

ATTACHMENT F

Turnaround Plan

DISTRICT: *Holyoke*

SCHOOL: *Morgan Elementary School*

School Vision:

The Morgan School is a learning community where students are challenged to reach their potential in a safe, respectful environment. Focus is placed on increasing academic achievement, developing skills to meet personal and social responsibility, and encouraging participation in creative endeavors. We recognize that students have different learning needs and styles and therefore, have committed to using multiple methods of classroom instruction. We believe that the creation of lifelong learners begins in our school, and we strive to prepare our students to become productive citizens.

IA. District Support for **Effective school leadership**

Please check (☒) each change proposed:

- ☒ Plan professional development for administrators that includes leadership skills and distributed leadership
- ☐ Require all staff to re-apply for employment
- ☒ Differentiate compensation of school staff
- ☒ Limit, suspend or change 1 or more school district policy or practice related to the school
- ☒ Limit, suspend, or change collective bargaining agreements (as long as reduced pay is commensurate with reduced hours)
- ☒ Search for and study best practices
- ☐ Additional components/authorities based on reasons for underperformance and recommendations of stakeholder group, i.e., "other."

Behind classroom instruction, school leadership is regarded as the second most important factor in student learning. Therefore, the district's ability to retain, develop, and attract highly effective school leaders is critical to the future success of children throughout Holyoke. Research indicates there are 21 specific responsibilities of effective principal leadership (Marzano, Waters, & McNulty, 2005). As the authors of *District Leadership that Works* point out, all but three of these responsibilities are influenced by district initiatives (Marzano & Waters, 2009). Therefore, for school leaders to be effective, district initiatives as well as policies and practices that are supportive of these responsibilities are crucial.

Establish and Support Strong Leadership Team at Morgan

Research indicates that the role that the district should play in effectively supporting schools is focused on five areas: a) ensuring collaborative goal setting, b) establishing nonnegotiable goals for achievement and instruction, c) creating broad alignment and support of district goals, d) monitoring achievement and instructional goals, and e) allocating resources to support the goals for achievement and instruction (Marzano & Waters, 2009). Because the Holyoke central office is committed to ensuring the successful turnaround of the Morgan School, district staff will provide support through two broad stands: a) supportive and collaborative oversight, and b) additional supports and resources.

1. Supportive and Collaborative Oversight

To ensure that there is a strong leadership team that can lead the school through the Turnaround, the district will be taking several steps. One of the first is to oversee the Turnaround implementation. To begin this process, at the district level, a Level 4 Steering Committee has been established that includes the following members: Superintendent, Assistant Superintendent, Director of Student Services, Director of Special Education, Director of English Language Education, and Director of Technology and Operations.

This group has identified its responsibilities as the following:

1. To oversee the Level 4 redesign planning process for the Morgan School
2. To identify the school leadership flexibilities that Morgan should ideally have
3. To vet and approve the State Turnaround Plans and School Redesign Plans for the Morgan School to then be submitted to the Massachusetts Department of Elementary and Secondary Education
4. To oversee the implementation of the school's plan, upon state approval
5. To ensure maximum and integrated district resources are provided to the Morgan School
6. To track the progress of the Morgan school and make mid-course corrections

The Steering Committee will meet on a regular basis to oversee the Morgan School redesign. To enhance the likelihood of successful implementation of the plan, the district has assisted Morgan school in establishing an Instructional Leadership Team (ILT). The team's membership will be reorganized to include all Redesign Team members, with additional members elected by the faculty to ensure cross-grade, discipline, and specialty faculty representation. In this way, Morgan's ILT will comprise the school members who have constructed the school's redesign plan, and thus are best positioned to ensure strong plan implementation. Morgan's ILT will meet twice monthly and will have district representation at each meeting. The team's responsibilities will include tracking the implementation of the redesign plan, communicating regularly with faculty about the plan's progress and gaining their input, coordinating faculty professional development, and ensuring communication and discussion between academic teams and the school leadership.

2. Additional Supports and Resources

In addition to this supportive oversight of the implementation, the district office will also provide additional assistance at the school level. The district's central office departments have harnessed significant resources to support Morgan over the next three years in four areas:

- a) **Quality Teacher Evaluations.** The district has secured a contract with Ribas Associates to provide coaching and professional development on teacher evaluation to Morgan School. The Morgan School will be adopting the teacher evaluation model to be developed in March 2011 by the Department of Secondary and Elementary Education. The Ribas consultant will work with the school's administrative staff to conduct guided observations, data analysis, post-conferencing, and quality write-ups. The goal is to build school leadership capacity to ensure that quality teacher evaluations are being conducted that assist teachers in improving their quality of instruction. In addition, the consultant, in collaboration with the district, will assist the principal in coordinating the professional development, coaching, and teacher evaluation within the school in order to enable coherence across multiple initiatives.
- b) **English Language Learners.** A successful turnaround effort at the Morgan School must be focused on ensuring that the English Language Learner (ELL) student population is well served. At the Morgan School, 62% of students speak a first language that is not English and 44% of students are classified as Limited English Proficient (LEP). With this data in mind, the district has

assigned a full-time ELL coach to Morgan who is both Sheltered English Instruction (SEI) Category trained and licensed in ESL. The coach's role will be to work with regular classroom teachers on integrating effective SEI practices for ELL students into the curriculum and instruction, including vocabulary building, use of multiple modes to present material, scaffolding of the complexity of material introduced, use of small groups and student-to-student discourse, and explicit teaching and use of reading comprehension skills. The key goal is to ensure that every teacher is proficient in sheltering instruction in his/her classroom.

Given the significant percentage of students at Morgan who are LEP, the district has set SEI Category training for all faculty as a priority. Regular opportunities for faculty to attend Category training will be scheduled. Research has found that classroom-based follow-up coaching is critical to the successful implementation of new instructional practices learned through out-of-class professional development. Thus, the ELL coach assigned to the school will be responsible for Category follow-up coaching with individual teachers to assist in integrating key instructional strategies learned in Category training (e.g., differentiated instruction, effective literacy practices for ELL students) into teachers' instructional repertoires and curricula.

The Office of English Language Education will conduct regular walk-throughs at Morgan with a focus on the Sheltered Instruction Observation Protocol (SIOP), a model of sheltered instruction which assists teachers in planning and delivering lessons that allow English Language Learners to acquire academic knowledge as they develop English language proficiency. The SIOP walk-throughs will be used to assess the depth of SEI instruction being provided in classrooms and provide feedback to teachers on key instructional strategies that can be strengthened.

- c) **Special Education.** In order to provide additional support to teachers who instruct students with disabilities, the district contracted with two external service providers to train all inclusion special education teachers at Morgan School. In 2009-10, Lindamood-Bell provided training in comprehensive instructional models of the Lindamood Bell Program. The district also contracted with Mindwing concepts to provide training in *Story Grammar Marker*, a product for narrative development (i.e., re-telling, telling, writing, and comprehending stories), and *Thememaker*, a uniquely designed approach to help students visualize, organize, and comprehend, as well as write nonfiction/informational material. The professional development for *Thememaker* will begin in November 2010. This approach focuses on the seven primary expository text structures of description, listing, sequencing, cause/effect, problem/solution, compare/contrast, and persuasion. To ensure integration of these strategies and approaches into classroom instruction, the district will provide additional support for implementation. In 2010-11, Lindamood-Bell will provide support through observation, consultation with teachers, and lesson modeling. The following year, the district-wide Special Education Interventionist will provide professional development to the special education inclusion teachers and their mainstream or content counterparts to ensure that the strategies learned in the *Thememaker* training are implemented across the curriculum. So that carryover can take place, beginning in 2010-11, the Holyoke Special Education Department will offer additional professional development on *Story Grammar Marker* and strategies presented through Lindamood-Bell to other classroom teachers.
- d) **Data Teams.** In order to assist the school leadership at Morgan, the school will establish a school-wide data team and schedule regular weekly meetings to analyze data as it relates to the school redesign progress. The goals of the team are to collect and analyze multiple sources of data on student engagement and achievement, to identify gaps, to determine causes, and to propose viable solutions that will likely improve student achievement. This data will be provided

to the Morgan ILT. As part of this process, the data team will also be creating a Data Wall to make data public to all school staff. The principal, in collaboration with the assistant principals, will appoint teacher representatives across grade levels and content area expertise, including special education and English as a Second Language staff to serve on this team. In addition to teachers, other staff members will also be appointed to this team. The Data Team will be led by the school administration under guidance from the district data team. This team will provide support to Morgan school by helping to establish processes, identify and use protocols, and make sense of various data sources. This support will allow the school's data team to build capacity with existing staff and help establish systems to institutionalize these practices of regularly examining multiple data points.

e) Leadership Support. The district also recognizes the power of creating a leadership support network. The Assistant Superintendent will conduct monthly meetings for all district principals with the goal of building a professional learning community of school leaders. These meetings will focus on leadership challenges, data-based inquiry, and walk-throughs focused on key instructional priorities. As part of this support network, the district will organize periodic Focus Walks, or learning walks, which will center upon the quality of instruction within classrooms as well as how to increase effective practices school-wide.

Paula Fitzgerald has been reappointed as Principal of Morgan School where she has served since the fall of 2008. She earned a C.A.G.S. as a member of the Holyoke Public Schools District-University of Massachusetts Cohort to train and develop administrators from within the system. Beginning in the fall of 2010, the Morgan principal was assigned a mentor principal, Paul Hyry, principal of Peck School. Principal Hyry has more than five years experience as a school leader. Furthermore, the Morgan principal will participate in the National Institute for School Leadership training program. The National Institute for School Leadership (NISL), a high-quality, research based professional development program, is designed to give principals the critical knowledge and skills they need to be instructional leaders and improve student achievement in their schools.

What are the expected outcomes (benchmarks) for Year 1, Year 2, and Year 3?

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
1. District provides supportive oversight to school	By September 2010, district oversight team, Level 4 Steering Committee, is established. By June 2011, monthly meetings have been held.	By the end of each school year, monthly meetings will continue. At least 80% of Redesign Team members of Morgan School believe that the oversight provided by the Level 4 Steering Committee has been supportive.

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
2a. Train school administrative staff on high quality teacher observation and evaluation	<p>By August 2011, all administrators will have received training by Ribas Associates.</p> <p>By November 2010, a schedule of observations is established.</p> <p>By June 2011, the principal and assistant principals have spent at least 30% of their school day conducting informal walks-throughs and formal classroom observations.</p> <p>By June 2011, 65% of teachers will have received feedback from school administrators via written observations.</p>	<p>By June 2012, 100% of teachers will have received feedback from school administrators via written observation.</p> <p>By June 2012, on average, the principal and the assistant principals have spent at least 40% of school day conducting informal walks-throughs and formal classroom observations.</p>
2b. Seek funding and hire a full-time ELL coach to school to complement coaching team (ELA and Math coaches)	<p>By October 2010, draft a job description and a job posting.</p> <p>By November 2010, hire a full-time Morgan School ELL coach.</p> <p>Beginning January 2011, the ELL Coach will provide classroom support and professional development to ELL and ELD teachers.</p>	<p>By June 2012, the ELL Coach will have provided classroom support and professional development to 75% of SEI teachers.</p> <p>By June 2013, the ELL Coach will have provided classroom support and professional development to 100% of SEI teachers.</p>
2c. Provide training and support to special education inclusion teachers	By June 2011, all inclusion teachers have been trained in the Lindamood-Bell strategies, <i>Thememaker</i> , and <i>Story Grammar Marker</i> .	By June 2012, all inclusion teachers are incorporating components of these trainings into their instruction.
2d. Establish Morgan Data Team	<p>By November 2010, all team members have been selected.</p> <p>Data analyzed, action plan developed by team and shared on a regular basis with all staff.</p> <p>Data is used in weekly grade level and leadership teams to evaluate and make revisions to instruction and student placement in interventions.</p>	<p>Data is used in weekly grade level and leadership teams to evaluate and make revisions to instruction and student placement in interventions.</p> <p>By June 2012, data team members and school staff will complete Individual Student Data Profiles on all students.</p>

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
2e. Leadership Support Network Established	<p>Principals across the district meet monthly.</p> <p>The principal disseminates information learned at network meetings to instructional leadership teams on a regular basis. The principal develops a plan to implement instructional strategies learned and conducts walk-throughs and observations to ensure implementation at classroom level. At least 65% of staff members are implementing instructional plans.</p> <p>By June 2011, the principal has participated in year 1 of NISL.</p>	<p>Principals across the district meet monthly.</p> <p>By June 2012, at least 85% of staff members are implementing instructional plans based on leadership plans.</p> <p>By June 2012, the principal has completed NISL program.</p> <p>By June 2013, 100% of staff members are implementing instructional plans based on leadership plans.</p>

IB. Tiered instruction models, adequate learning time, and additional academic support

Please check (☒) each change proposed:

- ☐ Expand, alter, or replace the curriculum
- ☒ Expand school day and/or year
- ☒ Add pre-K and full-day kindergarten
- ☒ Other (Before School Program)

Most students at Morgan are lagging behind their peers in many areas. In both English Language Arts and mathematics, Morgan students perform poorly. In 2010, only 14% of students were proficient in English Language Arts as measured by the MCAS. In mathematics, only 7% were proficient. In contrast, 68% and 59% were proficient across the state in English Language Arts and mathematics, respectively. Furthermore, data for special populations indicates performance is also lagging. For example, only 4% of students with disabilities were proficient in English Language Arts as measured by the MCAS. In mathematics, only 1% were proficient. Only 4% of Limited English Proficient students were proficient in English Language Arts or mathematics. These percentages are substantially lower than state averages.

