakeholder Group) contributed to the formulation of this priority area:

- Academic and behavioral expectations appear to be low and lack detail orientation; the application of consequences for expectations that do exist seem highly inconsistent; and operating procedures seem to be executed without precision and may contribute to a chaotic school culture;
- There does not seem to be enough time to calibrate student expectations with the school's staff members prior to the beginning of each academic year;
- There seem to be few means by which - and limited time during which - student expectations and operating procedures can be explained to and practiced with students before the academic year begins;
- No single adult in the school seems to have been exclusively charged with creating and maintaining a strong school culture; and no single adult seems to have been exclusively charged with ensuring operational procedures are implemented with precision; and
- The school day is very short and there is limited time available to recognize student excellence.

Strategies to Achieve Priority Area #1

Key Strategy	Owner	Timeline
<p><i>1.A: 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.</i></p> <p>High expectations: The backbone of many of the highest performing urban public 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 will tailor these expectations to meet the needs of the students at UP Academy Holland. We embrace James Wilson's "broken windows" theory, which posits that individuals will demonstrate more positive behaviors when they are in a structured environment devoid of minor misbehaviors. Student expectations will be consistent; smaller issues will be addressed with clear consequences in order to avoid larger problems in the school.</p> <p>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.</p> <p>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: <i>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?</i></p> <p>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.</p> <p>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</p>	<p>Principal, Director of Operations, Deans of Students, UP Education Network Academic Team, UP Education Network Operations Team</p>	<p><i>See sub- strategies for specific timing</i></p>

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

<p>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.</p> <p>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.</p>		
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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
Develop a code of conduct, school culture manual and operating procedures manual.	Create code of conduct, school culture manual, and operating manual	July 2014	All teachers consistently and accurately reinforce school's expectations, accountability systems and operational procedures, as observed in classroom observations	October 2014	Direct observation by Principal and DCIs	Fulfillment of Student Rate MAGs (e.g., student attendance rates and on-time arrival rates)	June 2015 (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 school operating procedures to all staff members at a very detailed level	Conduct faculty orientation	August 2014	All teachers consistently and accurately reinforce school's expectations, accountability systems and operational procedures, as observed in classroom observations	October 2014	Direct observation by Principal and DCIs	Fulfillment of TIGER scores MAG: percent of 4th & 5th grade students who finish the year with an average of 70 or above on the schools' cultural rewards system.		
Use a five-day student orientation to explicitly teach new expectations and operating procedures to students	Conduct student orientation	August 2014	Students complete inaugural student orientation and engage in chants and songs related to school values and expectations	September 2014	Direct observation by Principal and DCIs	Fulfillment of following MAG: On a scale of 1-5, percent of staff who "Agree" or "Strongly Agree" with the following statement on the end-of-year staff survey: "My school has relentlessly high, consistent academic and behavioral expectations for all stakeholders, including our students, our families and our staff."		
Hold a weekly staff meeting explicitly focused on school culture, part of which is designed to continuously calibrate school-	Launch weekly staff meetings to review operational procedures and data measuring implementation of these procedures	September 2014	All faculty will actively discuss and problem-solve around school culture on a weekly basis, as evidenced by agendas	September 2014	Review meeting agendas, direct observations by UP Education Network academic team	95% of teachers believe the schedule allows for sufficient time to support school culture, as measured by an annual survey		

Sub-Strategy	Implementation Milestone	By when
<i>wide expectations and ensure consistency and seamless implementation of all operating procedures</i>		
<i>Expand the school schedule and staffing model to allow for culture-enhancing opportunities</i>	<i>Finalize school schedule and staffing model</i>	<i>June 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>80% of teachers believe the schedule allows for sufficient time to support school culture, as measured by an annual survey</i>	<i>February 2015</i>	<i>Mid-year staff survey</i>

Expected Outcome	By when	Owner

Priority Area for Improvement #2

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

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.

Challenge Addressed by Priority Area #2

A review of Holland Elementary School data suggests the absence of a cohesive approach to curriculum, instruction, and assessment throughout the school. We believe that misaligned curricula, inconsistent instruction, and ineffective use of assessment data have hindered students from learning.

The breadth of academic achievement weakness at the Holland is substantial. While we believe all priority areas noted in this turnaround plan will address this weakness, academic achievement will ultimately depend on outstanding curricula and instruction, and therefore we have used this section to summarize the academic achievement trends across the Holland Elementary School that led us to choose this school-wide priority.

Overall, 15% percent of students at the Holland Elementary scored proficient or advanced on the ELA MCAS exam in 2013. 42% of students scored in the “Warning” category. The median student growth percentile in ELA was 37.5.

Overall, 25% percent of students at the Holland Elementary School scored proficient or advanced on the mathematics MCAS exam in 2013. 37% of students scored in the “Warning” category. The median student growth percentile in mathematics was 47.0.

Grade-level analysis revealed consistent levels of low performance in ELA across all grade levels (ranging from 4% proficiency to 25% proficiency) and consistent levels of low performance in mathematics across all grade levels as well (ranging from 12% proficiency to 34% proficiency).

We further analyzed data by ethnicity. There are few statistically significant differences between the performance of students who are African American/Black and those who are Hispanic/Latino. For example, both groups of students demonstrated a 13% Advanced/Proficient rate in mathematics in 2013. However, in both mathematics and ELA, the performance of students who are Asian was substantially higher than the performance of students who are African American/Black and Hispanic/Latino. In mathematics, for example, 85% of the Holland’s Asian students demonstrated proficiency on the 2013 MCAS, seventy-two percentage points higher than African American/Black students and Hispanic/Latino students. A similar trend holds in ELA.

We also analyzed data by household income status. There were no statistically significant differences between the performance of students from low income households (the vast majority of students) and those who do not come from low income households.

Our analysis by gender revealed similar levels of low performance across genders in mathematics. However, in English Language Arts, females performed noticeably better than their male counterparts (20% proficiency vs. 10% proficiency).

We also examined MCAS data by grade level and subject area over time to determine whether there are trends that should be considered when creating and implementing this turnaround plan. In general, student achievement results have been consistently low in all grade levels in both ELA and mathematics between 2010 and 2013.

Proficiency levels in 3rd grade ELA have ranged from 14% to 22% during this time period, proficiency levels in 4th grade ELA have ranged from 4% to 13% during this time period, and proficiency levels in 5th grade ELA have ranged from 18% to 25% during this time period.

Proficiency levels in 3rd grade mathematics have ranged from 23% to 34% during this time period, proficiency levels in 4th grade mathematics have ranged from 12% to 20% during this time period, and proficiency levels in 5th grade mathematics have ranged from 26% to 33% during this time period.

Perceptual data (including a review of ESE Monitoring Site Visit notes and notes from meetings of the Local Stakeholder Group) also contributed to the formulation of this priority area:

- The school's principal, pulled in many directions, does not appear to have time to regularly coach teachers on their curriculum, instruction, and assessment practices;
- The school's curriculum does not appear to reflect the level of rigor necessary to enable students to achieve at very high levels;
- Expectations for outstanding instruction do not appear to be in place, as instructional methods are highly inconsistent from classroom to classroom;
- There does not seem to be enough time built in to explicitly train teachers on exceptional instructional practices prior to or during the school year; time is not built in for teachers to meet on a regular basis to analyze and improve upon instructional methods and practices in place across the school; the contractual work day likely contributes to this issue; and
- There does not seem to be enough time built in for teachers to receive professional development on data analysis, to fully analyze interim assessment data, or to create instructional action plans based on the data.

Strategies to Achieve Priority Area #2

Key Strategy	Owner	Timeline
<p><i>2A: Provide teachers with the resources and time they need to excel in the areas of curriculum, instruction, and the utilization of assessment data.</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 <i>four</i> class periods during three days per week, and <i>two</i> 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.</p>	Principal, DCIs, UP Education Network academic team	<i>See sub-strategies for specific timing</i>
<p><i>2B: Develop and implement a new, rigorous curriculum, and create systems to refine the curriculum over time to meet students’ evolving needs.</i></p> <p>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.</p>	Principal, DCIs, UP Education Network academic team	<i>See sub-strategies for specific timing</i>

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 for making 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.

<p>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.</p> <p>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.</p> <p>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.</p>		
<p><i>2C: Set clear expectations for outstanding instruction and provide regular instructional coaching and support to teachers.</i></p> <p>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</p>	<p>Principal, DCIs, UP Education Network academic team</p>	<p><i>See sub-strategies for specific timing</i></p>

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.

