

Massachusetts Department of Elementary and Secondary Education

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August 18, 2017

Dear Students, parents, educators, staff, community members, and friends of the Morgan Full Service Community School:

We are excited to share the progress the Morgan Full Service Community School (Morgan school) has made since the launch of the school's turnaround plan three years ago. Your steadfast commitment and collective effort over these last three years of receivership have driven impressive improvements in student learning and achievement. Student learning gains are improving as more students are approaching grade level standards more quickly and more students are achieving on grade level. In addition students are thriving in a welcoming, safe and supportive school culture taught by a team focused on and committed to the students' continued accelerated academic improvement.

These significant accomplishments are certainly worth celebrating. But we must maintain this same tenacity and level of hard work as we strive to continue improving -- there is still work to be done. Proficiency results in English language arts, math and science remain below state proficiency averages and many of our students are still not approaching grade level fast enough. We cannot afford to mistake improved for acceptable.

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

- 1) An effective and thriving workforce,
- 2) High quality instruction for all,
- 3) Personalized pathways, and
- 4) Engaged students, families and community.

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

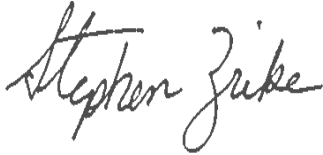
You have already demonstrated that, by working together, extraordinary improvement is possible. Let us continue to make such impressive strides for years to come.

We look forward to working with you.

Sincerely,

A handwritten signature in black ink that reads "Jeff Wulfson". The signature is written in a cursive style with a large, prominent "J" and "W".

Jeff Wulfson
Acting Commissioner
Department of Elementary & Secondary Education

A handwritten signature in black ink that reads "Stephen Zrike". The signature is written in a cursive style with a large, prominent "S" and "Z".

Stephen Zrike Jr., Ph.D.
Receiver, Morgan Full Service Community School
Holyoke Public Schools

Introduction from Acting Commissioner Wulfson

On October 30, 2013, Commissioner Mitchell Chester determined that the Morgan school was chronically underperforming – a Level 5 school in the Commonwealth’s accountability system. This designation provided a significant opportunity to transform the school from one of the lowest performing in the state to an extraordinary school with sustained high performance. Using the tools provided by the Achievement Gap Act, we will continue to transform Morgan school so that all students receive a high quality education.

On January 29, 2014, Commissioner Chester named Project GRAD USA as the receiver for Morgan school. Project GRAD participated in the creation of the school’s original 2014 turnaround plan and served as the receiver for the 2014-2015 school year. On April 28, 2015, upon Commissioner Chester’s recommendation, the Board of Elementary and Secondary Education placed the Holyoke Public Schools in receivership. On June 1, 2015, Dr. Stephen Zrike, Jr. was named the receiver of the district. The following month, on July 1, 2015, Dr. Zrike was appointed as Receiver for Morgan school.

Now, in the summer of 2017, we recognize that the Morgan school has achieved progress, with much work still to be accomplished. To provide sufficient time for the strategies put in place to reach full and even implementation and to improve student achievement schoolwide, I am renewing the turnaround plan for an additional three-year term.

Executive Summary

We remain committed to the essential strategies set forth in the 2014 Turnaround Plan, which harnessed the strengths of the school’s many talented educators and students. In this plan renewal, we have reflected on our progress to date and examined areas where we may refine or deepen our focus under the renewed plan. We will continue to focus on the priority areas we set forth in the original plan, as follows:

- 1. *An Effective and Thriving Workforce:*** Significantly improving instructional quality and student learning will hinge on our ability to attract, develop, and retain outstanding leaders and teachers. The Receiver will draw on his network of organizational, state and university contacts to recruit a core team of school leaders and master teachers who have successfully supported students in making dramatic gains in learning and achievement. Equally important will be ongoing support for professional learning. Morgan school will be a site of ongoing learning and growth for not only students but also the adults who serve them. Professional learning support will be embedded in team structures and practices, deepened through individual content-focused coaching, monitored using an explicit cycle of continuous feedback and improvement, and enriched through participation in formal learning opportunities.
- 2. *High Quality Instruction for All:*** We will continue to develop and enhance systems and routines for collective examination of students’ learning data and teachers’ practice to inform and improve instructional planning, strategies and use of a rich set of aligned resources for curriculum, assessment and enrichment. This is central to our work. Through these systems and routines, we will establish a sense of collective responsibility for student learning outcomes and a culture of critical inquiry into practice that accelerates all students’ (including EL and SWD) progress. Our multi-tiered approach will be supported by a

formative data cycle and analysis) to enable timely adaptive response. With the goals of decreasing the achievement gap for kindergarteners arriving at Morgan school and providing students with an earlier exposure to formal education, we will continue to expand and refine Pre-kindergarten (Pre-K) opportunities and programming. We will continue to leverage extended time for students and staff in order to accelerate student learning and teacher professional development and planning.