Given the widespread nature of low performance, school-wide initiatives are warranted. First, increasing instructional time is necessary as research indicates that “time on task has a high correlation with increased learning.” (Fielding, Kerr, & Rosier, 2004, p.39). Our plan is to provide additional instructional time by: a) extending the school day for all students, b) offering a before-school support program, and c) exploring the family supports needed to ensure adequate preparation in literacy, numeracy, and social/emotional development for future Morgan students (ages 3 and 4), and d) by providing student support services to reduce lost instructional time due to negative behavior in the classrooms.

1. Additional Learning Time

- a) **Extended Day.** Morgan School will readjust the beginning and ending time for students to attend school. Currently, our middle school students begin the school day at 8:15 a.m. and end at 2:52 p.m. resulting in about a six and a half hour day. Our elementary school students begin the school day at 9:05 a.m. and end at 3:05 p.m. resulting in a six hour day. Beginning in 2011-12, an additional 90 hours will be added to the students' instructional time. Given the large percentage of Morgan students in the lowest performance level on the MCAS, "warning" in English Language Arts (31%) and/or Mathematics (45%) for 2009-10, the extended time will be dedicated to instructional interventions. For those students who are on or above grade level in reading and mathematics, this time will be dedicated to enrichment activities to strengthen their skills in a variety of areas. This Fall we will articulate a plan that will describe in detail how this additional time will be used. This plan will be included in our School Redesign Plan.
- b) **Beyond School Day Instruction.** To put students on a fast track to catch up in literacy or numeracy skills, we will be capitalizing on time available beyond the school day. Therefore, for students who are substantially behind their peers, adding additional time is critical. Therefore, Morgan will also establish a before-school support program. Students earning a performance level of warning or needs improvement in mathematics or ELA on the most recent MCAS assessment will be invited and strongly encouraged to participate. The before-school program will allow students in grades 3- 8 access to ALEKS for mathematics and READ 180 or System 44 for literacy. For younger students (K-2), Morgan will begin to explore other programs appropriate for this age group.
- Data regarding student participation (e.g., attendance in before-school program) and progress will be monitored twice a month for each student. For students who have not shown sufficient progress after the first month of participation, the grade level team, in collaboration with the instructional coach (math and/or ELA), will determine appropriate next steps.
- c) **Family Supports for Early Literacy, Numeracy, and Social/Emotional Support (ages 3-4).** Adequate exposure to literacy prior to kindergarten is essential for giving children a good start (Golikoff & Hirsch-Pasek, 2000). In addition, as one school district has discovered, "fostering 'annual' academic growth in emergent reading and math skills is five to ten times less expensive from birth to age five than in grades K-5" (Fielding et al, 2004, p. 279). Kindergarten screening data indicate that sufficient progress from birth to five is lacking for a substantial portion of students across the district suggesting a lack of adequate literacy exposure prior to kindergarten. To better understand the needs of future Morgan students, we will spend the first year (i.e., 2010-11) gathering data from a variety of stakeholders and closely examining kindergarten screening data to identify patterns in prior literacy exposure (e.g., previous preschool experiences). During the school year, an online survey will be administered and developed in both English and Spanish to gather additional data from parents regarding preschool and early literacy initiatives. For families without internet access, a computer will be set up in the school office for parents to complete the survey. The goal of the survey is to gather information to determine current family needs for quality programs or services prior to kindergarten. For example, are families aware of preschool options for their children? What are the barriers, if any, for families to send their young children to preschool? What informational sessions would families find useful to assist them in strengthening the literacy, numeracy, and social/emotional development of their preschool age children at home?

2. Providing Interventions

To address achievement gaps between groups of students, we will be utilizing multiple approaches. In addition to high quality instruction, one approach that the research literature supports is tiered instruction.

Tier 1	Core Curriculum which includes time for differentiated instruction for all students based on assessments of students' current reading (or mathematics) levels.
Tier 2	Supplemental support that is provided in addition to the Core Curriculum. Intensive, systematic instruction on up to three foundational skills in small groups to students who score below the benchmark score on universal screening. These groups meet between three and five times a week for 20 to 40 minutes.
Tier 3	Intensive Intervention that is provided in addition to the Core Curriculum for students who have not been successful with Tier 2 interventions. Intensive instruction on a daily basis that promotes the development of the various components of reading (or mathematical) proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction.

- a) **English Proficiency (Tier 1-Alternate Core).** Because nearly half of the students at Morgan are classified as Limited English Proficient, attention to mastery of the English language is critical to their success. Therefore, we will be examining MEPA data to identify students who will likely need additional supports in order to become fluent in English. MEPA data at Morgan indicates that many of these students (46%) are just learning English (MEPA levels 1 and 2) with few (6%) having developed strong English skills (MEPA level 5). Because early intervention is critical to success, scores from the Bilingual Syntax Measure (BSM) for kindergarten students will also be examined to identify children in need of intervention and to target children to be re-evaluated after about four to six months. If there is doubt about language acquisition, other assessments such as speech evaluation in both languages may be recommended.

In assisting English language acquisition students, our focus at Morgan Elementary will be to follow the DESE recommendations regarding adequate learning time (number of minutes of direct instruction per week). For students not yet proficient in all four areas (i.e., reading, writing, speaking, and listening) of English proficiency as shown by their MEPA assessment data, all of the strategies identified earlier for literacy interventions also apply just as they do for native English speakers. Ongoing collaboration between the departments of English Language Education and Special Education Services has resulted in a team that is developing student profiles to determine which services need to be initiated or intensified for students who are identified as both English Language Learners and students with disabilities.

- b) **Tiered Instruction in Mathematics and Literacy (Tiers 2 and 3).** A major component of tiered instruction is providing appropriate interventions for students who are behind. In order to help students who have identified gaps in knowledge, we will be examining data (e.g., scores on MCAS, Fountas & Pinnell, MAP, and class work) disaggregated by grade level. For students entering Morgan, our goal is to ensure that they will leave 8th grade at or above grade level.

To meet this goal, students will be screened at the beginning of the year, provided intensive, systematic instruction on specific reading or math skills in small groups, and monitored at least once a month. For students who enter mid-year, screening in reading and mathematics will occur within one week of enrollment at the Morgan School. By providing interventions to all

students who are struggling in literacy, mathematics, and/or English language acquisition, we will be able to assist students before they fall too far behind.

Weekly grade level team meetings will be used to analyze results of assessments and to monitor progress using a variety of data sources. We will use these data to determine which students are making sufficient progress and which students are not. For those students who are not making sufficient progress, the grade level team, in collaboration with the instructional coach (math and/or ELA), will determine appropriate tier 3 interventions. For those students who continue to make insufficient progress with tier 3 interventions, the Building Based Support Team (BBST) at the Morgan School will determine appropriate next steps.

Literacy Interventions .School staff will examine multiple data sources to identify students who will need additional literacy support to become successful readers. Data from the Benchmark Assessment will be used in grades K-2 and data from the MAP assessment, Benchmark assessment and LAS Links will be used in grades 3-8. Previous MCAS and MEPA scores and classroom work will also be used to inform this process. A screening grid will be developed to guide teachers in identifying children who are at risk.

For students identified as needing additional support beyond the core instructional program in reading and writing, several intervention programs are available. The specific program chosen for a particular student will be based on need. To guide this decision-making process, a flowchart will be developed identifying intervention materials that are appropriate for specific needs. To ensure consistency across classrooms, decisions about interventions will be made by grade level teams. Currently, the following interventions are available at Morgan. Those marked with an asterisk will be available only to students with Individual Educational Plans (IEPs).

Interventions	
Heinemann Leveled Literacy Intervention (LLI)	Lindamood Phoneme Sequencing Program (LiPS)*
Soar to Success	Seeing Stars*
READ 180	Story Grammar Marker*
System 44	Thememaker*
Book Clubs	Early Reading Intervention (ERI)
Visualizing & Verbalizing*	

Mathematics Interventions .School staff will analyze multiple data sources to screen for students who need additional support in mathematics .Data from EnVision assessments will be used in grades K-2 and data from the MAP assessment, District pre- and post unit assessments, MCAS, and student work samples will be used in grades 3-8. In addition, we will focus on identifying appropriate data sources that are common across classrooms to identify children who are struggling with number sense development, a critical skill necessary for further mathematics development. A screening grid will be developed to guide teachers in identifying children who are at risk.

For students identified as needing additional support beyond the core instructional program in mathematics, several intervention programs are available. The specific program chosen for a particular student will be based on need. To guide this decision-making process, a flowchart will be developed identifying intervention materials that are appropriate for specific needs. To

ensure consistency across classrooms, decisions about interventions will be made by grade level teams. Currently, the following math interventions are available at Morgan. Those marked with an asterisk will be available only to students with Individual Educational Plans (IEPs).

Interventions
ALEKS
SRA Math
Cloud Nine*
Larson Math
Math Mates
Touchmath*

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
1. Extend the school year by 90hours	Develop a plan for extending school year to include an additional 90 instructional hours for students	<p>By September 2011, implement plan for extending student instructional time by 90 hours</p> <p>By the end of each school year, 75% of students (grades 3-8) will improve by at least 5 RIT points from the previous spring on the MAP in reading and math.</p> <p>During years two and three, the school will meet its Measurable Annual MCAS goals in ELA and math.</p>
2. Provide before-school targeted instruction.	<p>By November 2010, a before school program will be developed and funded through identified sources.</p> <p>Selected students will be invited to participate by December 1, 2010.</p> <p>50% of invited students will attend regularly (at least 80% of the time)</p> <p>75% of students who attend regularly will exceed MAP expected growth targets.</p> <p>40% of students who attend regularly will show improvement of one performance level on</p>	<p>By October 2011 and 2012, a before school program will be developed and funded through identified sources using data collected from pilot year (2010-2011).</p> <p>Selected students will be invited to participate by November 1, 2011 and 2012.</p> <p>85% of invited students will attend regularly (at least 80% of the time)</p> <p>90% of students who attend regularly will exceed MAP expected growth targets.</p> <p>60% of students who attend</p>

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
	MCAS.	regularly will show improvement of one performance level on MCAS.
3. Investigate need for preschool programming along with social, emotional supports for future Morgan students	<p>By January 2011, 80% of current Morgan families will complete Family Survey indicating interest and need for early literacy, numeracy, and social/emotional supports.</p> <p>By March 2011, district and school leadership will meet to determine the feasibility of implementing a preschool program at Morgan school.</p>	<p>If feasible implement preschool program at Morgan.</p> <p>By June 2012, district personnel will begin meeting with outside early childhood providers (both centers and home daycare) to provide professional development focusing on early childhood standards and their implementation.</p>
4. Implement response to interventions in literacy, mathematics, and English Language Proficiency	<p>By December 2010, 100% of students will be screened and begin receiving interventions.</p> <p>At least 50% of students will meet or exceed expected MAP growth goals in reading.</p> <p>At least 60% of students will meet or exceed expected MAP growth goals in mathematics.</p>	<p>By October 1 of each year, 100% of students will be screened and begin receiving interventions.</p> <p>60% of students will meet or exceed expected MAP growth goals in reading.</p> <p>65% of students will meet or exceed expected MAP growth goals in mathematics.</p> <p>55% of students will show improvement in MEPA by one level by end of June 2012.</p> <p>Students will AMAO goals on MEPA.</p> <p>During years two and three, the school will meet its Measurable Annual MCAS goals in ELA and math.</p>

IC. Students' social, emotional, and health needs & Family-school relationships

Please check (☒) each change proposed:

☒ Address mobility and transiency

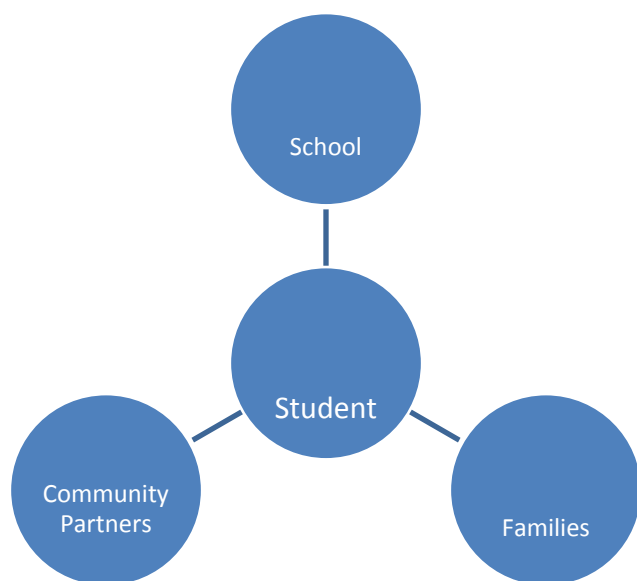
The suspension rate at Morgan school is substantially higher (28.1%) than the state average of 5.3%. Additionally, the rate of in-school suspensions (32.8%) and chronic absenteeism (~33%) indicate a need to address the school culture of Morgan and its students' social/emotional needs.

