ATTACHMENT C

Massachusetts Department of Elementary and Secondary Education

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Mitchell D. Chester, Ed.D.
Commissioner

March 7, 2014

Dear Morgan Community:

We are excited to share with you the draft turnaround plan for the Morgan Full Service Community School.

Accompanying this letter is a preliminary 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.
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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.

Executive Summary

As evidenced by student achievement data, findings of the Local Stakeholder Group, 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 for learning and responding through 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 for Learning and Responding through 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 Infrastructure* 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 program 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.

Supportive 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 leadership and teachers to make individualized adjustments based on students' needs and performance. We will add pre-kindergarten 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 in the form of an Advisory Committee for parents of English Language Learners. 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. 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, 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 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 the 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 to recruitment, development, and retention of effective teachers, and to 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. Yet during the 2012-2013 school year, 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. Moreover, as of January 2014, 73% of the teachers needed to obtain endorsement in Sheltered English Instruction (SEI), obtained through the RETELL training. With respect to STEM, the 36.7 FTE teachers at Morgan in 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 the 2013-2014 academic year (and according to District data, only 21 of 41 teachers who were on faculty in 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 Mathematics 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 in positions: 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 Principal, 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 member of the Morgan staff to identify individuals who bring 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 well.	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 experts (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 Sheltered English Instruction (SEI) strategies are embedded in all content areas and planning, coaches will play an integral part in modeling, supporting and monitoring the implementation of SEI	Project GRAD	Recruitment started in February 2014. All offers to be extended by June 2014.

strategies across grade levels and content-areas. Coaches will set goals and plan lessons with teachers, revolving around SEI strategies and cross-curricular units based on the Common Core. Administrators and coaches will ensure that the proper structure is 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; as well as 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 Workshop – Sheltered English Instruction (SEI) and Standards-Based, Data-Informed Planning & Instruction: All teachers will participate in a two week professional development and planning workshop during the last two weeks of August, in addition to other PD and planning before the school year starts. This will serve as a foundation for all professional development throughout the year. The first week of this specific workshop will be focused on SEI with training tailored for the Morgan context. Mornings will center on SEI concepts and strategies; afternoons will be devoted to applying these concepts and strategies to standards-based planning with particular attention to academic language development across the subject areas. Teachers who possess SEI endorsement will participate in an advanced strand during the morning; teachers who do not yet possess SEI endorsement will attend sessions designed at an introductory level. Teachers who have demonstrated expertise and success in working with English Learners will be invited to serve as co-facilitators, and so model the kind of teacher leadership we seek to cultivate. We expect that all teachers will benefit from further learning. The second week will focus on analysis of benchmark and formative assessment data, and use of data to plan for and organize instruction. This will set the foundation for the systems for learning through practice described in Priority Area 2.	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. (All observation tools and rubrics will be contained within the SEI training required for Morgan teachers.) 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; take 'learning walks' to observe in one another's classrooms during instructional rounds; and/or capture their practice on video. In making practice public, PLCs will enable teachers and leaders to track progress and challenges in SEI implementation and	Principals, coaches, teachers	Starting Fall 2014 and continuing

standards-based lessons. Finally, teachers may be assigned to read professional articles or books to deepen their level of pedagogical knowledge. Teachers will share, examine, and provide feedback on daily instructional practice and will thus continue to push teaching forward by allowing teachers to problem-solve with the support of their team of co-teachers, coaches, and administrators. Teachers will use the follow-up times (led by coaches and administration) from this on-site professional learning to discuss next steps and implementation within classrooms. Staff will continually refer to the SEI strategies and SEI Observation Tool to ensure that implementation is happening in every room.		
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 data, we will use special workshops, team and individual coaching to target and reinforce particular instructional practices - e.g., the 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 Common Core, to discuss the effectiveness of the SEI strategies, to identify students in need of intervention to master required concepts and content. These activities will focus on goals of the school and the Student Learning 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.	Project GRAD	Starting Fall 2014 and continuing
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 in School Year 2015-2016, a new performance-based compensation system will be used to compensate Morgan staff. It will be based on individual effectiveness, professional growth, and student academic growth.	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, 80% of teachers plan for and implement instruction that is aligned to common core state standards, is informed by benchmark and formative assessment data and uses 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 growth over previous year.

Early Evidence of Change:

- Beginning in October 2014 and ongoing, teachers at every grade level will be using the instructional practices being taught in professional development structures 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 7, 2014 all existing Morgan teachers who are interested in continuing in 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 each with SEI knowledge and skills are hired.
- 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, common core state standards, 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, common core state standards and SEI strategies.

1.4

- During August professional development, 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 for Learning and Responding through Practice

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 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 maximize opportunities for student learning and teacher professional development

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. 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 learners and students identified with special learning needs. The DESE Monitoring Site Visit data from 2012-2013 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 do not seem to be 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
Achievement data by MCAS scores demonstrate the unique needs of Morgan School. Of the 232 students at Morgan in grades 3-8 who took the 2013 MCAS, 80% of those students scored in the Needs Improvement (NI) or Warning (W) levels for English language arts (ELA), and 85% of students scored at those same levels for Mathematics. All of the school's fifth graders and 98% of the eighth graders scored at these levels in science and technology/engineering. The previous year saw similar MCAS results, with 78% of students scoring at the NI or W level for ELA, 86% for Mathematics, 98% for grade 5 science and technology/engineering, and 97% for grade 8 science and technology/engineering.

The 2012 and 2013 MCAS scores for the earlier grades at Morgan indicate many areas of low achievement. Several grades hold significantly higher percentages of students at the NI or W levels in ELA and Mathematics, when compared to the overall school average, which is also high. Specifically, 98% of Morgan 3rd graders report at NI or W levels in the Reading content area of the 2013 MCAS. Additionally, Morgan reports 97% of its 4th grade students in the bottom two levels of ELA MCAS scores in 2013, and 93% of the 4th grade at those levels for Mathematics.

In the grades 7 and 8 at Morgan, 2013 MCAS results indicate higher levels of proficiency, although the majority of students still score in the bottom two levels of achievement. For example, 69% of the 7th grade students taking the 2013 ELA MCAS scored in the Needs Improvement or Warning levels; in Mathematics, 83% of 7th graders score at the Needs Improvement or Warning Levels. Similar percentages of the 8th grade scored at those levels for the 2013 MCAS, with 62% of Morgan's 8th graders reported at the Needs Improvement or Warning levels for ELA and 68% of 8th graders reporting in those levels for Mathematics. Even as proficiency improves slightly from the Kindergarten to 8th grade at Morgan, the 2013 MCAS indicates that a striking percentage of Morgan's 8th graders are below Proficient in Science and Technology/Engineering, with 98%, scoring in the Needs Improvement and Warning levels of achievement.

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 Benchmark Assessment System, 79% of students in grades K-2 performed below grade level.

With 40.5% of its student population identified during the 2012-2013 school year as English language learners (ELLs), Morgan School 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 or higher in ELA and 4% proficient or higher in Math.

During the 2012-2013 School Year, Morgan reported 95.7% of its students as low-income. Of these low-income students at Morgan, 0% scored at the Advanced level for that year's ELA MCAS and 19% scored at the Proficient level. In Mathematics, Morgan reported 1% of its low-income students at the Advanced level and 14% as Proficient.

For the school year of 2012-2013, Morgan reported that of its student population that year, 22.9% were students with disabilities. This percentage is comparable to the overall percentage of students with disabilities in the district of Holyoke, 25.4% of students. Throughout all of the grades at Morgan, only 2% of students with disabilities scored at the Proficient level for the ELA MCAS and 0% at Advanced. For the Mathematics MCAS of that year, Morgan reports the same percentage of students with disabilities scoring at the Proficient and Advanced levels, respectively 2% and 0%. For the Science and Technology/Engineering MCAS, which tests at the 5th and 8th grade level, 0% of students with disabilities scored at the Advanced or Proficient levels.

The current school schedule significantly constrains student and teacher learning opportunities. The current schedule (Kindergarten through fifth grade students are at school from 8:52 – 3:14; 6th through 8th grade students are at school from 8:15 – 3:14) does not provide sufficient time for all the instruction students require and professional development/planning time 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 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 curriculum and skills-based assessments, as well as quarterly benchmark assessments, to monitor student progress toward standards, to plan grade-level strategies, and also to determine needs 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 2nd year state ACCESS results. These meetings will also be used to identify targeted areas of needed professional development for teachers and teacher teams – e.g., particular SEI practices, differentiated instruction, content-specific practices, etc.	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 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 needed support for teachers and teacher teams – e.g., particular SEI practices, differentiated instruction, content-specific practices..	Principals, coaches, school leaders, teacher leaders	August 2014-July 2015

2.5 Implement 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: Extend the school day 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. We will revise the master schedule accordingly 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 also participate in up to 5 additional professional development and planning days.	Project GRAD	By August 1, 2014
2.7 Resources for tiered instruction to complement classroom supports: Identify and coordinate enrichment resources ranging from in-school tutors to community-based activities. Work with partner providers to coordinate offerings, prioritizing resources/activities to address the needs of ELL students and students with disabilities. We will also prioritize partners who can provide resources for tiered instruction related to STEM. We aim to create more of a community classroom so that learning and development happen in multiple spheres, not just in the school. We will mobilize and rationalize community resources to do so.	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 and 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 will meet weekly to review data, monitor student progress and plan appropriate strategies to address student learning needs.
- By October 2014 and ongoing, teacher teams will 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 September 2014, the real time data management system will be fully implemented.
- By October 2014, the real time data management system will be fully operational.

