



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

Mitchell D. Chester, Ed.D.
Commissioner

April 18, 2014

Dear Morgan Community:

After considering the modifications proposed by the Local Stakeholder Group, we are excited to share with you the turnaround plan for the Morgan Full Service Community School.

Accompanying this letter is the final plan for turning around Morgan so that all of its children receive a world-class education. We have high expectations for what Morgan'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.

Project GRAD USA 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 Morgan turnaround 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 Morgan'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 Morgan 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 high school and beyond. We encourage you to read through this plan, contact the Receiver 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 Daryl Ogden

Daryl Ogden, Ph.D.
CEO, Project GRAD USA
www.projectgrad.org
info@projectgradusa.org

Introduction from Commissioner Chester

On October 30, 2013, I determined that the Morgan Full Service Community 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 Morgan so that all students receive a high quality education.

The turnaround work at Morgan 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 Morgan’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 the students at Morgan 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 Project GRAD USA as the Receiver for Morgan. Project GRAD participated with me in the creation of the turnaround plan that follows. I look forward to working with Project GRAD and with the Morgan community to implement the turnaround plan.

On March 7, 2014, I released the preliminary turnaround plan and, as provided in the statute, invited Superintendent Paez, the Holyoke School Committee, and the Morgan Local Stakeholder Group to propose modifications. On April 6, 2014, I received proposed modifications from the Local Stakeholder Group, and on April 18, 2014, in tandem with the release of this plan, I provided my response to those requests (available at <http://www.doe.mass.edu/apa/sss/turnaround/level5/schools/>). I appreciate the Local Stakeholder Group’s input; this final turnaround plan includes some of the proposed modifications.

Executive Summary

As evidenced by student achievement data, findings of the Local Stakeholder Group (LSG), and other school performance indicators tracked by the State Department of Elementary and Secondary Education (DESE), Morgan Full Service Community School faces significant challenges with respect to instructional quality and student learning. Although the school has made noticeable progress with regard to establishing a supportive learning environment and promoting parent involvement, these positive results have not led to improved student achievement. Addressing the achievement gap will require strategic action in five priority areas:

- 1) recruitment and development of outstanding professional talent,
- 2) systems to support professional learning and responsiveness in practice,
- 3) creating a STEM center of excellence,
- 4) supportive resources, and
- 5) enhanced strategies for family and community engagement.

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

Recruitment and Development of Outstanding Professional Talent: Significantly improving instructional quality and student learning will hinge on our ability to attract, develop, and retain outstanding leaders and teachers. The Receiver will draw on its network of organizational, state and university contacts to recruit a core team of school leaders and master teachers who have successfully supported students in making dramatic gains in learning and achievement. Equally important will be ongoing support for professional learning. Morgan will be a site of ongoing learning and growth for not only students but also the adults who serve them. Professional learning support will be embedded in team structures and practices, deepened through individual content-focused coaching, and enriched through participation in the New Tech professional network (and other formal learning opportunities).

Systems to Support Professional Learning and Responsiveness in Practice: Central to our work in the first year will be the development of systems and routines for collective examination of students' learning data and teachers' practice to inform and improve instructional planning, strategies and use of resources. Through these systems and routines, we will establish a sense of collective responsibility for student learning outcomes and a culture of critical inquiry into practice. Our multi-tiered approach will be supported by an impact management system (see *Supportive Resources* below) to enable timely adaptive response. We will extend the school day for students and staff in order to add time for student learning and teacher professional development and planning. To this end, we will extend the school year, adding days for teacher professional development and planning before the instructional school year begins.

Creating a Center of Excellence for Science, Technology, Engineering, and Math (STEM): We will create a STEM Academy for 6th, 7th and 8th grade students, housed at Morgan. This STEM Academy will give students valuable exposure to STEM content in a high-tech environment, while still affording focused instruction in English language arts (ELA) and other areas. We will create a number of partnerships with local businesses, organizations, and institutions of higher education that will increase students' exposure to STEM topics, in addition to extra-curricular clubs. We will increase the focus on STEM instruction in Grades K-5 and provide many of the same extra-curricular and partnership opportunities to younger students as well.

Targeted and Aligned Resources: We will ensure that teachers have a rich set of aligned resources for curriculum, assessment, and enrichment. We will implement a comprehensive data management system that draws real-time data from multiple sources and allows leaders and teachers to make individualized adjustments based on students' needs and performance. We will add pre-kindergarten (pre-K) with the goals of decreasing the achievement gap for kindergarteners arriving at Morgan and providing students with an earlier exposure to formal education.

Enhancing and Sustaining Family and Community Engagement: The school's current commitment to integrating families' aspirations and values with Morgan's mission and goals is a resource upon which we seek to build. We will engage parents as partners and leaders of this work through the convening of a School Site Council (SSC) and an English Language Learner (ELL) Parent Advisory Committee (PAC), which will work to champion student learning and raise achievement. The SSC will cultivate and strengthen partnerships with community health and social service organizations, civic groups, businesses, and institutions of higher education in order to ensure families access to a broad range of supports and enrichment opportunities. The SSC will help recruit and develop additional parent leadership for PAC. Building upon the established Family Resource Center at Morgan, the physical home for this work will be a new Welcome Center - a room in the school dedicated to adult and family learning - which will serve as a clearinghouse for information about social, economic, and civic services and opportunities. A bilingual Campus-Family Support Manager will be hired to coordinate and maintain momentum for engagement activities.

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

We will build professional capacity by recruiting, retaining, and developing outstanding leaders, teachers, and professionals. We will prioritize hiring leaders, teachers, and instructional coaches who can work effectively with one another to serve our high-needs populations, including but not limited to students who are English Language Learners (ELL), students with disabilities, highly mobile students, and students more than two grades below grade level. We will also establish a culture of, and robust support for, ongoing professional learning to improve knowledge and practice, especially around the challenges facing Morgan students. The Receiver will have sole discretion to select the staff for any and all positions at the school and will make staffing decisions based on the best interests of Morgan's students.

Rationale for Identifying Area #1 as a Priority

Outstanding leaders and teachers are critical to the success of all components of this turnaround plan. Working together, they will drive instructional quality and hold primary responsibility for the improvement of student learning and achievement. Given the high percentage of English Language Learners and students with identified learning disabilities, it is imperative to hire teachers and leaders who possess the commitment and demonstrated potential to work effectively with these groups of students. Once teachers are hired, they must continue to participate in high quality and relevant professional learning activities in order to refine and sustain instructional practices that are both rigorous and responsive to learners. For our STEM Academy, we will need teachers who not only have content knowledge, but also are able to work with students in a project-based learning environment.

Challenges Addressed by Priority Area #1

Despite gains in establishing a positive learning environment at Morgan, there has been little progress in improving student achievement. Available data suggest a critical need for new approaches for recruitment, development, and retention of effective teachers, and for allocation of resources (time and dollars) to develop and sustain collaboration and instructional practices directly associated with improved student outcomes.

In addition to presenting a portrait of persistently low student achievement, state data reveal a mismatch between student needs and current professional capacity. Among students at Morgan, 40.5% are English Language Learners, 95.7% are designated low-income, and 22.9% are classified as students with disabilities (SWD). Yet during the 2012-2013 school year (SY 2012-13), Morgan had 28.7 FTE General Education teachers, with only 4 ELL teachers on staff and 4 Special Education teachers to support the high needs of the student population. Although Morgan's staff serves a large number of ELL students, as of January 2014, 73% of Morgan's teachers still needed to complete RETELL training and obtain endorsement in Sheltered English Instruction (SEI). With respect to STEM, the 36.7 FTE teachers at Morgan in SY 2012-13 included 5.0 FTE science teachers, 1.0 FTE computer and information science, and no technology/engineering FTEs. We will need to consider whether this is the appropriate number given the new STEM focus in the school.

As reported in the Local Stakeholder Group recommendations, Morgan faces critical challenges in recruiting, retaining, and developing professional talent:

- Many brand new teachers are hired late in the summer.
- Morgan has two new teachers in Grade 3; one was hired at the end of September, and one was hired in December.
- The Morgan faculty has a high turnover rate: 11 teachers were replaced for SY 2013-14 and according to District data, only 21 of 41 teachers who were on faculty in SY 2010-11 remain on faculty in 2013-14.
- Opportunities for professional learning are not maximized. Although teachers work an extra 2.5 hours every Monday, these 75 hours of extended time are not fully utilized.

- ELA and math coaches have been cut from the staff.

The strategies outlined below are intended to significantly increase and sustain professional capacity, aligning expertise with need.

Strategies to Achieve Priority Area #1

Key Strategy	Owner	Timeline
1.1 Personnel recruitment and placement: The Receiver will have sole discretion to select the staff for any and all positions at the school. In order to execute this autonomy, consistent with G.L. 69 1J(o) (8), following consultation with the union, all existing staff will be required to reapply for their positions if they are interested in continuing to work at Morgan. Specifically, the Receiver may select staff for Morgan positions without regard to seniority within the Holyoke Teachers Association (HTA) or past practices between the Holyoke School Committee and the HTA. Further, the Principals, in collaboration with the Receiver, may formulate job descriptions, duties, and responsibilities for any and all positions in the school. The Principals may make adjustments annually. The Principals may also move staff to other positions in the school if they are properly licensed for those positions. Other necessary autonomies are included in Appendix A. GRAD will re-interview every interested member of the Morgan staff to identify individuals who possess the commitment, knowledge, and skill to work with colleagues to transform learning and teaching at Morgan. We will also look at data (e.g. educator evaluation data, prior student performance, student growth percentile (SGP)) that show previous success improving student achievement. In Winter/Spring 2014, we will begin to recruit and hire talented school leaders and teachers to establish a strong faculty team. We will work with our partners to source talent nationally and focus concentrated efforts in Massachusetts, as well as use external advertising methods and tap into existing networks. The (re)application and interview process will require teachers to provide artifacts of practice (video, assigned tasks, student work samples), as well as evidence of the ability to plan standards-aligned lessons, and the ability to be reflective on practice and the outcomes of practice (e.g., during hiring, asking candidates to use data to describe student progress or analyze data samples and reflect on what they would do as teachers). We will hire teachers and leaders who have the demonstrated expertise, experience, and commitment to serving Morgan's students effectively.	Project GRAD	All offers to be extended by June 2014.
1.2 Content-Focused Coaching in English language arts (ELA) and Mathematics: Two full-time instructional coaches (one in ELA, one in math) will be hired to work with faculty in their classrooms to translate instructional models and resources into daily practice. Coaches will co-plan with individuals and grade level teams, co-teach, model, observe, and provide critical feedback. They will also cultivate and support routines for the ongoing collective assessment of student learning and for collaborative instructional planning. In order to ensure that SEI strategies are embedded in all content areas and planning, coaches will play an integral part in modeling, supporting and monitoring the effective implementation of these strategies across grade levels and content-areas. Coaches will set goals and plan lessons and units with teachers, strategically incorporating SEI strategies and the Massachusetts Curriculum Frameworks (including Common Core shifts). Administrators and coaches will ensure that the proper structures	Project GRAD	Recruitment started in February 2014. All offers to be extended by June 2014.