Therefore, we propose a comprehensive approach that focuses on school-wide practices for deliberately helping children build academic and social-emotional competencies through the establishment of the Full Service Community School Model.

1. Full Service Community School

In 2010-11, the Morgan school will be participating in a year-long planning process to establish a Full Service Community School model. To support Morgan school through this process, the principal at Peck School will serve as a mentor to the Morgan school principal. In addition, an external consultant will be hired to facilitate the planning process. The first step during this planning year will focus on current supports and areas of need.

In the Full Service Community School Model, a comprehensive system of family, school and community support will be developed to provide students with the services needed to improve academic performance. Student support services, currently in place, are detailed below:



a) **School Supports.**

Secure Behavioral Interventionists. In order to address behavior, a second assistant principal has been added to the staff. Additionally, behavioral interventionists have been contracted to stabilize the school environment for the first four months. This stabilization will allow for the establishment of a learning environment and culture that sets the stage for success. During these four months, Morgan school staff will be trained in classroom management and de-escalation techniques with the goal being that all staff are skilled in preventative strategies.

Hire Adjustment Counselor. We propose to hire an adjustment counselor. In the past, Morgan has had one full-time guidance counselor to serve the needs of the entire K-8 school

population. Given the diverse needs of the children, the hiring of an adjustment counselor will allow Morgan to provide more focused support to students. This adjustment counselor will focus on students in grades K-4 who have had a documented history of chronic discipline referrals, absenteeism and truancy. The current guidance counselor will focus on students in grades 5-8, and will address the same responsibilities as the adjustment counselor as well as provide assistance with scheduling and high school transition.

YourPlanforCollege.org. Eighth graders at the Morgan School will enroll in the YourPlanforCollege.org. This program, a continuous 4-year interactive website that compiles all assessment data, course data, and career interest data on students, will allow students, parents, and teachers to monitor progress towards secondary education. To familiarize parents in the YourPlanforCollege.org initiative the guidance counselor will invite families to a Parent Night to introduce and explore the website. While not all students may be planning to attend college, our goal at Morgan is to ensure that all students are prepared to attend college upon graduation. Pilot programs using this website will also be established at community agencies to provide additional opportunities for outreach to students around this effort.

Morgan grade eight students and their families will participate in the transition to high school program. During a series of meetings, parents and students will receive information regarding the importance of high school and the need to appropriately select courses that will prepare students for college acceptance.

Focus on Attendance. During the 2008-2009 school year, the attendance data indicated a high rate of absenteeism. The following year Morgan was determined to improve attendance by emphasizing the importance of attending school and its impact on learning. This focus resulted in an improved attendance rate that has not occurred at Morgan since 1997 (93.5%). While we have made progress, we would like to continue to improve to a level that is above the state average (94.6%).

Thus, we will capitalize on aspects that were successful last year including incentives for good attendance and posting daily attendance rates in the hallway. We will post these rates by grade level anticipating that this will encourage some healthy competition. In addition, Morgan will use Connect-Ed to notify parents of their child's absence or tardiness. The Parent Liaison or Outreach worker will personally contact the parents of chronically absent students.

Transfer Students. Morgan School will develop a Student Support Team responsible for evaluating the social and academic needs of students who transfer in during the school year. This intake evaluation will capitalize on data from the previous school records as well as new data obtained through assessment. This intake process will result in securing an appropriate placement, supports and safety nets. Additionally, to limit challenges caused by frequent moves, students who transfer within the school district will be permitted and strongly encouraged to remain at Morgan School for the remainder of the academic year.

b) ***Families***

Walking School-Bus. Morgan School is a neighborhood school in which most of the student population walks each day. Anecdotal data suggest that some families have concerns about the safety of their children walking to school through the neighborhood. To address this issue, we will implement a walking school bus program in 2011-12. In order to effectively implement this program, the instructional leadership team will work with the Department of Student Services to determine need according to enrollment data, attendance and truancy rates. Additionally, specific pick-up and drop-off locations and times will be established and communicated to school staff and parents. To ensure students arrive safely to and from school each day, at least one school employee will be responsible for leading students in this program. We believe this program will prove successful in increasing attendance and reducing tardiness to school.

How to Support Learning at Home. Literacy development is a continuous process that begins when children are born and are first exposed to language, books, and stories. Since these components are key to creating a literacy-rich home environment, Morgan school will create a Parent Resource Center. This Center will be stocked with various materials to help parents support learning at home. Additionally, several parent trainings will be provided in this resource center focusing on literacy development and additional topics identified by parents as necessary in the development of their young children.

c) **Community Partners**

Currently three external partners are working with Morgan School to provide both academic and social/emotional support to students. These organizations include:

River Valley Counseling Center. This organization currently provides mental health services to students during the school day.

Homework House. Homework House provides individual or small group tutoring services to Morgan's elementary students.

Project 13. This organization provides intensive mentoring and real-world experiences to middle school students in an effort to promote positive school engagement and address issues related to student drop-out rates.

Massachusetts Parent Information and Resource Center (PIRC). The school, with support from the district office, is working on developing a relationship with this center.

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
1. Develop Full-Service Community School Model (School Support)	<p>By July 2011, a strategic plan for implementing a full service community school will be developed.</p> <p>By January 2011, behavior issues at the school will stabilize and the staff will effectively assume responsibility for classroom and student management.</p> <p>Out-of-school suspension rate for elementary school students (K-5) will drop to 10% and for middle school students (6-8) will drop to 20%.</p> <p>By October 2010, an additional adjustment counselor will be hired to further address the academic and social/emotional needs of students.</p> <p>By June 2011, 100% of 8th grade students will complete registration on the YourPlanforCollege website.</p>	<p>By June 2012, Morgan will have successfully implemented year-1 of the Full Service Community School Model.</p> <p>By June 2012, the number of discipline referrals will decrease by 50% and then by an additional 25% in year three.</p> <p>Out-of-school suspension rate for elementary school students (K-5) will drop to 5%.</p> <p>Out-of-school suspension rate for middle school students (6-8) will drop to 15%.</p> <p>By June 2012 and 2013, Morgan will meet the attendance targets as set on the measurable annual goals.</p> <p>By June 2012 and 2013, the Student Support Team will work with appropriate staff to ensure</p>

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
	<p>By June 2011, Morgan will meet the attendance targets as set on the measurable annual goals.</p> <p>By June 2011, Morgan will form a Student Support Team to effectively assess and place students in the school.</p>	that 100% of students are placed appropriately in core programming and interventions.
2. Develop Full-Service Community School Model (Family Support)	<p>By June 2011, a plan for the Walking School Bus program will be developed.</p> <p>By June 2011, a parent resource center will be set up and trainings for parents around literacy development will be identified and scheduled.</p>	<p>By June 2012 and 2013, Morgan will meet the student attendance targets as set on the measurable annual goals.</p> <p>By June 2012 and 2013, Morgan will meet the students truancy targets as set on the measurable annual goals.</p>
3. Develop Full-Service Community School Model (Community Partners)	By June 2011, partnerships with community agencies will be established and goals of the partnership identified.	By June 2012, two additional community partners will be identified to work with Morgan's Full Service Community School Model. An additional two partners will be identified by June 2013.

I and IID. Strategic use of resources and adequate budget authority

Please check (☒) each change proposed:

- ☒ Reallocate existing budget
- ☒ Provide additional district funds (up to per-pupil)
- ☒ Other, e.g., federal funds

Description and rationale of the changes

The district seeks to provide the Morgan principal with maximum budget authority to ensure that funds are spent to best serve student and family needs. While the majority of the school's funding comes through staffing allocations, the principal will have the authority to reallocate the staffing to other positions based on need and highly qualified status. Additionally, the district will support Morgan school by adding additional school leadership positions (second assistant principal, ELL coach, and adjustment counselor) to increase the capacity of the administrative team to lead the school's transformation process and to serve as instructional leaders.

The school administrative team will work with district administration to construct a school budget based on data analysis and instructional priorities. This budget will be continuously reviewed against instructional and performance data, and revisions will be discussed and made accordingly.

In addition to having the authority to flexibly allocate funds from the school's operating budget, the principal will have flexibility around using its allocation of Federal and State grant dollars. Use of School

Improvement Grant funding will be focused towards building capacity over three years to sustain the transformation work.

What are the expected outcomes (benchmarks) for Year 1, Year 2, and Year 3?

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
1. Use budget flexibility to support the redesign plan	<p>By January 2011, the school administrative team will begin to identify and communicate its budget and staffing requirements to the district for future school planning.</p> <p>By March 2011, Morgan will develop a 2011-2012 budget plan and support this plan using data.</p>	<p>By June 2012 and 2013 the school budget will be aligned to instructional priorities and supported through a variety of funding avenues.</p> <p>By June 2012 and 2013, staffing patterns will reflect student needs and federal/state requirements.</p>

I and IIE. Professional Development and Structures for Collaboration

<p>Please check (<input checked="" type="checkbox"/>) each change proposed:</p> <p><input checked="" type="checkbox"/> Include job-embedded professional development with teacher input and feedback</p> <p><input checked="" type="checkbox"/> Increase teacher planning time and collaboration focused on improving student instruction</p> <p><input type="checkbox"/> Provide for a continuum of high-expertise teachers by aligning hiring, induction, evaluation, professional development, advancement, culture, and organizational structure</p> <p><input type="checkbox"/> Other (insert text here _____)</p>

Research shows that teacher expertise can account for about 40% of the variance in student learning in reading and mathematics achievement, more than any other single factor, including student background (Rhoton & Stiles, 2002). Furthermore, research shows that extended professional development experiences allow for more substantive engagement with subject matter as well as opportunities for active learning and the development of coherence in daily work (Birman, Desimone, Garet & Porter, 2000).

With this in mind, we will develop a professional development plan with a focus on: a) literacy, b) mathematics, c) social-emotional development, and d) sheltered English instruction. Professional development in these areas will be delivered in ways that will allow for it to be ongoing, substantive, collaborative and systematic throughout the building.

1. Professional Development

- a) **Literacy.** Because of the natural progression associated with integrating new instructional practices, additional support will be provided to teachers focused on the components of

balanced literacy. This professional development will provide teachers with a solid foundation of literacy practices that will allow them to implement the components of the program with fidelity.

In 2009-2010, staff worked in professional learning communities (PLCs) and grade level meetings focused on looking at student work and making data-driven decisions. As a result of these meetings, revisions to instruction and appropriate student placement in interventions were made. This resulted in the improvement noted on the 2010 MCAS ELA assessment. In order to continue improvement, staff will work with the district and school data teams on analyzing data to inform instruction and student learning. Additionally, staff will both participate in learning walks and spend time observing model classroom lessons. The information gathered in each of these areas will be examined and discussed in PLCs and grade level meetings with an emphasis on improving student performance outcomes.

Mathematics. Data analysis suggests that Number Sense and Operations is still the biggest challenge for students taking the MCAS in mathematics. In order to respond to this challenge, the District has purchased supplemental resources to integrate into the current math curriculum. District curriculum directors and school coaches will work with Morgan staff on using these materials to plan and implement appropriate lessons geared towards improving students' understanding of Number Sense and Operations.

- b) **Social-Emotional Competencies.** Positive school climate is a necessary component to school and student success. To create a positive school climate, both school staff and students must be skilled in effectively dealing with social-emotional issues. Therefore, Morgan staff will receive professional development from contracted providers on areas related to developing social-emotional competence in students. Areas covered will include, de-escalation, classroom management, developing social competencies, and maintaining positive school climate. This professional development will provide staff with the skills necessary to recognize problematic behaviors before they become issues and handle them in proactive ways.
- c) **Sheltered English Instruction (SEI).** Approximately 50% of Morgan teachers have been trained in three of the four categories of the Sheltered English Immersion training. Given the large number of students at Morgan who are not yet proficient in English, it is critical that all staff complete Category 1: Second Language Learning and Teaching, Category 2: Sheltering Content Instruction, and Category 4: Reading and Writing in Sheltered Content Classrooms. In addition, it is necessary that staff members are trained in administering the MELA-O. Therefore, our focus will be to ensure that all staff members complete Category training within two years. Additional professional development on these Category trainings will be provided to staff through the building coaches on a regular basis.