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 6-8 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 both a critical gateway subject and competence for college preparation and technical careers and also a foundation of higher-order thinking. 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 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 fifth grade students and 98% of Morgan's 8th grade students scored in the Needs Improvement (NI) or Warning (W) categories on the science and technology/engineering MCAS in 2013. The previous year saw similar MCAS results, with 86% of students scoring at the NI or W level for Mathematics, 98% for grade 5 science and technology/engineering, and 97% for grade 8 science and technology/engineering. Of the 5th and 8th grade students with disabilities tested on the science and technology/engineering MCAS, 0% scored at the Advanced or Proficient level.

Currently, limited instructional time is devoted to science in K-4, and that time is primarily addressed as topics in the literacy curriculum.

In math, 94% of Morgan's 4th grade students scored in the bottom two levels of math MCAS scores in 2013. 83% of 7th graders and 68% of 8th graders scored at the NI or W levels. In the same year, only 6% of Morgan's English language learner (ELL) students scored proficient or higher in English language arts (ELA) and 4% proficient or higher in Math; of low-income students at Morgan, only 1% scored at the Advanced level for the 2013 math MCAS and 12% as Proficient. Throughout all grades at Morgan, 0% of students with disabilities scored at the Advanced level for the 2013 math MCAS, and only 2% scored as Proficient. (See priority area 4 for more math data.)

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 Benchmark Assessment System, 79% of students in grades K-2 performed below grade level.

Currently at Morgan, there is not sufficient time and focus dedicated to STEM instruction and learning. K-4 grade students only receive science instruction 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 wanting to focus 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 6-8 grades and increasing STEM instruction in grades K-5 will distinguish Morgan.

Strategies to Achieve Priority Area #3

Key Strategy	Owner	Timeline
3.1 Increase STEM instruction for Morgan's K-5 students: Although we will maintain current focus on literacy and math, we will increase science instruction to greater frequency than status quo. Following many of the principles of the 6-8 STEM Academy, 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 6-8 grade students. We will expose students to technology earlier on, tying it across 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 Develop a STEM Academy for Morgan's 6-8 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 (especially 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 Key Strategy 3.4. Subject to scheduling and other logistics with Dean Tech and Holyoke Public Schools, students will also 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. (Currently, there are no science labs at Morgan.) This will also create opportunities for Dean Tech students to function as peer tutors and coaches for Morgan students. We will align resources in math and science to match the students and instructional tasks. (See Priority Area 5 for more detail.)	Project GRAD, 6-8 Principal	August 2014

3.3 Ensure STEM instruction at Morgan is of the highest caliber 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 also 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 Offer 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. We will also 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, as well as give students a supportive way to spend their time afterschool. We will also 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 students. 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. As agreed upon with the district, some or all of these may be open to students outside of Morgan, based on demand and resources.		
3.5 Exchange STEM knowledge and resources within the district: 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 of the district's high schools -- Holyoke High School and Dean Technical High School -- to ensure Morgan students' positive STEM trajectory is maintained as they graduate eighth grade. In addition, as recommended by the Local Stakeholder Group, the Receiver will use the 2014-2015 school year to work with the district 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 proficient or advanced in science and technology/engineering. Spring 2015 MCAS shows a 10 point increase in the percentage of students across all grades scoring proficient or advanced 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 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, 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, 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 created 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, 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: Supportive 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 students in achieving rigorous standards, teachers need sufficient and aligned resources. 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. 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

The school is currently full of materials but it is unclear what those materials are, the extent of their alignment with state standards, whether teachers are aware of all that is available and how to match them to student and content needs, and precisely what is the nature and scope of any gaps between existing and needed resources. Without a full scale evaluation of the current instructional resources available at Morgan and a comprehensive plan to align all teachers, leaders, and staff, it is impossible to ensure that resources are adequate, accessed efficiently, and used effectively. The overwhelming amount of material at Morgan is not organized for easy access by teachers. In mathematics, the current text does not appear to be well aligned with the Common Core State Standards. Additionally, without alignment of partners, Morgan is not able to fully utilize all the rich resources available to the school. As stated in the other priority areas, there is a clear need for improved instruction across all content areas, based on student achievement data. Additional resources will help teachers increase effectiveness and spend more time on high-value activities.

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.

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 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 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 grades 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 6-8 grades. We will work with ESE, New Tech, university and other partners to articulate a curriculum map, aligned resources, and two extended units per grades 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-Kindergarten program for Morgan, to begin in Fall 2014. As part of program development, 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 English language learners • 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 PreK	Project GRAD	September 2014, contingent on availability of space and funding.
4.5 Sheltered English Instruction (SEI) Endorsement and supports for English language learners: All teachers who teach ELLs will be required to obtain SEI endorsement as soon as course availability allows, preferably by June 2015. Hiring will privilege those who are bilingual and have demonstrated impact with students or have demonstrated excellence in serving English learners. 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. These methods will be implemented as soon as school begins. At the same time, we will consider other strategies that address language needs of all students; these strategies would begin implementation in September 2015.	Project GRAD, with DESE assistance to ensure all teachers can obtain endorsement	All staff members must obtain endorsement, optimally by June 2015

Priority Area 4 Benchmarks

Final Outcomes:

- By June 2015, % 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 proficient or advanced in science and technology/engineering.
- Spring 2015 MCAS shows a 10 point increase in the percentage of students across all grades scoring proficient or advanced in mathematics and English language arts

Early Evidence of Change:

- By January 2015, 80% of teachers report that resources are easy to access, aligned to curriculum, and contribute to rigorous instruction as indicated in teacher survey.
- By January 2015, 75% of teachers demonstrate implementation of instructional strategies appropriately matching and using 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.

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

As advocated 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 also 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.

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 grades identified as reading below grade level. First grade performance was the weakest, with 87% of students scoring below grade level in January.

Mobility patterns of Morgan students require further on-the-ground analysis in order to develop strategies to address the specific needs of Morgan's highly mobile students. Initial data suggest these areas will require extensive consideration. In the 2012-2013 school year, Morgan experienced a churn rate of 31.1%, a percentage that only grew for the subgroup of ELL students, at 35.5%. Holyoke Public Schools (HPS) indicates that over the 2012-2013 school year, 112 students withdrew from Morgan, 34 of whom remained within HPS, 27 of whom left the state, 40 of whom remained in-state but left HPS, and 11 of whom moved to a Holyoke charter school. In the current school year (as of February 13, 2014), 29 students have already 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 the 2012-13 school year, 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 2011-12 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 of MA, including Holyoke. 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.

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, 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 an ELL Parent Advisory Committee (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. As early as possible, 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 also hire a Campus Family Support Manager who oversees this work. This person will be bilingual and, ideally, from the community. We also 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, Campus Family Support Manager	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), • child and adolescent health (physical and mental), including drug abuse prevention, • violence prevention,	Project GRAD, Project Director	Partnerships articulated by August 1, 2014; rolled out by September 1, 2014

• 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. 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. As a result, the Campus Family Support Manager will work to recruit, vet, and align partnerships.		
5.4 Partnership with an early childhood intervention program: 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 Parent Advisory Committee and the Campus Family Support Manager, we will employ strategies to engage new families throughout the 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 the Parent Advisory Committee and the Welcome Center team such as an orientation video or Welcome Center activity.	Campus Family Support Manager, Parent Advisory Committee	SY 2014-2015

Priority Area 5 Benchmarks

Final Outcomes:

- By January 2015, 35% of families who respond to surveys, and by June 2015, 50% including newcomers, 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 growth than similar students not enrolled.

Early Evidence of Change:

- By January 2015, 50% of all families, including newcomers, agree with statement that they feel connected to the Morgan community on parent survey.
- 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 School Site Council held, with a focus on English Language Learners, as evidenced by meeting minutes.
- By October 2014, outreach event held to find interested parents for ELL Parent Advisory Committee
- By November 2014, first ELL Parent Advisory Committee cohort recruited and initial training provided.

5.2

- By July 2014, bilingual Campus Family Support Manager 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 outreach events planned.

5.3

- 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 SY14-15 are enrolled in Morgan Pre-K for SY 15-16.

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 prekindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management

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

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

Human Resources

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

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

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

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

Professional Development and Collaboration

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

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

Leadership and Governance

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

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

Additional Strategies

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

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

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

Appendix A: 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 develop a new performance-based compensation system, which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth. The compensation plan must be affordable and sustainable and serve as a model for the district to consider in setting future compensation policies.

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

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

These terms shall supersede any contrary 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 compensation strategy to be effective July 1, 2014 and a new performance-based compensation system for teachers to be effective beginning July 1, 2015. (See Part 2).