are in place for the success of all teachers through the following: providing support and guidance through lesson planning; co-teaching to model good instructional strategies for all students; observing and assisting the teacher during instructional times; and implementing follow-up conversations and planning sessions where the coach and teacher are equal partners in evaluating the strengths of the lesson and next-steps based on student's needs (as informed by formative and summative data.)		
1.3 Summer Professional Development – Sheltered English Instruction (SEI) and Standards-Based, Data-Informed Planning and Instruction: All teachers will participate in two weeks of professional development and planning during the last two weeks of August before the school year starts. This will serve as a foundation for all professional development throughout the year. Over the course of these two weeks, teachers will focus on: • supporting students' academic language development across the subject areas through Sheltered English Instruction strategies • analysis of benchmark and formative assessment data and • use of data to support standards-based planning and instruction • mapping of standards, curriculum and assessments As part of week one professional development activities, faculty who have not already been certified for SEI will complete the first module of State RETELL training (approximately 8 hours). Teachers who have demonstrated expertise and success in working with ELLs will be invited to serve as peer co-facilitators, and so model the kind of teacher leadership we seek to cultivate. Throughout the two weeks, teachers will work to integrate SEI concepts and strategies into plans for instruction and assessment. Teachers will complete remaining training modules over the course of the academic year in a similar format.	Project GRAD, coaches	August 2014
1.4 Ongoing Observation and Feedback: Principals and coaches will frequently visit teachers' classrooms and provide constructive feedback that aligns to the ESE Standards and Indicators of Effective Teaching Practice Teacher Rubric, Educator Observation Tool, and the SEI Strategy Observation Tool. Teachers and administrators will set clear expectations using the Educator Evaluation rubrics and the Educator observation tools that will be used during all observations. Teachers will join and build grade- and content-level Professional Learning Communities (PLCs), which will be led by teachers. These PLCs will develop through ongoing observation and feedback. Teachers may study exemplar lessons through video or transcripts, read professional articles or books to deepen their level of pedagogical knowledge observe one another's classrooms during instructional rounds, and/or capture and analyze their practice on video. In making practice public, PLCs will enable teachers and leaders to reflect on progress and challenges implementing SEI strategies and standards-based lessons planning and delivery. Teachers will share, examine, and provide feedback on daily instructional practice allowing teachers to reflect on and improve their practice with the support of their team of co-teachers, coaches, and administrators. Teachers will use the follow-up times (led by coaches and administrators) from this on-site professional learning to discuss next steps and implementation within classrooms.	Principals, coaches, teachers	Starting Fall 2014 and continuing
1.5 Targeted Support for Teachers: We will implement a continuous cycle of improvement. Based on needs identified by coaches, principals, and teachers through assessment and observation, we will use special	Project GRAD	Starting Fall 2014 and continuing

workshops, team and individual coaching to target and strengthen particular instructional practices (e.g., effective use of SEI strategies, tiered instruction and scaffolds, flexible grouping, and formative feedback). PLCs will grow as teachers meet and plan together weekly. Teachers will use these weekly planning meetings to look at data (formative and summative), to plan lessons based on the Massachusetts Curriculum Frameworks, to discuss the effectiveness of the SEI strategies and other supports, and to identify students in need of intervention to master required concepts and content. These activities will focus on goals of the school and individual goals identified in the Educator Evaluation system. Administrators, coaches, and teachers will leave the planning meetings with clear expectations of next instructional steps and subsequent classroom observations will be used to monitor and provide feedback.		
1.6 Professional Expectations for Staff: Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at Morgan Full Service Community School. In addition to 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. The Principals, in consultation with the Receiver, will have the sole authority to set professional expectations and put policies and procedures in place for the school that will lead to the rapid academic achievement of Morgan's students.	Project GRAD, Principals	Beginning July 2014
1.7 Performance-Based Compensation: Effective July 2014, a new performance-based compensation system will be used to compensate Morgan staff.	Project GRAD	August 2015
1.8 Dispute Resolution: The Receiver will utilize a dispute resolution process set forth in Appendix A that values employees' input and allows for the rapid and effective resolution of employee concerns.	Project GRAD	August 2014
1.9 Policies and Agreements: Certain changes to the district's policies, agreements, and working terms as they relate to the Morgan school are necessary to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2014 and must be incorporated into future collective bargaining agreements as they relate to the Morgan school.	Project GRAD	Effective July 1, 2014

Priority Area 1 Benchmarks

Final Outcomes:

- By June 2015, 100% of teachers plan for and implement instruction that is aligned to Massachusetts Curriculum Frameworks and is informed by benchmark and formative assessment data.
- By June 2015, 80% of teachers use SEI strategies appropriately to differentiate instruction and materials for ELL students as evidenced by teacher lesson plans and classroom observations.
- By June 2015, 75% of students in core K-8 classrooms show increased proficiency compared to 2014 on State tests or benchmark assessments.

Early Evidence of Change:

- Beginning in October 2014 and ongoing, teachers at every grade level will use instructional practices taught in professional development that are identified as high leverage for high-needs students, as evidenced by teacher lesson plans and classroom observations.
- By January 2015, 80% teachers report that there is an established school-wide culture of shared inquiry into practice, as reflected in teacher and leader interviews.

Implementation Benchmarks:

1.1

- By May 12, 2014 all existing Morgan teachers who are interested in continuing at Morgan will have received decisions about their continued employment.
- By May 15, 2014 the new Principals, Dean of Students, and Director of Business Operations will be hired.
- By July 1, 2014 all vacant positions will be filled with faculty and staff who possess the commitment, knowledge, and skills to serve high-needs students.

1.2

- By July 1, 2014 an ELA and math coach are hired; each has SEI knowledge and skills.
- By September 1, 2014 coaches and administrators will have articulated and launched a transparent process for instructional modeling, co-teaching, and feedback as a continuous cycle of improvement for all staff.
- By October 1, 2014 and ongoing, coaches will have a schedule for meetings with all grade and content level PLCs to plan instruction using data, Massachusetts Curriculum Frameworks and SEI strategies.

1.3

- Two week August professional development for teachers completed.
- By September 1, 2014 a year-long professional development calendar is prepared to ensure cohesive implementation of instructional practices informed by emerging student data, Massachusetts Curriculum Frameworks and SEI strategies.

1.4

- By the conclusion of the August professional development program, school leaders will have articulated a transparent process for classroom observation and evaluation and feedback, including the tools, expectations, and purpose.
- By October 1, 2014 every teacher will have been observed at least once by an administrator, coach, and a colleague.
- By June 2015, teachers refine and sustain instructional practices that are both rigorous and responsive to learners.

1.5

- By October 1, 2014 all teachers have approved student learning and professional practice goals aligned to school goals for evaluation.

- By September 30, 2014 and ongoing, coaches and administrators meet weekly to target support (modeling, co-teaching, feedback) for teachers to improve instructional quality.
- By September 30, 2014 and ongoing, coaches and administrators have a schedule of teachers to be observed, targets for support, and instructional practices to focus on.

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

Morgan leaders and teachers will play a critical role in the co-creation of an inclusive and innovative, rigorous and responsive learning environment – for both students and the adults who serve them. Together, we will establish a culture of collective responsibility for student learning through continuous and critical inquiry into practice. We will develop and implement systems and routines for collective assessment and analysis of student data and teaching practice to inform and improve instructional planning, strategies, and use of resources. We will use an impact management system to enable timely adaptive response at the classroom, grade level, and school levels. By extending the school day and the school year and reconfiguring staffing and scheduling arrangements, we will create new opportunities for professional development and renewal, and maximize time for student learning.

Rationale for Identifying Area #2 as a Priority

As identified in the DESE report, *Emerging and Sustaining Practices for School Turnaround*, the provision of student- and teacher-specific supports and interventions that are informed by routine analysis of relevant data and responsive to identified student/teacher needs is highly correlated with school turnaround success. This finding is consistent with the findings of Bryk and colleagues in Chicago, regarding the importance of a “coherent instructional guidance system” – i.e., well-articulated systems of curricular and instructional support, assessment and feedback – to drive school level improvement forward.¹ Developing a sustainable culture for student and professional learning demands that sufficient time and focus be allocated for that purpose. An extended school day will provide increased time for student and teacher learning.

Challenges Addressed by Priority Area #2

As reflected in standardized and other assessments and elaborated below, student achievement at Morgan has continued to be unacceptably low. Data provided by DESE and the Local Stakeholder Group suggest that current instructional approaches and assessment systems are inadequate to and/or poorly aligned with the demands of significantly improving student outcomes, particularly for Morgan’s high percentage of English Language Learners and students with identified special learning needs. The DESE Monitoring Site Visit data from SY 2012-13 indicate that while there are classroom procedures in place to support learning, there is little academic press in daily instruction; few instructional activities require higher order thinking, nor is there differentiation to better respond to learner needs. Moreover, there are not systems in place for the gathering and collective analysis of data on student learning or teaching practice.

MCAS student achievement data, including grade- and content-level analysis

MCAS data demonstrate the unique needs of Morgan School. Of the 232 students at Morgan in Grades 3-8, 80% scored in Needs Improvement (NI) or Warning (W) in English language arts (ELA), and 85% scored in NI or W in Math. All of the fifth graders and 98% of the eighth graders scored NI or W in science and technology/engineering. The previous year saw similar MCAS results, with 78% of students scoring NI or W in ELA, 86% in Math, 98% for Grade 5 science and technology/engineering, and 97% for grade 8 science and technology/engineering.

The 2012 and 2013 MCAS results for the earlier grades at Morgan indicate many areas of low achievement. Several grades hold significantly higher percentages of students in NI or W in ELA and Mathematics, when compared to the overall school average, which is also high. Specifically, 98% of Morgan 3rd graders scored in

¹Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S. & Easton, J.Q. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

NI or W in Reading in 2013. Additionally, 97% of Morgan 4th graders scored in NI or W in ELA, and 93% of the 4th grade scored in NI and W in Mathematics in 2013.

In Grades 7 and 8 at Morgan, 2013 MCAS results indicate higher levels of proficiency; although the majority of students still score in NI and W. For example, 69% of the 7th grade students scored NI or W in ELA; 83% of 7th graders scored NI or W in math. Similar percentages of the 8th grade scored at those levels for the 2013 MCAS. Of the 8th graders, 62% scored NI or W in ELA and 68% scored in NI or W in math. Even as proficiency improves slightly from the Kindergarten to 8th grade at Morgan, the 2013 MCAS indicates that a striking percentage of the 8th graders are not proficient in science and technology/engineering, with 98% scoring NI or W.

Benchmark data in reading for the lower grades suggests that the roots of weak MCAS performance start much earlier than third grade. While not a perfect predictor or proxy for MCAS, in the January 2014 administration of the Fountas and Pinnell (F&P) Benchmark Assessment System (BAS), 79% of students in grades K-2 performed below grade level.

With 40.5% of its student population identified as ELL during SY 2012-2013, Morgan held a higher percentage of ELL students than the total percentage in the district (26.7%). On the 2013 MCAS, only 2% of Morgan's ELL students scored Proficient (P) or Advanced (A) in ELA and 4% P or A in math.

During SY2012-2013, Morgan reported 95.7% of its students as low-income. Of these low-income students at Morgan, 0% scored A for that year's ELA MCAS and 19% scored P. In math, Morgan reported 1% of low-income students scoring A and 14% scoring P.

During SY2012-2013, Morgan reported that 22.9% of students have identified disabilities. This percentage is comparable to the overall percentage of students with disabilities in the district of Holyoke (25.4%). Throughout all of the grades at Morgan, only 2% of students with disabilities scored P on ELA MCAS and 0% at A. Morgan reports the same percentage of students with disabilities scoring in P and A in math, respectively 2% and 0%. For the grade 5 and 8 Science and Technology/Engineering MCAS, 0% of students with disabilities scored in P and A.

The current school schedule significantly constrains student and teacher learning opportunities. The current schedule (Kindergarten through Grade 5 students are at school from 8:52-3:14; Grade 6 through Grade 8 students are at school from 8:15-3:14) does not provide sufficient time for all the instruction students require and professional development and planning time that teachers need. In order to achieve gains in student performance, students require increased quality instructional time and teachers require additional time to continuously build their skills, knowledge and capacity. Learning new instructional practices and sustaining routines for collective examination of classroom practice and student progress cannot occur in the "off hours"; nor can we advocate reducing time for related arts given consistent research demonstrating the importance of arts and physical education for student persistence and achievement.