3. ***Personalized Pathways¹***: We will ensure students have a personalized approach to their education. We are dedicated to promoting Morgan students' high achievement and deep engagement in the areas of literacy, and science, technology, engineering, and mathematics (STEM) learning. We will expose students to a wide array of instruction and resources across science, technology, engineering, and math, centered on a rigorous project-based learning environment. We will increase both time dedicated to and rigor of STEM instruction. We will build high expectations for student achievement into the Morgan school and classroom culture, resulting in clear pathways to eventual college and career success. We will do this through classroom instruction, but also by integrating strong partnerships with local businesses, STEM-focused organizations, and institutions of higher education.
4. ***Engaged Students, Families and Community***: Our school's commitment to integrating families' aspirations and values with Morgan school's mission and goals is a resource upon which we seek to build. We will engage parents as partners and leaders of this work through the convening of a School Site Council (SSC) and an English Language Learner (ELL) Parent Advisory Committee (PAC), which will work to champion student learning and raise achievement. The SSC will cultivate and strengthen partnerships with community health and social service organizations, civic groups, businesses, and institutions of higher education in order to ensure families access to a broad range of supports and enrichment opportunities. The SSC will help recruit and develop additional parent leadership for PAC. Building upon the established Family Resource Center at Morgan school, the physical home for this work will be a new Welcome Center - a room in the school dedicated to adult and family learning - which will serve as a clearinghouse for information about social, economic, and civic services and opportunities. A bilingual Campus-Family Support Manager will be hired to coordinate and maintain momentum for engagement activities.

Three years into the turnaround effort, we have focused on increasing the capacity of school leadership to develop staff. We have also focused on increasing time as well as building capacity for effective teacher collaboration and professional learning, and monitoring student data to target core instruction and assign interventions. The distributed leadership style of Morgan school's leaders gave them the ability to develop staff pedagogically and to work closely with coaches so that coaches understand and can address the needs of the school overall and the needs of individual teachers. During the 2016–17 school year, members of the instructional leadership team (ILT)

¹ On January 9, 2017, Commissioner Chester approved Receiver Zrike's request to amend the Morgan school turnaround plan. This amendment allowed for a stronger focus on personalized pathways for all students. At that time, the Priority Area titles were also simplified. The amendment and Commissioner Chester's approve can be found here: <http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/level-5-schools/current-level-5-schools/morgan-full-service-community-school-holyoke.html>

started taking on leadership roles including creating and delivering professional development sessions.

As we implemented this plan over the last three years, we have monitored the results and learned from the experiences. While adjustments have been made along the way, where appropriate, these changes remain consistent with the priorities, strategies, and goals outlined in the 2014 Turnaround Plan. As a result, over the last three years, we have made significant progress on many of the goals set forth in the 2014 plan. Specifically, we have accomplished the following:

- Developed a reflective, growth mindset in staff and a culture of shared responsibility for students
- Created blocks of uninterrupted planning time for teachers to work with coaches and colleagues
- Implemented a coherent instructional focus and set of related strategies schoolwide
- Offered professional development consistent with their instructional focus and adjusted based on emerging data and evidence
- Improved core instruction by raising expectations and planning for and executing more cognitively demanding student tasks aligned to grade level standards
- Developed a structured intervention block for all students designed to respond to identified targeted needs
- Monitored data frequently to provide students with appropriate interventions
- Offered a weekly enrichment block to all students

Looking forward, we plan to use the systems and structures already developed to continue to support all teachers to provide students with cognitively demanding instruction. Additionally, we will continue to focus and expand on providing students with enriching experiences outside of the classroom. Leadership at Morgan school intends to continue to build a stable staff by retaining high quality teachers, developing distributed leadership across the school and increasing the skills of staff through targeted supports and professional development.