Dispute Resolution:

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

- The employee may bring a grievance to the Principal/Head of School in writing within five (5) school days of the occurrence of the event giving rise to the grievance. The employee should specifically 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:

- 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;
- Up to 185 instructional days;
- Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time.
- 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, 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:
    - Coverage of homeroom periods;
    - Substitute coverage of classes and duties of others who are absent from school, except that Special Education teachers will not be used a substitute teachers except in case of an emergency;
    - Coverage of afterschool activities, not exceeding 120 minutes per week; and
    - Tutoring of students as needed, except for those members for whom tutoring represents a primary component of a HTA member's job responsibility (e.g., Special Education teachers, ESL teachers).

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 signature Project GRAD events such as but not limited to the following signature Project GRAD events or programs: 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

The Commissioner is now releasing certain implementation terms of the Morgan School Turnaround Plan relating to teachers. As the Working Conditions and Compensation document (which was shared and discussed with the unions) expressed, "[c]entral to the 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 develop a new performance-based compensation system, which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth. The compensation plan must be affordable and sustainable and, once developed could serve as a model for the District to consider in setting compensation policies."

As part of the Turnaround Plan, the compensation provisions of the collective bargaining agreement are suspended effective June 30, 2014. The Morgan School's compensation system during the receivership shall be modified based on the following components.

Phase One:

Year 1 (2014-2015 school year):

- All teachers who are selected by the Receiver to work at the Morgan School for the 2014-2015 school year shall be compensated according to the Holyoke Teachers Association salary scale for the 2014-2015 school year, including steps, lanes, longevity, if applicable.
- All teachers assigned to the Morgan School on a full-time basis shall receive a $5,300 stipend.

Phase Two:

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

Given the fluidity of the current revenue-setting process and budgetary environment for the district, it is necessary to extend the time for developing and completing the future compensation model. Prior to the release of the Turnaround Plan, the Receiver (in coordination with the District and the Commissioner) reviewed with the Holyoke Teachers Association the performance-based compensation system, which will contain a career path and will compensate teachers based on individual effectiveness, professional growth, and student academic growth. This system will replace 2014-2015 Holyoke Teachers Association salary schedule effective July 1, 2015.

The plan will include a career ladder for teachers and salary increases based on evaluation and teacher effectiveness.

Prior to finalizing the details of the new performance-based compensation system, the Holyoke Teachers Association will be provided with notice and an opportunity to consult.

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.

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. Al l 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 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

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.

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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

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

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.

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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

Appendix B: Measurable Annual Goals

The Measurable Annual Goals for Morgan Full Service Community School's preliminary turnaround plan are located at: http://www.doe.mass.edu/apa/sss/turnaround/level5/schools/

Appendix C: Financial Plan for the School

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.[1] The Act also authorizes the Commissioner to reallocate the use of those funds within a Level 5 school. If the Commissioner determines that a district has not provided the required level of funding to a Level 5 school, the Commissioner is authorized by the statute to provide additional funds to the school from the budget of the district. The Commissioner reserves the right to exercise this authority, following further review of the total funding provided by the district to 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.

[1] 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	TBD	This will include staff and general school-based expenses for grades Pre-K to 8. 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	TBD	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 amount will be determined when the budget is final and student enrollment is known.
Federal grants	TBD	• Title I: Funds to improve education for children with low academic achievement - School allocation, including additional allocation for low-performing schools To be determined: • Title I – Additional allocation for other centrally-budgeted supports to schools • Title IIA: Funds to improve educator quality • Title III: Funds to improve education for English language learners • Individuals with Disabilities Education Act (IDEA): Funds to improve education for children with disabilities • Other federal grants
State grants	TBD	To be determined: • Kindergarten Expansion • Other state grants
State payment to receiver	TBD	• Operation of the school

*As of March 7, 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.[2] Research on school leadership underscores the importance of effective leaders in attracting, retaining, and supporting effective teachers and creating organizational structures and environments where powerful teaching and learning is the norm.

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

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

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

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

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

[3] Carey, K. "The Real Value of Teachers: Using Information about Teacher Effectiveness to Close the Achievement Gap," Thinking K-16, Vol. 8, Issue 1, Winter 2004.

[4] http://cepa.stanford.edu/sites/default/files/stateRole.pdf

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 an advanced degree.[5] The exception to this statement is in a few specific content areas--math and science--where researchers found student achievement to be slightly higher for high school students whose math and science teachers held advanced degrees.[6]

- Approximately 90 percent of the master's degrees held by teachers are degrees attained from education programs that tend to be unrelated to or unconcerned with instructional impact.[7]

- "Although teachers with master's degrees generally earn additional salary or stipends--the so-called 'master's bump' – they are no more effective, on average, than their counterparts without master's degrees."[8]

- The traditional structure is built on the assumption that teachers get better with experience. While it is true that novice teachers, particularly in their first year, experience a steep learning curve, teacher performance tends to plateau after 6 to 10 years.[9]

In order to direct school fiscal resources to most directly promote rapid improvement of student achievement, the performance-based compensation plan at Morgan School will include the following basic principles: 1) provide competitive compensation for teachers; 2) reward teachers for excellent performance and effectiveness; 3) provide a career path for teachers to grow professionally without leaving the classroom; and 4) reward teachers for their contribution to student growth. Restructuring compensation in this way ensures that the Morgan School's investment in educators promotes and values effective performance.

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[5] Raegen Miller and Marguerite Roza, 2012. "The sheepskin effect and student achievement: De-emphasizing the role of master's degrees in teacher compensation." Washington, DC: Center for American Progress. Available: http://www.americanprogress.org/wp-content/uploads/issues/2012/07/pdf/miller_masters.pdf

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

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

[8] Miller and Roza, 2012, p.1.

[9] Eric A Hanushek, John F. Kain and Stephen G. Rivkin, "Teachers, Schools and Academic Achievement." Working Paper 6691 (National Bureau of Economic Research, 1998).

Appendix D: Local 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 *w*ith 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, polices, 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 <u>family member engagement</u> at the school (low/medium/high)? What evidence supports this rating?
- While engagement varies by individual, how would you rate the overall level of <u>community engagement</u> 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.

ATTACHMENT D

Morgan Elementary School – Holyoke

Total number of responses collected: 11

1. My school has adopted the following school improvement strategy as part of the turnaround plan (Please select one.):

(Respondents could only choose a **single** response)

Response	%	Count
Transformation	10.0%	1
Turnaround	**80.0%**	**8**
Restart	0.0%	0
I am not sure.	10.0%	1
Not Answered		1

2. As a Level 4 school, my school developed a turnaround plan.

(Respondents could only choose a **single** response for each topic)

	Yes	No	I Don't Know
I'm aware of what the plan contains.	**81.8%**	18.2%	0.0%
The plan addresses the major challenges facing my students.	27.3%	**63.6%**	9.1%
The plan addresses the major challenges facing me as an educator.	27.3%	**63.6%**	9.1%
I played a role in developing the plan.	18.2%	**81.8%**	0.0%
I was asked to provide feedback on the plan.	18.2%	**81.8%**	0.0%
I voted on the plan.	27.3%	**72.7%**	0.0%
I have taken a survey or surveys evaluating the plan.	18.2%	**72.7%**	9.1%
I have been part of discussions evaluating the plan.	9.1%	**90.9%**	0.0%

3. How would you describe the leadership model at your school regarding teaching and learning? (Please select one.)

(Respondents could only choose a **single** response)

Response	%	Count
Principal makes most decisions about teaching and learning.	**45.5%**	**5**
Leadership team makes most decisions about teaching and learning.	27.3%	3
Teachers make most decisions about teaching and learning.	0.0%	0
I am not sure who makes the decisions.	27.3%	3

Morgan Elementary School – Holyoke

Total number of responses collected: 11

4. Please rank the following challenges you have encountered in your school/classroom during the last three years, with the most significant being six (6) and least significant being one (1).

Respondents were asked to **rank** their choice(s).