<p><i>2D: Develop systems and processes to utilize data from external and internal assessments to drive instructional decision-making.</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Principal, DCIs, UP Education Network academic team</p>	<p><i>See sub-strategies for specific timing</i></p>
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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
<i>Conduct a nationwide search to identify, recruit, and hire an exceptional Principal</i>	<i>Hired outstanding Principal who will lead UP Academy Holland beginning in Summer 2014.</i>	<i>May 2014</i>	<i>Challenge areas identified in this turnaround plan are being adequately addressed by the Principal</i>	<i>January 2015</i>	<i>UP Education Network academic team observations</i>	<i>Principal receives positive evaluation from UP Education Network, reflecting strong instructional leadership and student gains on interim assessments.</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>
<i>Create staff working conditions that maximize planning and collaboration time</i>	<i>Working conditions articulated in turnaround plan go into effect, including time allocated for teachers to collaborate</i>	<i>July 2014</i>	<i>All teachers are collaborating daily with their content and grade-level peers during their non-instructional time</i>	<i>September 2014</i>	<i>Observations by Principal and DCIs</i>	<i>Classroom walkthroughs in Q4 of 2014-15 academic year indicate strong adherence to and implementation of outstanding instructional practices.</i>		

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
<i>Design and document new scopes and sequences for the school, based off of those that have been implemented at UP Academy Dorchester.</i>	<i>Finalize scopes and sequences for all grade levels.</i>	<i>July 2014</i>	<i>100% of teachers are utilizing aligned curriculum and associated materials</i>	<i>September 2014</i>	<i>Review of curricular materials and classrooms by Principal and UP Education Network academic team.</i>	<i>Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>
<i>Implement system whereby every teacher submits their weekly plan to their DCI, and gets feedback from DCI on plan, prior to implementation</i>	<i>Train all teachers on weekly plan procedures and submission requirements</i>	<i>August 2014</i>	<i>90% of teachers are submitting their instructional plans weekly and are receiving feedback from the DCI per school procedure</i>	<i>September 2014</i>	<i>Review of submission records.</i>	<i>90% of lesson plans are meeting required elements of an outstanding UP Education Network lesson (e.g., differentiated, rigorous, etc.)</i>		

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
<i>Develop and utilize consistent expectations for outstanding instruction, based on proven best practices at urban public schools</i>	<i>Document instructional expectations in a handbook for all staff; train every teacher on instructional expectations during staff orientation.</i>	<i>August 2014</i>	<i>100% of teachers employ consistent instructional methods.</i>	<i>October 2014</i>	<i>Principal and UP Education Network academic team observations.</i>	<i>Classroom walkthroughs in Q4 of 2014-15 academic year indicate strong adherence to and implementation of outstanding instructional practices.</i> <i>95% of teachers are noticeably utilizing feedback from their DCI in ways that accelerate student achievement</i> <i>Classroom walkthroughs in Q4 of 2014-15 academic year indicate that the vast majority of strategies taught during professional development sessions are being implemented by all teachers on a consistent basis</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>
<i>Relentlessly coach teachers throughout the year on exceptional instructional practices</i>	<i>DCIs begin bi-weekly classroom observations and coaching debriefs</i>	<i>September 2014</i>	<i>80% of teachers are noticeably utilizing feedback from their DCI in ways that accelerate student achievement</i>	<i>November 2014</i>	<i>Principal and UP Education Network academic team observations.</i>			
<i>Facilitate high-quality, instructionally-focused PD for one hour once per week to improve upon instructional methods and practices across the school</i>	<i>First weekly instructional professional development session completed.</i>	<i>September 2014</i>	<i>80% of teachers indicate that they used something they learned from the previous week's PD session in the past week in their classroom.</i>	<i>October 2014</i>	<i>Weekly staff check-in surveys</i>			

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
<i>Utilize interim ("six-week") assessments to analyze data effectively to drive instruction</i>	<i>Sign contract with interim assessment provider for Math and ELA interim assessments and support resources for 2014-15 academic year</i>	<i>June 2014</i>	<i>90% of teachers report being aware of group and individual skill gaps</i>	<i>February 2015</i>	<i>Mid-year staff survey</i>	<i>Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>

Sub-Strategy	Implementation Milestone	By when
<i>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</i>	<i>Finalize 2014-2015 school calendar to include 5 PD "data days"</i>	<i>June 2014</i>
<i>Utilize the STEP Literacy Assessment to assess all students on independent reading readiness and reading skills</i>	<i>All students assessed via STEP Literacy Assessment</i>	<i>October 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>90% of teachers are employing effective re-teaching plans for groups and individuals</i>	<i>February 2015</i>	<i>Observations by Principal and UP Education Network academic team.</i>
<i>80% of teachers have implemented targeted interventions for students based on results of STEP Literacy Assessment</i>	<i>November 2014</i>	<i>Observations by Principal and UP Education Network academic team.</i>

Expected Outcome	By when	Owner
<p><i>Fulfillment of this MAG: On a scale of 1-5, percent of staff who "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."</i></p> <p><i>Fulfillment of this MAG: 80% of students gain three STEP levels during the 2014-15 academic year</i></p>		

Priority Area for Improvement #3

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

Students at the Holland Elementary School face 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.

Challenge Addressed by Priority Area #3

A review of Holland Elementary School data suggests that there are inadequate systems and resources in place to help proactively identify student challenges and subsequently provide comprehensive supports to address the relevant issues. More broadly, we believe that students are not receiving the academic and other supports they need to achieve success.

Below, we summarize the data that specifically contributed to the formulation of this priority area. (Please note: low MCAS achievement for non-ELL students and students without disabilities also contributed to the formulation of this priority area, but that data is summarized under priority 2 in this turnaround plan.)

Students with disabilities demonstrated poor achievement results in 2013. Only 1% of students with disabilities scored proficient or advanced on the ELA MCAS exam in 2013. 84% of students with disabilities scored in the “warning” category on the ELA assessment. In mathematics, only 2% of students with disabilities scored proficient or advanced on the MCAS exam in 2013. 79% of students with disabilities scored in the “warning” category on the mathematics assessment.

Students who are English Language Learners also demonstrated poor achievement results in 2013. Only 12% of ELLs scored proficient or advanced on the ELA MCAS exam in 2013. 48% of ELLs scored in the “warning” category on the ELA assessment. In mathematics, only 31% of ELLs scored proficient or advanced on the MCAS exam in 2013. 35% of ELLs scored in the “warning” category on the mathematics assessment.

Perceptual data (including a review of ESE Monitoring Site Visit notes and notes from meetings of the local stakeholder group) also contributed to the formulation of this priority area:

- The time and resources do not seem to have been allocated for students to receive the regular small group or one-on-one tutoring they require to master the challenging skills being taught in their core classes;
- Students who are significantly below grade level in math do not seem to have opportunities to receive remedial, skill-focused tutoring on a consistent basis; students who are significantly below grade level in reading do not have access to a remedial, daily literacy program; and
- There do not appear to be consistent systems or methods of collaboration in place to identify students requiring academic, social, emotional, health, or other supports, and to create foolproof action plans to get students the supports that they need.

Strategies to Achieve Priority Area #3

Key Strategy	Owner	Timeline
<p><i>3.A: Build and implement school-wide and individualized support systems for students.</i></p> <p>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 on four days per week and from approximately 7:30am to 1:00pm on 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.</p> <p>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 sixteen 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.)</p> <p>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.</p> <p>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.</p> <p>Afterschool interventions: Further, we will build in afterschool interventions to support students who may be struggling with homework completion, attendance, and</p>	<p>Principal, Director of Operations, UP Education Network academic and operations teams</p>	<p><i>See sub- strategies for specific timing</i></p>

<p>behavior.</p> <p>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.</p>		
<p><i>3B: Create systems and opportunities to identify students who may be struggling with academic, social, emotional, or health challenges.</i></p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Principal, DCIs, UP Education Network academic team</p>	<p><i>See sub-strategies for specific timing</i></p>

3C: Develop new ways to ensure the academic success of the school's English language learners (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 many 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.

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.)

Language-specific adjustments: The Holland serves a high percentage of both Vietnamese and Spanish speakers, some of whom are currently in language-specific SEI classrooms. UP Academy Holland plans on continuing to serve these students in language-specific SEI classrooms. Annually, the school will review its language-specific 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 language-specific classrooms.

Principal, DCIs, UP Education Network academic team

See sub-strategies for specific timing

<p>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.</p>		
<p><i>3D: Develop new ways to ensure the academic success of the school's special education students.</i></p> <p>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 special education 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.</p> <p>Additional Special Education Staff: In order to improve performance of the school's students who have disabilities, we will employ a Dean of Special Education or Special Education Coordinator who will focus on overseeing and managing the school's special education 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.</p> <p>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.</p> <p>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.</p>	<p>Principal, DCIs, UP Education Network academic team</p>	<p><i>See sub-strategies for specific timing</i></p>
<p><i>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.</i></p> <p>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</p>	<p>Principal, DOO, UP Education Network</p>	<p><i>See sub-strategies for specific timing</i></p>

<p>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.</p>		
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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
Extend school schedule to allow for more learning time for students.	Finalize school hours for the 2014-15 school year	April 2014	Small group tutoring takes place daily to provide individualized supports to struggling students	September 2014	UP Education Network academic team observations	Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System) Fulfillment of TIGER scores MAG: percent of 4th & 5th grade students who finish the year with an average of 70 or above on the schools' cultural rewards system.	June 2015 (note: date applies to all expected outcomes listed to the left)	UP Academy Holland Leadership Team
Operate Saturday Math Club for students who most need extra math support.	Hold first session of Saturday Math Club	October 2014	On average, 80% or more of students who are invited to phase one of Saturday Math Club are in attendance.	November 2014	Saturday Math Club attendance records			
Operationalize comprehensive RTI framework to ensure students are getting required interventions and supports.	Teachers are trained on the school's RTI model during staff orientation.	August 2014	Academic and behavior data is used to identify students at risk for poor learning outcomes.	October 2014	UP Education Network academic team observations			

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 2014	After two-week cycle of grade-level and cohort meetings, staff members prescribe specific supports for students that are identified during weekly meeting.	October 2014	Principal and DCI observations	Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)	June 2015 (note: date applies to all expected outcomes listed to the left)	UP Academy Holland Leadership Team
Student Support Team (SST) formed to ID students who are struggling with a non-academic challenge	Student Support Team meetings commence.	September 2014	After first cycle of SST meetings, SST effectively prescribes non-academic supports for most high need students in the school	October 2014	Principal observations			

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

Sub-Strategy	Implementation Milestone	By when
<i>Hire an ELL Coordinator</i>	<i>ELL Coordinator is hired.</i>	<i>July 2014</i>
<i>UP Academy Holland academic program for ELLs (see above) is implemented with fidelity</i>	<i>The school effectively assigns English language learners to most appropriate schedule and support model based on ELD level and specific student needs.</i>	<i>September 2014</i>
<i>Form Parent Advisory Committee focused on English language learners</i>	<i>Parent Advisory Committee focused on education of ELLs is created and meets for the first time</i>	<i>November 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>ELL Coordinator observes all ELL programming throughout the school and makes specific adjustments, as needed, to enhance the supports offered.</i>	<i>October 2014</i>	<i>Principal and UP Education Network academic team observations.</i>
<i>90% or more of core subject teachers are effectively utilizing appropriate sheltered English strategies in their classrooms.</i>	<i>October 2014</i>	<i>Principal and UP Education Network academic team observations.</i>
<i>At least one recommendation from the Parent Advisory Committee is implemented by the school's leadership team.</i>	<i>January 2015</i>	<i>UP Education Network observations.</i>

Expected Outcome	By when	Owner
<i>Fulfillment of Student Achievement MAGS for ELLs</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>

Strategy 3D: Develop new ways to ensure the academic success of the school's Special Education students.