Strategies to Achieve Priority Area #2

Key Strategy	Owner	Timeline
2.1 Collective mapping of resources to standards: Teacher teams will work with coaches to unpack the Massachusetts Curriculum Frameworks, and to align curricular resources (cross-curricular whenever possible), instructional strategies (focused on SEI strategies), and assessments to those standards. Cross-curricular lessons will drive students to consider civic and social concerns in their study of STEM, ELA and math. School-wide themes and initiatives can engage students with the applications of their studies and build a sense of empowerment and responsibility for social action.	Project GRAD, Principals, Coaches	August 2014-July 2015
2.2 Quarterly data and planning meetings: School leaders and coaches will work with teacher teams to use data from daily curriculum and skills-based assessments, as well as quarterly benchmark assessments, to monitor student progress toward standards, to plan grade-level strategies and instruction, and to determine need and plans for tiered intervention and tutoring.	School Leaders, Coaches	August 2014-July 2015
2.3 Frequent cycles of formative assessment and feedback, including weekly data review and planning meetings: As noted in strategy 1.3 above, from the start of school, leaders and coaches will work with teacher teams to implement frequent cycles of formative assessment and feedback to students. Teacher teams will meet weekly to monitor student progress and to plan appropriate strategies to address student learning needs, including for ELL students. (Formative data on ELL student progress will be triangulated with second year ACCESS results). These meetings will also be used to identify targeted areas of professional development needed for teachers and teacher teams (e.g., particular SEI practices, differentiated instruction, content-specific practices).	School leaders, coaches, teachers, teacher leaders	August 2014-July 2015
2.4 Ongoing observation and feedback: Principals and coaches will observe teachers regularly and provide feedback that links student progress to instructional practice. Formal observations will be framed in relation to the ESE Effective Teaching Practice Teacher Rubric, as well as the Educator observation tools and SEI observation tools. Additionally, the leadership team, teacher leaders, and ELA/math coaches will foster and coordinate routines for peer observation, and collective examination of and reflection on teaching practice across the content areas. (See Strategies 1.2, 1.5, and 1.6.) This collective attention to practice will further enable school leaders and teachers to target areas of support needed for teachers and teaching teams (e.g., particular SEI practices, differentiated instruction, and content-specific practices).	Principals, coaches, school leaders, teacher leaders	August 2014-July 2015

2.5 Implementation of real-time data systems: Morgan’s leadership team and GRAD will utilize a data analysis and management provider to track correlative data on a daily basis, and evaluate and refine intervention strategies.	Project GRAD	Contracts signed by June 1, 2014; implementation of system by August 1, 2014. Systems for data analysis and peer observation to be launched in early September, 2014 and developed over time.
2.6 Increased time for student learning and professional development and planning: The school day will be extended to run from 8:00 to 3:30 for all students (the current schedule for Grades K-5 is 8:52 – 3:14, and 8:15-3:14 for Grades 6-8). This additional time will be allocated to the academic core, provide opportunities for targeted intervention, and open up opportunities for teacher development and collective data analysis and planning. Staff will be expected to work from 7:30 to 4:00, with the added half hour before and after the instructional day dedicated to planning and collaboration. The master schedule will be revised to accommodate common planning, data analysis, and prep time. We will also extend the work year for teachers and provide up to 20 days for professional development (described in Priority Area 1) and planning. The length of the teacher work year will be up to 210 days and the length of the teacher work day will be 8.5 hours. During the course of the school year, teachers will participate in up to 5 professional development and planning days. These professional development days will enable Morgan educators to come together for professional learning and renewal, to co-construct an ambitious model of learning and teaching.	Project GRAD	By August 1, 2014
2.7 Resources for tiered instruction to enhance and extend classroom supports: Morgan will offer and implement a range of supplemental supports and/or interventions (including enrichment activities) and additional services to meet individual student needs, to ensure the full participation of every student in classroom activities. Our approach will include Response to Intervention (RTI), a prevention-oriented framework characterized by ongoing use of formal and informal formative and summative assessments of student progress linked to tiered, “just right” academic and behavioral supports and/or interventions/enrichment activities. We will use academic and behavioral data to monitor student progress, provide evidence-based supports and/or interventions, and adjust or modify supports and/or interventions as needed in response to student progress.	Project GRAD	Initial partnerships and resources established by July 1, 2014; partner development to be ongoing.

Priority Area 2 Benchmarks:

Final Outcomes:

- By June 2015, 100% of teacher teams follow established routines for collective data analysis and evaluation of interventions as evidenced by meeting minutes.
- By June 2015, at least 90% of students show improved academic outcomes on skills-based assessments and curriculum-based benchmark assessments.
- By June 2015, 80% of school leadership and teacher teams demonstrate a timely adaptive response at the classroom, grade level, and/or school level, aided by the impact management system.

Early Evidence of Change:

- By April 2015, 75% of teachers improve in at least three areas of practice as documented in feedback and classroom observations.
- By January 2015, 80% of teachers report a culture of shared collective responsibility for student learning and achievement, as indicated on teacher survey.
- By January 2015, 60% of teachers demonstrate a timely adaptive response at the classroom, grade level, and/or school level, aided by the impact management system.

Implementation Benchmarks:

2.1

- By August 2014 and ongoing, coaches work with grade and content level teams to unpack standards and align resources to standards.
- By September 2014 and ongoing, principals, coaches and staff from Project GRAD draft curriculum maps in math, ELA, science, and social studies.

2.2

- Beginning October 2014, coaches lead teacher teams to use data from skills-based assessments and curriculum based benchmark assessments to monitor student progress toward standards and to plan effective instructional strategies.

2.3

- By October 2014 and ongoing, teacher teams meet weekly to review data, monitor student progress and plan appropriate strategies to address student learning needs.
- By October 2014 and ongoing, teacher teams assign students to tiered instructional groups which are flexible and revisited at least bi-weekly using tracking system of skills-based assessments and curriculum based benchmark assessments.

2.4

- By October 2014, routines and schedules for peer observations of and feedback on classroom practice are established.
- By October 2014, systematic assessment of instructional practice is planned and scheduled which includes a protocol for feedback that links student progress to instructional practice.

2.5

- By August 1, 2014, the real time data management system will be purchased, installed, and implemented.

2.7

- By July 2014, an initial list of intervention and enrichment resources (tutors, community mentors, computer-based learning) is established.
- By October 2014, at least three partnerships have programs and/or initiatives in place at Morgan.

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

We are dedicated to promoting Morgan students' high achievement and deep engagement in the areas of science, technology, engineering, and mathematics (STEM) learning. We aim to develop Morgan into a center of STEM excellence, serving as a model for STEM instruction across the district. We will establish a dedicated STEM Academy for 6th through 8th grade students, where they will be exposed to a wide array of instruction and resources across science, technology, engineering, and math, centered on a rigorous project-based learning environment. For K-5 students, we will increase both time dedicated to and rigor of STEM instruction. To supplement STEM strategies, we will pay careful attention to content area literacy, thus supporting ELA and STEM learning simultaneously. We will build high expectations for student achievement in mathematics and science into the Morgan school and classroom culture, resulting in clear pathways to eventual college and career success. We will do this through classroom instruction, but also by integrating strong partnerships with local businesses, STEM-focused organizations, and institutions of higher education.

Rationale for Identifying Area #3 as a Priority

We believe an increased STEM focus will have positive outcomes for students in terms of preparing them for eventual college and career success.

First, mathematics is a foundation for higher-order thinking, and is a critical building block for preparation for college and technical careers. The sciences provide both methods for problem solving and core knowledge needed in our 21st century society. A solid understanding of math and science is foundational to being a fully engaged member of our society -- to be able to understand budgets, make good use of technological tools, and to see the important function that science and technology has throughout society.

Second, a STEM education prepares students for eventual participation in a STEM workforce. Although not the only reason students should learn STEM fields, career readiness is a very positive outcome. According to the United States Department of Commerce, the growth of STEM-related jobs over the last 10 years was three times that of non-STEM fields. Moreover, eight of the top 10 college majors associated with the highest median earnings per year are in engineering. By piquing students' interests early in STEM fields and giving them a foundational STEM education, they will be able to pursue STEM-related opportunities in further education and college.

Furthermore, Holyoke and the surrounding communities have business, organization, and higher education resources that can be assets in Morgan students' education. These resources will draw the community, including Morgan families, closer to the school and provide additional curricular and extra-curricular opportunities for our students.

Challenges Addressed by Priority Area #3

There are clear data supporting the need to prioritize science learning: 100% of Morgan's 5th grade students and 98% of Morgan's 8th grade students scored in Needs Improvement (NI) or Warning (W) on the science and technology/engineering MCAS in 2013. The previous year saw similar MCAS results, with 86% of students scoring in NI or W for math, 98% for grade 5 science and technology/engineering, and 97% for grade 8 science and technology/engineering. 0% of the 5th and 8th grade students with disabilities scored Proficient (P) or Advanced (A) on the science and technology/engineering MCAS. Currently, limited instructional time is devoted to science in K-4 and there is little evidence of actual science instruction in the primary grades.

In 2013, 94% of Morgan's 4th grade students scored NI or W on math MCAS; and 83% of 7th graders and 68% of 8th graders scored NI or W. In the same year, only 4% of Morgan's ELL students scored P or A in math; of low-income students at Morgan, only 1% scored A on math MCAS and 12% scored P. Throughout all grades at Morgan, 0% of students with disabilities scored A on math MCAS, and only 2% scored as P. (See Priority Area 4 for more math data.)

These scores are consistent with observations that there is not sufficient time and focus dedicated to STEM instruction and learning at Morgan. Students in grades K-4 receive science instruction only every other day, and there is very limited technology/engineering instruction in any grade. Moreover, Morgan does not have the facilities to support comprehensive STEM instruction. Morgan's facility does not have any science labs and students have limited access to technology.

Moreover, there is not a district-wide opportunity for K-8 students to receive a targeted STEM education – there is no K-12 pathway for students interested in focusing on STEM. Students who want to concentrate on STEM at the high school level have not received sufficient preparation in the lower grades to allow them to do well. Although science and mathematics instruction is present at all schools, we believe that creating a dedicated STEM Academy in grades 6-8 and increasing STEM instruction in grades K-5 will distinguish Morgan as a school committed to the preparation of future scientists, engineers, and other professionals engaged in STEM fields.

Strategies to Achieve Priority Area #3

Key Strategy	Owner	Timeline
3.1 Increased STEM instruction for Morgan's K-5 students: Although we will maintain Morgan's current focus on literacy and math, we will increase science instruction to greater frequency and opportunity than status quo. Following many of the principles of the Grades 6-8 STEM Academy (see Strategy 3.2 below), we will implement a project-based learning approach where appropriate. We will also utilize the deep partnerships formed for the STEM Academy to create field trips and other exposure to STEM for younger students, though with less frequency than grade 6-8 students. We will expose students to technology earlier on, integrating it into as many subject areas as appropriate. We believe this will prepare the students for their eventual enrollment in the STEM Academy as well as in professional workplaces and other educational environments. We will align resources in math and science to match the students and instructional tasks. (See Priority Area 5 for more detail.)	Project GRAD, K-5 Principal	August 2014
3.2 STEM Academy for Morgan's 6th through 8th grade students, to be implemented in SY 2014-2015: In addition to learning ELA and focusing on literacy, students will receive full daily periods of instruction in math and science/engineering, and will use technology across multiple classes, including ELA, social studies, and arts. Moreover, a project-based learning model will allow students to ground their learning in a local context and develop skills around working in groups. In addition, we will work with local businesses, institutes of higher education, and STEM programs (including those focusing on encouraging STEM career tracks for minority students) to create meaningful extra-curricular opportunities for students. This will include field trips to local STEM-oriented businesses, locally relevant projects in conjunction with external partners, mini-internships, and other opportunities; see Strategy 3.4 for additional information. Subject to scheduling and other logistics with Dean Tech and Holyoke Public Schools (HPS), students will have an opportunity to learn at Dean Tech's new Community Lab. Morgan teachers can use the lab to ensure students have access to a full science laboratory environment and an ability to perform more engaging and rigorous experiments than they would at Morgan. This will create opportunities for Dean Tech students to function as peer tutors and coaches for Morgan students.	Project GRAD, 6-8 Principal	August 2014

3.3 Promotion of high quality STEM in all grades: To ensure the success of the STEM Academy, we will hire a 6-8 grade instructional leader (Principal) who will ensure sufficient knowledge and resources are dedicated to its success. We will recruit, develop, and maintain high caliber teachers who bring deep content knowledge in STEM areas. (See Priority Area 1.) A math coach will work closely with faculty in their classrooms to translate instructional models and resources into daily practice. This coach will co-plan with individuals and grade level teams, co-teach, model, observe, and provide critical feedback. He/she will also cultivate and support routines for the ongoing collective assessment of student learning and for collaborative instructional planning. There will be continuous feedback and observation for all STEM teachers. (See Priority Area 1 for full understanding of all the teacher development and support strategies to be implemented.) We will conduct extensive STEM professional development for teachers, including project-based learning training, summer trainings at institutions of higher education, and regular yearlong professional development through local resources. External trainings will be modeled on existing Project GRAD higher education partnerships at institutions such as Rice University, UCLA, and Emory University, and we project a new partnership of this type developing at the Georgia Institute of Technology as early as 2015.	Project GRAD, K-5 Principal, 6-8 Principal, Math coach	August 2014
3.4 Robust extra-curricular opportunities for students, in part via partnerships with local businesses, organizations, and institutions of higher education: We will build relationships with local engineering/technology-focused businesses and organizations, asking them to create projects with teachers for our students, allow students to see businesses on field trips, create internship/mini-work experiences, and more. We believe that bringing community resources into the school will significantly augment students' learning and engagement around STEM. We will create extra-curricular clubs/activities that are STEM-focused, such as a robotics club or a computer science club. These will give students an opportunity to pursue a specific interest and learn outside the classroom, and provide students with a supportive way to spend their time afterschool. We will partner with local institutions of higher education, including STEM-related departments. Although we recognize that Morgan's students are a number of years away from college, we believe that exposing them to higher education opportunities early on will benefit them. Additionally, local colleges and universities have many STEM resources that they	Project GRAD, K-5 Principal, 6-8 Principal	September 2014

have expressed interest in bringing to Morgan. The Receiver will consider partnership strategies such as the model that has been developed between Dean Tech, the Massachusetts Green High Performance Computing Center, and Holyoke Community College. If agreed upon with HPS, some or all of these may be open to students outside of Morgan, based on demand and resources.		
3.5 Exchange of STEM knowledge and resources within HPS: As Morgan transitions to a STEM-focused school and the Receiver develops the STEM Academy, we look forward to exchanging knowledge and resources with other schools in the district. This could take the form of helping leaders think through implementing project-based learning, integrating technology, or broadening our partnerships to collaborate with more schools. The Receiver will work with both Holyoke High School and Dean Vocational Technical High School to ensure Morgan students' positive STEM trajectory is maintained as they graduate eighth grade. We will look to learn from strong STEM practices wherever they may be, whether locally in Holyoke, in the Commonwealth, or throughout the nation. In addition, as recommended by the Local Stakeholder Group, the Receiver will use SY 2014-2015 to work with HPS to consider the option of a STEM magnet middle school open to students across the district. Considerations would include curriculum and instruction, enrollment, appropriate facilities, technology availability, STEM-related assets already in the district, and other factors that would be essential if such a middle school option were to be created.	Project GRAD	June 2015

Priority Area 3 Benchmarks:

Final Outcomes:

- Spring 2015 MCAS shows a 10 point increase in the percentage of 5th and 8th grade students scoring P or A in science and technology/engineering. Spring 2015 MCAS shows a 10 point increase in the percentage of students across all grades scoring P or A in mathematics
- By June 2015, every student participates in a school-wide STEM fair.
- By June 2015, 80% of students in Grades 4-8 agree with statement on a student survey that "learning science, technology, engineering, and math skills will help me succeed."