Priority Area for Improvement #1: An Effective and Thriving Workforce

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

Rationale for Identifying Area #1 as a Priority

Outstanding leaders and teachers are critical to the success of all components of this turnaround plan. Working together, they will drive instructional quality and hold primary responsibility for the improvement of student learning and achievement. Given the high percentage of English Learners and students with identified learning disabilities, it is imperative to hire teachers and leaders who possess the commitment and demonstrated potential to work effectively with these groups of students. Once teachers are hired, they must continue to participate in high quality and relevant professional learning activities in order to refine and sustain instructional practices that are both rigorous and responsive to learners.

For challenges addressed by Priority Area #1, please see the April 18, 2014 Turnaround Plan at pp. 4-5: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/morgan-final-plan-modified-bese.pdf>.

Strategies to Achieve Priority Area #1

Key Strategy	Owner
<p>1.1 Personnel recruitment and placement: The Receiver will have sole discretion to select the staff for any and all positions at the school. In order to execute this autonomy, consistent with G.L. 69 1J(o) (8), following consultation with the union, all existing staff will be required to reapply for their positions if they are interested in continuing to work at Morgan school. Specifically, the Receiver may select staff for Morgan school positions without regard to seniority within the Holyoke Teachers Association (HTA) or past practices between the Holyoke School Committee and the HTA. Further, the Principals, in collaboration with the Receiver, may formulate job descriptions, duties, and responsibilities for any and all positions in the school. The Principals may make adjustments annually. The Principals may also move staff to other positions in the school if they are properly licensed for those positions. Other necessary autonomies are included in Appendix A.</p> <p>The Receiver will re-interview every interested member of the Morgan school staff to identify individuals who possess the commitment, knowledge, and skill to work with colleagues to transform learning and teaching at Morgan school. We will also look at data (e.g. educator evaluation data, prior student performance, student growth percentile (SGP)) that show previous success improving student achievement. In Winter/Spring 2014, we will begin to recruit and hire talented school leaders and teachers to establish a strong faculty team. We will work with our partners to source talent nationally and focus concentrated efforts in Massachusetts, as well as use external advertising methods and tap into existing networks. The (re)application and interview process will require teachers to provide artifacts of practice (video, assigned tasks, student work samples), as well as evidence of the ability to plan standards-aligned lessons, and the ability to be reflective on practice and the outcomes of practice (e.g., during hiring, asking candidates to use data to describe student progress or analyze data samples and reflect on what they would do as teachers). We will hire teachers and leaders who have the demonstrated expertise, experience, and commitment to serving Morgan’s students effectively.</p> <p><u>2017 Update:</u> Morgan school leadership has used staffing authority to fill and adjust positions as needed. In future years, Morgan school leadership will continue to use this autonomy to meet the needs of the students.</p>	Receiver Zrike
<p>1.2 Content-Focused Coaching in English language arts (ELA) and Mathematics: Two full-time instructional coaches (one in ELA, one in math) will be hired to work with faculty in their classrooms to translate instructional models and resources into daily practice. Coaches will co-plan with individuals and grade level teams, co-teach, model, observe, and provide critical feedback. They will also cultivate and support routines for the ongoing collective assessment of student learning and for collaborative instructional planning.</p>	Receiver Zrike

<p>In order to ensure that Sheltered English Immersion (SEI) strategies are embedded in all content areas and planning, coaches will play an integral part in modeling, supporting and monitoring the effective implementation of these strategies across grade levels and content-areas. Coaches will set goals and plan lessons and units with teachers, strategically incorporating SEI strategies and the Massachusetts Curriculum Frameworks (including Common Core shifts). Administrators and coaches will ensure that the proper structures are in place for the success of all teachers through the following: providing support and guidance through lesson planning; co-teaching to model good instructional strategies for all students; observing and assisting the teacher during instructional times; and implementing follow-up conversations and planning sessions where the coach and teacher are equal partners in evaluating the strengths of the lesson and next-steps based on student’s needs (as informed by formative and summative data.)</p> <p><u>2017 Update:</u> After two years Morgan school leadership has found and developed effective ELA and Math coaches. They have led professional learning around standards-based content planning and the integration of SEI strategies as appropriate. They have also coached and provided feedback on lesson plan implementation and next steps. In future years, Morgan school leadership will continue to develop coaches that support the needs of Morgan school and impact student learning in every classroom.</p>	
<p>1.3 Summer Professional Development – SEI and Standards-Based, Data-Informed Planning and Instruction: All teachers will participate in two weeks of professional development and planning during the last two weeks of August before the school year starts. This will serve as a foundation for all professional development throughout the year. Over the course of these two weeks, teachers will focus on:</p> <ul style="list-style-type: none"> • supporting students’ academic language development across the subject areas through Sheltered English Instruction strategies • analysis of benchmark and formative assessment data and • use of data to support standards-based planning and instruction • mapping of standards, curriculum and assessments <p>As part of week one professional development activities, faculty who have not already been certified for SEI will complete the first module of State Rethinking Equity and Teaching for English Language Learners (RETELL) training (approximately 8 hours). Teachers who have demonstrated expertise and success in working with ELLs will be invited to serve as peer co-facilitators, and so model the kind of teacher leadership we seek to cultivate. Throughout the two weeks, teachers will work to integrate SEI concepts and strategies into plans for instruction and assessment. Teachers will complete remaining training modules over the course of the academic year in a similar format.</p> <p><u>2017 Update:</u> In 2014, all Morgan teachers participated in the SEI</p>	<p>Receiver Zrike, coaches</p>