2. Collaboration

- a) **Implement Lesson Study Model.** In order to bring school staff together to collaborate on teaching and learning, Morgan will implement Lesson Study protocols. Lesson study is a multi-step process in which teachers work together to create, study, and improve their lessons. Because the math and ELA coaches participated in professional development regarding Lesson Study, the school is poised to bring this to the classroom level. Through discussion with the staff, the coaches have identified several teachers who are willing to pilot this strategy and open their classrooms to their colleagues. Lesson Study will be an ongoing process that will improve the ways in which teachers think about instructional practices.

- b) ***Increase Time for Collaboration.*** Since grade level planning and professional learning time is critical to a school's success, additional time will be dedicated to Morgan school for these purposes. Starting in September 2011, an additional 50 hours will be allocated throughout the school year to focus on professional development through collaborative approaches. In order to prepare for this additional time, the school administration will work with its instructional leadership team this year to plan for this initiative. When developing this plan, the team will consider the tools and topics staff must work through in order to effectively change instructional practices and improve student performance.

3. Structures to Ensure Changes in Practice

In order to provide support to teachers during the implementation phase, administrators need to monitor teacher participation at professional development sessions and the degree to which the teachers are implementing programs and strategies that were provided during professional development. Part of this process will include the principal ensuring that the teachers' Individual Professional Development Plan is examined for alignment between the needs of the district, school and individual.

Because the purpose of professional development is to change practice, we will develop systems that monitor the implementation of strategies gained through walk-throughs. Since Marzano and Waters (2009) have discovered that monitoring and informing the district leadership about the quality, fidelity, and implementation of district initiatives is one of the 21 principal responsibilities research has shown to make a difference in student performance, informal walk-throughs will be a regular activity at Morgan. To guide the administrators during the walk-throughs, a tool will be developed and shared with staff to inform them of expectations. To ensure that walk-throughs remain a priority for administrators, a monthly schedule will be created and shared with district administrators. These district administrators will also participate in these walk-throughs and provide feedback to school administration on their observations

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
1a. Develop and implement a school wide literacy professional development plan.	<p>By June 2011, 100% of K-3 teachers will be trained in the Readers/Writers Workshop balanced literacy program.</p> <p>By January 2011, all teachers in grades K-8 will be trained in using Fountas & Pinnell assessment data to inform instruction.</p> <p>By June 2011, all teachers (K-8) will begin using the assessment results <i>with coaching support</i>.</p> <p>By June 2011, all classes in grades K-8 will provide appropriate small group literacy instruction and guided reading groups 3-4 times per week.</p>	<p>By June 2012, all K-3 teachers will implement all components of the balanced literacy program.</p> <p>By 2013, 100% of teachers in grades K-8 will utilize the Fountas & Pinnell assessment results <i>independently</i> to inform instruction.</p> <p>By June 2012, all K-8 ELA teachers will successfully implement guided reading groups and appropriately place students in interventions based on data analysis.</p>

1b. Develop and implement a school wide math professional development plan.	<p>By November 2010, all K-2 teachers will be trained in the supplemental math materials.</p> <p>By June 2011, teachers will begin using math assessment results, with coaching support, to place students in interventions.</p>	<p>By September 2011, all K-8 math teachers will be effectively using supplemental math materials to address the needs of students in the core program.</p> <p>By June 2012, 100% of K-8 math teachers will use data from assessments to appropriately place students in math intervention programs.</p>
1c. Train all staff in classroom and school wide practices to help children build social-emotional competencies.	<p>By January 2011, all staff will have completed initial training on school wide management practices.</p> <p>By January 2011, all instructional staff and administrators will have completed initial training on differentiating and sheltering instruction to meet the needs of students.</p>	<p>By June 2012, 95% of teachers will be implementing appropriate and effective classroom management strategies as evidenced by walk-throughs.</p> <p>By June 2012, 95% of the staff will be able to identify and articulated the social-emotional needs of individual students and document them on student profiles.</p>
1d. Increase number of staff completing all 4 SEI Category Trainings	<p>By August 31, 2011, 75% teachers will have completed training in Categories 1 and 2.</p> <p>By August 31, 2011, at least 50% of teachers will have completed training in Categories 1, 2, 3 and 4.</p>	<p>By August 31, 2012, 95% teachers will have completed training in Categories 1 and 2.</p> <p>By August 31, 2013, 95% of teachers will have completed training in Categories 1, 2, 3, and 4.</p>
2a. Utilize Lesson Study as Professional Learning Community	<p>By June 2011, 100% of teachers will participate in at least one lesson study during the year.</p>	<p>By June 2012, 100% of teachers will participate in 3-4 lesson studies during the year.</p> <p>By June 2013, 100% of teachers will be completing lesson studies on a regular basis.</p>
2b. Increase time for collaboration	<p>By June 2011, school administration and leadership teams will develop a plan for using the additional 50 hours of teacher collaboration time.</p>	<p>Beginning in September 2011, all staff will participate in 50 hours of additional collaboration time. Teachers will document this time and reflect on how it has helped improve their instructional practice</p> <p>By June 2012, school administration will analyze student performance data to determine the effectiveness of this increased collaboration.</p>

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
3. Conduct Walk-Throughs	<p>By January 2011, the administration team will share the walk-through expectations with the staff.</p> <p>Each administrator will adhere to a schedule to spend at least 30% of the week conducting “walk-throughs”.</p>	<p>By October 1 of each year, the administration team will review the walk-through expectations with the staff.</p> <p>Each administrator will adhere to a schedule to spend at least 40% of the week conducting “walk-throughs”.</p>
4. Monitor Individual Professional Development Plans (IPDPs)	<p>By December 2010, protocols regarding (IPDPs) will be shared with staff.</p> <p>100% of staff (IPDPs), will be submitted and approved by the principal by January 2010.</p>	<p>Beginning September 2011, 100% of teachers will submit (IPDPs) that reflect district, school and individual needs.</p>

SECTION IV: Local Stakeholder Group Roster

Instructions: List participants required by state law. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings.

Affiliation (per state law)	Local Stakeholder Group Member Name
Department of Elementary and Secondary Ed	1. Michelle Griffin
Holyoke School committee	2. Yvonne Garcia
Holyoke Teachers Association	3. Maureen O'Brien
Assistant Principal, Morgan School	4. Aliza Pluta
Teacher, Morgan School	5. Amy Burke
Teacher, Morgan School	6. Lori Banks
Teacher, Morgan School	7. Catherine MacBain
Parent	8. Vanessa Medina
Carter School (Social Service Agency)	9. Chris Lachapelle
WIA Representative	10. Norm LeBlanc
Center School (Community Representative)	11. John Foley
Department of Early Education and Care	12. Erin Craft
Central Office Administration (ELE Director)	13. David Valade

Meeting Date(s)	Topic	Agenda attached?	Supporting documents included?
June 7, 2010	Joint meeting	Yes X No <input type="checkbox"/>	Yes X No <input type="checkbox"/>

SECTION V: Good Faith Bargaining

Instructions: Describe the engagement with local unions and the result of any collective bargaining and/or joint resolution committee decision (including dates of collective bargaining meetings and meetings of joint resolution committees, if any).

Please describe:

- The engagement with local unions
- The result of any collective bargaining and/or joint resolution committee decisions
- Dates of any collective bargaining and/or joint resolution committee meetings

The Holyoke Public Schools (HPS) engaged with the Holyoke Teachers Association (HTA) in good faith bargaining over a set of proposed contract amendments that would significantly improve the conditions of the district's two Level 4 schools to undertake transformative work and increase student achievement. A comprehensive proposal for changed conditions for Level 4 schools was presented to HTA in early August, and the two parties engaged in four collective bargaining sessions – August 3, 5, 9, and 17, 2010. The two parties came to agreement on a set of Level 4 conditions, which were then approved by the School Committee on September 20, 2010 and ratified by the union membership.

The main points of the contract amendment include the following, beginning in the 2011-2012 school year and effective for the duration of the school's designation as a Level 4 school and the receipt of Level 4 funding:

- Upon adoption by ESE of new teacher evaluation guidelines (estimated to be in March 2011), the HPS and HTA will engage in negotiations to adopt a new teacher evaluation model that includes student growth data as one evaluation measure.
- Instructional time will be increased by 90 hours, professional collaboration time by 50 hours, and summer professional development by five days. The addition of the 90 hours of instructional time and 50 hours of professional collaboration time will be compensated at the rate of \$25/hour, while the five summer professional development days will be compensated at the rate of \$175/day.
- Incentives for school performance will be instituted. Dean faculty will receive up to a \$1,500 additional stipend if the school reaches four separate sets of targets – CPI (aggregate and high needs) and student growth (40%); student attendance and suspension rates (15%); graduation rate (15%); and 98% teacher attendance (30%).
- The Level 4 principal will have increased authority over the master schedule, ensuring office hours are conducted, evaluating staff annually, and student intervention plans.
- Each teacher will be required to model and observe two lessons annually.
- Teachers may be required to attend up to five evenings per year for parent/community engagement.
- All faculty will be required to complete SEI Category training within a two-year time period.

As well, the district has initiated discussions with the following other local unions to negotiate the extension of the hours provision that was successfully negotiated with the Holyoke Teachers Association:

- Holyoke Educators Association (non-principal administrators): Met on August 31, 2010, with a draft memorandum of agreement, yet to be signed, sent the following week
- Nurses' association: Met on September 20 and 30, 2010, with a follow-up meeting scheduled for November 3, 2010.
- Paraprofessionals: In process of scheduling meetings.
- Secretaries: In process of scheduling meetings.

We anticipate that agreements with all of these remaining unions will have been reached by the end of November 2010.

Appendix

Joint Local Stakeholders Group Meeting Dean Technical High School and Morgan Elementary School Agenda June 7, 2010

Time	Topic
8:30-9:00	Coffee Introductions Today's Goal: <ul style="list-style-type: none">At the end of the session each school team will have completed a summary sheet that outlines all of the analysis and strategy development the team has captured as feedback for the development in the redesign plan.
9:00-9:15	Break out in to two rooms Introduce each other to group: <ul style="list-style-type: none">Each person will be asked to give their name, affiliation and answer the question- I bring my experience as a _____ to this discussion? (15 minutes)
9:15-10:15	Looking at the data: <ul style="list-style-type: none">The table team will work in pairs and be asked to review the data points and record what they observe. (10 minutes)The facilitator will ask each team of two to give an observation (no repeats) (10 minutes)The facilitator will record the observations.
10:15-10:30	Break
10:30-11:30	Facilitator will lead the teams through the analysis and feedback process using three of the building blocks.
11:30-12:00	Groups will join and share recommendations to date
12:00-12:30	Lunch
12:30-1:30	Facilitator will lead the teams through the analysis and feedback process for the remaining building blocks.
1:30-2:00	Groups will join and share recommendations to date
2:00-2:30	Questions and closing remarks

Appendix

Morgan Local Stakeholders Group Recommendations

School: Morgan

Team Leader: Aliza Pluta

Date: June 30, 2010

Facilitator: David Valade

Transformational Leaders:

1. School based administration needs to be staffed to effectively support the implementation of the Level 4 Turnaround Plan.
2. Provide school leaders with operational flexibility and responsibility for their school including hiring, retaining, replacing and recruiting staff.
3. Provide school leaders with ongoing mentoring and technical assistance in areas related to turnaround initiatives, instructional leadership, observation and evaluation techniques, data assessment, etc.
4. Provide any necessary professional development to school leaders so they shall be able to interpret and analyze data in order to make decisions around staffing, scheduling, delivery of instruction, programming, interventions, etc.
5. Require school leaders to spend at least 30%-40% of their day in classrooms observing instructional practices and student learning.
6. Train school leadership teams to implement focus walks.
7. Require school leaders to complete observations and evaluations based on all key components. Additionally, these observations and evaluations must take into account student performance and achievement.
8. Provide the opportunity for the principal and other necessary leadership to work together on creating a school budget that meets the needs of academic and vocational programming and ensures that the needs of all students are met.
9. Require school leaders to have demonstrated experience in managing and building positive relationships in the school learning community.
10. Require school leaders to create a community that demonstrates professionalism, collegiality and positive interpersonal relationships.