Early Evidence of Change:

- By January 2015, 100% of math and science teachers implement instruction and incorporate relevant resources aligned with Massachusetts STEM area standards.
- By January 2015, every student in Grades 6-8 has engaged in at least one STEM related activity in the Community Science Lab or in a Career Lab at Dean Technical High School.
- By January 2015, every student in Grades 6-8 has engaged in at least one STEM career exploration activity with one community partner.

Implementation:

3.1

- By July 31, 2014, the class schedule for grades K-5 increases science instruction to greater frequency than status quo.
- By August 31, 2014, STEM are teachers in Grades 4-5 are provided training and support for project-based learning and the meaningful incorporation of technology into daily instruction.
- By August 31, 2014, curriculum, assessment, and targeted intervention resources for math and science are aligned with standards.

3.2

- By July 31, 2014, the class schedule for grades 6-8 includes daily instruction in science as well as ELA, math, and social studies.
- By August 31, 2014, curriculum, assessment, and targeted intervention resources for math and science are aligned with standards.
- By August 31, 2014, all teachers in Grades 6-8 are provided training and support for project-based learning and the meaningful incorporation of technology into daily instruction.
- By July 31, 2014, MOU signed with Dean Tech for use of Community Lab; related transportation secured.

3.3

- By May 15, 2014, STEM Academy Principal hired.
- By July 1, 2014, math coach hired.
- By April 15, 2014, teacher hiring process will include elements (e.g. interview questions and/or performance assessments) to determine teacher content knowledge in STEM areas.
- See Priority Area 1 for benchmarks related to ongoing professional development.

3.4

- By September 1, 2014, initial partners vetted and selected.

3.5

- Beginning June 2015 and ongoing, Receiver/Project GRAD and HPS superintendent to reflect on progress at the Morgan and identify promising practices to share with other schools in the district.
- Beginning October and ongoing, Receiver/Project GRAD, ESE, and HPS explore demand and feasibility for STEM magnet middle school.

Priority Area for Improvement #4: Targeted and Aligned Resources

By developing, identifying and aligning instructional resources, we will maximize opportunities for student learning and teacher professional development. We will open a Morgan pre-K program to begin opportunities for learning with younger children which will benefit Morgan students in subsequent years. We will ensure that all available resources are being used efficiently and there is a cohesive plan in place with understanding among all teachers, leaders, and staff.

Rationale for Identifying Area #4 as a Priority

With an emphasis on targeted interventions and tiered instruction to support all students in achieving rigorous standards, teachers need sufficient and aligned resources and teaching strategies that address the needs of subgroups. While Morgan's teachers will be innovators, their time is better spent learning to use good curriculum effectively and developing a rich and varied repertoire of instructional practices around those materials, than inventing or hunting down curriculum. High-quality pre-kindergarten programs have been shown to decrease school readiness gaps, increase achievement (when sustained by high quality practices in elementary grades), and reduce retention and dropout rates. We will use SEI endorsement training to establish a language rich environment that promotes literacy across the content areas for all students and provides appropriate scaffolds and supports for ELLs. We will create systems to ensure that students with disabilities (SWDs) receive high quality instructional opportunities and supports. All resources allocated to Morgan – including time, funds, human capital, operational supports, and other resources – will be used to maximum effectiveness and will be fully aligned in support of student learning.

Challenges Addressed by Priority Area #4

As stated in the other priority areas, there is a clear need for improved instruction across all content areas, based on student achievement data. Well-chosen resources will help teachers increase effectiveness and spend more time on high-value activities likely to improve student learning.

The school is currently full of materials but it is unclear what those materials are, the extent of their alignment with state standards, and whether teachers are aware of all that is available and how to match them to student and content needs. The overwhelming amount and disorganization of materials not only impedes access, but also makes determination of the nature and scope of any gaps between existing and needed resources extremely difficult. Full scale evaluation of the current instructional resources available at Morgan and a comprehensive plan to align these with instructional priorities is a critical first step in ensuring that resources are adequate, accessed efficiently, and used effectively.

With regards to pre-kindergarten, currently, many Morgan students have their first formal education experience in kindergarten. These students enter Morgan already facing an achievement gap. January 2014 school data indicate that 64% of Morgan's Kindergarten class and 80% of Morgan's first graders tested in the red level (below grade level expectations) on the monthly progress monitoring metric used in HPS. In this same January 2014 data report, 118 of Morgan's Kindergarten, first and second graders (79%) were not on grade-level on the most recent BAS. As advised by the LSG members, an opportunity for quality preschool is essential to improving achievement in the early grades at Morgan.

The LSG recommends embedding a full day year-round pre-school within Morgan so that all Morgan students can attend, without the challenge of transportation that other pre-K programs may present. The LSG members believe a preschool is necessary to close achievement gaps in the early grades, citing the extraordinarily high number of Kindergarten, first, and second grade students scoring at Warning levels on assessment tools, GOLD and BAS. Additionally, they report low levels of Kindergarten readiness, finding only three students entering Kindergarten who knew the letters of the alphabet. This recommendation is consistent with at least three decades of research that documents the disparity in vocabulary growth between disadvantaged students and

their more advantaged peers (White, Graves and Slatter, 1990), and points to the power of high quality pre-K programs in narrowing the gap (cf. Weiland & Yoshikawa, 2013).²

In opening a pre-K program at Morgan, we seek to immerse Morgan students in a structured, language rich environment from an earlier age, consistent with Holyoke's district-wide initiative in support of early literacy. Beginning readers rely upon the words they hear to make sense of written vocabulary. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary (Put Reading First, p.34). In expanding pre-K opportunities at Morgan, we will improve our students' Kindergarten readiness, providing them with the foundation to sustain improvement through the first, second and third grades. Adding pre-K to Morgan will ensure that students can learn the meanings of words through everyday experiences with oral and written language in a range of experiences, including daily oral language, adult reading, and multiple opportunities for access to reading, writing, letters and words.

As described in Priority Area 2, Morgan's students with disabilities (SWDs) are not making adequate progress. In 2013, only 2% of Morgan's SWDs scored Proficient or higher on the ELA MCAS. 76% of students scored Warning on the ELA MCAS, while 91% of Morgan's SWDs scored Warning in Math. On the science and technology/engineering MCAS of that same year, 0% of Morgan's SWDs scored Proficient or Advanced, while 79% scored Warning.

²Weiland, C. & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*, 84 (6), 2112-2130.

Strategies to Achieve Priority Area #4

Key Strategy	Owner	Timeline
4.1 Aligned resources in ELA (system of standards, curriculum, instructional strategies and assessments): Identify and make available to teachers ELA resources and instructional practices aligned with Massachusetts Curriculum Frameworks. Informational texts will be chosen to connect with focal science and technology topics for each grade. We will select resources that provide the strategies, tools and classroom support for teachers to respond effectively to the diversity of learning needs and assets among their students; that have demonstrated effectiveness in schools with similar demographics; and that will be compatible with our commitments to cultivating student agency and responsibility through problem/project based learning. The ELA coaches will work with teachers to align and adapt resources to be responsive to learners' needs.	Project GRAD (specifically, Chief Academic Officer), ELA coaches	Initial resources identified by June 1, 2014 Coaches begin work with teacher teams in September 2014.
4.2 Aligned resources in mathematics (system of standards, curriculum, instructional strategies and assessments): Identify and make available to teachers mathematics resources and instructional practices aligned with Massachusetts Curriculum Frameworks. We will select an approach that emphasizes the development of students' skills in reasoning, argumentation, modeling, and representation, as well as computational fluency. Curricular materials and instructional practices will engage students in reasoning, representing and justifying their thinking about mathematical situations; whole group instruction will be augmented by independent and small group guided learning opportunities to allow for greater differentiation. The math coaches will work with teachers to align and adapt resources to be responsive to learners' needs. We will work with ESE and university and other partners to articulate a curriculum map, aligned resources, and two extended units per grade in P-3, four extended units in Grades 4-6, and six units for Grades 7-8.	Project GRAD (specifically, Chief Academic Officer and Math VP), math coaches	Initial resources identified by June 1, 2014 Coaches begin work with teacher teams in September 2014.
4.3 Aligned resources in science (system of standards, curriculum, instructional strategies and assessments): Identify and implement science and technology resources and instructional practices aligned with state and Next Generation Science Standards. This will support our increased focus on STEM, particularly in grades 6 through 8. We will work with ESE, New Tech, university and other partners to articulate a curriculum map, aligned resources, and two extended units per grade in P-3, four extended units in Grades 4-5, and six units for Grades 6-8.	Project GRAD (specifically, Chief Academic Officer)	"Starter Units" developed and implemented in early fall 2014; continuing through academic year.

4.4 Pre-kindergarten Program: Building on the LSG’s recommendations, we will use Level 5 authorities, pending identification of appropriate space, to establish a pre-K program for Morgan, to begin in Fall 2014. As part of program development, we will solicit input from a variety of Morgan stakeholders. Having a pre-K program for Morgan will address several educational challenges: • Allows students who would not otherwise have an opportunity to attend pre-K the chance to attend by hosting pre-K within close distance from most Morgan families. • Promotes early language acquisition for ELLs • Allows for consistency in content and instructional practices between all grade levels • Allows for earlier connection and open communication with families of Morgan students • Accelerates Kindergarten readiness by providing an accessible school to attend in pre-K As part of pre-K outreach with families, we will include a focus on attendance, so students may receive maximum benefits from the program.	Project GRAD	September 2014, contingent on availability of space and funding.
4.5 Sheltered English Instruction (SEI) Endorsement and supports for English language learners: Hiring will privilege those who are bilingual and have demonstrated impact with students or have demonstrated excellence in serving ELLs. All teachers who teach ELLs and do not already have ELL certification will be required to obtain SEI endorsement as soon as course availability allows, preferably by June 2015. Note that the goal is not merely compliance with State mandate, but rather the development of a language rich environment that promotes literacy across the content areas for all students. Thus, attention to language demands and opportunities and specific supports for language and literacy development will be woven into professional development throughout the year. Starting with the summer workshops, ELL specialists will work with teacher teams to identify and develop grade level appropriate, differentiated assignments, and to identify support materials as teachers pursue standards-based planning. These methods will be implemented as soon as school begins.	Project GRAD, with DESE assistance to ensure all teachers can obtain endorsement	All staff members must obtain endorsement, optimally by June 2015
4.6 Supports for Students with Disabilities (SWDs): Project GRAD’s two-fold commitment is to: provide high-quality instruction for SWDs in the least restrictive environment, consistent with individual students’ IEPs; and to ensure that SWDs are provided the same opportunities (educational, social, etc.) and access as their nondisabled peers. Morgan will create an inclusive environment for all students that will allow SWDs to participate in all school-wide		

and grade-level activities with their classmates in the general education program to the greatest extent possible as identified in students' Individualized Education Plan (IEPs). Staff (general educators, special educators, related service providers, specialist teachers, paraprofessionals, etc.) will plan collaboratively to deliver high quality services and instruction to SWDs, incorporating all aspects of students' IEPs. Morgan will review, revise, and/or develop policies, practices, and procedures to ensure full compliance with Federal and State Special Education Regulations. When considering a more restrictive environment for an individual student, Morgan will ensure the team process and development of an IEP (603.CMR 28.05) and Placement of Service Options (603 CMR 28.06) requirements are followed. In order to ensure high quality services and supports for SWDs, GRAD will appropriately recruit, hire, and support licensed special education teachers, paraprofessionals or other specialists needed to meet the requirements of students' IEPs and/or 504 plans. Facilitation of the Special Education Team process will be led by a licensed special education professional.		
4.7 Enrichment Resources: Project GRAD will identify and coordinate enrichment resources ranging from in-school tutors to community-based activities. Morgan will work with partner providers to coordinate offerings, prioritizing partners who can provide STEM-related resources. We aim to create more of a community classroom by mobilizing community partners, so that learning and development happen in multiple spheres, not just in the school.		