Sub-Strategy	Implementation Milestone	By when
<i>Launch 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</i>	<i>All staff members are trained on the UP Academy Holland Special Education service delivery model</i>	<i>August 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>Students with disabilities are observed to be receiving appropriate education and supports as required by their IEPs</i>	<i>October 2014</i>	<i>Principal and UP Education Network academic team observations.</i>

Expected Outcome	By when	Owner
<i>Fulfillment of Student Achievement MAGS for students with disabilities</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>

Sub-Strategy	Implementation Milestone	By when
Hire a Dean of Special Education or Special Education Coordinator	Dean of Special Education or Special Education Coordinator is hired.	July 2014

Early Evidence of Change	By when	Measurement tool
Dean of Special Education or Special Education Coordinator observes all Special Education programming throughout the school and makes specific adjustments, as needed, to enhance the supports offered.	October 2014	Principal and UP Education Network academic team observations.

Expected Outcome	By when	Owner

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
Establish afterschool options for students at UP Academy Holland	At least 50% of afterschool providers for the 2014-15 school year are identified.	June 2014
Establish affiliations with non-profit organizations that can provide services to families of UP Holland.	Availability of non-profit organizations available to families communicated to families.	September 2014

Early Evidence of Change	By when	Measurement tool
Families enroll their children in the school's afterschool programming.	August 2014	Afterschool rosters
Families indicate that availability of and access to non-profit organizations have been beneficial	June 2015	Annual family survey

Expected Outcome	By when	Owner
Participation rate in afterschool programming increases relative to the 2013-14 academic year.	June 2015 (note: date applies to all expected outcomes listed to the left)	UP Academy Holland Leadership Team
80% of issues brought to the attention of the Student Support Team receive referral to appropriate internal or external resource		

Priority Area for Improvement #4

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

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.

Challenge Addressed by Priority Area #4

We believe that the school's existing human resource systems, policies, tools, and practices have served as an obstacle for recruiting, hiring, developing, rewarding, and retaining a high quality staff.

Below, we summarize the data that specifically contributed to the formulation of this priority area. (Please note: low MCAS achievement also contributed to the formulation of this priority area, but that data is summarized under Priority Areas 2 and 3 in this turnaround plan.)

Perceptual data (including a review of ESE Monitoring Site Visit notes and notes from meetings of the Local Stakeholder Group) also contributed to the formulation of this priority area:

- The school's existing human resource systems, policies, tools, and practices have served as an obstacle for recruiting, hiring, developing, rewarding, and retaining a high quality staff;
- The school appears to have limited means to provide teachers with opportunities for professional growth; there are few opportunities for highly successful teachers to be promoted or rewarded financially; and
- Staff working conditions (e.g., schedule, limited common planning time) make it challenging to teach, plan, and collaborate in meaningful ways.

Strategies to Achieve Priority Area #4

Key Strategy	Owner	Timeline
<p><i>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.</i></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>UP Education Network talent team</p>	<p><i>See sub-strategies for specific timing</i></p>

<p>(More information about compensation and other working conditions can be found in Appendix A.)</p>		
<p><i>4B: Implement innovative ways to develop and compensate all staff members in a manner that reflects their professionalism and values student achievement.</i></p> <p>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.</p> <p>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.</p> <p><i>Note: Coaching and professional development strategies for other staff members are articulated in other parts of this turnaround plan.</i></p> <p>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.</p>	<p>UP Education Network talent team</p>	<p><i>See sub-strategies for specific timing</i></p>
<p><i>4C: Implement an improved staff evaluation system and tool.</i></p> <p>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.</p> <p>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.</p> <p>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</p>	<p>UP Education Network talent team</p>	<p><i>See sub-strategies for specific timing</i></p>

<p>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.</p>		
<p><i>4D: Utilize a dispute resolution process that allows for rapid and effective resolution of employee concerns.</i></p> <p>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.</p>	<p>UP Education Network talent team</p>	<p><i>See sub-strategies for specific timing</i></p>
<p><i>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.</i></p> <p>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.</p>	<p>UP Education Network talent team</p>	<p><i>See sub-strategies for specific timing</i></p>
<p><i>4F: Make changes to district policies and agreements as necessary to achieve the goals of the turnaround plan.</i></p> <p>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.</p>	<p>UP Education Network Chief Administrative Officer</p>	<p><i>See sub-strategies for specific timing</i></p>

Quarterly Benchmarks #4

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 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 Principal and DOO	Hire exceptional Principal and DOO for UP Academy Holland	May 2014	80% of UP Academy Holland staff agree or strongly agree that the Principal supports the school by providing effective instructional leadership.	February 2015	Mid-year staff survey.	Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)	June 2015 (note: date applies to all expected outcomes listed to the left)	UP Academy Holland Leadership Team
Ensure UP Academy Principal has the authority to hire an entirely new school leadership team, faculty, and support staff in order to maximize student achievement; ensure the Principal has the authority to organize the faculty in a way that maximizes student achievement	Turnaround plan articulates comprehensive Principal staffing authorities and flexibilities	March 2014	The school's staff is beginning to provide appropriate services and supports to meet the needs of student body.	September 2014	UP Education Network observation.			
Recruit and hire nearly 100 effective staff members for the 2014-15 academic year.	Publicize for, recruit, identify and begin hiring exceptional teachers	July 2014	All staff members are deeply engaged in preparations for 2014-15 school year during August orientation, as evidenced by participation and by the products that come out of the orientation (e.g., curriculum)	August 2014	Observation 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 2014	Principal and DOO effectively and tangibly implements feedback from his/ her manager.	September 2014	UP Education Network observation.	<p>80% of staff members who went on a performance improvement plan during the school year are successfully exited from the plan.</p> <p>Classroom walkthroughs in Q4 of 2014-15 academic year indicate that the vast majority of strategies taught during professional development sessions are being implemented by all teachers on a consistent basis</p> <p>End of year staff survey indicates that 90% of staff members report understanding the compensation system and feel that it appropriately rewards performance</p>	June 2015 (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 2014	The school's staff expresses satisfaction with coaching and PD opportunities.	February 2014	Mid-year staff survey.			
Develop and hire for cohort and grade-level leadership positions within the school community	Cohort and grade-level leadership descriptions are completed	April 2014	Grade-level and cohort leaders feel empowered to make critical decisions to support their grade levels and cohorts.	November 2014	Conversations between Principal and grade-level and cohort leaders.			
Establish a new teacher compensation system with stronger ties to teacher performance.	Initial design of adjusted compensation system is complete.	April 2014	Mid-year staff survey indicates that staff members comprehend the new compensation model	February 2015	Mid-year staff survey			

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	Teachers receive details of the evaluation process during staff orientation	August 2014	80% of teachers report that components of the evaluation tool are being used in regular coaching, meetings with their DCIs.	January 2015	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	June 2015 (note: date applies to all expected outcomes listed)	UP Academy Holland Leadership Team

Sub-Strategy	Implementation Milestone	By when
<i>professionalism and student achievement</i>		
<i>Develop and implement a robust Principal and DOO evaluation system</i>	<i>UP Education Network finalizes Principal and DOO evaluation system, criteria, and tool</i>	<i>May 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>The Principal and DOO believe that their evaluation tools and processes are fair and support the school's culture of high expectations.</i>	<i>July 2015</i>	<i>End-of-year school leader survey</i>

Expected Outcome	By when	Owner
<i>expectations</i>	<i>to the left)</i>	

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

Sub-Strategy	Implementation Milestone	By when
<i>Establish dispute resolution process for UP Academy Holland</i>	<i>Specific dispute resolution process is proposed as part of turnaround plan.</i>	<i>March 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>Mid-year staff survey indicates that 100% of staff members believe that any disputes have been resolved efficiently and fairly.</i>	<i>February 2015</i>	<i>Mid-year staff survey</i>

Expected Outcome	By when	Owner
<i>Fulfillment of MAGs related to staff satisfaction</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>

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
<i>Establish protocols governing the efficient hiring and onboarding of staff identified to work at UP Academy Holland.</i>	<i>Meet with Boston Public Schools HR to confirm working relationship regarding onboarding of UP Academy Holland staff members</i>	<i>April 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>100% of UP Academy Holland staff members are compensated correctly, and on time, during the first pay cycle of the year.</i>	<i>August 2014</i>	<i>Payroll records.</i>

Expected Outcome	By when	Owner
<i>Fulfillment of MAG related to seamless operating procedures</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>

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
<i>The Receiver establishes an MOU with Boston Public Schools and ESE that enable the goals of the turnaround plan to be fulfilled</i>	<i>MOU is signed by all parties</i>	<i>April 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>95% of UP Education Network launch task list items are completed effectively and on time</i>	<i>August 2014</i>	<i>Fulfillment of tasks on UP Education Network launch task list</i>

Expected Outcome	By when	Owner
<i>The working relationship between UP Education Network and Boston Public Schools enables Year 1 goals of the turnaround plan to be achieved</i>	<i>June 2015</i>	<i>UP Education Network</i>

Priority Area for Improvement #5

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

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.