	Least Significant →					Most Significant
	1	2	3	4	5	6
Quality of Curriculum	**54.5%**	18.2%	9.1%	9.1%	0.0%	9.1%
Availability of Instructional Materials	0.0%	0.0%	**54.5%**	18.2%	18.2%	9.1%
Quality of Instructional Materials	18.2%	**45.5%**	0.0%	27.3%	9.1%	0.0%
Student-readiness (special education issues/English language issues/student preparedness/students do not have grade-level skills)	0.0%	18.2%	9.1%	9.1%	9.1%	**54.5%**
Social, Emotional and Behavioral Issues	9.1%	0.0%	0.0%	18.2%	**54.5%**	18.2%
Quality of Instructional Leadership	18.2%	18.2%	**27.3%**	18.2%	9.1%	9.1%

5. **Curriculum poses a significant challenge for me. (Please check one.)**

(Respondents could only choose a **single** response)

	%	Count
I'm not sure what to teach; I have only books, no curriculum.	9.1%	1
I know what to teach, but I think the curriculum is too challenging for my students.	**45.5%**	**5**
I know what to teach, but I think the curriculum is not challenging enough for my students.	18.2%	2
N/A. I don't consider this to be an issue.	27.3%	3

6. Instructional materials pose a significant challenge for me. (Please check all that apply.)

(Respondents were allowed to choose **multiple** responses)

Response	%	Count
I do not have sufficient materials for all of my students.	**54.5%**	**6**
I do not have appropriate materials for use with my students.	36.4%	4
I do not have access to library, media, or technology materials.	45.5%	5
N/A. I don't consider this to be an issue.	9.1%	1

Morgan Elementary School – Holyoke

Total number of responses collected: 11

7. I face significant challenges related to student readiness. (Please check all that apply.)

(Respondents were allowed to choose **multiple** responses)

Response	%	Count
My students present with a variety of special needs and I lack the support to work with each of them effectively.	**90.9%**	**10**
My students are at various levels of English language usage and I am not familiar enough with Sheltered English Immersion strategies to be as effective as I would like.	27.3%	3
My students do not have the precursor skills and prior knowledge needed to learn what I am required to teach.	63.6%	7
N/A. I don't consider this to be an issue.	0.0%	0

8. Social, emotional and behavioral issues pose a significant challenge to me. (Please check all that apply.)

(Respondents were allowed to choose **multiple** responses)

Response	%	Count
My students are frequently late or absent from school.	45.5%	5
My students often come to school hungry or tired.	63.6%	7
My students often lack self-policing strategies.	**90.9%**	**10**
N/A. I don't consider this to be an issue.	9.1%	1

9. Issues related to instructional leadership pose a significant challenge to me. (Please check all that apply.)

Respondents were allowed to choose **multiple** responses)

Response	%	Count
Insufficient time to consult with colleagues.	**81.8%**	**9**
Lack of leadership or a leadership vacuum. It is unclear who the instructional leaders are at my school.	18.2%	2
I need guidance on instructional leadership. I do not know who to consult if I have a question about curriculum, instruction or assessment issues.	27.3%	3
Decisions are based on data, but I'm not informed. I do not get information about my students' academic performance that would help me to adjust my	18.2%	2
N/A. I don't consider this to be an issue.	18.2%	2

Morgan Elementary School – Holyoke

Total number of responses collected: 11

10. I have been provided with the following curriculum-related documents. (Please check all that apply.)

(Respondents were allowed to choose **multiple** responses)

Response	%	Count
Curriculum guide aligned to the Massachusetts state standards	**63.6%**	**7**
Scope and sequence/curriculum map	**63.6%**	**7**
Scripted curriculum	27.3%	3
Pacing guide	45.5%	5
I have not received any curriculum-related documents.	9.1%	1

11. Please indicate with a yes or no whether you have received professional development in each of the following areas during your time at this Level 4 school. For each topic that you checked yes, please indicate whether these trainings helped you to be more effective in your current role.

(Respondents could only choose a **single** response for each topic)

	Yes	No	Count	I found this PD helpful.	Not helpful	Not sure	Count
Sheltered English Immersion	**72.7%**	27.3%	11	**100.0%**	0.0%	0.0%	8
SPED inclusion strategies	27.3%	**72.7%**	**11**	**50.0%**	**50.0%**	0.0%	8
Differentiated/tiered instruction	**90.9%**	9.1%	11	**90.0%**	10.0%	0.0%	10
Managing student behavior	**72.7%**	27.3%	11	37.5%	**50.0%**	12.5%	8
Family engagement	**70.0%**	30.0%	11	33.3%	22.2%	**44.4%**	9
Developing standards-based units	45.5%	**54.5%**	**11**	**100.0%**	0.0%	0.0%	5
Instructional leadership skills	18.2%	**81.8%**	**11**	**50.0%**	**50.0%**	0.0%	2
Using data to inform decision-making	**100.0%**	0.0%	11	**54.5%**	27.3%	18.2%	11
Educator evaluation	**81.8%**	18.2%	11	**66.7%**	33.3%	0.0%	11
Developing student assessments	45.5%	**54.5%**	**11**	**50.0%**	25.0%	25.0%	4
N/A. I have not participated in any professional development opportunities	0.0%	0.0%	11	100.0%			1

Morgan Elementary School – Holyoke

Total number of responses collected: 11

12. If you were in charge, what would you say has been the single most important priority for your school during the last three years? (Please select one.)

(Respondents could only choose a **single** response)

Response	%	Count
Curriculum and Instruction	**36.4%**	**4**
School Climate and Safety	18.2%	2
Instructional Leadership	0.0%	0
Professional Development	0.0%	0
School Management	0.0%	0
Social, Emotional and Behavioral Issues (wraparound services)	18.2%	2
Using Data	27.3%	3
Parent/Family Engagement	0.0%	0

13. During my time at this Level 4 school, Ihave interacted with DESE staff regarding the plan or the school improvement efforts in the school. Interactions can include meetings, surveys, discussions and classroom visits.

(Respondents could only choose a **single** response)

Response	%	Count
Yes	**54.5%**	**6**
No	45.5%	5
I'm not sure.	0.0%	0

14. What are your future plans regarding your employment at this school? (Please select one.)

(Respondents could only choose a **single** response)

Response	%	Count
I plan to remain working at this school.	27.3%	3
I'm planning to move to a different school in the district.	**54.5%**	**6**
I'm planning to move to a different district.	0.0%	0
I'd like to change careers.	0.0%	0
I'm not sure.	18.2%	2

Morgan Elementary School – Holyoke

Total number of responses collected: 11

15. **To what extent have your experiences at this school impacted your future plans?**

(Respondents could only choose a **single** response)

Response	%	Count
Not at all	0.0%	0
Somewhat	9.1%	1
A great deal	**81.8%**	**9**
I'm not sure	9.1%	1

16. **My primary role:**

(Respondents could only choose a **single** response)

Response	%	Count
Classroom teacher	**63.6%**	**7**
Specialist teacher	36.4%	4
Administrator	0.0%	0
Paraprofessional/Education Support Professional	0.0%	0
Other	0.0%	0

17. **I have been employed in the district for:**

(Respondents could only choose a **single** response)

Response	%	Count
1-3 years	36.4%	4
4-9 years	9.1%	1
10 years or more	**54.5%**	**6**

18. **I have been employed at this school for:**

(Respondents could only choose a **single** response)

Response	Count
1-3 years	**4**
4-9 years	3
10 years or more	**4**

19. **The status of my educator license for the role I currently hold.**

(Respondents could only choose a **single** response)

Response	%	Count
Licensed	**100.0%**	**11**
On a waiver	0.0%	0

ATTACHMENT E

Morgan Elementary School
Level 4 / School Redesign Grant (SRG) Monitoring Site Visit

February 2013

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

This document was prepared on behalf of the Division of Accountability, Partnership, and Assistance of the Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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About the Level 4 Monitoring Site Visit Process

The purpose of the Monitoring Site Visit (MSV) is to provide Level 4 schools and School Redesign Grant (SRG) recipients with formative feedback in support of turnaround efforts. The MSV will help districts and schools understand where turnaround implementation is successful or lagging, as well as how future plans can be improved.

The MSV process is designed around the 11 Essential Conditions for School Effectiveness (Essential Conditions). The Essential Conditions were developed in 2009 and voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010 to represent a research- and practice-based consensus of practices for effective schools. The Essential Conditions are central to ESE's systems for accountability and assistance. The MSV focuses on the following Essential Conditions: Effective District Systems for School Support and Intervention; Effective School Leadership; Aligned Curriculum; Effective Instruction; Student Assessment; Tiered Instruction and Adequate Learning Time; and Student Social, Emotional, and Health Needs. The remaining Essential Conditions will be examined only when relevant to a school's turnaround efforts.

The MSV utilizes multiple sources of evidence (documents, interviews, classroom visits) to understand the progress the school has made toward implementing plans for school turnaround. Over the course of the visit, evidence is collected and analyzed by a team composed of educators and consultants to the Massachusetts Department of Elementary and Secondary Education. The final product of the MSV is a written report, documenting the team's findings (strengths and areas for improvement) regarding current school implementation of turnaround initiatives. The final page of the report is used to record the discussion between the team and the school during the prioritization process. Below is a detailed description of each section.

Strengths:	Strengths are used to identify programs, practices and operations that are working well and supporting effective school turnaround implementation. Strengths identified by the site team are based on evidence collected during the visit.
Areas for Improvement:	Areas for improvement identify practices and operations that may need attention to better serve students and/or school turnaround implementation. Areas for improvement identified by the site visit team are based on evidence collected during the visit.
Prioritization Process:	This section is developed collaboratively on the last day of the site visit. The school and team prioritize areas for improvement of SRG implementation to develop a focused plan for maximum impact within the available resources.