Priority Area 4 Benchmarks

Final Outcomes:

- By June 2015, 75% of students show improved academic outcomes on skills-based assessments and curriculum based benchmark assessments.
- By June 2015, 80% of Morgan pre-K students meet the minimum requirements for Kindergarten readiness.
- Spring 2015 MCAS shows a 10 point increase in the percentage of 5th and 8th grade students scoring P or A in science and technology/engineering.
- Spring 2015 MCAS shows a 10 point increase in the percentage of students across all grades scoring P or A in mathematics and ELA.

Early Evidence of Change:

- By October 2014, IEP and 504 plans for all students with disabilities will have been reviewed, and are being implemented and monitored.
- By January 2015, 80% of teachers report that resources are easy to access, aligned to curriculum, and contribute to rigorous instruction as indicated in a teacher survey.
- By January 2015, 75% of teachers demonstrate implementation of instructional strategies that appropriately match and use available resources, as evidenced by classroom observations and lesson plans.
- By April 2015, 70% of new Morgan preschoolers are on track for Kindergarten readiness as measured by performance and benchmark tasks.

Implementation Benchmarks:

4.1 – 4.3

- By July 1, 2014, existing resources for all content areas inventoried, assessed, sorted and organized; new aligned resources identified and ordered.
- By August 2014 and ongoing, all staff knows and uses the protocol for finding and using available resources.

4.4

- By September 2014, Morgan pre-K opens for students in the eligible attendance zone.

4.5

- By June 2015, all staff has completed the Morgan cohort SEI endorsement training.

4.6

- By September 2014, the special education team is in place to adequately address and support students with disabilities and the staff who serve them.

Priority Area for Improvement #5: Enhancing and Sustaining Family and Community Engagement

As recommended by the Local Stakeholder Group, we aim to engage closely with students' families and the Holyoke community more broadly to build a bridge between the cultural knowledge and resources that families and communities have accumulated over time and the formal academic knowledge, skills, and practices that students must learn in school. There are many programming opportunities currently available for families at Morgan, but we hope to develop outreach strategies that will more effectively engage them as partners in promoting students' academic success.

Rationale for Identifying Area #5 as a Priority

Morgan will be most successful if the school forges strong partnerships with families, community stakeholders, and highly successful educational organizations in order to bring about systemic and sustainable change at the school level. We believe there are rich resources among families and within the community that can be mobilized to contribute to students' success. As suggested by the Local Stakeholder Group, we want to further prioritize community and parent outreach needs so that parent involvement is seen as essential and invaluable to the well-being and academic growth of Morgan students.

Challenges Addressed by Priority Area #5

There is a particular need to capitalize on the language and literacy resources in the community to advance students' English proficiency. Currently, 98.7% of students report Spanish as a common language. Strengthening relationships with families will enable us to bridge home and school literacies, forming a better foundation for English language development and family engagement in other aspects of school life. Involving partner organizations in a systematic way will open access to financial and other kinds of support to help achieve school goals.

As noted in Priority Area 3, students entering Morgan demonstrate weak English/Language arts proficiency. As reported by the Local Stakeholder Group, only three students entered kindergarten this year knowing all their letters. As measured by the Fountas & Pinnell Benchmark Assessment System, in November 2013, 90% of students in Grades K-2 were reading below grade level. By January 2014 there was some improvement, with 79% of students as reading below grade level. First grade performance was the weakest, with 87% of students scoring below grade level in January. Ongoing engagement with Morgan families, through programming at the Welcome Center and Newcomer Support, will build relationships in support of early childhood literacy.

Mobility patterns of Morgan students require further on-the-ground analysis. Initial data suggest these areas will require extensive consideration. In SY 2012-13, Morgan experienced a churn rate of 31.1%, a percentage that only grew for the subgroup of ELL students, at 35.5%. HPS indicates that in SY2012-13, 112 students withdrew from Morgan; of these students, 34 remained within HPS, 27 left the state, 40 remained in-state but left HPS, and 11 moved to a Holyoke charter school. So far in SY 2013-14 (as of February 13, 2014), 29 students have transferred out of Morgan, but they remained within the school district. While it is not possible to draw conclusions of cause or effect from these numbers, the data suggest a need for an evolving strategy of support for highly mobile students and families.

With regard to attrition, at the start of SY012-13, 15% of Morgan students did not return with their classmates in the fall. Particularly high rates of student attrition are seen following Kindergarten, 2nd grade, 5th grade and 6th grade at Morgan. 19.2% of the SY2011-12 Kindergarten class did not return for the 1st grade in the fall of 2012. Between the 2nd and 3rd grade, 18.8% of the class did not return. In the 5th to 6th grade transition, 17.6% of the class did not return and between 6th and 7th grade, 19.0% of the class did not return. Of note are

the even higher rates of attrition for ELL students between Kindergarten and 1st grade, when 21.1% of ELL students do not return, and between 5th and 6th grade, when 36.4% of ELL students did not join their classmates in the fall.

In its report, “A Revolving Door: Challenges and Solutions to Educating Mobile Students” (2011), the Rennie Center for Education Research and Policy focused its research on six school districts in Massachusetts, including Holyoke.³ The report found that participants cited several reasons for high mobility patterns, including family instability, housing instability, immigration, and changes in family employment. While these challenges reside outside of Morgan’s purview, we can seek to support families as they join the Morgan community through the Welcome Center and Newcomer Support.

³ *A Revolving Door: Challenges and Solutions to Educating Mobile Students*. (September, 2011). Cambridge, MA: The Rennie Center for Education Research & Policy. Downloaded from: http://renniecenter.issuelab.org/resource/revolving_door_challenges_and_solutions_to_educating_mobile_students

Strategies to Achieve Priority Area #5

Key Strategy	Owner	Timeline
5.1 School Site Council and ELL Parent Advisory Committee: In accordance with Massachusetts law, Morgan will establish a School Site Council comprised of both families and school staff to advise the school leadership team. Specifically, the SSC will advise school leadership on the development of community partnerships and family programming, and will also participate in the ongoing assessment of student support systems, especially in the area of ELL. The SSC will also help launch PAC to cultivate parent leadership and advocacy around serving ELLs. Through the PAC, Morgan will recruit and develop parent leaders who play an active role in shaping and enacting a range of school and community initiatives.	Project GRAD, principals	Summer 2014
5.2 Engagement with Morgan families: The school's current commitment to integrating families' aspirations and values with Morgan's mission and goals is a resource upon which we will build. In summer 2014, we will reach out to families to begin conversations about their interests, needs, and aspirations, as well as the mission and goals of Morgan. These conversations will take place in homes, work places, and schools – or wherever families are likely to be. We will also establish a Welcome Center – a room in the school designed for adult and family learning; family-faculty conversations about students' progress (in addition to two formal conferences per year); and activities ranging from math/science/literacy nights, to programs on socio-emotional learning, to classes co-facilitated by parents or community partners and school staff. We will renew the commitment to dialog annually through a Walk for Success, an event in which Morgan faculty and staff, parent leaders and community partners walk to homes and gathering areas in the Morgan community, engaging with as many Morgan parents as possible. We will hire a Family Engagement Coordinator who oversees this work. This person will be bilingual and, ideally, from the community. We will ensure that our teachers and leaders establish and maintain partnerships with families to enhance teaching and support student learning.	Project GRAD, Project Director, school leaders, Family Engagement Coordinator	SY 2014-2015
5.3 Creation/reinvigoration of other key community partnerships: We will deepen existing relationships and cultivate new partnerships with local businesses, community organizations, and post-secondary education institutions that offer expertise and other resources to support Morgan in a range of areas, including (but not limited to): • math, science, and literacy education (in- and out of class tutoring and enrichment),	Project GRAD, Project Director, Community Partner Coordinator	Partnerships articulated by August 1, 2014; rolled out by September 1, 2014

• child and adolescent health (physical and mental), including drug abuse prevention, • violence prevention, • after school programming, • behavior management or culture/climate consultation, • family engagement, • student empowerment to develop international awareness, self-sufficiency, and a sense of pride in their academic and personal success We will hire a Community Partner Coordinator who will work to recruit new partners, vet existing partners, and align partnerships to the goals of the turnaround plan. This person will, ideally, already have connections and contacts with Holyoke and Massachusetts partner organizations. The Community Partner Coordinator's chief goal will be to enhance teaching and support student learning through partners' assets and expertise. Each partnership will bring resources, knowledge, and opportunity to Morgan students. Our strategy is to select partners who bring complementary expertise. The Receiver shares the LSG's belief that partnerships must synchronize with Morgan's strategic initiatives. 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.		
5.4 Partnership with an early childhood intervention program: The Receiver will identify a program to be offered to all families that are zoned to attend Morgan and have a two- or three-year-old child at home. (These students will eventually attend Morgan's pre-K program.) The program should have effectively boosted literacy achievement in participating communities in Massachusetts. This partnership will be a first step in addressing concerns around early literacy identified by the LSG, establishing a pathway for strengthening literacy learning from early childhood to the middle grades. We will work with the District and community partners to pursue options for augmenting this pathway with formal, school-based educational programming for pre-K students.	Project GRAD (specifically Project Director)	Program rolled out by September 1, 2014
5.5 Newcomer Support: Supported by the ELL Parent Advisory Committee and the Family Engagement Coordinator, we will employ strategies to engage new families throughout the	Family Engagement Coordinator, ELL Parent Advisory	SY 2014-2015

school year. Strategies may include but are not limited to: pairing new students with school buddies or ambassadors; a “welcoming committee” of school staff and parents to introduce new families to both Morgan and Holyoke; or projects undertaken by PAC and the Welcome Center team such as an orientation video or Welcome Center activity.	Committee	
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Priority Area 5 Benchmarks

Final Outcomes:

- By January 2015, 35% of families (including newcomers) who respond to surveys, and by June 2015, 50% of families, can identify one learning target for their student and name at least one way they can support that goal at home as identified during family conferences.
- By June 2015, 50% of students participating in partner programs and initiatives demonstrate greater academic growth than similar students not enrolled.

Early Evidence of Change:

- By January 2015, 50% of all families, including newcomers, agree with statement on a parent survey that they feel connected to the Morgan community.
- By January 2015, 80% of teachers can identify how community partners reinforce academic and behavioral goals as shown on teacher survey.
- By January 2015, 80% of partners can articulate school goals and the academic targets for the students they serve.

Implementation Benchmarks:

5.1

- By September 2014, initial meeting of SSC held, with a focus on ELLs, as evidenced by meeting minutes.
- By October 2014, outreach event held to find interested parents for PAC.
- By November 2014, first ELL PAC cohort recruited and initial training provided.

5.2

- By July 2014, bilingual Family Engagement Coordinator hired.
- August 2014 teacher professional development includes introduction to Holyoke community service providers and segment on having academic conversations about student goals and progress with parents/families. Teachers learn protocol for accessing support for students from community service providers.
- By August 31, 2014, every family has had positive contact with at least one Morgan staff member before school starts, either through the Walk to Success event or individualized outreach.
- By September 2014, Welcome Center created and initial outreach events planned.

5.3

- By July 2014, Community Partner Coordinator hired.
- By August 2014, all existing Morgan partners are vetted to determine alignment with turnaround plan strategies.
- By October 2014, at least three new partners are offering programs and services aligned with Morgan turnaround strategies.

5.4

- By June 30, 2014, early childhood intervention program identified and partnership established.
- By June 30, 2015, 50% of students in the early childhood intervention program from SY2014-15 are enrolled in Morgan pre-K for SY 2015-16.

5.5

- By November 2014, at least 30% of identified Newcomer families attend first orientation activity, as evidenced by event attendance

- November 2014 and ongoing, welcome initiatives for new families include pairing new students with school buddies or ambassadors; a “welcoming committee” of school staff and parents to introduce new families to both Morgan and Holyoke; and Welcome Center activities.
- By June 30, 2015, materials and orientation activities for new families refined.