Challenge Addressed by Priority Area #5

Our review of data suggests that Holland Elementary School families are not as actively engaged in their children's school and learning as is necessary. We believe that limited school-family relationships have created a low level of family engagement, which in turn has hindered academic progress.

Below, we summarize the data that specifically contributed to the formulation of this priority area. (Please note: low MCAS achievement also contributed to the formulation of this priority area, but that data is summarized under priorities 2 and 3 in this turnaround plan.)

Perceptual data (including a review of ESE Monitoring Site Visit notes and notes from meetings of the Local Stakeholder Group) also contributed to the formulation of this priority area:

- Some teachers do not appear to be regularly communicating by phone with their students' families;
- Families do not seem to receive regular and detailed progress reports about their child's performance in the areas of academics, homework, attendance, and behavior;
- There are limited means by which families can effectively advise the school's leadership team on pressing issues;
- The school does not appear to set expectations for parent-teacher conferences; and
- Families have expressed being unaware of key events at the school (e.g., critical student assessments).

Strategies to Achieve Priority Area #5

Key Strategy	Owner	Timeline
<p><i>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.</i></p> <p>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.</p> <p>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.</p> <p>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, special education) and will commence no later than March 2014.</p>	<p>Principal, UP Education Network</p>	<p><i>See sub-strategies for specific timing</i></p>
<p><i>5B: Build systems that sustain regular and detailed communication with families about student work and achievement.</i></p> <p>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.</p> <p>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).</p> <p>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</p>	<p>Principal, Dean of Families and Community</p>	<p><i>See sub-strategies for specific timing</i></p>

<p>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.</p> <p>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.</p>		
<p><i>5C: Utilize resources to engage families on issues critical to their children and the school.</i></p> <p>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.</p> <p>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.</p>	<p>Principal, Dean of Families and Community</p>	<p><i>See sub- strategies for specific timing</i></p>

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
<i>During spring and summer 2014, provide multiple ways for Holland Elementary School families to learn about UP Academy Holland.</i>	<i>Speak with all Holland Elementary School families, either at the school, at their homes, or by phone.</i>	<i>August 2014</i>	<i>Annual re-enrollment rate at Holland is higher than historical average</i>	<i>October 2014</i>	<i>District enrollment data.</i>	<i>Fulfillment of Student Achievement MAGS (e.g., student achievement on the Massachusetts Comprehensive Assessment System)</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>
<i>During spring and summer 2014, hold planning sessions for families interested in being part of the school redesign process.</i>	<i>Hold first school planning session for families</i>	<i>March 2014</i>	<i>A core group of ten or more families becomes actively involved in the school redesign process.</i>	<i>July 2014</i>	<i>Participation records from planning sessions for families</i>	<i>Families who are part of the redesign planning contribute to the development of specific, ongoing family engagement strategies that comprise the school's family engagement plan.</i>		
<i>Hold family orientation sessions in August 2014</i>	<i>Schedule and communicate about family orientation sessions.</i>	<i>July 2014</i>	<i>More than 80% of families attend family orientation sessions.</i>	<i>August 2014</i>	<i>Attendance records from family orientation session.</i>	<i>Fulfillment of MAGs related to family survey data.</i>		

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
<i>Implement system through which families receive regular performance data about their children.</i>	<i>Train all new staff and all students on the student performance tracking system.</i>	<i>August 2014</i>	<i>In communication with UP staff, more than 80% of parents ask about their child's academic performance</i>	<i>January 2015</i>	<i>Family call logs</i>	<i>The majority of parents praise UP Academy for its frequent communication on student progress</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>
<i>Hold three annual parent-</i>	<i>Launch conferences on a quarterly basis, following</i>	<i>December 2014</i>	<i>70% of families attend first quarter parent-teacher</i>	<i>December 2014</i>	<i>Family conference attendance records.</i>	<i>80% of families attend at least one conference.</i>		

Strategy	Implementation Milestone	By when
<i>teacher conferences for all families</i>	<i>academic quarters 1, 2, and 3</i>	
<i>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</i>	<i>Create phone log system</i>	<i>July 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>conference</i>		
<i>Teachers are communicating monthly to 90% of families of enrolled students</i>	<i>October 2014</i>	<i>Phone log records</i>

Expected Outcome	By when	Owner
<i>Fulfillment of MAGs related to family survey data.</i>		

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
<i>Establish school site council where families have a voice in school decision-making.</i>	<i>Hold first school site council meeting, at which parent representatives are elected.</i>	<i>September 2014</i>
<i>Employ staff member dedicated to family relations and engagement</i>	<i>Hire staff member dedicated to family relations and engagement.</i>	<i>June 2014</i>

Early Evidence of Change	By when	Measurement tool
<i>School site council is meeting with fidelity and is well attended by elected and non-elected family members.</i>	<i>December 2014</i>	<i>Minutes of school site council meetings</i>
<i>Family relations staff member responds to 100% of parental concerns brought to his/ her attention within 72 hours.</i>	<i>January 2015</i>	<i>Family communication log</i>

Expected Outcome	By when	Owner
<i>Fulfillment of MAGs related to family survey data.</i>	<i>June 2015 (note: date applies to all expected outcomes listed to the left)</i>	<i>UP Academy Holland Leadership Team</i>

Statutory Requirements	Related Priority Area(s)
Achievement gaps for students with limited English proficiency, special education and low income 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 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, the Commissioner has 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.

- 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 monitoring 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 special education.
 - *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, Special Education Coordinators, and UP Education Network's Director of Special Education 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.
- *Special Education Inclusion Teachers:* Special Education 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. Special Education Inclusion Teachers are expected to support the administrative functions of the school's Special Education programming as directed by the Principal/ Director of Operations, including but not limited to academic achievement testing.
- *Special Education Substantially Separate Classroom Teachers:* Special Education 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. Special Education Substantially Separate Classroom Teachers are expected to support the administrative functions of the school's Special Education programming as directed by the Principal/ Director of Operations, including but not limited to academic achievement testing.
- *Special Education Coordinators:* The Special Education Coordinators will work to ensure that all students at UP Academy Holland receiving special education 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 Special Education Coordinators will report to the Principal, but will receive significant coaching and guidance from UP Education Network's Director of Special Education.
- *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., Special Education 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 ("UP") believes that the staff members of UP are professionals and deserve working conditions that reflect the professional nature of their jobs. UP 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 UP. The working conditions for all BASAS members at UP are articulated below. BASAS members selected to work at UP 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 UP 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 pm. 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 UP 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 UP 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 1:15-4:15pm.

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 UP. 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 UP 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

UP 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, UP 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 ("UP") believes that the staff members of UP are professionals and deserve working conditions that reflect the professional nature of their jobs. UP 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. UP 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 UP. The working conditions for Guild members at UP are articulated below. Guild members selected to work at UP 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 UP 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 UP 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 7:00am and 6:00pm each day. The standard workday for Guild members during non-school days will be eight hours, generally 8:00am-4:00pm. 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 UP. As a result, Boston Public Schools' time-reporting system does not reflect the actual hours of all UP employees' workdays.

Guild staff members will be expected to staff the front office at UP Academy. 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 UP Guild members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of UP Academy. 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

UP 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, UP 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, effective July 1, 2014, UP Academy Holland School's compensation system shall be modified, based on the following components.

Phase One:

Year 1 (2014-2015 school year):

- All teachers who are selected by the Receiver to work at the UP Academy Holland School for the 2014-2015 school year shall be compensated according to the Boston Teachers Union salary scale for 2014-2015 school year, including steps, lanes, career awards, if applicable.
- Incumbent teachers from the Holland Elementary School who remain at UP Academy Holland shall receive a \$4,100 stipend.
- Current BPS teachers who are selected to work at UP Academy Holland who are receiving an ELT stipend of \$4,100 at another BPS school will receive a \$4,100 stipend.
- Teachers who are newly hired or newly assigned to the UP Academy Holland School shall receive a \$2,000 stipend.

Phase Two:

Year 2 and beyond (beginning with the 2015-2016 school year):

Effective July 1, 2015, a new compensation system will be implemented at the UP Academy Holland School that will include a teacher career ladder containing five tiers—Novice, Developing, Career, Advanced, and Master—that will compensate teachers commensurate with their development and impact on students. This new system will replace the salary schedule, ELT stipends, and career awards in effect during the 2014-2015 school year.

CAREER LADDER

Definitions:

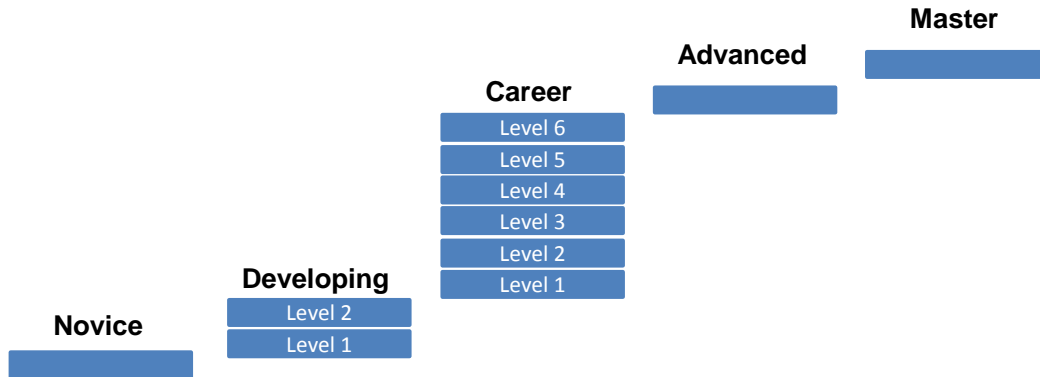
Novice teachers are typically first-year teachers entering teaching directly from college.