<p>endorsement course. Morgan leadership acknowledges the importance of providing high quality instruction for English learners (ELs), and in the future, will continue to recruit teachers who have obtained the SEI endorsement and provide support and professional learning to all staff to improve outcomes for ELs. Morgan school will continue to collaborate with the district to ensure all of its teachers are SEI endorsed each year.</p>	
<p>1.4 Ongoing Observation and Feedback: Principals and coaches will frequently visit teachers’ classrooms and provide constructive feedback that aligns to the ESE Standards and Indicators of Effective Teaching Practice Teacher Rubric, Educator Observation Tool, and the SEI Strategy Observation Tool. Teachers and administrators will set clear expectations using the Educator Evaluation rubrics and the Educator observation tools that will be used during all observations. Teachers will join and build grade- and content-level Professional Learning Communities (PLCs), which will be led by teachers. These PLCs will develop through ongoing observation and feedback. Teachers may study exemplar lessons through video or transcripts, read professional articles or books to deepen their level of pedagogical knowledge observe one another’s classrooms during instructional rounds, and/or capture and analyze their practice on video. In making practice public, PLCs will enable teachers and leaders to reflect on progress and challenges implementing SEI strategies and standards-based lessons planning and delivery. Teachers will share, examine, and provide feedback on daily instructional practice allowing teachers to reflect on and improve their practice with the support of their team of co-teachers, coaches, and administrators. Teachers will use the follow-up times (led by coaches and administrators) from this on-site professional learning to discuss next steps and implementation within classrooms.</p> <p><u>2017 Update:</u> Morgan leadership has established a robust observation and feedback cycle which includes the educator evaluation system, coaching cycles, and peer review. In future years, Morgan school will continue to refine these systems to provide continuous feedback to practitioners and rapidly accelerate achievement for Morgan students.</p>	<p>Principals, coaches, teachers</p>
<p>1.5 Targeted Support for Teachers: We will implement a continuous cycle of improvement. Based on needs identified by coaches, principals, and teachers through assessment and observation, we will use special workshops, team and individual coaching to target and strengthen particular instructional practices (e.g., effective use of SEI strategies, tiered instruction and scaffolds, flexible grouping, and formative feedback). PLCs will grow as teachers meet and plan together weekly. Teachers will use these weekly planning meetings to look at data (formative and summative), to plan lessons based on the Massachusetts Curriculum Frameworks, to discuss the effectiveness of the SEI strategies and other supports, and to identify students in need of intervention to master required concepts and content. These activities will focus on goals of the school and individual goals identified in the Educator Evaluation system. Administrators,</p>	<p>Receiver Zrike</p>