Essential Condition 2: Effective School Leadership

Strengths
The school has taken action to attract, develop, and retain an effective school leadership team that has obtained staff commitment to improving student learning. • An instructional leadership team representing the school's grades and content areas meets regularly to address topics of instruction and learning. In a focus group, school leadership reported that an instructional leadership team (ILT), composed of the principal, assistant principals, guidance counselors, intervention teacher, English language learner (ELL) coach, middle school special education teacher, grade 7 and 8 mathematics teachers, the full service community school (FSCS) project manager, and the district's Level 4 liaison, meets every Friday morning at 8:00 a.m. A review of ILT agendas evidenced regular meetings and discussions about school professional development planning, analysis of attendance and behavioral referral data, the strategic objectives in the school improvement plan (SIP), walkthrough results, the school's process to administer and analyze student assessment results, strengthening parent support, and academic and behavioral interventions. School leadership reported (and teachers confirmed) that faculty members can volunteer to join the ILT. • Staff members agree that decisions are made transparently and fairly, and that the school culture is collaborative and open to dialogue. Across focus groups, teachers consistently reported that the school employs a clear decision-making process. Teachers indicated that they regularly communicate with ILT members and members of the behavior management work group. School leaders reported (and teachers confirmed) that minutes from the ILT meetings and behavior management work group are promptly distributed to faculty members after the groups' regular meetings. Teachers also stated that they can see how the work of the ILT is coordinated with the instructional support they receive from the district's coaches. Furthermore, teachers reported that they feel comfortable sharing concerns with the principal and indicated that there is an open door policy and direct line of communication between staff members and the school leader. • There is evidence that staff feel accountable for results to students, school leadership, colleagues, and families. In focus groups, teachers stated that, as a result of the school's instructional improvement initiatives, they have a better understanding of their responsibility and an appreciation of their enhanced capacity to promote student learning through their classroom practice. Teachers specifically cited the weekly, three-hour professional development sessions and instructional walkthroughs regularly conducted by the school's leadership as factors contributing to their improved teaching. The site visit team's review of completed walkthrough forms confirmed that teachers regularly receive timely and specific feedback on instruction from the principal, while professional development agendas indicated that teachers have received training on analyzing student assessment data, developing open-response questions, and monitoring student progress during extended learning time. Additionally, stakeholders reported (and school documents confirmed) that staff members have made a commitment to strengthening the capacity of families to contribute to student learning through a series of programs and initiatives: the continuation of the school's family literacy program; efforts to provide parents with access to observing classroom instruction and volunteering in the classrooms; and providing parents with avenues to change school policies and practices through the Parents Making a Difference (PMAD) group. Staff members also reported that the office staff participated in seven half-day

professional development sessions over the summer and fall of 2012; the focus of these sessions was on creating a welcoming school environment for families.

Areas for Improvement

All staff do not understand the connection between the school improvement plan (SIP), achieving school goals, and their work in the classroom.

- The school has an improvement plan focused explicitly on instructional improvement and student learning; the plan drives school-level processes and practices. A review of the 2012-2013 SIP indicated that Morgan Elementary has identified a series of strategic objectives and goals for the academic year: building instructional quality; using data and inquiry; focusing on literacy and mathematics in grades kindergarten through grade 8; and creating a safe school environment and strengthening the student-family support system that enables each student to be healthy socially, emotionally, and physically. A review of the ILT meeting agendas confirmed that the SIP goals and four school improvement priorities (effective leadership, assessment, data analysis, and tiered instruction) are aligned to the Holyoke Public Schools (HPS) accelerated improvement plan; the ILT reviews and discusses the SIP goals and objectives. In a focus group, the principal reported meeting with the assistant superintendent monthly to monitor SIP implementation. The principal brings a copy of the Morgan Elementary SIP to these monitoring meetings, along with supporting evidence to demonstrate which SIP benchmarks have been completed (green), which are in progress (yellow), and which have not been accomplished (red).
- Staff cannot synthesize the school's strategic approach to achieving its goals. When staff members were asked about the school's strategic objectives, they did not provide a consistent response. Some staff members identified the school's focus on literacy; some identified the school's focus on parent engagement and the implementation of the FSCS model; others reported that the Achievement Network (ANet) data analysis and inquiry cycle is a priority, while other staff members cited a focus on improving school leadership. School leadership reported that teachers are familiar with the different improvement initiatives, but may not be able to convey how all of these components are aligned. A review of the December 17, 2012 ILT meeting minutes indicated that the team expressed concern regarding whether staff could understand and articulate the connection between SIP goals and the four school improvement priorities. The January 23, 2013 ILT meeting agenda referenced plans to provide professional development for the entire staff to ensure their understanding of the SIP goals, as well as the school's progress toward implementing improvement initiatives aligned to the 11 Essential Conditions for School Effectiveness.

Essential Condition 3: Aligned Curriculum

Strengths

The school's taught curricula are aligned to state curriculum frameworks and the Massachusetts Comprehensive Assessment System (MCAS) performance level descriptions.

- Instructional staff develop and implement lessons based on state curriculum frameworks. In focus groups, school leadership and teachers indicated that faculty use ANet assessment items to identify re-teaching opportunities and develop re-teaching plans. This was confirmed by a review of sample re-teaching plans that identified priority standards and detailed plans for re-teaching those priority standards. For example, one re-teaching plan identified "Using evidence from text to support answers" as a priority standard; "I can cite evidence from the text to answer a question" as the objective aligned to that priority standard; and outlined activities aligned to the objective. School leadership and teachers also reported that faculty used released MCAS items to develop open-response questions. A review of professional development agendas confirmed that teachers developed open-response questions in vertical teams (e.g., kindergarten and grade 1, grades 4 and 5 mathematics) on October 15, 2012. Furthermore, school leadership and teachers reported that teachers in grade 3 are piloting the development of English language arts (ELA) curriculum maps and units aligned to the Massachusetts Curriculum Frameworks and Common Core Standards in collaboration with district coaches and through support and guidance from the Department of Elementary and Secondary Education.
- Instructional staff engage in regular discussions of student learning expectations, both horizontally and vertically. In a focus group, school leadership reported that time has been intentionally allocated during Monday professional development sessions for teachers to meet in grade-level and vertical teams. Teachers, ILT agendas and minutes, and professional development agendas confirmed that faculty members have opportunities to meet with grade-level peers and in vertical teams during those weekly professional development sessions. For example, the September 21, 2012 ILT minutes referenced planning for vertical teams, while the November 5, 2012 professional development agenda indicated that teachers met in grade-level teams to analyze the first quarter ANet ELA results. Teachers further stated that they are in constant communication with grade-level peers regarding instructional planning and delivery. For example, teachers reported that they frequently review and revise learning objectives with their grade-level peers. Teachers also reported consulting colleagues in other grade levels. A review of the school schedule indicated that teachers share daily preparation periods with their grade-level peers; some grade levels (kindergarten and grade 1, grades 2 and 3, and grades 4 and 5) share common preparation periods. Also, instructional content appeared appropriate for students' grade and level in 95 percent (n=22) of observed classrooms. In those instances, students engaged in a variety of activities aligned to grade-level standards and learning objectives. For example, in these classes, students were solving inequalities, identifying figurative language in fictional text, or evaluating an alliance between warring Greek city states.

Areas for Improvement

The district and school have provided teachers with comprehensive, teacher-friendly curriculum maps in some, but not all, content areas.

- Mathematics curriculum documents provide teachers with comprehensive guidance. In focus groups, school leaders and teachers reported that HPS convened teams of teachers from throughout the district to develop K-8 mathematics curriculum maps. A review of the district's curriculum documents indicated that the new K-8 maps are aligned to the Massachusetts Curriculum Frameworks and Common Core Standards. The mathematics curriculum maps contain grade-level summaries and pacing guides and identify high priority standards and learning objectives. The maps also include Response to Intervention (RtI) strategies and resources in addition to specific strategies to support diverse learning needs (including ELL students and students with special needs). The curriculum maps feature detailed explanations of mathematical concepts covered within each standard, examples aligned to the mathematical concepts, possible questions, relevant vocabulary, and common student misconceptions or errors. Additionally, school leaders and teachers reported that faculty members across the district piloted new mathematics textbooks in 2011-2012, leading to the 2012-2013 adoption of the Houghton Mifflin Harcourt *Go Math!* program in grades 1-6, and a Glencoe/McGraw-Hill mathematics program in grades 7 and 8. The mathematics curriculum maps are aligned to these district-adopted mathematics textbooks. The curriculum maps and pacing guides identify standards-based assessments aligned to the curriculum and a schedule for administering the assessments and re-teaching material.
- There is an absence of comprehensive or user-friendly guidance in other subject areas. A review of the K-8 ELA curriculum maps indicated that ELA curriculum guidance is distributed across a series of curricular documents, including pacing guides, a curriculum map for the first 30 days, curriculum guides for different genres of reading and writing, including narrative/memoir, traditional literature, poetry, and report writing. The ELA pacing guides for grades 2-8 identify Massachusetts Curriculum Frameworks and Common Core Standards, sample objectives aligned to the standards, Depth of Knowledge Levels (i.e., levels of cognitive demand), and question stems. The curriculum maps for the first 30 days focus on establishing rituals and routines for reader's and writer's workshops. The genre guides include overarching goals, Massachusetts ELA Content Standards, Massachusetts English Language Proficiency Benchmarks and Outcomes for English language learner (ELL) students, unit work products, activities, and related resources. The ELA textbooks referenced in the genre guides are not aligned to the Common Core Standards. There are no complete or updated

  ELA curriculum maps with aligned assessments for each grade level similar to the ones developed for mathematics. As previously stated, teachers in grade 3 are piloting the development of ELA curriculum maps and units aligned to the Massachusetts Curriculum Frameworks and Common Core Standards. School leaders and teachers reported that the curriculum maps for the remaining K-8 grades will be developed following this pilot. A review of curriculum documents confirmed that teachers do not have access to curricular maps in social studies or comprehensive curricular guidance in science. According to a review of surveys administered by Morgan Elementary leaders soliciting teacher feedback on curriculum, teachers reported that an aligned science curriculum is needed.