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

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 pre-kindergarten 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 contractor 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: Required Working Conditions

Following are the terms for working conditions and compensation specific to the Level 5 school(s) in the district. The Commissioner and Receiver reserve the right to make additional changes to the collective bargaining agreements and/or any existing practice or school district policy as applied to the school as needed. Nothing contained in the turnaround plan or the collective bargaining agreement shall be construed to limit the rights of the Commissioner as they are provided for under G.L. c.69, §1J.

TERMS AND CONDITIONS FOR EMPLOYEES AT THE MORGAN 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.

In order to implement a successful turnaround plan at the Morgan School it is essential to have in place an extended school day so that students have extra instructional time and adequate common planning time and robust professional development opportunities are in place for teachers, administrators, and support staff.

Central to the School Turnaround Plan is the requirement that the School make effective use of its resources to maximize student achievement. In particular, the School Turnaround Plan requires the Receiver to implement a new performance-based compensation system, as set out below. 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 provision of the district's collective bargaining agreements or any pre-existing practice or policy. The terms reflect mandatory changes to the district's policies, agreements, work rules and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1J. 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 Morgan School.

I. WORKING CONDITIONS

To implement the School Turnaround Plan, the Commissioner has selected Project GRAD as the Receiver for the Morgan School. The Receiver shall have full managerial and operational authority for the school. The Receiver shall develop and the Commissioner shall approve an annual operational plan which outlines working conditions for staff assigned to the school.

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

Conditions Necessary for Project GRAD to Succeed

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

Staffing

Collective Bargaining Agreements:

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

Dispute Resolution:

Any employee assigned to the Morgan 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 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:

- Project GRAD 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 Project GRAD to employ any specific individuals in the school that it operates.

- Project GRAD may select staff for represented positions without regard to seniority within the union or past practices between the school committee and the union.
- Project GRAD may formulate job descriptions, duties and responsibilities for any and all positions in the school.
- Project GRAD 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.
- Project GRAD may establish its own organizational structure and create nontraditional administrative positions in order to efficiently operate the school. Such positions will not be covered by any district collective bargaining agreement.
- District staff and teachers who are not selected to remain at the Morgan School 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.
- Project GRAD may choose to remove staff as a result of misconduct and shall not be bound by the practices or procedures established between the school district and any collective bargaining unit.
- The school and its employees are exempt from the layoff and recall language in the union contracts and any associated practices.
- Project GRAD will be responsible for recruiting, selecting and recommending for hire, managing and evaluating the necessary personnel to serve Special Education students in accordance with their needs and services/supports identified in IEPs.
- Project GRAD will be responsible for recruiting, selecting and recommending for hire, managing, and evaluating staff required to meet the needs of students who are English Language Learners.

Professional Obligations

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at the Morgan School. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations and other similar activities. Teachers will also be afforded regular preparatory time during their work week. Such preparatory time may include common planning periods and professional development. It is the intention of Project GRAD to create and implement a master schedule that will allow teachers to conduct the majority of their planning, marking and other professional activities within the confines of the teacher work day.

Expectations for Staff Members:

The term of employment for teachers will be July 1 through June 30. The length of the teacher work year will be up to 210 days as follows:

- o Up to 10 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;
- o Up to 185 instructional days;
- o 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.
- o Up to 10 additional days: Project GRAD reserves the right to extend the school year by up to 10 additional days, based on student growth and needs or add up to 10 days of professional development and planning time after the school year ends. Teachers will be notified by December 1 of each year if the school year will be extended.

- Project GRAD school leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.
- Teachers will be evaluated according to the Massachusetts Department of Elementary and Secondary Education model system. Project GRAD reserves the right to implement modest modifications to the DESE model system, such as timelines.
- The standard workday for the Morgan School teachers will be 8.5 hours, with the specific schedule to be determined when the turnaround plan is finalized.
- The regular student instructional day will be 7.5 hours.

All Staff Members:

- All staff members are expected to participate in weekly Professional Development and Collaboration activities as well as common planning time. These will be built into the weekly schedule and will contribute to the development of a rich professional learning community for adults.
- During a typical Monday-Friday week, all staff members are expected to perform additional duties that are necessary to fulfill the mission of the Morgan School and may perform such duties during the first and last 30 minutes of the regular school day as appropriate. These duties may include, but are not limited to, the following:
 - o Coverage of homeroom periods;
 - o Substitute coverage of classes and duties of others who are absent from school, except that Special Education teachers will not be used as substitute teachers except in case of an emergency;
 - o Coverage of afterschool activities, not exceeding 120 minutes per week; and
 - o Targeted assistance to students as needed.

Project GRAD believes that, in order to accomplish its mission, all staff members must be school teachers, not simply classroom teachers. Therefore, all HTA members have some responsibilities for the overall effective working of the school. In addition to traditional responsibilities and those duties listed above, all Morgan School HTA members are expected to be involved in a variety of educational and administrative activities that are necessary to fulfill the mission of the Morgan School. These activities may include, but are not limited to the following:

- Participation in family conference evenings during the school year;
- Participation in school-wide parent and community engagement events each year, including but not limited to the following signature Project GRAD events or other programs and activities:
- The Walk for Success home outreach event in the summer/fall, the spring College Day event, and Parent University evening program. Events which occur on weekend days are voluntary;
- Phone contact with families about the academic progress of students;
- Preparation of individual formative assessment and progress reports as well as Report Cards;
- Leading and coordinating student extracurricular activities;
- Participating in staff recruitment and selection processes;
- Maintaining an active 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.

II. PROFESSIONAL COMPENSATION SYSTEM

Effective July 1, 2014, 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. This new system will replace the teachers' salary schedule. Teachers will have an 8.5 hour work day and up to 210 work days in the school year.

It is envisioned that a new professional compensation system, coupled with a rich professional learning environment and a high-performing, collaborative culture, will contribute to increases in student outcomes by attracting new high-potential teachers and retaining our best performers and leaders.

Effective July 1, 2014, a new compensation system will be implemented at the Morgan 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. The current ELT stipend will be rolled into the base salary. This new system will replace the salary schedule in effect during the 2013-2014 school year.

CAREER LADDER

Definitions:

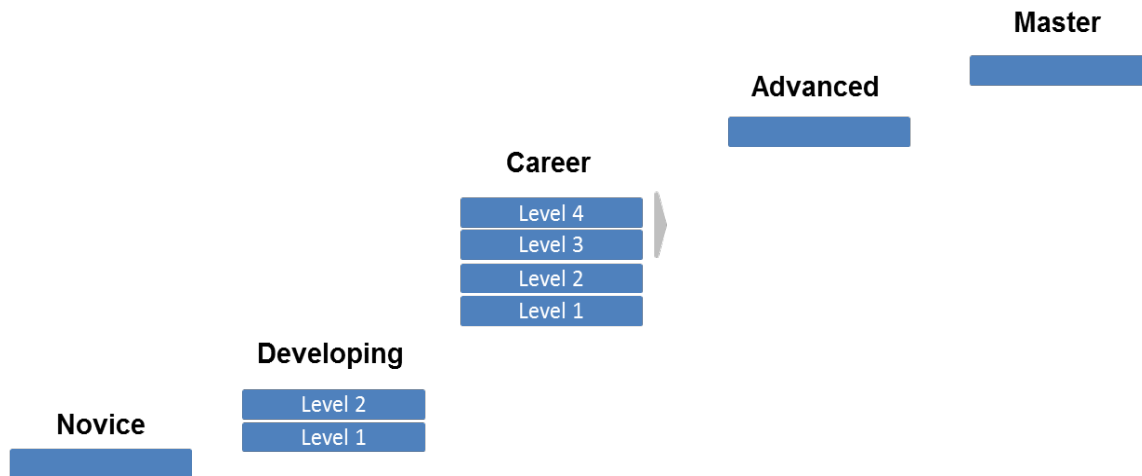
Novice teachers are typically first-year teachers entering teaching directly from college.

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 scale will be:

Career Level	Compensation level
Novice	\$47,000
Developing Level I	\$49,000
Developing Level II	\$51,000
Career Level I	\$57,000
Career Level II	\$61,500
Career Level III	\$66,000
Career Level IV	\$70,500
Advanced	\$76,000
Master	\$85,000

Transition to the Career Ladder

Effective July 1, 2014, teachers who are selected to remain at the Morgan 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, 2014, 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 2013-14 (salary plus longevity plus ELT stipend). Newly hired teachers will be placed on the career ladder as determined by the Receiver.

Current Step	Career Level Placement	2014-2015 Salary
	Novice	\$47,000
1	Developing Level I	\$49,000
2	Developing Level II	\$51,000
3	Career Level I	\$57,000
4	Career Level I	\$57,000
5	Career Level II	\$61,500
6	Career Level III	\$66,000
7	Career Level III	\$66,000
8-11	Career Level IV	\$70,500 *

* Also includes Career Legacy teachers.

ELT stipends are rolled into the base salaries above beginning in July 2014

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

Teachers assigned to Career Level IV who are receiving higher compensation on the current scale will be assigned to the Career Legacy status. A teacher whose 2013-2014 annual base salary exceeds \$70,500 will be identified as a Career Legacy teacher. A Career Legacy teacher's new annual base salary will be the sum of the following components: 1) 2013-2014 annual "step and lane" salary, 2) 2013-2014 stipends totaling \$5,300, 3) longevity payment, if applicable and 4) an additional \$1500.

The annual base salary for an "Advanced" teacher will be \$76,000. Advanced teachers must possess an initial or professional license.

The annual base salary for a "Master" teacher will be \$85,000. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach \$85,000. 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.

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, 2014. 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 COLLECTIVE BARGAINING FOR THE MORGAN SCHOOL

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

An ESE representative met in Executive Session with the Superintendent and the School Committee to review the contents of the working conditions changes and the parameters for the compensation plan. ESE provided the required changes to working conditions and compensation at Morgan to the Holyoke School District administration and School District labor counsel. School District administration, district labor counsel, representatives of the Receiver (Project GRAD), and ESE conferred in advance in preparation for the bargaining sessions. The summary of the negotiations are as follows:

Holyoke Teachers Association (HTA)

Representatives of the Holyoke Public Schools met with representatives of the HTA and the Massachusetts Teachers Association on February 28, March 3 and March 4, 2014 pursuant to the Commissioner's directive. The negotiation sessions were also attended by representatives of Project GRAD with the President of Project GRAD participating telephonically during two of the sessions. Representatives of the Commissioner participated in person at two of the sessions and telephonically at one session. Both prior to and at the first meeting, the School District provided the HTA with a Working Conditions Summary Document that outlined the changes proposed for Morgan. At the first session, Holyoke School Committee representatives and the Receiver reviewed the entire document with the HTA including a written description of the compensation changes at Morgan and answered questions posed by the HTA. The HTA made counterproposals to the changes but ultimately no agreement was reached.

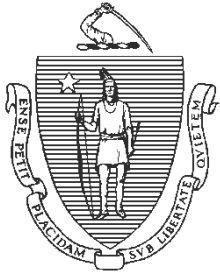
Following discussions with the district regarding the anticipated FY15 budget for the Morgan School, a meeting was held on April 16 to present to the HTA the compensation plan for the Morgan School. Attending the meeting were representatives of the district, the receiver, the union, and the department.

Paraprofessionals

A tentative agreement was reached with the Paraprofessionals union. The agreement provides for paraprofessionals to work an 8 hour day and that hours will be scheduled consecutively between 7:30 AM and 4:30 PM and that overtime, when required, will only be paid after working 40 hours per week. If selected to remain at the school, all employees would remain Holyoke Public School employees with no interruption in benefits. All parties acknowledge that Morgan School will be subject to the Commissioner's Turnaround Plan for at least three (3) years.

Other Unions

A tentative agreement was reached regarding the changes in working conditions with the clerical union including full coverage during the school day with a staggered schedule and an increase in the work day from 7 to 8 hours. No final agreement was reached with the Nurse's union. No agreement appears to be necessary for custodial employees as the current agreement addresses the scheduling and compensation concerns.



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

Mitchell D. Chester, Ed.D.
Commissioner

January 29, 2014

The Honorable Alex Morse
Chair, Holyoke School Committee
536 Dwight Street
Holyoke, MA 01040

Peter McAndrew, President
Holyoke Teachers Association
476 Appleton Street, Suite 6
Holyoke, MA 01040

Re: Morgan Full Service Community School

Dear Mayor Morse and Mr. McAndrew:

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 Morgan Full Service Community School is chronically underperforming – a Level 5 school under the state accountability system. Having received the recommendations from the Local Stakeholder Group for the Morgan school, I am now in the process creating a turnaround plan for the school.

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 plan for the Morgan school will require changes in the collective bargaining agreement. The 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 Holyoke School Committee and the Holyoke Teachers Association bargain in good faith for 30 days in connection with these matters.