Effective Teachers and Instruction

1. Create master and student schedules based on data analysis and need for identified programs. Additionally, all special education and ELL students must be scheduled based on their needs according to IEP or ELL performance levels.
2. Ensure that ELD/SEI programs are in place for all ELL students and must adhere to the guidelines set forth by DESE.
3. Require that lesson plans reflect all necessary requirements including student goals, learning objectives, progress benchmarks, differentiation, language objectives, etc.
4. Establish a process in which teachers consistently engage in looking at student work to inform instructional practices.
5. Develop a school data team whose purpose is to analyze data and target student needs in the core program and when necessary make proposals for intervention programs and safety-nets.

6. Establish effective school leadership teams and meet weekly to address and plan for turnaround initiatives. Use members of school leadership team to disseminate information to school staff.
7. Ensure that the school data and leadership teams are meeting regularly to monitor student progress and develop action plans for improvement.
8. Update current instructional programs to ensure alignment to the curriculum frameworks and make necessary adjustments based on data analysis.
9. Ensure that the ELPBO is embedded in all content areas and that school staff are trained in this.
10. Utilize the DCAP to prepare lessons on students on IEPs.
11. Schedule and participate in focus walks using DESE/SEI tool and use the results of these walks to reflect on current practice and make necessary adjustments.
12. Explore expanded learning time opportunities.
13. Explore and provide (if possible) school based performance initiatives for staff.
14. Hire a full-time ELL coach.
15. Provide opportunities for peer coaching.
16. Require teachers to model at least 2 lessons for fellow staff members during the school year.
17. Require teachers to create individual student data profiles based upon class assessments and use these to plan instruction, recommend interventions, etc. These profiles will be reviewed by school leadership upon request.
18. Tie Principal/Teacher/Staff evaluations to student performance (in addition to other evaluation criteria).

Culture of High Expectations

1. Ensure that all students are provided with equal opportunities to access core instructional programs and provide appropriate interventions when necessary.
2. Develop a culture in which all staff engage in lesson study and become reflective practitioners.
3. Articulate to the staff the need to consistently have high expectations for all learners and ensure this becomes embedded in the culture of the school.
4. Review and implement a tiered instruction for all ELL and special education students.
5. Ensure uniform implementation of district and school policies.
6. Target teacher attendance at 100%.
7. Create a discipline structure that is effective and appropriate for students.
8. Target student attendance at 100%.
9. Develop a retention/promotion policy related to student performance based on mastery of standards.
10. Increase the school staffs' working hours by 2(1 hour) sessions per week, without additional compensation, for student tutoring, remediation and enrichment.

Family and Community Engagement

1. Form collaborative partnerships with Adult Ed Agencies to assess needs of families, provide site for instruction, or provide support/outreach to support Adult Ed.

2. Require teachers engage in frequent direct contact with parents and to ensure that parents are reached at least once per term to discuss student performance. A log of this will be kept and provided to school leadership.
3. Increase evening activities for families through Title I from 1x monthly to 2x monthly.
4. Provide opportunities for students to participate in extracurricular activities based on interest.
5. Increase opportunities for family engagement by providing CORI-volunteer applications at Open House to be held in September. Invite and involve parents as volunteers in the school.
6. Purchase and provide for all students an agenda/homework planner and train staff and parents to utilize it as a communication tool between teachers and parents.
7. Train and implement Edline as a communication tool between school and home and provide opportunities for parents to receive training on this tool.
8. Work with transition coordinator and guidance counselors to work with students on investigation and planning college or career opportunities.
9. Register all grade 8 students on the Massachusetts' free "Your Plan for College" website.
10. Create a service directory for parents as a means to locate and secure services for students.
11. Post "sandwich board" signs daily at two student entrances (Door 4 and Door 15) with important dates, announcements, etc.

Social/Emotional Support

1. Hire behavior interventionists to support students.
2. Hire an additional adjustment counselor to support the social and emotional well-being of students.
3. Work with district and school leadership at Peck to begin planning an initial implementation of the Full Service Community School Model.
4. Ensure that all school staff understand and are consistent in implementing of district and school policies and that these policies are understood by both students and parents.
5. Search for grants and opportunities to train peer-mediators and student leaders.
6. Increase access to and collaboration with Project 13.
7. Ensure that the crisis management plan is current and comprehensive and ensure that all staff have been trained and can effectively implement the plan.
8. Create opportunities for students to participate in activities involving developing positive social competencies.

Professional Development

1. Conduct a needs assessment to survey staff on professional development needs and provide opportunities for professional development based on compliance issues, instructional practices, content area improvement, etc.
2. Establish and effectively implement professional learning communities.
3. Ensure that Individual Professional Development Plans are tied to the elements of the turnaround plan.
4. Mandate that all teachers participate in ELL category trainings.
5. Conduct professional learning communities on SIOP in content areas and on DCAP and Inclusion of special education students.

6. Train staff in on the integration of technology into both instructional practices and as a means of improving communication between the school and family.
7. Develop a plan at the district and school level to evaluate the success of the implementation of professional development.
8. Ensure that building coaches have strategic plans in place for working with staff. The plans must include the nature of the work, implementation timelines and benchmark outcomes.
9. Require school staff to be responsible for 50 hours of professional development beyond the regular school day and year. The content and schedule of these hours shall be established by district and school leadership with input from school staff.

Appendix: References

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ATTACHMENT G



Massachusetts Department of Elementary and Secondary Education

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Main Telephone:

Procurement Work Order Form Updated April 2013

¹ MMARS ID / Encumbrance #:			
Related RFQ #:	14RFQATARS1		
MMARS Master Service #:	MA DOE ATARFR13ATAKJ1H23MSA		
Vendor Name:	PROJECT GRAD USA		
Vendor Customer #:	VC0000498027	Vendor Line #:	7
Commodity Code #:	8000000000000	Commodity Line #:	1
Dates of Service	² (Start)	To	6/30/2014
Project Name:	Level 5 School Turnaround Operators		
Bill to:	Attn: Accounts Payable - 75 Pleasant Street, Malden, MA 02148 OR accountspayableese@doe.mass.edu		
Account Type:	Federal <input type="checkbox"/> State <input type="checkbox"/> ARRA <input type="checkbox"/> RTTT <input checked="" type="checkbox"/> Trust <input type="checkbox"/> Capitol <input type="checkbox"/>		
Account #:	7060-7888 TA2	Unit Code:	695V
Federal Program Year:	2011	Federal Program Code:	SS395A1058
Maximum Obligation:	\$ 300,000		

Scope of Services

Pursuant to G.L. c. 69, 1J, the Commissioner of Elementary and Secondary Education (the "Commissioner") has designated the Morgan Full Service Community School (the "School") to be a chronically underperforming school. The Commissioner intends to appoint Project GRAD, USA ("Project GRAD") as the external receiver of the School, pursuant to G.L. c. 69, 1J(r), and 603 C.M.R. 2.06(5).

Consistent with of G.L. c. 69, 1J(r), the Commissioner intends for Project GRAD to serve as the Commissioner's designee for the purpose of creating the School's turnaround plan and

¹ To be completed by Procurement

² To be completed by Procurement upon approval / not to precede latest signature date on this form

pursuant to G.L. c. 69, §1J (s) Project GRAD shall have full managerial and operational control over the school as provided in the turnaround plan. Project GRAD is an approved provider as a school turnaround operator under RFR13ATAKJ1.

FISCAL YEAR 2014

Project GRAD agrees to provide the following services in FY 2014:

1. Project GRAD will serve as the Commissioner's designee for the purpose of creating the School's turnaround plan. Project GRAD will work with Department of Elementary and Secondary Education (the "Department") staff, as directed by the Commissioner and will draft a turnaround plan consistent with the requirements of GL c. 69, § 1J, subject to approval by the Commissioner.
2. Project GRAD will work with the Department and the Holyoke Public School District to arrive at a Memorandum of Agreement ("MOA") governing the operation of the Morgan School. Project GRAD and the Department agree to use their best efforts to negotiate in good faith, execute, and deliver the MOA setting forth the specific terms and conditions under which Project GRAD will operate the School.
3. Project GRAD will engage in planning and recruitment activities necessary for Project GRAD to take over full operational and managerial control of the School on July 1, 2014, based on the terms of the turnaround plan and the MOA.

The Department will pay Project GRAD \$300,000 for this work.

FISCAL YEARS 2015 and 2016

Contingent on a turnaround plan and MOA being finalized by May 30, 2014, Project GRAD will provide the following services in fiscal years 2015 and 2016. If no mutually acceptable turnaround plan and MOA are in place by May 30, 2014, either the Department or Project GRAD may terminate this agreement without penalty. In the case of such termination, Project GRAD will be paid for services performed under this work order prior to the date of the termination.

1. Consistent with the turnaround plan of the School and the MOA, Project GRAD will operate the School in fiscal years 2015 and 2016.
2. Project GRAD will report to the Department regularly regarding the operation of the School, in a form specified by the Department.

ESE will pay Project GRAD for FY 2015 services as described above and as further detailed in any subsequent contract amendments.

ESE will pay Project GRAD for FY 2016 services as described above and as further detailed in any subsequent contract amendments.

FISCAL YEAR 2017

The Department reserves the right to exercise a contract renewal option for fiscal year 2017. If the contract is renewed for fiscal year 2017, the Department will pay the operator for services performed according to the contract renewal.

The MOA between ESE, Project GRAD, and Holyoke Public Schools will identify funds which

Project GRAD may retain from the School budget as additional payment for costs incurred in operating the School during fiscal years 2015-2017.

Vendor Approval:

Signature

Date

Print Name/Title

I understand that prior to authorizing an order for goods/services to start/be purchases, under this work order, the Procurement Unit approval (copy of MMARS Screen prints indicating this amendment is in a Final Status) must be obtained and that failure to do so could result in either disciplinary action and/or my personal liability for the payment of these goods/services.

Contract Manager:

Signature

Date

Print Name/Title

Administration and Finance Approval:

Signature

Date

Print Name / Title

**LEVEL 5 SCHOOL TURNAROUND OPERATORS:
Request for Quotes (RFQ)**

PROCUREMENT DESCRIPTION:

School Turnaround Operators are approved vendors (individuals/organizations) that offer statewide education improvement services to manage and operate low-performing, underperforming, and chronically underperforming schools. These providers will work in cooperation with state, district, and school staff members, principals, teachers, community partners, and other providers to ensure conditions for success and sustainability. The providers are expected to have demonstrated expertise in managing a school that produces consistently high levels of academic performance in educational settings with significant populations of high-poverty students.

On October 30th, 2013, the Commissioner officially designated four schools as being Level 5 (chronically underperforming) under MGL Chapter 69 Section 1J. These schools included the Dever Elementary School and Holland Elementary School in Boston, the Morgan Full Service Community School in Holyoke and the John Avery Parker Elementary School in New Bedford.

This RFQ is designed to select School Turnaround Operators to manage one or more chronically underperforming (Level 5) schools. The operator will plan for managing the school during school year 2013-2014 and will subsequently manage the school(s) starting in school year 2014-2015. A combination of Race to the Top and State funding will be used to support the planning efforts in school year 2013-2014. Once implementation begins in school year 2014-2015, these funds will be supplemented by the per pupil budget, provided from the district's local budget. In order to be eligible to respond to this RFQ, vendors must already be awarded a contract under Request for Response (RFR) #13ATAKJ1 in category #8, "School Turnaround Operator", as posted under the vendor category file of the RFR.

This RFQ does not commit ESE to approve a work order, pay any costs incurred in the preparation of a vendor's response to this RFQ, or to procure or contract for services. ESE reserves the right to accept or reject any and all proposals received as a result of this RFQ, to negotiate with any or all qualified vendors, and to cancel in part or in its entirety this RFQ if it is in the best interest of ESE or the Commonwealth of Massachusetts to do so.

This RFQ and all responses hereto including the winning bid shall become public record as of the date on the contract referenced herein is awarded, and can be obtained from the Department of Elementary and Secondary Education by sending an email to the Legal Office at Legal@doe.mass.edu.

NOTE: Employees of potential service providers who contract with districts, charter school boards, and/or State Agencies should seek advice regarding potential conflict of interests from the State Ethics Commission at www.mass.gov/ethics or (617)727-0060.

REQUIRED QUALIFICATIONS:

In order to be considered for this RFQ, vendors must already have a contract as a School Turnaround Operator, Category 8, under RFR# 13ATAKJ1 and provide proof of award from the Department.

An approved School Turnaround Operator displayed significant knowledge and experience with the following components of Department priorities:

- Demonstrating a track record of success with complex organizations and/or high poverty and low performing schools
- Engaging in cooperative and collaborative service settings with multiple vendors and constituencies
- Providing resources and services that are aligned with raising achievement and closing gaps
- Providing frequent progress assessments and demonstrating an adaptability through making mid-course corrections as necessary

All approved providers displayed expertise in communicating and working with a wide array of education stakeholders including, where relevant, constituencies within all levels of state and district administration, principals, teachers, community partners, parents, and other providers in a coordinated effort to meet education improvement priorities.