Essential Condition 4: Effective Instruction

Strengths

The district and school leader have a system for monitoring instructional practice.

- The principal collects evidence and monitors instructional planning. In focus groups, school leaders and teachers reported that they submit their written re-teaching plans after each round of mathematics and ELA ANet testing. The plans outline how teachers will re-teach priority standards where students showed the least amount of progress, as measured by ANet assessments. Teachers reported that there are clear timelines for submitting their re-teaching plans to the principal. The principal reported that she provides feedback on re-teaching plans 48 hours after teachers submit their plans. Teachers reported that they modify their re-teaching plans based on the principal's feedback. A review of completed re-teaching plan feedback forms indicated that the principal uses a common template to assess whether teachers' plans define a clear sub-skill to re-teach (as opposed to the entire standard); specify which students need re-teaching (whole group or a strategic small group); identify dates of action plan implementation; describe reassessment at the appropriate level of rigor; and provide opportunity for student practice over time. The forms include a checklist, as well as specific comments from the principal. School leaders reported (and teachers confirmed) that the principal evaluates the effectiveness of re-teaching during classroom walkthroughs. The principal reported that she has increased the number of teachers she observes during re-teaching lessons by 50 percent.
- School and district leaders gather and analyze evidence on instructional practice. In focus groups, school leaders and teachers confirmed that the principal, assistant superintendent, district directors, and coaches – using the district's walkthrough tool – regularly conduct walkthroughs. According to school leaders and a review of the completed walkthrough forms, the tool monitors the implementation of five instructional best practices identified by the district: (1) rigorous lesson planning based on priority standards; (2) explicit and effective instructional strategies for improving reading comprehension; (3) student engagement in authentic and challenging tasks to push critical thinking; (4) daily checks for understanding with grade-appropriate methods of formative assessments that generate concrete data to adapt instruction in the short term; and (5) re-teaching priority standards. School leaders and staff reported that checking for understanding is the current focus for walkthroughs. According to a review of written walkthrough feedback, the principal completes the walkthrough form and sends a note via e-mail to teachers generally describing what was observed, asks a question or makes a suggestion, and requests the teacher's response via e-mail. Typical questions and comments from the principal included, "Do you ever keep notes as to what student know so that you can follow up with those that need more support?" or "You asked several comprehension questions but most of them were recall or short answer. I would like to see students take ownership of their learning by being challenged with questions that use Depths of Knowledge. They should be able to cite evidence from the story to explain how they know their answer is correct." A review of school documents confirmed that the principal submits the number of walkthroughs conducted, walkthrough ratings, and an analysis of walkthrough trends to the district every month. The principal reported that the district instructional leadership team (DILT) meetings are a venue for improving the leaders' capacity to provide feedback to teachers. For example, during a recent DILT meeting, principals worked in partners to review five samples of walkthrough feedback they provided to teachers and provide feedback

to one another on those samples.

Areas for Improvement

Instructional practices identified by the district are not fully implemented across all classrooms.

- Learning objectives are communicated to students and generally identify student learning outcomes. In focus groups, teachers reported that developing effective content and language objectives has been a focus of the school. Sample lesson plans and re-teaching plans reviewed by the site visit team referenced learning objectives. In 77 percent of observed classrooms, the learning objective was clearly posted, explained, or referenced during the lesson. Learning objectives that were noted by the site visit team included: "I can use models of two-digit addition to add with regrouping;" "I can multiply a fraction by a whole number and can use a number sentence to represent the problem;" "Students will be able to make inferences based on details from the text;" or "I will be able to write an equation to represent the relationship between an independent and dependent variable." In some classrooms, the site visit team noted teachers prompting students to verbalize what they were doing and what they were expected to learn during the lesson. Although learning objectives were posted or communicated to students in the majority of classrooms, the objectives varied in quality. Specifically, the learning objective identified student learning outcomes (not a task) in 68 percent of observed classrooms. In some classrooms, the posted objective was too general to provide students with a clear indication of the learning outcome. Such examples included: "Students will develop an understanding of all parts of MCAS by using examples of past tests;" or "I can think about author's purpose." Additionally, the learning objective was not consistently aligned to the lesson. Specifically, the learning objective drove all components of the lesson in 64 percent of observed classrooms. However, in other classrooms, student tasks or assessments were not aligned to the skill or concept identified in the objective. The site visit team noted that, in general, mathematics objectives were more specific, were more likely to identify clear outcomes, and were more clearly aligned to the lesson's activities, tasks, or assessments.
- There is some evidence that instruction ensures that students engage in authentic and challenging tasks to promote critical thinking. In 64 percent of observed classrooms, students used various means, orally or in writing, to represent their ideas and thinking. For example, in one classroom, students used picture models, numbers, and words to represent a number sentence. In another classroom, students were asked to explain how they added two-digit numbers with regrouping. However, in other classrooms, students were not provided verbal or non-verbal opportunities to demonstrate their understanding of new concepts or skills. In addition, students applied new conceptual knowledge in 64 percent of observed classrooms. For example, in these instances, students were applying what they had learned about descriptive figurative language to write realistic fiction or students were observed writing independently, peer editing, and revising their work. However, in other classrooms, students did not apply new information or understanding to solve problems and deepen their understanding and knowledge. Finally, students were engaged in structures that advanced their thinking (i.e., think-pair-share, turn-and-talk) in 23 percent of observed classrooms. When this was present, in one classroom, the teacher asked students to turn to a partner and answer questions about a fairy tale. However, in the majority of classrooms, students were not provided with brief structured opportunities to verbally engage to promote their thinking and reasoning.
- There is limited evidence that teachers regularly check for understanding to generate concrete data to adapt instruction in the near term. Teachers used at least one informal assessment (e.g., thumb tool, ticket to leave) aligned to the lesson objective to check for understanding or mastery in 45

percent of observed classrooms. For example, in one classroom, students were working in small groups to identify strategies to answer comprehension questions, and students held up sticks with their answers. In another classroom, students had individual, color-coded flip charts at their desks. Students used these flip charts to communicate whether they understood a concept or needed assistance from their teacher. However, in other classrooms, teachers were not observed checking students' mastery of the lesson objective, or teachers were observed checking the progress or understanding of only a few students in the class. Teachers adjusted instruction based on on-the-spot or informal assessment in 27 percent of observed classrooms. This was present in one classroom when the teacher asked students to put their hands on their heads if they understood the lesson. The teacher provided another example of a mathematical solution because only one-third of the students in the classroom put their hands on their heads. However, in other classrooms, teachers did not alter instruction based on data or feedback from informal assessments of student learning.

Essential Condition 5: Student Assessment

Strengths

The school implements a balanced system of assessments and analyzes student data to identify student learning needs.

- Instructional staff administer a range of assessments that are aligned to state standards and grade-level learning outcomes. In focus groups, school leaders, teachers, and staff reported the school administers the following assessments: ANet interim assessments in mathematics (grades 2-8) and ELA (grades 3-8) three times a year; the Fountas & Pinnell Benchmark Assessment System (BAS) in reading (grades 1-8) three times a year; Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) twice a year in reading and mathematics (grades 3-8); Houghton Mifflin Harcourt Rigby assessments to monitor the reading progress of Levels 1 and 2 ELL students in reading; Scholastic Reading Inventory (SRI) and Scholastic Phonics Inventory (SPI) to monitor the progress of students who receive the Read 180 and Systems 44 reading interventions, respectively; open response questions (some are developed by teachers, others are released MCAS items); and unit assessments. This was confirmed by a review of ANet re-teaching plans, professional development agendas and minutes, and the electronic benchmarking tool.
- Instructional staff analyze assessment data to determine enrichment and remediation needs. Data meeting planning notes, professional development agendas and minutes, a data analysis and re-teaching calendar, data analysis reflection sheets, re-teaching plans, re-teaching plan feedback forms and staff reports confirmed that the school has established a clearly-defined data inquiry cycle. In focus groups, teachers reported that data meetings are conducted during Monday professional development sessions. During these meetings, teachers analyze ANet mathematics and ELA results to identify priority standards where students showed the least amount of progress. According to the data analysis and re-teaching calendar, teachers submit action plans with a completed item analysis to the office a week after the data meeting. They have an opportunity to check in on re-teaching and clarify understandings about re-assessment the following week, and complete the re-teaching and re-assessment approximately two-and-half-weeks after the data meeting. As previously stated, re-teaching plans identify priority standards and outline detailed plans for re-teaching those priority standards. In addition, school leaders and teachers also reported that staff use BAS results to identify students in need of remediation or enrichment in reading. Students are assigned to guided reading groups or to extended learning time (intervention) groups based on their BAS performance. School leadership reported that staff analyzed the winter BAS results and adjusted the extended learning time assignments as a result of that analysis.
- Leaders and instructional staff use data for organizational learning and to adjust school practices. In focus groups, school leaders described making staffing decisions based on an analysis of student growth percentiles. This included re-assigning two English language development (ELD) teachers whose students demonstrated notable performance growth. The ELD teachers were co-teachers in 2011-2012; currently, one is assigned to a grade 1 ELD classroom, while the second teacher is assigned to a grade 2-3 ELD classroom. The principal assigned the mathematics coach to the grade 5 mathematics classes – a grade in which student performance on the mathematics MCAS had been low. The mathematics coach position was cut in 2012-2013. School leaders also reported using student assessment results to identify areas of need and deploy instructional coaching and support.