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.



The career ladder schedule will be:

Career Level	Compensation level
Novice	\$54,000
Developing Level I	\$58,000
Developing Level II	\$62,000
Career Level I	\$67,000
Career Level II	\$70,000
Career Level III	\$74,000
Career Level IV	\$78,000
Career Level V	\$82,000
Career Level VI	\$86,000
Advanced	\$93,000
Master	\$100,000

Transition to the Career Ladder

Effective July 1, 2015, teachers who are selected to remain at UP Academy Holland School will be 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 will receive 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.

2014-15 Step	Career Level Placement	2015-16 Compensation on new career ladder
	Novice	\$54,000
1	Developing I	\$58,000
2	Developing II	\$62,000
3	Career I	\$67,000
4	Career II	\$70,000
5	Career III	\$74,000

6	Career IV	\$78,000
7	Career V	\$82,000
8 and higher	Career VI	\$86,000

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

In 2015-2016, a teacher shall receive the higher of:

- The expected compensation on the new career ladder scale (see above table).
- The 2014-15 compensation (BTU salary plus career awards plus ELT stipend) plus \$1,000

In future years (2016-17 and beyond), a teacher who advances to a new level on the new career ladder shall receive the higher of:

- The expected compensation on the new career ladder scale (see above table).
- The prior year’s compensation plus \$1,000.

The annual base salary for an “Advanced” teacher will be \$93,000. Advanced teachers must possess an initial or professional license.

The annual base salary for a “Master” teacher will be \$100,000. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach \$100,000. 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 teacher through a cumulative career portfolio. The portfolio may include 1) student growth data over time; 2) endorsements from peers, parents, students, and administrators; 3) and evidence of effective instruction.

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

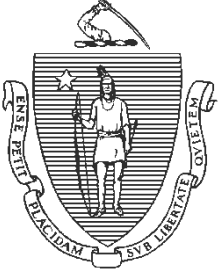
Boston Association of School Administrators (BASAS)

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.



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

January 29, 2014

Michael O'Neill, Chair
Boston School Committee
26 Court Street, 4th floor
Boston, MA 02108

Richard Stutman, President
Boston Teachers Union
180 Mt. Vernon Street
Boston, MA 02125

Re: Dever and Holland Elementary Schools

Dear Mr. O'Neill and Mr. Stutman:

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the Dever and Holland Elementary schools are chronically underperforming – Level 5 schools under the state accountability system. Having received the recommendations from the Local Stakeholder Group for each school, I am now in the process creating turnaround plans for these schools.

The Achievement Gap Act states that in creating the turnaround plan, I 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. . . .” Chapter 69, § 1J(o)(7) The statute also provides that I may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising this authority.

The turnaround plans for these schools will require changes in the collective bargaining agreement. Both the Dever turnaround plan and the Holland turnaround plan will include a longer school day, a longer school year, a performance based compensation system, and new working conditions. As a result, by this letter, I am requiring that the Boston School Committee and the Boston Teachers Union bargain in good faith for 30 days in connection with these matters.

I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner

C: John McDonough, Interim Superintendent



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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January 29, 2014

Michael O'Neill, Chair
Boston School Committee
26 Court Street, 4th floor
Boston, MA 02108

Dominic Sachetti, BASAS President
50 Redfield Street, Suite 203
Dorchester, MA 02122

Re: Dever and Holland Elementary Schools

Dear Mr. O'Neill and Mr. Sachetti:

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the Dever and Holland Elementary schools are chronically underperforming – Level 5 schools under the state accountability system. Having received the recommendations from the Local Stakeholder Group for each school, I am now in the process creating turnaround plans for these schools.

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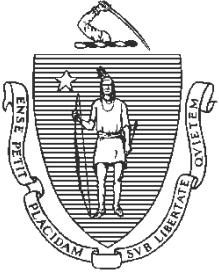
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Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner

C: John McDonough, Interim Superintendent



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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January 29, 2014

Michael O'Neill, Chair
Boston School Committee
26 Court Street, 4th floor
Boston, MA 02108

Darrin Copeland
Boston Public Schools
26 Court Street
Boston, MA 02108

Re: Dever and Holland Elementary Schools

Dear Mr. O'Neill and Mr. Copeland

As you know, after careful consideration, and pursuant to the authority granted to me in the Achievement Gap Act, G.L. c. 69, § 1J, I announced on October 30, 2013 my determination that the Dever and Holland Elementary schools are chronically underperforming – Level 5 schools under the state accountability system. Having received the recommendations from the Local Stakeholder Group for each school, I am now in the process creating turnaround plans for these schools.

The Achievement Gap Act states that in creating the turnaround plan, I 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. . . .” Chapter 69, § 1J(o)(7) The statute also provides that I may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising this authority.

The turnaround plans for these schools will require changes in the collective bargaining agreement. Both the Dever turnaround plan and the Holland turnaround plan will include a longer school day, a longer school year, a performance based compensation system, and new working conditions. As a result, by this letter, I am requiring that the Boston School Committee and the Boston Teachers Union bargain in good faith for 30 days in connection with these matters.

I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner

C: John McDonough, Interim Superintendent

Appendix B: Measurable Annual Goals

Appendix B: Boston - John P Holland (00350167) Measurable Annual Goals

Level 5 turnaround plan, submitted April 18, 2014

Student achievement

Notes:

Note that due to the compensatory nature of the state's accountability measures, a group does not necessarily have to meet its fixed CPI or growth targets to be considered "on target" for narrowing proficiency gaps, as long as all groups in the school make the continuous improvement needed to earn a cumulative Progress and Performance Index (PPI) score of 75 or higher by the 2016-17 school year.