Deliverables/Scope:

During school year 2013-2014, funding through this RFQ is intended to support the planning efforts needed to successfully manage one or more Level 5 school(s) in the following year. This includes the following activities, consistent with the Turnaround Plan that will be developed pursuant to MGL Chapter 69 Section 1J:

- Evaluating the current conditions of the school and identifying areas that need to be changed, strengthened or restructured
- Evaluating the existing staff
- Recruitment of key personnel
- Development and preparation of the programs necessary to implement their model
- Participation in the design of the Turnaround Plan
- Regular reporting and progress updates to ESE and the Commissioner

- Building collaborative relationships with relevant stakeholders

Starting in school year 2014-2015 and through school years 2015-2016 and 2016-2017 the operator will assume management of the school and implementation of the Turnaround Plan. This RFQ will be awarded for 2 Fiscal Years, with the option to renew for a third fiscal year, contingent upon the Departmental Master Agreement, 13ATAKJ1, being renewed. Once the Master Agreement is renewed, for 2016-2017, this RFQ will also be renewed. Documentation to conduct this renewal will be sent to the successful vendor(s).

SUBMISSION REQUIREMENTS:

Approved School Turnaround Operators, under RFR# 13ATAKJ1 - Category 8, should submit a response that includes the following:

Part A - Key information about the school turnaround model and organization:

The information in this section is being listed here and will be referenced as part of this RFQ and its evaluation. The following information was previously submitted as part of each bidder's response to category 8 of 13ATAKJ1 and therefore does not need to be resubmitted. This information and previously calculated scores will be considered for all bidders responding to 14RFQATARS1.

1. ***Narrative of Operator Services:*** A detailed description of its background, experience, and expertise that articulates the capacity to work as a School Turnaround Operator (20 pages maximum). Vendors must address:
 - Its model of school governance and management, instructional design, staffing plan, community engagement strategies, grades served, and student supports;
 - Its prior experience managing a school that resulted in rapid, significant and sustained improvement in student achievement in schools, including the number of schools it has served and the strategies it has found most effective in improving student achievement in low performing schools;
 - Evidence of its prior success in achieving rapid, sustained improvement in student achievement in the schools it has served;
 - Its model for working with district superintendents and central office staff to ensure that district practices do not impede success at the school level; include, if available, examples of its work with districts;
 - If applicable, its model for working with district superintendents and central office staff to improve district practices and allow districts to learn from and adopt the school improvement strategies;
 - The conditions and decision making authority it requires to successfully manage school transformation;
 - Its organizational capacity to operate schools, including the number of districts and schools that it can serve at one time and over the next 3 years;

- Its governance and leadership structures and financial stability.
2. *Documented Results:* Data or measurable outcomes of previous work that has been completed that gives evidence of School Turnaround Operator expertise. Please show examples that are non-biased and measurable such as outside evaluations, quantitative (school- or student-level) data, pre- and post-test results, participant surveys, etc. Quantitative data is preferred, but qualitative data and/or case studies are acceptable. Innovative or entrepreneurial plans can be substituted, if expertise of provider can support them (7 pages max.).
 3. *Organizational Capacity Plan:* An outline of the organizational capacity vendor would be able to deploy in Massachusetts in the next 1 – 2 years as well as for the duration of the contract (i.e., how many schools and districts is the organization prepared to serve while maintaining program quality?). Outline should include the built-in quality measures the organization will use to regularly assess the impact of growth on quality of services (4 pages max.).
 4. *Performance Measures:* A brief summary of the performance measures used by the organization to measure success on an interim and summative basis (3 pages max.).
 5. *Governance, Leadership Structures, and Financial Sustainability:* All providers must provide a description of the governance and leadership structures of the organization as well as evidence of the organization's financial sustainability.

Part B – Level 5 School Proposal (no more than 15 pages per school):

This information MUST be submitted in order to be considered for this RFQ and to properly be evaluated:

1. *Which Level 5 school(s) are you proposing to manage (Dever, Holland, Morgan Parker)? For each school, describe your organization's approach for the remainder of SY '13-'14 (the planning year)*
 - *How would you assess what should be kept and what needs to be changed at the school?*
 - *What are the key activities you would accomplish in this planning/foundational year?*
 - *What would be your human capital strategy, both for existing school staff and recruitment of new staff?*

We propose to manage Morgan Full Service Community School in Holyoke, which feeds into the high school we currently manage, William J. Dean Technical High School. If selected, we will use the remainder of SY '13-'14 to work closely with the district and current school leadership team, as well as ESE, to understand what is working best at Morgan, what is not, what has been tried and to what effect. This comprehensive assessment will be coordinated by a full-time Project GRAD employee working on the ground at Morgan in the role of Project Director. This individual, along with other GRAD personnel – including but not limited to our CEO (Dr. Daryl Ogden), our Chief Academic Officer (Dr. Marcy Singer-Gabella), our Vice President of School Operations (Greg Oliver) and Chief of Staff (Alix Olian), will examine everything from the

staffing model, to the amount and quality of instruction provided to students across subjects and grade levels, to support programs, to community partnerships. We will dig particularly deeply into instructional practices and resources in math and literacy to understand why student performance in these areas is so low.

In choosing what to keep and what to augment or change, we will look at all available data to determine the efficacy of programs and models. Which students are receiving which interventions, and what outcomes have resulted for those students? In our analyses we will also interview stakeholders and review data presented as part of the Local Stakeholder's Group (LSG) turnaround plan, including the Morgan Classroom Visit Data and the evidence encompassed in the LSG's recommendations.

Informed by this assessment, we will begin putting people, structures and systems in place to substantially improve instructional capacity at Morgan. The key activities that we would seek to accomplish in this planning year are:

- 1) *Identify talented leadership team and begin making decisions about the remainder of the faculty:* Perhaps the most critical factor in the success of the school will be our ability to attract, support, and retain talented leaders and teachers. GRAD will re-interview all faculty members, including the leadership team, and begin recruiting to replace positions where the current occupant is not performing at GRAD standards or is not willing to adapt to GRAD model next year.
- 2) *Identify a literacy intervention program to implement in SY '14-'15:* Current approaches to reading/language arts have failed to raise student achievement. As we make sense of why these approaches have not succeeded, we will identify a literacy intervention program that effectively enables teachers to support students of all levels.*
- 3) *Identify resources required to significantly improve mathematics learning and achievement:* As for reading/language arts, data suggest that current instructional practices in mathematics are ineffective. We will conduct an assessment of instructional quality and resources, and plan for the adoption and implementation of new supports/interventions in SY'2014-15.*
- 4) *Hire ELA and math coaches to begin work in SY '14-'15:* Selection of coaches will be coordinated with the analysis of programmatic needs in mathematics and reading/language arts. Once hired, coaches will work with GRAD personnel to examine existing and new math and reading/language arts instructional resources (methods, curricula, etc.) and to design a system of one-on-one and team level coaching support to put into operation in the fall.*
- 5) *Redesign staffing model to allow for subject area specialization in grades 4-6:* While grades K-3 will remain self-contained classrooms, subject area specialization in the upper grades will afford teachers the time and focus to develop the depth of subject matter knowledge required to effectively address the needs of students at different levels of academic readiness, and to move toward a project and problem-based learning model aligned with the GRAD/New Tech model in the upper grades.*
- 6) *Develop plan to separate grades 7-8 from the rest and create a STEM Academy, to be housed at Dean Tech:* We propose to reorganize Morgan into a K-6 elementary school,

moving the 7th and 8th grades into a STEM Academy located at Dean Technical High School (though separated physically from the rest of the high school). At the STEM Academy, students will learn via the New Tech Network model, which includes a one-to-one student-to-technology ratio and is entirely centered on project-based learning. Meanwhile, we will prepare to phase in a problem and project-based learning model of instruction that prepares students to succeed at the STEM Academy and at Dean. We will use the remainder of this year to prepare both schools for the change.

- 7) Solidify partnerships with TeachPlus, the New Tech Network, and the Parent-Child Home Program, and identify other partners that can contribute to the development of a coherent and effective system of supports appropriate to the Morgan context. We have identified several partner organizations that bring exceptional expertise and success in the areas of teacher development, leadership training, and parent and community engagement. We will make sure these partnerships are all aligned and MOUs are complete so that work can begin as soon as GRAD begins to manage Morgan.

** These points are further elaborated in response to Question Two below.*

GRAD's human capital strategy involves assessing the performance and fit of every single faculty member. First, do faculty members meet GRAD's performance expectations, or show potential to do so given appropriate supports? For teachers, have their students shown sufficient growth? Are there concerns documented by the leadership team, or have teachers shown readiness and ability to work collaboratively to support student learning? Have leaders served as inspirational leaders for the rest of the school? Have they properly managed the school?

Second, are individuals willing to work with the GRAD model? Will 7-8 grade teachers, adapt to a high-tech, project-based learning culture? Will K-6 teachers engage new instructional practices identified by the leadership team to promote better student outcomes, including in the reconfiguration of grades 4-6? Are K-8 teachers willing to develop their understandings and skills with problem and/or project-based instruction? For leaders, will they work with GRAD's leadership team and the GRAD Project Director to implement a shared vision? Are teachers and leaders committed to an asset-based approach (rather than a deficit model) for working with students and their families?

After assessing the performance and fit of every faculty member, GRAD will begin a rigorous hiring process to fill vacancies as needed. We will utilize TeachPlus as well as other key partners in our network, such as the New Tech Network, to identify talented candidates for leadership and faculty positions. In assessing potential hires, we will look for demonstrated results and willingness to innovate and work hard. Preference will be given to accomplished educators who are proficient in Spanish and/or have dual certification in ELL or SPED (we strongly support this recommendation of the Local Stakeholder Group). Valued experience, expertise, and dispositions will be noted explicitly on every job posting we create. We will abide by union rules throughout the process but take advantage of the Level 5 status to be flexible in our hiring.

2. *Describe your organization's approach for managing the school during SY '14-'15*
 - *Provide an overview of the model you would use for the school, highlighting key features.*
 - *Do you propose to manage the school fully for SY '14-'15? If not, what would be your transition plan?*
 - *How will your model address the school's current challenges?*
 - *What do you see as any differences between how you operate your current school(s) and what it would mean to operate one of these Level 5 schools for ESE?*

GRAD takes seriously the need to work in partnership with families, community stakeholders as well as school leaders and faculty to design supports that are at once responsive to local context and that position students to succeed against rigorous national standards. These commitments are reflected in the following core elements of the approach we would take at Morgan.

- 1) *Parent and community engagement:* We will engage families as partners 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. We will reach out to families and community stakeholders through our Walk for Success, by hosting Open Houses, and by conducting coffee chats with parents/guardians – in locations where families are likely to be. Through these structures and other informal connections, we will seek to understand family and community aspirations, interests, concerns, and needs. We will tailor our approach to the particular context of Holyoke, *not only* by translating communications and other materials into Spanish (although this is important), but also by promoting parent voice and agency, for example through opportunities to serve as advisors or participants in the development of events and strategies to support and celebrate student learning. Such an approach has been a signature feature of GRAD's work in schools and communities over the past 25 years.
- 2) *Renewed focus on English/Language Arts (ELA):* To substantially improve student ELA achievement, GRAD will implement a program that provides the strategies, tools and classroom support for teachers to respond effectively to the diversity of learning needs and assets among their students. We have not yet determined which program is most appropriate for Morgan. In making a selection, we will consult with school and district stakeholders to understand the school's efforts to date, what has and has not succeeded, and why. We will seek a program that has 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 Bay State Reading Institute looks promising in this regard.

Our goal is to turn around the unacceptably low levels of achievement. Morgan has been designated a Level 5 school in part due to its students' poor performance on the ELA section of the MCAS. Our recommendation is supported by the LSG's analysis

highlighting end of October benchmark data. According to these recent assessments, 103 Morgan students fell dramatically below grade level targets, yet are not receiving appropriate interventions. We anticipate that a strategic infusion of resources and coaching (see below) will result in dramatic improvement in student performance, enabling students to read at grade level and graduate ready for secondary English/Language Arts.