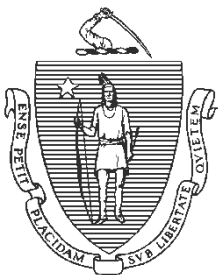
I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner

C: Sergio Páez, Superintendent



Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

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Mitchell D. Chester, Ed.D.
Commissioner

January 29, 2014

The Honorable Alex Morse
Chair, Holyoke School Committee
536 Dwight Street
Holyoke, MA 01040

John Cavanaugh
Dr. Marcella R. Kelly Full Service Community School
216 West Street
Holyoke, MA 01040

Re: Morgan Full Service Community School

Dear Mayor Morse and Mr. Cavanaugh:

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 Morgan Full Service Community School is chronically underperforming – a Level 5 school under the state accountability system. Having received the recommendations from the Local Stakeholder Group for the Morgan school, I am now in the process creating a turnaround plan for the school.

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.

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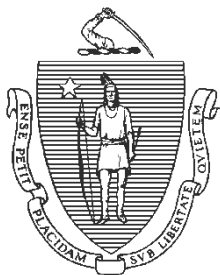
I will be providing you with additional details regarding the necessary changes in the collective bargaining agreement in the next few days.

Sincerely,

Signed by Commissioner Chester

Mitchell D. Chester, Ed.D.
Commissioner

C: Sergio Páez, Superintendent



Massachusetts Department of Elementary and Secondary Education

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Mitchell D. Chester, Ed.D.
Commissioner

January 29, 2014

The Honorable Alex Morse
Chair, Holyoke School Committee
536 Dwight Street
Holyoke, MA 01040

Denice Ortiz
Maurice A. Donahue Elementary School
Whiting Farms Road
Holyoke, MA 01040

Re: Morgan Full Service Community School

Dear Mayor Morse and Ms. Ortiz:

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 Morgan Full Service Community School is chronically underperforming – a Level 5 school under the state accountability system. Having received the recommendations from the Local Stakeholder Group for the Morgan school, I am now in the process creating a turnaround plan for the school.

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 plan for the Morgan school will require changes in the collective bargaining agreement. The 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 Holyoke School Committee and the Holyoke Teachers Association 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: Sergio Páez, Superintendent

Appendix B: Measurable Annual Goals

Appendix B: Holyoke - Morgan Full Service Community School (01370025) 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.)	56.9	60.5	54.7	64.1	52.2	67.7	71.3	74.9	78.5
High needs	56.5	60.1	54.5	63.8	51.6	67.4	71.0	74.6	78.3
Low income	56.7	60.3	54.5	63.9	51.7	67.5	71.1	74.7	78.4
ELL and Former ELL	45.1	49.7	43.8	54.3	39.0	58.8	63.4	68.0	72.6
Students w/disabilities	41.8	46.7	35.5	51.5	31.4	56.4	61.2	66.1	70.9
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	--	--	--	--	--
Hispanic/Latino	55.9	59.6	53.8	63.3	50.2	66.9	70.6	74.3	78.0
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
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.)	45.3	49.9	43.7	54.4	44.0	59.0	63.5	68.1	72.7
High needs	45.3	49.9	43.5	54.4	43.5	59.0	63.5	68.1	72.7
Low income	45.4	50.0	43.3	54.5	43.5	59.1	63.6	68.2	72.7
ELL and Former ELL	38.3	43.4	33.7	48.6	39.0	53.7	58.9	64.0	69.2
Students w/disabilities	28.1	34.1	28.6	40.1	26.8	46.1	52.1	58.1	64.1
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	--	--	--	--	--
Hispanic/Latino	45.5	50.0	42.1	54.6	42.8	59.1	63.7	68.2	72.8
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.)	38.0	43.2	35.1	48.3	36.9	53.5	58.7	63.8	69.0
High needs	38.0	43.2	35.1	48.3	37.2	53.5	58.7	63.8	69.0
Low income	38.0	43.2	35.3	48.3	37.3	53.5	58.7	63.8	69.0
ELL and Former ELL	32.0	37.7	25.8	43.3	30.1	49.0	54.7	60.3	66.0
Students w/disabilities	25.0	31.3	35.7	37.5	28.9	43.8	50.0	56.3	62.5
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	--	--	--	--	--
Hispanic/Latino	38.4	43.5	36.2	48.7	35.4	53.8	58.9	64.1	69.2
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
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.	53.0	51.0	58.0	51.0	44.0	51.0	51.0	51.0	51.0
High needs	53.0	51.0	58.0	51.0	44.0	51.0	51.0	51.0	51.0
Low income	52.5	51.0	58.0	51.0	44.0	51.0	51.0	51.0	51.0
ELL and Former ELL	51.0	51.0	56.0	51.0	30.5	40.5	50.5	51.0	51.0
Students w/disabilities	57.5	51.0	49.5	51.0	25.0	35.0	45.0	51.0	51.0
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	--	--	--	--	--
Hispanic/Latino	51.0	51.0	58.0	51.0	44.0	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.	67.5	51.0	62.0	51.0	49.5	51.0	51.0	51.0	51.0
High needs	68.0	51.0	60.5	51.0	50.0	51.0	51.0	51.0	51.0
Low income	67.5	51.0	58.5	51.0	49.0	51.0	51.0	51.0	51.0
ELL and Former ELL	65.0	51.0	63.0	51.0	59.0	51.0	51.0	51.0	51.0
Students w/disabilities	63.0	51.0	46.5	51.0	47.0	51.0	51.0	51.0	51.0
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	--	--	--	--	--
Hispanic/Latino	69.5	51.0	63.0	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.	--	--	--	--	41.4	36.2	31.1	25.9	20.7
High needs	--	--	--	--	41.9	36.7	31.4	26.2	21.0
Low income	--	--	--	--	42.0	36.8	31.5	26.3	21.0
ELL and Former ELL	--	--	--	--	55.2	48.3	41.4	34.5	27.6
Students w/disabilities	--	--	--	--	74.5	65.2	55.9	46.6	37.3
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	43.8	38.3	32.9	27.4	21.9
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.	--	--	--	--	56.9	49.8	42.7	35.6	28.5
High needs	--	--	--	--	57.6	50.4	43.2	36.0	28.8
Low income	--	--	--	--	57.9	50.7	43.4	36.2	29.0
ELL and Former ELL	--	--	--	--	61.5	53.8	46.1	38.4	30.8
Students w/disabilities	--	--	--	--	89.5	78.3	67.1	55.9	44.8
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	58.6	51.3	44.0	36.6	29.3
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.	--	--	--	--	61.5	53.8	46.1	38.4	30.8
High needs	--	--	--	--	60.5	52.9	45.4	37.8	30.3
Low income	--	--	--	--	60.0	52.5	45.0	37.5	30.0
ELL and Former ELL	--	--	--	--	76.5	66.9	57.4	47.8	38.3
Students w/disabilities	--	--	--	--	78.9	69.0	59.2	49.3	39.5
Amer. Ind. or Alaska Nat.	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--
Afr. Amer/Black	--	--	--	--	--	--	--	--	--
Hispanic/Latino	--	--	--	--	65.7	57.5	49.3	41.1	32.9
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.

(SIMS = Student Information Management System; DPH = Department of Public Health; SSDR = School Safety and Discipline Report)

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)	93.3%	91.6%	91.2%	93.7%	95.0%	96.3%	
Percentage of students absent greater than 10% of days in membership (decrease)	20.5%	32.8%	30.5%	17.5%	11.1%	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.	--	--	--				Previous district data not available.
Out-of-school suspension rate (decrease) Percentage of enrolled students who received 1+ out-of-school suspensions. (Source: SIMS)	24.0%	21.8%	18.0%	13.4%	11.1%	9.0%	
In-school suspension rate (decrease) Percentage of enrolled students who received 1+ in-school suspensions. (Source: SIMS)	34.6%	23.2%	5.3%	3.9%	3.2%	2.6%	
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: SSDR)	4	93	107	79	66	53	

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)	2.6%	1.2%	2.6%	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 K-8 schools.
Dropout recovery rate (Increase) (Source: SIMS)	--	--	--	--	--	--	Not applicable for K-8 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 K-8 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 K-8 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 7 and 8 students agreeing with statement that "Learning Science, Technology, Engineering, and Math skills will help me succeed"	--	--	50.0%	60.0%	70.0%	New measure; previous district data not available
Percentage of Grade 5 students scoring proficient or higher on Science and Technology/Engineering MCAS	7.0%	0.0%	15.0%	25.0%	30.0%	
Percentage of Grade 8 students scoring proficient or higher on Science and Technology/Engineering MCAS	3.0%	2.0%	10.0%	15.0%	30.0%	
MGL Chapter 69, Section 1J(c): (9) development of college readiness, including at the elementary and middle school levels						
Percentage of Grade 3 students scoring proficient or higher on Reading MCAS	11.0%	2.0%	15.0%	25.0%	35.0%	
Percentage of Grade 3 students scoring proficient or higher on Math MCAS	11.0%	9.0%	15.0%	25.0%	35.0%	
Percentage of Grade 5 students scoring proficient or higher on ELA MCAS	7.0%	17.0%	15.0%	25.0%	35.0%	
Percentage of Grade 5 students scoring proficient or higher on Math MCAS	2.0%	11.0%	15.0%	25.0%	35.0%	
Percentage of students completing Algebra 1 by the end of grade 8	0.0%	0.0%	15.0%	20.0%	25.0%	
MGL Chapter 69, Section 1J(c): (10) parent and family engagement						
Percentage of families visited during Walk for Success	--	--	60.0%	70.0%	70.0%	New measure; Walk for Success is a new concept to be introduced in 2014. Percentages are based on experience at Dean and at other GRAD sites.
Percentage of families attending at least one parent-teacher conference (happen at least twice a year)	--	--	50.0%	55.0%	65.0%	New measure; previous district data not available
Percentage of teachers who see parents/guardians as influential decision makers within the school	--	--	60.0%	65.0%	75.0%	New measure; previous district data not available
Percentage of families receiving at least one contact from student's teacher(s) per quarter	--	--	100.0%	100.0%	100.0%	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): (11) building a culture of academic success among students						
Percentage of students agreeing with statement that they feel supported by teachers at school	--	--	75.0%	80.0%	80.0%	New measure; previous district data not available
Percentage of students agreeing with statement that they feel safe at school	--	--	75.0%	80.0%	80.0%	New measure; previous district data not available
MGL Chapter 69, Section 1J(c): (12) building a culture of student support and success among school faculty and staff						
Percent of teachers agreeing with statement that "The work I do prepares students for success in high school and college"	--	--	60.0%	70.0%	80.0%	New measure; previous district data not available
Percentage of teachers agreeing with statement that "Teachers are effective leaders within the school"	--	--	75.0%	80.0%	90.0%	New measure; previous district data not available
Percentage of teachers agreeing with statement that "Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs"	--	--	75.0%	80.0%	90.0%	New measure; previous district data not available
Teacher attendance rate (days attended)	--	--	95.0%	95.0%	95.0%	Data not available
Percentage of teachers reporting using the results of formative or interim assessments to improve their instruction to meet student needs	--	--	75.0%	85.0%	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 in grades K-2 reaching end-of-year grade level target on ELA summative assessments (e.g., Dibbels, BAS, Fountas and Pinnell)	--	--	20.0%	30.0%	40.0%	Data not available
Percentage of students in grades K-2 reaching end-of-year grade level target on math summative assessments (e.g., Dibbels, BAS, Fountas and Pinnell)	--	--	20.0%	30.0%	40.0%	Data not available
Percentage of teachers incorporating the results of a developmentally appropriate child assessment to teach literacy as determined by a walkthrough or classroom observation instrument	--	--	75.0%	85.0%	90.0%	Data not available

Morgan Full Service Community School Financial Plan

The Commissioner and the Receiver are fully committed to the most effective use of the Morgan Full Service Community 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 Morgan 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 Morgan 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.⁴ 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 Morgan School. If the Commissioner decides to provide additional funds to Morgan 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.

⁴ G.L. c. 69, § 1J(o).

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

Funding Source	FY15 Estimated Amount*	Notes
School-based local appropriation	\$2,423,420	This will include staff and general school-based expenses for grades K to 8 and for pre-K. It will not include transportation, food services, payroll services, benefits and/or similar district services which will be provided to the Level 5 school on the same basis as other schools.
District supports to school from local appropriation	\$193,937	This will include support for district-based positions and services such as special education assigned to schools, including the Level 5 school, based on student and program needs. This final amount will be determined when the budget is final and student enrollment is known.
Federal grants	\$980,107	• Title I: Funds to improve education for children with low academic achievement - School allocation, including additional allocation for low-performing schools • 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 • School Redesign: Funds to improve school performance (previous Morgan unspent funds) • Other federal grants
State grants	\$17,582	• Kindergarten Expansion
State Turnaround Plan contribution	\$500,000	• Operation of the school • Turnaround Plan Priority Area support

*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 Morgan 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 Morgan 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 Morgan School. The district, receiver and DESE will enter into a Memorandum of Agreement regarding the provision of these services and will work together to ensure that the appropriate resources are available for the school’s daily operations.