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
MGL Chapter 69, Section 1J(c): (4) student achievement on the Massachusetts Comprehensive Assessment System; (5) progress in areas of academic underperformance; (6) progress among subgroups of students, including low-income students as defined by chapter 70, limited English-proficient students and students receiving special education; (7) reduction of achievement gaps among different groups of students									
Narrowing proficiency gaps (ELA) - All students All groups are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017. The 100-point Composite Performance Index (CPI) measures progress towards this goal of narrowing proficiency gaps. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	55.3	59.0	58.3	62.8	54.9	66.5	70.2	73.9	77.7
High needs	55.3	59.0	57.6	62.8	54.5	66.5	70.2	73.9	77.7
Low income	55.1	58.8	56.7	62.6	54.3	66.3	70.1	73.8	77.6
ELL and Former ELL	56.0	59.7	56.8	63.3	54.3	67.0	70.7	74.3	78.0
Students w/disabilities	47.8	52.2	54.6	56.5	44.9	60.9	65.2	69.6	73.9
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	66.3	69.1	71.6	71.9	76.1	74.7	77.5	80.3	83.2
Afr. Amer/Black	50.0	54.2	56.4	58.3	53.1	62.5	66.7	70.8	75.0
Hispanic/Latino	55.6	59.3	53.3	63.0	46.9	66.7	70.4	74.1	77.8
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
Narrowing proficiency gaps (Math) - All students All groups are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017. The 100-point Composite Performance Index (CPI) measures progress towards this goal of narrowing proficiency gaps. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	59.8	63.2	59.8	66.5	61.0	69.9	73.2	76.6	79.9
High needs	59.9	63.2	60.0	66.6	61.1	69.9	73.3	76.6	80.0
Low income	60.0	63.3	58.3	66.7	60.4	70.0	73.3	76.7	80.0
ELL and Former ELL	66.2	69.0	66.5	71.8	65.7	74.7	77.5	80.3	83.1
Students w/disabilities	49.2	53.4	52.2	57.7	50.7	61.9	66.1	70.4	74.6
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	84.4	85.7	88.9	87.0	94.6	88.3	89.6	90.9	92.2
Afr. Amer/Black	47.8	52.2	50.0	56.5	54.7	60.9	65.2	69.6	73.9
Hispanic/Latino	61.3	64.5	57.3	67.8	53.7	71.0	74.2	77.4	80.7
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--
Narrowing proficiency gaps (Science) - All students All groups are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017. The 100-point Composite Performance Index (CPI) measures progress towards this goal of narrowing proficiency gaps. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	43.4	48.1	44.3	52.8	40.8	57.6	62.3	67.0	71.7
High needs	42.9	47.7	44.4	52.4	41.0	57.2	61.9	66.7	71.5
Low income	43.0	47.8	44.2	52.5	40.1	57.3	62.0	66.8	71.5
ELL and Former ELL	44.0	48.7	39.4	53.3	44.0	58.0	62.7	67.3	72.0
Students w/disabilities	44.8	49.4	48.1	54.0	38.9	58.6	63.2	67.8	72.4
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	47.6	--	47.6	52.0	61.7	56.3	60.7	65.1	69.4
Afr. Amer/Black	42.4	47.2	43.2	52.0	31.5	56.8	61.6	66.4	71.2
Hispanic/Latino	34.8	40.2	42.9	45.7	35.9	51.1	56.5	62.0	67.4
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
Growth (ELA) - All students All groups (districts, schools, and subgroups) are expected to demonstrate growth in student performance at or near the state median or show high growth each year between 2011 and 2017. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. To be considered "on target", a group's SGP must increase by 10 points or more from the previous year, or a group must achieve or maintain a median SGP at least one point above the state median. In 2013, that figure is 51.	35.0	45.0	49.0	51.0	37.5	47.5	51.0	51.0	51.0
High needs	35.0	45.0	48.0	51.0	36.0	46.0	51.0	51.0	51.0
Low income	34.5	44.5	48.0	51.0	33.0	43.0	51.0	51.0	51.0
ELL and Former ELL	38.0	48.0	49.0	51.0	44.0	51.0	51.0	51.0	51.0
Students w/disabilities	27.0	37.0	37.0	47.0	25.0	35.0	45.0	51.0	51.0
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	56.0	51.0	73.5	51.0	43.0	51.0	51.0	51.0	51.0
Afr. Amer/Black	33.0	43.0	45.0	51.0	24.0	34.0	44.0	51.0	51.0
Hispanic/Latino	32.5	42.5	38.0	48.0	42.0	51.0	51.0	51.0	51.0
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--
Growth (Math) - All students All groups (districts, schools, and subgroups) are expected to demonstrate growth in student performance at or near the state median or show high growth each year between 2011 and 2017. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. To be considered "on target", a group's SGP must increase by 10 points or more from the previous year, or a group must achieve or maintain a median SGP at least one point above the state median. In 2013, that figure is 51.	48.0	51.0	60.5	51.0	47.0	51.0	51.0	51.0	51.0
High needs	48.0	51.0	61.0	51.0	47.5	51.0	51.0	51.0	51.0
Low income	49.0	51.0	60.0	51.0	48.0	51.0	51.0	51.0	51.0
ELL and Former ELL	49.5	51.0	70.0	51.0	56.0	51.0	51.0	51.0	51.0
Students w/disabilities	36.0	46.0	71.0	51.0	42.0	51.0	51.0	51.0	51.0
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	64.0	51.0	84.0	51.0	48.0	51.0	51.0	51.0	51.0
Afr. Amer/Black	39.0	49.0	46.0	51.0	43.0	51.0	51.0	51.0	51.0
Hispanic/Latino	49.0	51.0	61.5	51.0	50.5	51.0	51.0	51.0	51.0
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
Reducing the percentage of students scoring at the Warning/Failing level on MCAS ELA tests - All students Schools are expected to reduce the percentage of students in all groups scoring in the Warning/Failing achievement level by half by 2017.	--	--	--	--	36.5	31.9	27.4	22.8	18.3
High needs	--	--	--	--	37.3	32.6	28.0	23.3	18.7
Low income	--	--	--	--	38.2	33.4	28.7	23.9	19.1
ELL and Former ELL	--	--	--	--	38.8	34.0	29.1	24.3	19.4
Students w/disabilities	--	--	--	--	60.3	52.8	45.2	37.7	30.2
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	10.6	9.3	8.0	6.6	5.3
Afr. Amer/Black	--	--	--	--	37.5	32.8	28.1	23.4	18.8
Hispanic/Latino	--	--	--	--	46.7	40.9	35.0	29.2	23.4
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--
Reducing the percentage of students scoring at the Warning/Failing level on MCAS mathematics tests - All students Schools are expected to reduce the percentage of students in all groups scoring in the Warning/Failing achievement level by half by 2017.	--	--	--	--	30.4	26.6	22.8	19.0	15.2
High needs	--	--	--	--	31.1	27.2	23.3	19.4	15.6
Low income	--	--	--	--	32.3	28.3	24.2	20.2	16.2
ELL and Former ELL	--	--	--	--	27.0	23.6	20.3	16.9	13.5
Students w/disabilities	--	--	--	--	52.9	46.3	39.7	33.1	26.5
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	2.2	1.9	1.7	1.4	1.1
Afr. Amer/Black	--	--	--	--	35.2	30.8	26.4	22.0	17.6
Hispanic/Latino	--	--	--	--	36.4	31.9	27.3	22.8	18.2
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Measure	Measurable Annual Goals (MAGs)								
	2011 Baseline	2012 Target	2012 Actual	2013 Target	2013 Actual	2014 Target	2015 Target	2016 Target	2017 Target
Reducing the percentage of students scoring at the Warning/Failing level on MCAS science tests - All students Schools are expected to reduce the percentage of students in all groups scoring in the Warning/Failing achievement level by half by 2017.	--	--	--	--	57.9	50.7	43.4	36.2	29.0
High needs	--	--	--	--	57.3	50.1	43.0	35.8	28.7
Low income	--	--	--	--	59.2	51.8	44.4	37.0	29.6
ELL and Former ELL	--	--	--	--	54.3	47.5	40.7	33.9	27.2
Students w/disabilities	--	--	--	--	72.2	63.2	54.2	45.1	36.1
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	26.7	23.4	20.0	16.7	13.4
Afr. Amer/Black	--	--	--	--	66.7	58.4	50.0	41.7	33.4
Hispanic/Latino	--	--	--	--	68.8	60.2	51.6	43.0	34.4
Multi-race, Non-Hisp./Lat.	--	--	--	--	--	--	--	--	--
Nat. Haw. or Pacif. Isl.	--	--	--	--	--	--	--	--	--
White	--	--	--	--	--	--	--	--	--

Student rates

Notes:

Set MAGs related to student attendance, dismissal, exclusion, and promotion rates in the aggregate. For student attendance and exclusion rates, 2013 is the baseline year for most schools. In the pre-populated cells, a dash (--) means that no data exist for a group for a specific indicator.

Measure	Measurable Annual Goals (MAGs)						Notes
	2011 Baseline	2012 Actual	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (1) student attendance, dismissal rates, and exclusion rates							
Attendance rate (increase) Total # of days students attended school divided by total # of days students were enrolled during the school year. Set, at a minimum, a goal of 92% or improvement of at least 1% from the prior year if below 92%. (Source: SIMS)	93.0%	93.0%	93.4%	94.8%	95.6%	96.3%	
Percentage of students absent greater than 10% of days in membership (decrease) Determined by the district. (Source: SIMS)	24.9%	24.3%	20.4%	12.4%	8.4%	4.3%	Actual number of days absent dependent on number of days student enrolled in school.
Dismissal rate (decrease) Total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters), or a similar measure. (Source: DPH)	--	--	--				Previous district data not available.
Out-of-school suspension rate (decrease) Percentage of enrolled students who received 1+ out-of-school suspensions. (Source: SIMS)	0.9%	0.2%	7.5%	5.7%	4.8%	3.8%	
In-school suspension rate (decrease) Percentage of enrolled students who received 1+ in-school suspensions. (Source: SIMS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
MGL Chapter 69, Section 1J(c): (2) student safety and discipline							
Number of drug, weapon, or violence incidents (decrease) # of incidents involving drugs, violence or criminal incident on school property. (Source: SSSDR)	0	0	39	29	24	19	

Measure	Measurable Annual Goals (MAGs)						Notes
	2011 Baseline	2012 Actual	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (3a) student promotion and dropout rates							
Retention rate (decrease) Percentage of enrolled students repeating the grade in which they were enrolled the previous year (as of October 1). (Source: SIMS)	3.6%	3.1%	3.7%	1.0%	1.0%	1.0%	In a chronically underperforming school, it may be appropriate to retain students who are not yet performing at grade level.
Annual dropout rate - All students Percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1 of the following year. All data are lagged by one year. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	--	--	--	--	--	--	Not applicable for elementary schools.
Dropout recovery rate (Increase) (Source: SIMS)	--	--	--	--	--	--	Not applicable for elementary schools.
MGL Chapter 69, Section 1J(c): (3b) graduation rates							
4-Year cohort graduation rate - All students # of students in a cohort who graduate in 4 years or less divided by the # of first-time grade 9 students, minus transfers out, plus transfers in. All data are lagged by one year. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	--	--	--	--	--	--	Not applicable for elementary schools.
5-Year cohort graduation rate - All students # of students in a cohort who graduate in 5 years or less divided by the # of first-time grade 9 students, minus transfers out, plus transfers in. All data are lagged by one year. (Source: Pre-populated by ESE from accountability data. A minimum N of 20 for all students and 30 for subgroups are required for MAGs to be set.)	--	--	--	--	--	--	Not applicable for elementary schools.

College readiness and school culture

Measure	Measurable Annual Goals (MAGs)					Notes
	2012 Baseline	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (8) student acquisition and mastery of twenty-first century skills						
Percentage of Grade 5 students scoring Proficient or higher on Science MCAS	4.0%	4.0%	10.0%	20.0%	30.0%	
Percentage of Grade 4 students demonstrating Mastery on Science unit exams	--	--	45.0%	55.0%	65.0%	New measure; previous district data not available
All students will be regularly exposed to high quality science instruction: - Grades 4-5: Average 120 minutes of instruction per week - Grades 1-3: Average 1-2 periods per week - Grades K: Average 2-3 science activities per week	--	--	100.0%	100.0%	100.0%	New measure; previous district data not available
MGL Chapter 69, Section 1J(c): (9) development of college readiness, including at the elementary and middle school levels						
Percentage of Limited English Proficient students moving to Formerly Limited English Proficient status	--	--	30.0%	35.0%	40.0%	Data not available
MGL Chapter 69, Section 1J(c): (10) parent and family engagement						
Percentage of parents/guardians attending at least one parent-teacher conference during the school year	--	--	80.0%	85.0%	90.0%	New measure; previous district data not available
Percentage of parents/guardians contacted on phone or in person each marking period	--	--	90.0%	90.0%	90.0%	New measure; previous district data not available
Percentage of parents/guardians contacted prior to the start of the school year	--	--	100.0%	100.0%	100.0%	New measure; previous district data not available
MGL Chapter 69, Section 1J(c): (11) building a culture of academic success among students						
Percentage of K-3 students meeting / exceeding expectations on the school's core values (e.g., "Teamwork", "Integrity", "Grit", "Enthusiasm" and "Respect"), as rated by teachers on final report cards	--	--	55.0%	65.0%	75.0%	New measure; previous district data not available
Percentage of 4th & 5th grade students who finish the year with an average of 70 or above on the schools' cultural rewards system (e.g., "TIGER Score")	--	--	60.0%	70.0%	80.0%	New measure; previous district data not available
Average score on "Student Enthusiasm for Learning" questions of the Student Climate Survey (out of 4.0)	--	--	3.55	3.65	3.75	New measure; previous district data not available