- 3) *Renewed focus on mathematics: Our focus on mathematics, as with ELA, is a response to persistently weak student achievement on the MCAS as well as other measures. GRAD personnel will evaluate Morgan's mathematics curriculum and instructional practices to determine what changes and new resources will be required to align teaching and learning with the Common Core math practice and domain standards, and so to build a foundation for student success in high school mathematics. The model will emphasize the development of students' skills in sensemaking, reasoning, argumentation, modeling, and representation, as well as computational fluency. Curricular materials and instructional practices will engage students in reasoning about, 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. Instructional changes will be supported by the hiring of a full time mathematics coach (see next).*
- 4) *ELA/Math Coaching: Two full-time content-focused instructional experts (one in English/language arts, one in mathematics) 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 coordinate with TeachPlus staff to cultivate and support routines for the ongoing assessment of student learning and instructional planning by teacher teams.*

Coaches will ensure that professional development is relevant and responsive to the specific needs of Morgan faculty and students. They will also help teachers to develop a common language and images for quality teaching and learning. In assessing the success of the coaching and TeachPlus (see below) initiatives, we will look not only for the transformation of teaching practice, but also the development of collaborative culture of professional learning. Over time, we expect to see teachers assume roles as peer observers, and as critical friends who share and respond to artifacts of teaching, including student work and classroom video, in order to improve their practice.

- 5) *Grade Level Specialization in Grades 4-6: While grade K-3 classrooms will remain self-contained, in grades 4-6 teachers will specialize in either mathematics and science **or** English/Language Arts and social studies. The goal is to enable teachers to deepen their subject area and pedagogical content knowledge so that they more effectively promote student learning in these areas.*

The Morgan Classroom Visit Data for 2012-2013 reflect a need for teachers to:

- increase differentiation for students at varying levels of academic readiness while at the same time increasing the level of cognitive demand for tasks and activities;
- vary the kinds of learning activities and activity structures;
- provide opportunities for small group work while holding students accountable for work in these groups; and
- provide higher quality feedback.

These dimensions of effective teaching are not only challenging but also, when done well, are shaped by discipline-specific practices, language, and standards – which become more complex as one moves through the grades. Allowing upper elementary teachers to dive deep into two content areas (in which practices and standards are more similar), rather than to work on all areas at once, should enable more rapid improvement.

- 6) *Creation of a Grade 7-8 STEM Academy, housed at Dean Tech:* We propose to reorganize Morgan into a K-6 elementary school, moving the 7th and 8th grades into a STEM Academy located at Dean Technical High School (though separated physically from the rest of the high school). At the STEM Academy, students will learn via the New Tech Network model, which includes a one-to-one student-to-technology ratio and is entirely centered on project-based learning. Meanwhile, we will phase in a problem and project-based learning model of instruction that prepares students to succeed at the STEM Academy and at Dean.

This new model will allow us to provide opportunities for 7th and 8th graders from Morgan (and potentially from the rest of the district) to learn in a project-based model. By making the material relevant and accessible to the students, we believe we can better engage them. The New Tech Network has proven results across the country and we will be fully rolling out the model at Dean Tech in SY '14-'15. Exposing 7th and 8th graders to the model before high school will seed their success in later grades.

- 7) *Strong partnerships with TeachPlus, the Parent-Child Home Program, the New Tech Network, and other carefully selected organizations.* As noted above, essential to the GRAD model is forging partnerships with highly successful educational organizations, as well as with community stakeholders, in order to bring about systemic and sustainable change at the school level. From the beginning, our work at Morgan will be enhanced through our partnerships with the New Tech Network (described above), as well as TeachPlus, the Parent-Child Home Program.

The **TeachPlus** partnership has two objectives: 1) to bring a T3 turnaround team to Morgan; 2) to assist in building a robust model of ongoing teacher professional learning that improves teaching quality. Toward these objectives, TeachPlus will:

- a. help recruit experienced classroom teachers who have been successful in a challenging setting and bring them to Morgan;

- b. help implement a teacher leadership model where approximately 25% of teachers serve as leaders of professional learning, putting into place proven best practices around teacher training and peer coaching;
- c. collaborate with GRAD and Morgan teams to design a strong and sustainable approach to professional development.

The **Parent-Child Home Program** will be offered to all families that are zoned to attend Morgan and have a two or three year old child at home. The program has effectively boosted literacy achievement in participating communities in Massachusetts. The PCHP partnership is 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 preK students.

While the 2014-15 school year may involve a phased rollout of all our programs due to a stronger emphasis on culture and climate change, GRAD hopes to have full management rights and responsibilities. We expect a smooth transition, working with the current school leadership team and the District during the remainder of this year and the first part of the summer.

We see no meaningful difference between our idea of operation for a school and what it would take to manage a Level 5 school. We believe the interventions and programs we have suggested will be just as important and impactful in a Level 5 school as they would in a Level 4 school. The GRAD model is meant for restart scenarios such as this.

3. Detail expectations and requirements from ESE and the local district

- *What conditions would you require as the lead for turning around this school?*

We expect to have full authority of the Morgan budget, full decision rights regarding HR, ability to bring in the partners that we select, and support from ESE. We have found that the District is very helpful in terms of assisting us as we apply for grants, and we would like to continue building that relationship in that capacity. We would look forward to discussions with ESE and the District about how HR processes, budget processes (e.g., signing contracts with vendors), etc. would play out in the scenario that we are the operator of Morgan.

We also would like support for establishing the 7-8 grade STEM Academy and attracting students from around the District. We believe this is an innovative way to expose students to a high-tech platform of project-based learning and would like to see the idea come to fruition. We will need the District's assistance with transportation and recruitment from across the other K-8 schools in Holyoke.

We also require substantial financial support from ESE (whether directly from ESE or through grant funding that ESE receives on our behalf) to support the additional programs we have mentioned above and outline in the next section.

4. *Budget required to lead the turnaround of each school (broken into the following years)*

- *From approval to June 30, 2014 (planning year)*
- *July 1, 2014 to June 30, 2015 (1st year of managing the school)*
- *July 1, 2015 to June 30, 2016 (2nd year of managing the school)*
- *July 1, 2016 to June 30, 2017 (3rd year of managing the school)*

Please note: these budgets are based on high-level estimates and actual costs may vary. All budgeted items below are IN ADDITION to current spending within the Morgan budget, on salaries, etc. We anticipate finding substantial savings within the budget that we will reinvest in programming, but the below numbers are the additional funds we would request that ESE help us identify in lieu of Morgan being eligible for additional SRG funding.

From approval to June 30, 2014 (planning year):

Title	January – June 30, 2104
Leadership and Learning	\$15,000
Math and literacy coaches	\$10,000
Project GRAD Management Fee	\$200,000
Project GRAD Project Director	\$50,000
Recruitment – teachers and leaders	\$20,000
The Parent-Child Home Program	\$10,000
Travel	\$15,000
TOTAL	\$320,000

From July 1, 2014 to June 30, 2015 (first year of managing the school):

Title	July 1, 2014 – June 30, 2015
Leadership and Learning	\$25,000
Literacy program	\$100,000
Math and literacy coaches	\$120,000
New Tech Network	\$36,000
Project GRAD Management Fee	\$200,000
Project GRAD Project Director	\$120,000
TeachPlus	\$44,493
Technology	\$75,000
The Parent-Child Home Program	\$90,000
Travel	\$30,000
TOTAL	\$840,493

From July 1, 2015 to June 30, 2016 (second year of managing the school):

Title	July 1, 2015 – June 30, 2016
Leadership and Learning	\$15,000
Literacy Program	\$100,000
Math and literacy coaches	\$120,000
New Tech Network	\$59,000
Project GRAD Management Fee	\$400,000
Project GRAD Project Director	\$120,000
TeachPlus	\$203,936
Technology	\$75,000
The Parent-Child Home Program	\$100,000
Travel	\$30,000
TOTAL	\$1,222,936

July 1, 2016 to June 30, 2017 (third year of managing the school)

Title	July 1, 2016 – June 30, 2017
Leadership and Learning	\$15,000
Literacy Program	\$100,000
Math and literacy coaches	\$120,000
New Tech Network	\$59,000
Project GRAD Management Fee	\$400,000
Project GRAD Project Director	\$40,000
TeachPlus	\$199,217
Technology	\$75,000
The Parent-Child Home Program	\$100,000
Travel	\$30,000
TOTAL	\$1,138,217

5. Copy of Email / letter sent from Department of Elementary and Secondary Education awarding a contract for RFR 13ATAKJ1

Submissions must be received by the Department no later than 12:00 PM, Monday, December 30, 2013 and should be addressed to:

Department of Elementary and Secondary Education
c/o RFQ #: 14RFQATARS1
75 Pleasant Street
Malden, MA 02148
Attn: Rebecca Shor

ATTACHMENT H

From: Greg Oliver
To: Champagne Erjca (DOE)
Cc: Lantaigne, Deborah; Darvl Ogden
Subject: RE: SRG funds for Dean and Morgan
Date: Tuesday, April 01, 2014 3:50:41 PM

Erica

Thanks for talking with me this afternoon. Now that I have the good information, I will draft a memo to you specifically detailing how we would use these funds (\$212,143 Dean) and (\$200,000 Morgan). I will pass it to Daryl for his approval and then get it to you ASAP. I understand that this requires some work on your part, and that we need to plan to spend these dollars before August 31, 2014.

Thanks, Erica, we really appreciate the effort!
Greg

From: Champagne, Erica (DOE) <echampagne@doe.mass.edu>
Sent: Tuesday, April 01, 2014 2:56 PM
To: 'Greg Oliver'
Cc: Lantaigne, Deborah
Subject: SRG funds for Dean and Morgan

Greg,

Upon a thorough review of Holyoke's implementation of the School Redesign Grant (SRG), ESE has suspended a total of \$412,143 in SRG funds from FY12 and 13.

ESE will allow these funds to be reallocated to Holyoke (potentially via a 50/50 split) to be spent on activities specific to a. Project GRAD's work at Dean and b. start-up efforts for L5 at Morgan. These funds expire on August 31, 2014, so they need to be used between now and then.

Once I have the specific language on how these funds could be used according to the above criteria, I can submit the information to the Commissioner for his final decision. Upon his approval, Debbie Lantaigne and I will work with the district to ensure the funds are directed to Project GRAD accordingly and in a timely manner.

If you have any further questions/concerns, please feel free to contact me.

Thanks,

Erica

Erica P. Champagne
Office of District and School Turnaround
Massachusetts Department of Elementary & Secondary Education
75 Pleasant Street
Malden, MA 02148
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ATTACHMENT I

From: Pakos, Matthew

Sent: Wednesday, February 26, 2014 10:55 AM

To: Monteiro, Manuel; Shor, Rebecca; Veto, Liza; Foisy, Lynda

Cc: Carleton, Sarah (DOE); Mazzarella, Susan
Subject: RE: Budgets proposed by receivers

Please see attached for a summary of budget expectations from the RFQ responses from UP, Blueprint, and Project GRAD. Let me know if we received an initial response/proposal from NBPS that could be added to this summary.

The document is also saved here:

<H:\ATA - Misc Files\ODST\Level 5 Schools\Level 5 Work Team\School funding\Worksheets>

Matt

-----Original Message-----

From: Pakos, Matthew
Sent: Wednesday, February 26, 2014 9:29 AM
To: Monteiro, Manuel; Shor, Rebecca; Veto, Liza; Foisy, Lynda
Cc: Carleton, Sarah (DOE); Mazzarella, Susan
Subject: RE: Budgets proposed by receivers

I'll take a look this morning and pull together a quick summary of pertinent details.

Matt

-----Original Message-----

From: Monteiro, Manuel
Sent: Wednesday, February 26, 2014 9:25 AM
To: Shor, Rebecca; Veto, Liza; Foisy, Lynda; Pakos, Matthew
Subject: RE: Budgets proposed by receivers

Becca,

I would be helpful for us to review the documents to see if they made assumptions which they now expect us to deliver both in the contracts and the responses to the RFR and any other communications regarding funding. I do not have time to go over them.

Thanks.

Manuel

-----Original Message-----

From: Shor, Rebecca
Sent: Wednesday, February 26, 2014 9:00 AM
To: Veto, Liza; Monteiro, Manuel; Foisy, Lynda; Pakos, Matthew
Subject: RE: Budgets proposed by receivers

Do you mean the ones they included in their response to the RFQ? Those are on the H: drive, but aren't particularly exact or relevant anymore and probably don't unveil the types of assumptions you're looking for. However, they can be found

at: H:\ATA - Misc Files\ODST\Level 5 Schools\Level 5 Procurement\Level 5 School
Turnaround Operator RFQ\Responses to 14RFQATARS1

Cheers,
becca

-----Original Message-----

From: Veto, Liza
Sent: Wednesday, February 26, 2014 8:30 AM
To: Monteiro, Manuel; Foisy, Lynda
Cc: Shor, Rebecca
Subject: RE: Budgets proposed by receivers

Who has those? I haven't seen anything like that.

-----Original Message-----

From: Monteiro, Manuel
Sent: Wednesday, February 26, 2014 7:10 AM
To: Foisy, Lynda; Veto, Liza
Subject: Budgets proposed by receivers

Lynda,

Could someone review the budgets proposed by The three receivers to see what assumptions they made? I am curious if Blueprint and Project GRAD made assumptions similar to UP.