School leadership reported (and ILT meeting minutes confirmed) that school staff analyzed kindergarten screening scores in conjunction with attendance and achievement data and ELL and special needs designations. According to school leaders, their analysis indicated that there is a correlation between failing the kindergarten screening and qualifying for special education services; there is also a correlation between failing the kindergarten screening and low attendance. The purpose of this analysis is to establish an early warning system.

Areas for Improvement

The site visit team did not find significant areas for improvement related to Student Assessment that rose to the level of a finding.

Essential Condition 8: Tiered Instruction and Adequate Learning Time

Strengths

The site visit team did not find significant strengths related to Tiered Instruction and Adequate Learning Time that rose to the level of a finding.

Areas for Improvement

While the school provides additional support for students who are not on track to proficiency in ELA and mathematics, the school's system of tiered instruction is not clearly defined or understood by all staff.

- The school schedule is designed to provide adequate learning time for all students in core subjects; however, not all time is maximized. According to a review of the school schedule, the school provides additional instructional time for all grade levels. The school has created an extended instructional time (intervention) period Monday-Thursday, providing students in grades K-5 with an additional 30 minutes of instruction, students in grade 6 with an additional 35 minutes, and students in grades 7 and 8 with an additional 39 minutes. In focus groups, school leaders reported that the extended learning time period allows the school to provide all students with uninterrupted core instruction and has increased the school's capacity to support students' individual learning needs. Additionally, teachers reported that the school schedule is organized to ensure that ELL students receive the state mandated English-as-a-second-language (ESL) instructional time each day. School documents confirmed that the school tracks the amount of daily ESL instruction each student receives, and that Level 1 and 2 ELL students receive two-and-a-half hours of ESL instruction, Level 3 ELL students receive one hour of ESL instruction, and Levels 4 and 5 ELL students receive one-half hour of ESL instruction. Further, school leaders indicated that students are purposefully assigned to classrooms to ensure that instructional support is coordinated and effectively delivered. For example, Level 1 and 2 ELL students are assigned to one homeroom to receive targeted ELD instruction, while students who struggle with mathematics are assigned to a specific homeroom to receive targeted mathematics support. According to the school schedule, students in grades 4 and 5 have a 38-minute skills block at the beginning of the school day, while students in grades 6-8 have a 22-minute skills block at the end of the school day. The principal reported that walkthroughs have indicated that the skills block is not used effectively in the middle school grades and that the schedule needs revision.
- Students participate in opportunities for intervention. However, there is a lack of clarity among staff regarding how students are placed in interventions and how they move along a continuum of services. In focus groups, school leaders and staff reported that students who are performing below grade level, ELL students, and students with disabilities receive additional academic support. This includes small group and guided reading instruction, as well as ESL instruction and special education services delivered in and outside of the classroom. Teachers also stated that the skills block is used to reinforce reading and mathematics skills. Students are grouped according to their reading levels, writing skills, and MAP and ANet assessment results, and receive instruction aligned to their areas of need during the skills block. School leaders and teachers also reported that students receive remediation or enrichment during the extended learning time period. Additionally, some students participate in research-based interventions, including *Read 180*, *Systems 44*, the *Fountas & Pinnell Leveled Literacy Intervention*, and *ALEKS*, during the extended learning time

period. School leaders indicated that the district has developed and communicated guidelines for how students are placed into and receive interventions. School leaders also indicated that the district monitors the building-based student support team (BBST) process and reviews all BBST referrals to ensure that special education referrals are justified and that interventions have been implemented with fidelity. Although leaders and teachers described a series of academic interventions and supports available to students, staff provided differing explanations regarding how students are assigned to those interventions and supports. Some school staff members reported that the ILT makes placement decisions, while teachers reported that they make placement decisions during grade-level meetings. School staff either provided differing explanations or were unclear regarding how students' needs are matched to appropriate interventions, which interventions are currently provided in each tier, and how students' interventions or placements are changed according to identified progress or needs.

Essential Condition 9: Students' Social, Emotional, and Health Needs

Strengths
The school creates a safe environment and makes effective use of a system for addressing the social, emotional, and health needs of its students. • School leaders and staff create a safe and supportive learning environment through clearly established safety behavioral expectations. School leadership and staff members reported that the school's behavior management work group, which was formed as part of the Morgan Elementary FSCS model, meets monthly to address systemic issues with student behavior. School leaders stated that one of the behavior management work group goals is to build teacher and staff capacity to create a climate that supports learning and reduce the school's reliance on behavior interventionists to handle disruptive student behavior. A review of school documents confirmed that the behavior management team has articulated a process to identify, document, and track disruptive student behavior. Also, according to a review of the school's 2012-2013 comprehensive behavior management system protocol, the behavior management work group has identified classroom management tools and techniques to be used consistently by all teachers and staff throughout the school, in addition to a consistent set of responses to disruptive student behavior. The protocol includes a behavioral consequence ladder, an inventory of behaviors that should be managed by teachers in the classroom, behaviors managed by the intervention response team outside of the classroom, and behaviors that merit referral to the school's wraparound support services. Teachers stated that the behavior management work group facilitated a three hour professional development on February 25, 2013; one outcome of the professional development session was to identify acceptable student behavior in classrooms and shared spaces, including bathrooms, the library, the computer lab, hallways, and buses. School leaders reported (and a review of the school's disciplinary data confirmed) that – due to the implementation of classroom-based behavior support strategies, including the use of cool-down areas and buddy rooms – the number of disciplinary referrals has been reduced by half since September 2012. Students confirmed that the school is safe and that behavioral issues have decreased since 2011-2012. The site visit team confirmed that classroom climate throughout the school is conducive to learning. Behavioral expectations, class rules, and procedures were clearly communicated; students behaved according to rules and expectations in 95 percent of observed classrooms. Furthermore, students and teachers demonstrated positive and respectful relationships in 100 percent of observed classrooms. • The school promotes the mental, behavioral, and physical health of students. In a focus group, school leaders and staff reported (and a review of the wraparound service referral protocol confirmed) that the Morgan Elementary wraparound (WRAP) team has developed a protocol to identify the social, emotional, academic and behavioral needs of students and develop action steps to address those needs. The WRAP team is composed of the guidance counselor, adjustment counselor, assistant principals, FSCS project manager, outreach worker, nurse, and parent and community engagement liaison. The WRAP team meets every Thursday morning from 9:30-10:30 a.m. According to WRAP team agendas, the goal of the weekly meetings is to identify comprehensive wraparound solutions for the students and families with the most pressing and urgent needs. A typical WRAP team meeting consists of a review of a list of students with six or more absences. A review of records from the weekly WRAP team meetings confirmed that the team focuses on two-to-three students per meeting who have been referred to the group and develops action steps with

responsible parties. Action steps identified by the team included scheduling parent, teacher and administrator conferences, connecting the student to mental and physical health services provided by the River Valley Counseling Center, and home visits by school staff. In addition to establishing the wraparound service protocol, school staff members noted (and a review of WRAP team records confirmed) that one of the WRAP team's initiatives has been to identify and compile attendance, behavioral, mental health, family engagement, medical, and special education data. School staff members noted that the purpose of this inventory is to provide WRAP team members with comprehensive data to better understand and address students' needs during their weekly meetings. Finally, the principal reported (and students confirmed) that the school has implemented a healthy snacks initiative that provides students with samples of fresh fruits and vegetables.

- The school collaborates with families to increase its capacity to address students' social, emotional, health, and academic needs, as well as the families' capacities to do the same. In focus groups, school leaders, teachers, staff, and students stated that the school engages families through a series of initiatives. School leaders and staff reported (and site visit team observations confirmed) that the school offers ESL classes three times each week to parents through its family literacy initiative. This is the second year that the class has been offered; the school started a second ESL class this year for parents who completed the first round of classes in 2011-2012. According to school staff, one of the goals of the family literacy program is to provide parents access to classroom instruction and student learning. One recent activity, for example, was to take a group of parents into classrooms to observe teaching and learning. In addition, school leaders, teachers, and students indicated that family members are welcome to observe and participate in daily instruction. Teachers also indicated that parents volunteer in their classrooms and that they are expected to contact every family twice a quarter and record all contact with families. According to school staff members and school documents, the school has hosted a series of events focused on helping families support student learning – including a middle school night to prepare students for high school and a "pirates cove" night that was focused on promoting mathematics literacy. Finally, school leaders and staff members reported that the PMAD group meets once a month. According to school leaders and staff, PMAD includes working parents and is facilitated by the parent and community engagement liaison. School leaders further stated that the PMAD group helps raise funds for family events and were instrumental in planning and launching the school uniform initiative.