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.⁵ 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.⁶

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.⁷ 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 Morgan School.

Effective in July 2014, a new performance-based compensation system will be employed to compensate employees based on responsibilities and leadership roles and individual effectiveness. 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.⁸ 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.⁹
- 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.¹⁰
- "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."¹¹

⁵Hanushek, E. (2010), "The Economic Value of Higher Teacher Quality." National Bureau of Economic Research.

⁶Carey, 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.

⁷<http://cepa.stanford.edu/sites/default/files/stateRole.pdf>

⁸Raegen 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

⁹Dan Goldhaber and Dominic Brewer, 1998. "When should we reward degrees for teachers?" *The Phi Delta Kappan* 80(2): 134-138.

¹⁰National Center for Education Statistics, "2003-2004 Schools and Staffing Survey" as cited by Miller and Roza, 2012.

¹¹Miller and Roza, 2012, p.1.

- 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.¹²

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 Morgan School's investment in educators promotes and values effective performance.

¹² 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 Stakeholders Group

Morgan Full Service Community School Local Stakeholder Group Recommendations to the Commissioner Submitted January 6, 2014

Morgan Full Service Community 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 Morgan School's 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, 3:30-5:30 pm
Meeting #2: Wednesday, December 4th, 3:45-5:45 pm
Meeting #3: Wednesday, December 11th, 3:45-5:45 pm
Meeting #4: Wednesday, December 18th, 3:45-5:45 pm

All of the meetings were held at The Picknelly Adult and Family Education Center in Holyoke. 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 Morgan Full Service Community 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	Sergio Paez, designed alternate Paul Hyry-Dermith
School committee chair or designee	Alex Morse
Local teachers' union president or designee	Peter McAndrew
Administrator from the school, who may be the principal, chosen by the superintendent	Karyn McDermott
Teacher from the school, chosen by the faculty of the school	Molly Pinkney
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.)	Mary Jo Mazzu
Representatives of applicable state and local social service, health and child welfare agencies, chosen by the Commissioner	Ed Caisse, South Holyoke Safe Neighborhoods Initiative
Representatives of applicable state and local social service, health and child welfare agencies, chosen by the Commissioner	Julia Guazzo, Coordinated Family and Community Engagement Program

For elementary schools, a representative of an early education and care provider, chosen by the Commissioner of the Department of Early Education and Care	Joan Kagan, President and CEO, Square One
For middle or high schools, a representative of the higher education community, chosen by the Secretary of Education	April Graziano, Chair, Education Department, Holyoke Community College
Community member, chosen by the chief executive of the city or town	Aaron Vega
Total number of members allowed by statute: Not more than 13 individuals	Total number of members on the Local Stakeholder Group: 11

The Morgan School Local Stakeholder Group (LSG) worked diligently to execute its charge to provide recommendations to the Commissioner as he creates his turnaround plan for the school; these recommendations are designed to maximize the rapid academic achievement of students.

The Local Stakeholder Group offers the following recommendations for the Commissioner's consideration.

Recommendations: Use of Time

In order to close significant achievement and opportunity gaps, it is imperative that Morgan has increased time available for teaching and learning. Consequently, we put forth the following recommendations:

1. Embed a full day year-round pre-school program staffed by Massachusetts certified teachers within the Morgan School in order to achieve 100% of students attending a preschool. While attendance would be helpful, it is necessary but not sufficient. It is essential that all preschool providers have a shared understanding of school readiness and that their programs embody preschool standards for learning that synchronize with the best preparation for early elementary education. Rationale:
 - The number of Kindergarten, 1st, and 2nd grade students in warning is extraordinarily high; LSG members did not think it would be possible to shrink this achievement gap in time for grade 3 MCAS without quality preschool.
 - Only three students entered Kindergarten this year knowing all of their letters.
 - Assessment tools for K-2 are GOLD and BAS. Preschool needs to align and be consistent starting with Head Start, private providers, and public preschools.
2. Establish a mandatory Morgan-based summer enhancement opportunity that engages students recreationally and academically to mitigate summer learning loss.
3. Further strengthen the school's efforts to improve attendance by strengthened family outreach, including ways to engage students in after school activities such as South Holyoke Safe Neighborhood Initiative.
4. Extend professional development time, including adding time during the summer for accelerating new teacher development and extending the capacities of experienced teachers.
5. Extend the day to gain extra instructional/professional development time for students (8:00 to 3:30).

Recommendations: Leadership

1. We recommend that the superintendent become the receiver of Morgan so that his knowledge of the community and the strategic work he has just begun will be integrated into this important work. We believe this would provide a seamless transition and save valuable time and resources. If this is not the case, it will be critical that the receiver meet with this LSG to learn about the community and the context for these recommendations.

2. We recommend that LSG continue to be used as resource and a think tank for school progress and that the community clearly understands the criteria required to exit level 5.

Recommendations: Talent Management

Current systems are not maximized to ensure that Morgan uses skilled staff effectively. For instance, new Holyoke Public Schools teachers have mentors, but not necessarily in the same building. Currently, a number of brand new teachers are hired late in the summer. Morgan has two brand new teachers in grade 3; one was hired at the end of September, and the other was hired in December. Morgan has 11 new teachers this year.

In order to ensure that the most skilled staff are retained, hired, and supported, we recommend:

1. Develop a comprehensive recruitment and staff development plan to attract and retain skilled teachers who can thrive within an urban environment. This plan calls for early and broad outreach to skilled educators who want to work in a challenging environment and receive the necessary support to gain and strengthen the pedagogical and content skills necessary to serve Morgan students' needs. A critical element of this outreach should include recruiting and providing incentives for dual licensed teachers in either SPED and ESL. The goal would be to have staff hiring completed by July 1st.
2. Develop a comprehensive professional development program to accelerate new teacher development and extend current teacher capacity where appropriate to meet the needs of Morgan students.
 - Currently there are 75 hours of extended time for teachers that are not comprehensive or optimized; every Monday teachers work an extra 2.5 hours.
 - We need high quality coaching and targeted professional development. Currently Morgan has an ELL coach only – dedicated building ELA and Math coaches were cut.
3. Re-establish dedicated math and ELA coaches at Morgan to support delivery of content-based professional development, embedded coaching and support for effective implementation of a data cycle that impacts student outcomes.
4. Develop a school-based management committee to expand leadership opportunities for teachers and staff.
5. Increase the number of staff who are bilingual and who understand that Spanish language is an important tool to engage students and parents. This should be implemented by both hiring new staff that is bilingual and offering opportunities and incentives for current staff to become bilingual. The school would also benefit from a translator who did not have another teaching responsibility.

Recommendation: Trained Math and Literacy Tutors

End of October benchmark data indicate that 103 Morgan students fall dramatically below grade level targets, yet are currently not receiving appropriate interventions. There is a significant need for further intervention and support. In order to address the learning needs of each and every Morgan student, resources are needed to supplement current staffing.

1. We recommend the use of college partners and other community resources to provide high dosage math and literacy tutoring during the day. This would allow teachers to focus on high-quality, effective guided reading and numeracy activities.

The tutors would work strategically to:

- Target interventions based on current student data
- Prioritize those students with a two year or greater deficit
- Use appropriate technology and accelerators like Fast ForWord
- Significantly increase academic time on learning, ensuring that all students are engaged in targeted, rigorous, standards-based tasks designed to close learning gaps and will allow teachers to focus on high quality, effective guided reading and numeracy activities

Recommendations: School Structure/Organization

1. We recommend moving 7th and 8th grade out of Morgan and into Dean Technical High School.
2. In tandem with this recommendation, we also recommend that the district develop a separate STEM Academy at Dean (part of a district wide magnet plan) that would include the Morgan 7th and 8th graders. The STEM Academy would need to include a dedicated space in the building for grades 7 and 8 apart from the high school students.

This shift would create and provide increased opportunities for middle school learners while making room for embedded preschool at Morgan. Additionally, it would support a narrow focus at Morgan on closing the literacy and numeracy gaps in the elementary grades.

Recommendations: Curriculum/Core Instruction

There is a significant need to strengthen the core instruction at Morgan. Consequently, we support the following recommendations:

1. Focus professional development efforts on strengthening lesson plans and increasing observational feedback to design and implement differentiated instruction that better meets the varied needs of Morgan students.
2. Reduce time out of mainstream classrooms for traditional intervention “pull out” model and balance that with strengthened core instruction.
3. Develop a coordinated school wide reading program in order to optimize resources and professional development work.
4. Strengthen literacy support by adding a highly qualified librarian that is a teacher who can teach literacy, integrate content areas, and provide PD.
5. Reduce class size in order to better meet student needs.
6. Continue and further strengthen Data Cycle and Progress Monitoring.
7. Add trained tutors (see recommendation above).
8. Continue to develop and enhance the monthly data dashboard for benchmarking that has been developed and instituted this year to impact systems and practice. This monthly dashboard includes ongoing data in the following areas: instructional leadership (walkthroughs, observations, feedback, lesson plan review and feedback); student support (attendance, suspensions, SPED referrals, interventions); academic achievement (interim assessments); teacher support (attendance, observation ratings); progress monitoring (green, yellow, red kids). Principals and leadership teams use these data to make proactive midstream corrections.
9. Target core curriculum planning to improvements for ELL students at Levels 3, 4 and 5. These students’ progress on standardized student achievement tests lags behind their peers; this is an area of identified need.
10. Add instructional coaches, particularly in mathematics (see above).

Recommendations: School Culture

1. We recommend strengthening the gains made from the Positive Behavioral Intervention and Support (PBIS) initiative by capitalizing on the power and impact of shared expectations, common techniques and shared responsibility within the staff. Consider replicating the success of other turnaround schools that have used Lemov’s (*Teach like a Champion*) work or other common programs for this purpose. Below we have documented those PBIS gains and believe that this same kind of effort needs to extend to developing a shared understanding and shared expectations around effective instruction.

We note that the Positive Behavioral Intervention and Support (PBIS) initiative:

- Started halfway through 12-13 year and full implementation this year. To date, disciplinary referrals have gone from 603 to 309.

- Program consists of: School-wide consistent expectations and interventions; school wide cool down areas; all staff, students and families on board and consistent; tickets/reward for being “caught being good”; Student of the Week.
 - 2013 Monitoring Site Visit (MSV) noted the improved and safe school culture.
 - Interventions are being developed and intervention staff is working with students to reduce time out of class and suspensions. For example, students who would previously have been sent home/suspended and lost multiple days of instruction are now re-entering classrooms ready to learn in as little as an hour.
 - Guidance counselors support this work with Second Steps.
2. We further recommend professional development work around cultural proficiency.
 - So much of the language describing a Level 5 school represents a deficit model. While significant progress needs to be achieved, we believe this will not occur unless the strengths and uniqueness of the community and its members are valued and respected. Consequently, we recommend that communication that frames the work at Morgan must build upon the strengths of the families of Morgan.

Recommendations: Partners

1. We recommend that Morgan further strengthen its partner work by clarifying and communicating:
 - What does it mean to be a partner at Morgan? What are the expectations and responsibilities of both the partner organization and the educators?
 - Additionally, effective partners must offer services and supports that synchronize with the strategic initiatives of the Morgan School. Consequently, we recommend that a Partner Advisory Council meet regularly with school leaders for alignment to goals, progress monitoring, and ongoing adjustments.

Recommendations: Parents

1. We recommend that community events be used strategically to not only build relationships and trust but to also link school goals to these important opportunities. Offering child care at community events is highly recommended.
2. Community and parent outreach needs to become a priority so that parent involvement is seen as essential and invaluable to the well being and growth of Morgan students. We recommend reaching out to the business community in a systematic way so that business leaders can be tapped to provide financial and other kinds of support to help achieve school goals.

Purpose, Intended Outcomes, and Discussion Topics for Morgan 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 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 Morgan Full Service Community 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 Morgan, "in order to maximize the rapid academic achievement of students."

The Commissioner has chosen to increase the intensity to a Level 5 intervention for Morgan 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 Morgan'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 Morgan 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 is 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 Morgan?

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 Morgan using data now to inform instruction? How does the school select the most relevant data to use? What are Morgan'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 Morgan 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 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?
- 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 Morgan'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 Morgan 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 help address Morgan's high rates of student absenteeism and out-of-school suspensions?
- 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 Morgan 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 help address the issues leading to high rates of student absenteeism and out-of-school suspensions?
- 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.