Measure	Measurable Annual Goals (MAGs)					Notes
	2012 Baseline	2013 Actual	2015 Target	2016 Target	2017 Target	
MGL Chapter 69, Section 1J(c): (12) building a culture of student support and success among school faculty and staff						
Teacher attendance rate	--	--	96.5%	97.0%	97.5%	New measure; previous district data not available
On a scale of 1-5, percentage of staff who "Agree" or "Strongly Agree" with the following statement on the end-of-year staff survey: My school has relentlessly high, consistent academic and behavioral expectations for all stakeholders, including our students, our families and our staff	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available
On a scale of 1-5, percentage of staff who "Agree" or "Strongly Agree" with the following statement on the end-of-year staff survey: My school has seamless and detailed operating procedures	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available
On a scale of 1-5, percentage of staff who "Agree" or "Strongly Agree" with the following statement on the end-of-year staff survey: My school has rigorous, standards-based curriculum, instruction and assessments	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available
On a scale of 1-5, percentage of staff who "Agree" or "Strongly Agree" with the following statement on the end-of-year staff survey: My school has a wide-reaching network of supports designed such that no child is left behind	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available
On a scale of 1-5, percentage of staff who "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	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available
On a scale of 1-5, percentage of staff who "Agree" or "Strongly Agree" with the following statement on the end-of-year staff survey: My school has an atmosphere of enthusiasm and joy	--	--	70.0%	80.0%	90.0%	New measure; previous district data not available
MGL Chapter 69, Section 1J(c): (13) developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable						
Percentage of students that gain three STEP levels per year	--	--	80.0%	80.0%	80.0%	STEP is a literacy assessment. See https://uchicagoimpact.org/step ; New measure; previous district data not available

Appendix C: Financial Plan for the School

John P. Holland Elementary 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 Holland Elementary School in Fiscal Year 2014-2015

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 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.

¹ G.L. c. 69, § 1J(o).

The information provided below includes projected funds to be available for operating the Holland Elementary School in School Year 2014-15, including district, state, and federal funding sources.

Funding Source	FY15 Estimated Amount*	Notes
Weighted Student Funding allocation	\$5,265,518	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	\$182,422	Nurse, Coordinator of Special Education Services, food service grant and rules-based soft landing allocation for primary transition classes
Extended learning time and discretionary central services	\$286,736	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.
Special education services and positions	TBD	Funding for services stated in IEPs such as OT, PT, 1:1 aides, psychiatrists
Federal grants	\$429,462	<ul style="list-style-type: none"> ● Title I: Funds to improve education for children with low academic achievement - School allocation, including additional allocation for low-performing schools To be determined: ● Title I – Additional allocation for other centrally-budgeted supports to schools ● Title IIA: Funds to improve educator quality ● Title III: Funds to improve education for English language learners ● Individuals with Disabilities Education Act (IDEA): Funds to improve education for children with disabilities ● Other federal grants
State grants	TBD	To be determined: <ul style="list-style-type: none"> ● Kindergarten Expansion ● Other state grants
State payment to receiver	\$946,040	<ul style="list-style-type: none"> ● Operation of the school

*As of April 18, 2014, before final FY15 budget has been approved by the school committee and before FY15 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 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

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 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 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
- 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
- "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

² Hanushek, E. (2010), "The Economic Value of Higher Teacher Quality." National Bureau of Economic Research.

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.

⁴ <http://cepa.stanford.edu/sites/default/files/stateRole.pdf>

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

⁶ Dan Goldhaber and Dominic Brewer, 1998. "When should we reward degrees for teachers?" *The Phi Delta Kappan* 80(2): 134-138.

⁷ National Center for Education Statistics, "2003-2004 Schools and Staffing Survey" as cited by Miller and Roza, 2012.

- 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

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.

⁸ Miller and Roza, 2012, p.1.

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).

Appendix D: Local Stakeholder Group Recommendations

Holland Elementary School Local Stakeholder Group Recommendations to the Commissioner Submitted January 6, 2014

Holland Elementary School was designated by Commissioner Chester as chronically underperforming (“Level 5”) on October 30, 2013. Massachusetts law indicates that within 30 days of a school being designated as chronically underperforming, the Commissioner shall convene a local stakeholder group to solicit the group’s recommendations for the Commissioner’s Level 5 School Turnaround Plan.

The Holland Elementary School Local Stakeholder Group was convened on Thursday, November 21, 2013. The statute allowed 45 days for the local stakeholder group to complete its work. The Local Stakeholder Group met four times during this period, on the following dates and times:

- Meeting #1: Thursday, November 21st, 4:30-6:30 pm
- Meeting #2: Thursday, December 5th, 4:00-6:00 pm
- Meeting #3: Wednesday, December 11th, 8:00-10:00 am
- Meeting #4: Thursday, December 19th, 4:00-6:00 pm

All of the meetings were held at the school, in the school’s library. All of the meetings were open to the public. All meetings were facilitated by an ESE staff member or a consultant hired for this purpose. All meetings were also observed by at least one ESE staff member.

The membership of the Holland Elementary School Local Stakeholder Group is listed below. The committee’s membership meets the requirements of the statute as outlined in M.G.L. Chapter 69, Section 1J, subsection m.

Position, per statute	Designee
The superintendent or designee	John McDonough; designated alternate Rasheed Meadows
School committee chair or designee	Reverend Gregory Groover
Local teachers’ union president or designee	Maureen Rodriguez
Administrator from the school, who may be the principal, chosen by the superintendent	Jeichael Henderson
Teacher from the school, chosen by the faculty of the school	Kim Vy Nguyen
Parent from the school, chosen by the local parent organization. (Note: If school or district doesn’t have a parent organization, the Commissioner shall select a volunteer parent of a student at the school.)	Donere Johnson; designated alternate Ginnairiss Blackwell
Representatives of applicable state and local social service, health and child welfare agencies, chosen by the Commissioner	Alissa Farber from Teach Plus; designated alternate Elisa MacDonald
Representatives of applicable state and local social service, health and child welfare agencies,	Lisa Fortenberry from City Year; designated

chosen by the Commissioner	alternate Nikki Tabron
Representatives of applicable state and local social service, health and child welfare agencies, chosen by the Commissioner	Raghida Jeranian from City Connects
For elementary schools, a representative of an early education and care provider, chosen by the Commissioner of the Department of Early Education and Care	Brenda Powers
Community member, chosen by the chief executive of the city or town	Marchelle Raynor
Total number of members allowed by statute: Not more than 13 individuals	Total number of members on the Local Stakeholder Group: 11

The two most significant challenges facing the students of the Holland Elementary School are their lack of grade-level academic readiness and their social-emotional learning needs. To address these areas of need, the Local Stakeholder Group met to make recommendations for successful school practices that should be continued and those that can be improved to strengthen the instruction and curriculum, ensure students receive necessary interventions and supports to improve performance, provide social-emotional supports, engage and leverage community partners, and promote the participation and inclusion of families in their students' learning. The Local Stakeholder Group submits the recommendations below for the Commissioner's consideration in developing the school's turnaround plan.

Recommendations: Instruction, Curriculum and Student Supports

The Holland Elementary School has seen measurable progress in the academic gains of ELL students (see: SEI Student Performance Data provided in supporting documents). We recommend that the practices and structures implemented for this student population be replicated across the school; specifically, the SEI teaching practices and differentiation methods (RETELL and WIDA) and the reduced and differentiated class size and levels of support currently provided for ELLs. Specific to ELL students, we recommend that the language-specific SEI Program in Vietnamese and in Spanish be maintained and expanded, as both are critical strategies that have proven effective for addressing our large and diverse ELL population. Specific to Students with Disabilities (SWD), we recommend that a SPED resource teacher be added at each grade level to provide push-in services for SWD. In addition, we recommend using the Henderson School's model for how resources are allocated to develop a similarly effective instructional delivery structure for SWD at the Holland Elementary School. (More information about the Henderson School's fully inclusive model can be found at <http://www.bostonpublicschools.org/Page/829>.)

Intensive one-on-one tutoring for students has also led to gains. As such, we recommend the development of a consistent and intensive school-wide program of tutoring to address the grade-level readiness issues, particularly when academic gaps exceed two grade levels.¹⁰

Furthermore, we recommend that the foundational work that has been accomplished to address the diverse and intense social-emotional needs of Holland Elementary School students continue and expand. Specifically, the PBIS model, the Open Circle Curriculum, the Student Support Team (SST), the City Connects services and the school-based social worker are all essential supports.

Recommendations: Instructional Coaching and Professional Development

Currently, teachers at the Holland Elementary School benefit greatly from the support and training provided by coaching.¹¹ However, the coaching provided is intermittent. Therefore, we recommend that **full time** ELA and Math coaches be assigned to the Holland Elementary School to plan and deliver quality, targeted professional

¹⁰ The school and district can provide additional information about Holland's existing tutoring program if requested.

¹¹ The school and district can provide additional information about Holland's existing coaching program if requested.

development in direct and immediate response to emerging student data and the instructional needs of students. These dedicated building coaches would then be available to model, coach and follow up with teachers in classrooms for embedded coaching. They would be directly involved in the continuous cycle of improvement and able to be immediately responsive to emerging needs of the students and staff.

Dedicated professional development time is also available through the additional 100 hours allocated to all turnaround schools. We recommend that a portion of these additional hours be reallocated to increase learning time for students to allow for more core instruction and targeted interventions. With the inclusion of two content-based coaches in the school building, additional professional learning opportunities for staff can be embedded during the instructional day in addition to the time already provided outside of the students' instructional day. We recommend that all formal professional development opportunities be targeted, specific, purposeful training opportunities that are connected to practice and immediately translate to student performance gains.