Areas for Improvement

The site visit team did not find significant areas for improvement related to Students' Social, Emotional, and Health Needs that rose to the level of a finding.

Prioritization Process

The site visit team met with Morgan Elementary School's leadership team to review its findings, discuss the school's areas of strengths and areas for improvement, prioritize areas for improvement, and discuss ways to address the identified areas for improvement.

School leaders and the site visit team were in agreement that there are significant strengths present in the school. Areas of strength the team discussed included: an effective school leadership team; taught curricula aligned to state curriculum frameworks and the MCAS performance level descriptions; a system for monitoring instructional practice; a balanced system of assessments; a safe school environment; and the effective use of a system for addressing the social, emotional, and health needs of students. The site visit team also noted the following areas for growth: all staff do not understand the connection between the school improvement plan, achieving school goals, and their work in the classroom; the absence of comprehensive, teacher-friendly curriculum maps in some content areas; instructional practices identified by the district are not fully implemented across all classrooms; and the lack of a clear definition or understanding of the school's system of tiered instruction.

The group identified Essential Condition 4: Effective Instruction and Essential Condition 8: Tiered Instruction and Adequate Learning Time as the Essential Conditions to prioritize for growth. The group identified two priorities within these Essential Conditions as having the most potential impact on the success of the school as a whole:

1. **Ensure that instructional practices identified by the district are fully implemented across all classrooms.**
2. **Ensure that all staff can identify and understand the process by which students are referred, placed, and moved within the system of tiered intervention instruction.**

In small groups, the team then looked at each priority to develop a goal and brainstorm next steps for the goal. The following goal and action steps were developed to ensure that instructional practices identified by the district are fully implemented across all classrooms:

Goal	Action	Completion/ Target Dates	Champion/ Support	Resources Needed
Evidence will show that all teachers are implementing the five key elements of good teaching in all classrooms, as measured by data collected from the walkthrough tool.	The instructional leadership team will plan a professional development to close the gap of understanding of the five key elements and how they look within the classroom.	March 31, 2013	ILT	An ILT meeting; time to plan.

	Schedule this professional development session in the PD calendar.	March 31, 2013	ILT	Professional development calendar
	Look at data to identify teachers who are consistently implementing the five key elements of good teaching and recruit them to support professional development.	March 15, 2013	Principal	Walkthrough data

Success measure: By June 10, 2013, we hit our target goal of 100% of teachers implementing the five key elements, as outlined in the Morgan Elementary SIP.

The following goal and action steps were developed to ensure that all staff can identify and understand the process by which students are referred, placed, and moved within the system of tiered intervention instruction.

Goal	Action	Completion/ Target Dates	Champion/ Support	Resources Needed
All staff will be able to identify and understand the process by which students are referred, placed, and moved within the system of tiered intervention instruction.	Request clarity at the district level regarding the different tiers.	March 2013	Principal, district directors for special education, mathematics, ELA, and ELL	Exemplars
	Use Monday professional development time to revisit the topic, but "chunk it" into parts.	April-June 2013; August-January, 2014	ILT, district directors	Time for professional development
	Define roles and responsibilities regarding who/ how the intervention process is started, carried out, when and how decisions are made.	March 2013	ILT	
	Explain what interventions are available.	April 13-June 2013; August 2013-January 2014	ILT	

	Revisit data after system has been clearly defined to make necessary adjustments for student placement.	April 13-June 2013; August 2013-January 2014	ILT	

Success measure: Staff will be able to articulate how a student can enter, exit, and move within a system of tiered intervention, as demonstrated by exit tickets after professional development.

Educator Evaluation Evidence Collection

Schools that receive a MSV will also receive a review of the school's initial implementation of the new Educator Evaluation System. The following section describes the evidence that the team collected at the school, specifically focusing on: training at the district and school level; the development of individual and team educator evaluation goals; and Educator Plan development at the school level.

The district and school have provided training on the Educator Evaluation System. According to the 2012-2013 district's evaluation training program schedule, Holyoke Public Schools planned and managed the training of all teachers and administrators in the new Educator Evaluation System with a focus on using the process to improve teaching and learning. According to a review of professional development agendas, teachers were provided with an opportunity to work in teams on January 14, 2013 to discuss the types of evidence they needed to gather to demonstrate progress toward meeting their professional practice and student learning SMART (**S**pecific and **S**trategic; **M**easurable; **A**ction-oriented; **R**igorous, **R**ealistic, and **R**esults-focused; and **T**imed and **T**racked) goals. School documents also referenced a February 15, 2013 professional development session facilitated by the Massachusetts Teachers Association (MTA) on the new Educator Evaluation System.

In focus groups, teachers indicated that they collaborated with grade-level or department colleagues to develop their professional practice and student learning goals. Teachers also stated that they reviewed the professional practice and student learning goals they had developed in 2011-2012 and revised them as needed. Teachers captured their professional practice and student learning goals using a common template. Sample professional practice goals included, "Over the next two years we will become more effective in the implementation of the Leveled Literacy Intervention (LLI). Specifically [we will] increase our knowledge on strategies used when students are responding in 'Writing About Reading.' Measurable outcomes will be based on running records and WIDA testing. Students will continue to make progress toward their grade level Benchmark Levels;" and, "Over the next 24 months we will drive our instruction based on measurable outcomes from monthly readings of non-fiction text in the area of citing evidence from the text. We will evaluate our instruction based on student improvement and [students'] answering at least 75% of questions and using evidence from the text to support answers correctly in class and on the ANet by the A4 test or by June." In addition to noting their professional practice goals, teachers described their professional learning program, the anticipated new knowledge and/or skill, the implementation timeframe, and specific professional development activities. One sample student learning goal included, "Over the next 12 months, a selected student, at risk for failing, identified by the early Warning Indicator System (EWIS), will be mentored and given a curriculum that is planned and assessed, as well as engage the student's family, to improve the student's overall success, using data." In addition to documenting their student learning goals, teachers noted baseline data and post-tests, team tasks, and the implementation timeframe.

At the school, there are 12 developing educator plans, 33 self-directed growth plans, and one directed growth plan. In focus groups, school leaders and teachers confirmed that the school's administrators regularly conduct walkthroughs using the district's walkthrough tool, a non-evaluative tool. Teachers reported that instructional feedback is not yet aligned to their evaluation goals. The principal reported working with the assistant superintendent to prepare for conducting unannounced observations aligned to the Educator Evaluation System.

Appendix A: Site Visit Team Members

The Monitoring Site Visit to Morgan Elementary School was conducted on February 26-28, 2013 by a team of educators and independent consultants to the Massachusetts Department of Elementary and Secondary Education.

Kim Wechtenhiser	Team Leader	SchoolWorks, LLC
Gwendolyn Casazza	Team Writer	SchoolWorks, LLC
Melanie Gallo	Team Member	ESE
Barbara Van Sickle	Team Member	SchoolWorks, LLC

Appendix B: Site Visit Activities and Schedule

Site Visit Activities

The following activities were conducted as part of the Level 4/School Redesign Grant (SRG) Monitoring Site Visit of Morgan Elementary School, Holyoke Public Schools.

- The site visit team conducted interviews and focus groups with the following representatives from Morgan Elementary School: principal, assistant principals, ELL coach, teachers, ELL and special education support teachers, adjustment/guidance counselors, full service community school project manager, parent and community engagement liaison, Level 4 liaison (district representative).
- The site visit team reviewed the following ESE documents:
  - No Child Left Behind (NCLB) School Report Card from ESE website
  - District/School Redesign Grant Application
  - 2010-2011 and 2011-2012 Monitoring Site Visit Reports
  - 2010-2011 and 2011-2012 Measurable Annual Goals data
- The site visit team reviewed the following documents provided by the school:
  - ILT agendas and minutes
  - Data team agendas and minutes
  - Behavior management work group meeting agendas and minutes
  - Professional development agendas, minutes, and teacher surveys
  - WRAP team agendas
  - Lesson plans
  - ANet data meeting protocols, agendas, and reflections
  - ANet data analysis reflection forms, re-teaching plans, and re-teaching feedback
  - Instructional walkthrough forms and feedback
  - Sample educator evaluation goals
  - Full Service Community School Wrap-Around Service referral protocol
  - List of data to be included in WRAP team meetings
  - WRAP referral forms
  - Morgan Full Service Community School 2012-2013 Comprehensive Behavior Management System protocol, code of conduct, and consequence ladder
  - Classroom management tools guidelines and best practices
  - Family engagement flyers, descriptions, and outreach materials

Site Visit Schedule

The following is the schedule for the site visit of Morgan Elementary School conducted from February 26-28, 2013.

Tuesday	Wednesday	Thursday
February 26 Orientation meeting with school leaders; interviews with school staff and a district representative; classroom visits	February 27 Meeting with school leaders; interviews with school staff and a district representative; classroom visits	February 28 Prioritization with school and district leadership