Sent from my iPhone

Level 5 school operators

Budget details contained in responses to Request for Quotes 14RFQATARS1

1. Holyoke – Morgan Full Service Community School

<i>Operator</i>	Project GRAD
<i>Budget narrative – expectations re district</i>	Full authority of Morgan budget, full decision rights regarding HR, ability to bring in partners selected by Project GRAD. Would like to receive support for establishing grade 7-8 STEM Academy and attracting students from across district. Need district's assistance with transportation and recruitment from other K-8 schools.
<i>Budget narrative – expectations re ESE</i>	Substantial financial support, either directly from ESE or through grant funding that ESE receives on behalf of Project GRAD, to support additional programs described in proposal
<i>SY2014-15 budget detail</i>	* High-level estimates; actual costs may vary; all detail below in addition to current spending within Morgan school budget.

From July 1, 2014 to June 30, 2015 (first year of managing the school):

Title	July 1, 2014 - June 30, 2015
Leadership and Learning	\$25,000
Literacy program	\$100,000
Math and literacy coaches	\$120,000
New Tech Network	\$36,000
Project GRAD Management Fee	\$200,000
Project GRAD Project Director	\$120,000
TeachPlus	\$44,493
Technology	\$75,000
The Parent-Child Home Program	\$90,000
Travel	\$30,000
TOTAL	\$840,493

Level 5 school operators

Budget details contained in responses to Request for Quotes 14RFQATARS1

2. Boston – Dever Elementary School

<i>Operator</i>	Blueprint School Network
<i>Budget narrative – expectations re district</i>	District will provide selected services to support turnaround plan implementation and general operation of school, including but not limited to: equitable access to district leadership, teach and school staffing pools, administrative services and data systems, resource procurement and ordering, student transportation, food/nutrition services, school building maintenance & facilities, special education services, PD opportunities and providers (as needed), technology support, systems, and resources, capital expenditures (as needed), curriculum & materials (as needed). Autonomy, flexibility, and resources to fully implement five strategies of Blueprint's program model: investing in human capital, increasing instructional time, providing small group, differentiated instruction, organizing, synthesizing, and using performance data Dever's operating budget will accommodate (1) increasing instructional time 20% beyond district calendar, (2) implementation of math fellows program for 120 students, support turnaround initiative for minimum of three years.
<i>Budget narrative – expectations re ESE</i>	ESE will lead establishment of working conditions and agreements for staff in coordination with Blueprint
<i>SY2014-15 budget detail</i>	\$400,000 to cover fees for Blueprint services and activities described in proposal.

3. Boston – Holland Elementary School

<i>Operator</i>	Unlocking Potential
<i>Budget narrative – expectations re district</i>	UP would require complete budgetary and spending authority. Require that school need not work through local district for purchasing. UP would require that entitlement funds flow directly to school rather than through district. If this is not possible, UP would require that value of said entitlement funds, at proportional levels to entitlement funds award to UP Academy Boston & UP Academy Dorchester, be added to allocation to the school. BPS would continue to provide some services much in the way the district currently provides services to UP Academy Boston & UP Dorchester. UP would determine services it would purchase, potentially including: transportation, maintenance, administration of payroll & employee benefits, certain IT services, food services, certain enrollment services.
<i>Budget narrative – expectations re ESE</i>	ESE will intervene should services purchased from BPS not be provided at highest quality level. ESE must have the authority to make final determinations of per-pupil allocation based on actual students served (not projections of students).
<i>SY2014-15 budget detail</i>	\$1,100 per pupil management fee: \$440,000 (400 students) or \$770,000 (700 students) [reference to potentially operating a portion of school in 14-15] Per pupil allocation from BPS comparable to any other similar school (size & demographics) in BPS. Entitlement funds as described above.

ATTACHMENT J

From: [Alix Olian](#)
To: [Veto, Liza](#); [Bell, William](#)
Cc: [Shor, Rebecca](#); [Daryl Ogden](#)
Subject: Re: budget projections
Date: Monday, March 24, 2014 4:27:23 PM

It includes about \$75,000 for pre-K. If we have to rent a space, though, that cost could go significantly up... that's a good catch.

Alix Olian
Chief of Staff, Project GRAD USA
aolian@projectgradusa.org
847.224.2922

From: Veto, Liza [<mailto:LVeto@doe.mass.edu>]
Sent: Monday, March 24, 2014 3:18PM
To: Alix Olian; Bell, William
Cc: Shor, Rebecca; Daryl Ogden
Subject: RE: budget projections

Alix, just a quick Q for clarity: Does the 950K include any pre-K costs?

From: Alix Olian [<mailto:aolian@projectgradusa.org>]
Sent: Monday, March 24, 2014 1:52 PM
To: Bell, William
Cc: Shor, Rebecca; Veto, Liza; Daryl Ogden
Subject: RE: budget projections

Hi Bill,

I hope this email finds you well. We're looking forward to working together, and really appreciate your help sorting out the Morgan budget.

At this point, we have a good estimate of the additional costs we foresee for managing Morgan, on top of the costs that are already included in the budget (e.g., salaries for existing positions). We believe that number is around \$950,000, and includes the following: teacher and leader PD, kindergarten program, math and literacy programs, math and literacy coaches, New Tech Network for 6-8 STEM Academy, Project GRAD management fee, Project GRAD project director, and an early childhood parent-child literacy program.

We are sorry that we can't provide an all-in figure at this time, but without knowing the current costs, it's too hard to say. As you figure out this year's expenditures, though, we can certainly work with you to get to the correct estimated total. We also see these costs changing slightly in the coming years, as we would include additional programs such as TeachPlus and make other changes.

Please let us know if you have any questions.

Thanks,
Alix

Alix Olian
Chief of Staff, Project GRAD USA
aolian@projectgradusa.org
847.224.2922

From: Shor, Rebecca [mailto:RShor@doe.mass.edu]
Sent: Friday, March 21, 2014 4:19 PM
To: 'mspengler@blueprintschools.org'; Daryl Ogden; 'edodd@blueprintschools.org'; Alix Olian
Cc: Bell, William; Veto, Liza
Subject: budget projections

Hi Matt, Daryl, Emily and Alix –

In case you don't know each other already, I wanted to virtually introduce you to Bill Bell who is ESE's Associate Commissioner for Administration & Finance and is stepping in to help sort out Level 5 school budgets.

As you probably know, we're still trying to land the plane on determining what the district-allocated school budgets will be in Boston and Holyoke. In the meanwhile, however, it would be really helpful to get a better sense of what you're projecting as the required budget to run your respective school next year (including any management fees). If this is something you've already shared (perhaps with Manuel?) – our apologies for the redundant request. But if you do have something you could send along, that would be terrific.

Bill will likely be in touch with you next week to discuss further --- and please feel free to reach out with any questions.

Cheers,
Becca

Rebecca Shor
Office of District & School Turnaround
MA Department of Elementary and Secondary Education
75 Pleasant St. Malden, MA 02148
Phone: 781-338-3559
rshor@doe.mass.edu

ATTACHMENT K

From: Bell, William
To: Shor, Rebecca
Subject: FW: Morgan budget estimates
Date: Friday, April 25, 2014 1:55:00 PM
Attachments: 20140404 Budget estimates for additional items.xlsx

From: Alix Olian [mailto:aolian@projectgradusa.org]
Sent: Friday, April 04, 2014 10:32 AM
To: Bell, William
Cc: Daryl Ogden
Subject: Morgan budget estimates

Bill,

Thanks for your time this morning. Attached is the list of items we discussed – happy to provide more detail as would be helpful, and looking forward to continuing to work on this.

Thanks,
Alix

Alix Olian
Chief of Staff, Project GRAD USA
aolian@projectgradusa.org
847.224.2922

Items for Morgan on top of current costs - estimates pending review of budget

Item	Cost
GRAD education delivery cost	\$ 350,000
GRAD project director	\$ 130,000
Pre-Kindergarten	\$ 75,000
Leadership and learning	\$ 68,000
Literacy and math coaches	\$ 140,000
Literacy and math program	\$ 100,000
PCHP	\$ 100,000
Total	\$ 963,000

ATTACHMENT L

847.224.2922

From: Carleton, Sarah (DOE)
Sent: Friday, April 04, 2014 4:19 PM
To: 'Alix Olian'
Cc: Bell, William; Monteiro, Manuel; Veto, Liza; Foisy, Lynda; Zeig, Lise M; Shor, Rebecca
Subject: RE: budget

Alix,

Liza Veto said that you'd like to have more information about the FY14 local budget for Morgan School. I've attached a summary we pulled from the district's budget as posted online, which I hope is helpful. As you know, Bill and Allan Ingram are working on getting some figures for FY15 from Christine Regan.

Pages 3-6 of the FY14 budget [online](#) explained their approach to allocating dollars across their schools, which is pretty formulaic. I expect they will do something similar this year, and use line items in their next budget similar to the ones we have in this file. Bill can review their methods with Christine next week, and then work with you on the revenues you can expect from the district.

Regards,

Sarah

Sarah Carleton

Office of Planning and Research
MA Dept of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148
781-338-3511

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Holyoke Public Schools
FY15 School Based Budget Projection
Morgan Full Service Community School

	FY14	CURRENT FY14	FY15
Enrollment – K-8			
Total	400	396	396
Low Income	393	390	390
SWD	76	84	84
ELL	187	187	187

Allocations in district budget

General Fund	FY14	CURRENT FY14	FY15
Administration Technology	\$37,398		
Principal's office	\$301,393		
Teaching services	\$1,423,260		
Teacher specialists	\$333,745		
Paras/instructional assistants	\$102,916		
Substitutes	\$33,000		
Guidance services	\$111,584		
Attendance/outreach services	\$23,516		
Custodial services	\$172,522		
Expenses			
Principal's office	\$11,650		
Principal's office technology	\$1,000		
Custodial services	\$500		

Total General Fund

Additional local revenue	FY14	CURRENT FY14	FY15
Extended Learning Time			
Additional funds for ELL programs such as dual immersion			
Additional funds for new/expanding programs such as Pre-K or STEM			
Special education funding (i.e., OT, PT, SLP, 1:1 aides, psychiatrists)			
Nurse			

Curriculum & Instruction support from central office			
Other central resources allocated to schools, e.g. library, student support, summer school, textbooks, technology			
Facilities, transportation, food services, payroll services, benefits, etc.	In kind		In kind
Total additional local revenue	\$0		\$0
Total Revenue From District Budget	\$2,552,484	\$2,648,546	\$2,423,420

Revenue from federal grants

	FY14	CURRENT FY14	FY15	
Title I	\$592,500	\$641,142	\$641,142	level fund?
Title I – share from district reservations	N/A			
Title IIA	\$900	\$14,885	\$14,141	5% reduction?
Title III	\$55,592	\$44,291		
IDEA (Special Education)				
RTTT	\$102,345	\$107,618	\$62,842	
Wrap-around Zone	\$27,300	\$28,442		
School Redesign	\$12,051	\$428,334		
21 st Century	\$114,674	\$65,247	\$61,985	5% reduction?
Curriculum & Instruction support from central office				
Other central resources allocated to schools, e.g. library, student support, summer school, textbooks, technology				

Revenue from State Grants

	FY14	CURRENT FY14	FY15	
<i>Programs for ELL Learners in Gateway Cities</i>	N/A			
<i>Gateway Cities Career Academies</i>	N/A			
<i>Literacy Programs</i>	N/A			
<i>KINDERGARTEN EXPANSION GRANTS</i>	\$11,251	\$17,582	\$16,703	5% reduction?
<i>BASIC ED ATTAINMENT AND WORK</i>	N/A			
<i>Financial Literacy Program</i>	N/A			
<i>COMPREHENSIVE ASSESSMENT EXAM SUPPORT</i>	N/A			
<i>COMPREHENSIVE ASSESSMENT EXAM SUPPORT</i>	N/A			
<i>COMPREHENSIVE ASSESSMENT EXAM SUPPORT</i>	N/A			
<i>COMPREHENSIVE ASSESSMENT EXAM SUPPORT</i>	N/A			
<i>COMPREHENSIVE ASSESSMENT EXAM SUPPORT</i>	N/A			
<i>After-School and Out-of-School Grants</i>	N/A			

<i>Subtotal State Grants</i>	<i>\$11,521</i>	<i>\$17,582</i>	<i>\$16,703</i>
Total Revenue for Level 5 School, 2014-2015	<i>\$3,469,367</i>	<i>\$3,996,087</i>	<i>\$3,220,232</i>

**assuming a 5% decrease in grants, and discontinuation of ReDesign and Wrap Around Zone, and change in how we allocate coaching*