Recommendations: Assessment

We recognize the critical value of formative and summative assessment in the instructional cycle of continuous improvement as a means to assess effectiveness of instruction and make necessary mid-course corrections. However, we believe that Holland Elementary School students are being assessed too frequently, which we feel negatively impacts academic learning time and staffing availability due to the demands of testing accommodations and test administration. We recommend the following:

- Inventory and refine the number of assessments administered to students. Eliminate those that overlap and keep those that provide timely and standards-based results that directly inform instructional revision, interventions and flexible grouping.
- Coordinate the annual testing schedule to create consistent data cycles (6-8 weeks) so that thoughtful analysis and instructional planning can be done that impacts student achievement and growth.
- Using the NAPE testing procedures as a model, provide extra staffing support for implementing testing accommodations for SWD and for the individual testing required for ACCESS. This will ensure both proper test administration and that regular core instruction and interventions are not impacted by regular school staff being pulled from duties for extensive periods of time.

Recommendations: Staffing Capacity

We recommend working with district human resources to develop a robust plan to both hire and retain effective teachers with instructional skills to do turnaround work. This will build the long-term capacity and team of staff at the Holland Elementary School. We recommend the following positions be retained or added to the faculty to provide additional staffing capacity:

- A full time, dedicated social worker to address students' social-emotional learning needs;
- A full time, dedicated data analyst and coach to customize and analyze student results as well as provide feedback and coaching to instructional staff;
- A full time, dedicated coordinator of community partners to ensure coordination among partners and with the school and to align goals to those of the school;
- A full time staff member assigned to raise funds for the school to bolster available resources;
- An interventionist assigned to each grade level to provide targeted interventions for struggling students; and
- As noted in the "instructional coaching" section above, full time ELA and math coaches.

Recommendations: Partners

Throughout the three years of turnaround, the Holland Elementary School has benefited from partnerships with several critical community organizations. However, not all partners began working with the Holland Elementary School during the first year of turnaround. It is only in the last year that the school has benefitted from the complementary services of four key partners: Teach Plus, City Connects, City Year and the Lesley Literacy Collaborative (currently being implemented in K-2). We recommend that this group of partners be maintained at the Holland Elementary School because their complementary services provide critical instructional, academic, social-emotional, and out-of-school time supports for students. In addition to continuing these partnerships, we recommend expanding the Lesley Literacy Collaborative to grades K-5. We recommend hiring a school-based staff

member to coordinate services of partners and to align goals, monitor progress, and make ongoing adjustments to ensure that services and supports synchronize with the strategic initiatives of the Holland School; it will be essential that sufficient time is dedicate to ensure this alignment and coordination. (See supporting documents for additional information regarding Holland’s partners.)

Recommendations: Parent Outreach and Involvement

We recognize that family and community outreach is a priority for the development and achievement of the students at the Holland Elementary School. The school has successfully implemented numerous events, initiatives and programs to engage families in their students’ academic success. We recommend building on current family engagement successes in these ways:

- Ensure community events are strategically leveraged to not only build relationships and trust with families, but also to link school goals and priorities to these important opportunities;
- Maintain the newly-formed Parent Student Community Engagement subcommittee of the School Climate Team and connect their work to that of the Family Community Outreach Coordinator (FCOC) to meet the diverse and challenging issues of families and to progress monitor impact on student achievement;
- Form a family focus group to survey the opinions and vision of the families to provide the Holland families with an opportunity to shape school activities that will engage families. Use a skilled facilitator knowledgeable in family outreach and involvement to ensure the focus group is properly empowered;
- Develop a consistent schedule and protocols for family conferencing and conversations with teachers and staff to receive updates on student performance and progress;
- Maintain the successful protocol of distributing the first report card only after the teacher has met with the student’s parent or guardian;
- Investigate and use best practices at other schools as a model for development in this area;
- Narrow the role of the FCOC to focus on family outreach and involvement, given that the scope of the work in this area is great enough. Community and partner coordination should be the focus of another recommended position.

The Local Stakeholder Group has provided the following documents in support of its recommendations:

- Holland Partnership Map: Community Partnerships
- History of Partners During Turnaround
- Holland Local Stakeholder Group (LSG): Requests for Additional Data
- Quality School Plans Overview
- Data Vista Strategic School Plan Draft
- Lesley University Literacy Collaborative materials
- SEI Student Performance Data

The Supporting Documents can be found on ESE’s website, at:

<http://www.doe.mass.edu/apa/sss/turnaround/level5/>

Purpose, Intended Outcomes, and Discussion Topics
for John P. Holland Elementary School LSG Meetings

Upon designation as a Level 5 school, state law requires that the Commissioner develop a Turnaround Plan for accelerated improvement and outlines a timeline and process accordingly. The first step in this process is for the Commissioner to convene a local stakeholder group. The guidance below is designed to help Local Stakeholder Group (LSG) members understand that process.

Purpose of the Level 5 School LSG

- To engage in an evidence-based conversation regarding the core issues and challenges facing Holland Elementary School and identify what the school community believes are the key challenges creating barriers to its students' academic progress.
- To make recommendations to the Commissioner about the key components of his turnaround plan for the Holland, "in order to maximize the rapid academic achievement of students."

The Commissioner has chosen to increase the intensity to a Level 5 intervention for Holland because he believes that despite the efforts taken during the first three years of turnaround, a different mix of interventions and practices are required to put the conditions in place for an educational experience that prepares all of Holland's students to succeed. He looks forward to the LSG's ideas for how to create substantial change at the school – change that will secure rapid improvement in the academic achievement of students.

Intended Outcomes

Through the LSG's discussion and exploration of the data, to generate a set of rigorous, evidence-based recommendations that will provide the Commissioner with input directly from the Holland community and advise him as he creates his Level 5 Turnaround Plan.

The Local Stakeholder Group will consider

- The key *issues and challenges* facing the school, and the district's support of the school;
- The impact and sufficiency of the *strategies and supports* employed by the school to date – what has worked, what has not worked;
- The *school's and district's capacity*—including its systems, policies, and use of resources—to fully implement proposed strategies; and
- The *interventions and practices* that are most likely to promote rapid improvement of student achievement.

Within 45 days of its initial meeting, the stakeholder group shall make its recommendations to the Commissioner. Meetings of the local stakeholder group shall be open to the public and the recommendations submitted to the Commissioner shall be publicly available upon submission.

Meeting focus areas and discussion questions are described below.

Meeting #1: What does the evidence tell us about the key issues and challenges facing the Holland?

Data will be presented regarding the school and its performance.

Questions for discussion:

- What do the data tell us about where the school is now? What do we know about changes to the data over the past three years?
- What do the data tell us about the school's core assets and strengths?
- What do the data tell us about the school's core challenge areas?

- How is Holland using data now to inform instruction? How does the school select the most relevant data to use? What are the Holland's greatest strengths in using data? Greatest challenges?
- What data tools, skills would the school need to push the school to the next level?
- What does the LSG recommend to the Commissioner about how the school can better use data tools, skills, and resources to improve instruction?

Meeting #2: How can Holland support all students to learn at the highest levels?

Information will be presented regarding the school's existing structures and supports that facilitate all students' learning.

Questions for discussion:

- What do LSG members believe to be the most significant academic challenges at the school?
- What strategies has the school already tried to overcome these academic challenges? What worked? What didn't work?
- What strategies can the school try to improve literacy in the early grades?
- What specific supports has the school tried to facilitate English Language Learners' (ELLs') learning? Are they working? How do you know?
- What specific supports has the school tried to facilitate the learning of students with special needs? Are they working? How do you know?
- What strategies can the school try to improve science?
- Is the school currently challenging all students to work to their highest potential? If not, what specific actions can be taken to increase the level of rigor in Holland's instruction?
- What does the LSG recommend to the Commissioner about how the school can support all students to learn at the highest levels?

Meeting #3: How can the Holland maximize the assets and talents of partners to improve students' learning?

Information will be presented regarding existing partnerships with the school.

Questions for discussion:

- What partners currently work at the school? In what academic and non-academic areas do they provide support?
- What areas do you believe need partner support? How can partners be utilized to build on recent improvements in Holland students' attendance?
- What structures are in place to align partner efforts with school goals?
- What structures are in place to coordinate efforts between partners?
- If you had to pick just three of the school's current partner initiatives to continue, which would you select? Why? Is there evidence to show how these partners are being effective in the school?
- Does the school have an unaddressed (or under-addressed) challenge area that you believe could benefit by a partner's support? Which one, and why?
- What does the LSG recommend to the Commissioner about how the school can maximize the assets and talents of partners to improve students' learning?

Meeting #4: How can the Holland maximize the engagement and support of family and community members for students' learning?

Information will be presented regarding existing family (family members of students at the school) and community (other community members or organizations unrelated to students at the school) engagement efforts at the school.

Questions for discussion:

- While engagement varies by individual, how would you rate the overall level of family member engagement at the school (low/medium/high)? What evidence supports this rating?
- While engagement varies by individual, how would you rate the overall level of community engagement at the school (low/medium/high)? What evidence supports this rating?
- What structures are in place to encourage family member and community engagement at the school? (e.g. regular, frequent schedule of calls to students' families; annual community open house, etc.) Are they working? How do you know?
Note: Please identify school-wide efforts, not unique efforts by individual teachers or staff members.
- How do school leaders and/or the school's partners bolster the school's structures to encourage family member and community engagement? What has worked? What else could school leadership and/or partners do to facilitate engagement?
- How can family and community members' talents be incorporated into the strategy to improve the school's academic performance?
- How can family and community members be part of the strategy to help improve Holland students' attendance?
- What does the LSG recommend to the Commissioner about how the school can maximize family and community members' support to maximize students' learning?

Note: A portion of this meeting will be used to finalize the recommendations made across all meetings.