<p>coaches, and teachers will leave the planning meetings with clear expectations of next instructional steps and subsequent classroom observations will be used to monitor and provide feedback.</p> <p><u>2017 Update:</u> Morgan school has developed a structure for weekly planning meetings to meet the needs of the staff as well as to monitor the progress of students. In future years, Morgan school will continue to refine and adapt these systems to meet the professional learning needs of teachers and the instructional needs of the students.</p>	
<p>1.6 Professional Expectations for Staff: Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at Morgan Full Service Community School. In addition to traditional responsibilities, all staff members are expected to be involved in a variety of educational and administrative activities necessary to fulfill the mission of the school. The Principals, in consultation with the Receiver, will have the sole authority to set professional expectations and put policies and procedures in place for the school that will lead to the rapid academic achievement of Morgan’s students.</p> <p><u>2017 Update:</u> Morgan leadership has established a professional culture that includes high expectations and the unique demands of level 5 turnaround work. In future years, Morgan leadership will continue to cultivate this professional culture and hire and retain staff who are committed to turnaround efforts.</p>	Receiver Zrike, Principals
<p>1.7 Performance-Based Compensation: Effective July 2014, a new performance-based compensation system will be used to compensate Morgan staff.</p> <p><u>2017 Update:</u> The Morgan teacher career ladder promotes educators based on their effectiveness and includes opportunities for them to earn additional compensation, such as by teaching students in academies or serving on teacher leadership teams. In future years, Morgan leadership will continue to monitor and refine the implementation of the career ladder and leadership opportunities based on educator feedback and workforce trends.</p>	Receiver Zrike
<p>1.8 Dispute Resolution: The Receiver will utilize a dispute resolution process set forth in Appendix A that values employees’ input and allows for the rapid and effective resolution of employee concerns.</p> <p><u>2017 Update:</u> Morgan leadership has implemented the dispute resolution process and will rely on it as needed in future years.</p>	Receiver Zrike
<p>1.9 Policies and Agreements: Certain changes to the district’s policies, agreements, and working terms as they relate to the Morgan school are necessary</p>	Receiver Zrike

to achieve the goals of the turnaround plan. Appendix A contains changes that will take effect as of July 2014 and must be incorporated into future collective bargaining agreements as they relate to the Morgan school.

2017 Update: New policies and provisions have been implemented and included in collective bargaining agreements as applicable. In future years, Morgan leadership will continue to implement and refine as needed.

Priority Area 1 Implementation Benchmarks

- Morgan school will continue to use the Depths Of Knowledge model (DOK) as a way to ensure and calibrate the rigor of tasks in which students engage. This provides a scale that allows teachers and leaders to categorize tasks assigned to students according to the complexity of thinking required to successfully complete them. Leaders established a 1.85 baseline from SY 17 end of year learning walks, Morgan school will improve in SY18 learning walk results to at least 2.1 by December; at least 2.5 by March; and at least 2.8 by June.
- 100% of school instructional leaders will provide specific and actionable feedback to teachers aligned to focus on developing and implementing high levels of cognitive demand in student tasks using DOK. Evidence will be provided by sample feedback and notes from classroom observations as well as agendas and notes from professional learning. Progress on this benchmark will be provided quarterly.

Priority Area for Improvement #2: High Quality Instruction for All²

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

Rationale for Identifying Area #2 as a Priority

As identified in the ESE report, *Emerging and Sustaining Practices for School Turnaround*, the provision of student- and teacher-specific supports and interventions that are informed by routine analysis of relevant data and responsive to identified student/teacher needs is highly correlated with school turnaround success. This finding is consistent with the findings of Bryk and colleagues in Chicago, regarding the importance of a “coherent instructional guidance system” – i.e., well-articulated systems of curricular and instructional support, assessment and feedback – to drive school level improvement forward.³ Developing a sustainable culture for student and professional learning demands that sufficient time and focus be allocated for that purpose. An extended school day will provide increased time for student and teacher learning. With an emphasis on targeted interventions and tiered instruction to support all students (including English Learners (EL) and students with disabilities (SWD) in achieving rigorous standards, teachers need sufficient and aligned resources and teaching strategies that address the needs of subgroups. We will use SEI endorsement training to establish a language rich environment that promotes literacy across the content areas for all students and provides appropriate scaffolds and supports for EL. We will create systems to ensure that SWD receive high quality instructional opportunities and supports. All resources allocated to Morgan school – including time, funds, human capital, operational supports, and other resources – will be used to maximum effectiveness and will be fully aligned in support of student learning.

For challenges addressed by Priority Area #2, please see the April 18, 2014 Turnaround Plan at pp. 11-12 and pp. 24-25: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/morgan-final-plan-modified-bese.pdf>.

² On January 9, 2017, Commissioner Chester approved Receiver Zrike’s request to amend the Morgan turnaround plan. This amendment combined former priority area 2: systems to support professional learning and responsiveness in practice and former priority area 4: targeted and aligned resources into one more comprehensive priority area of High Quality Instruction for All. The amendment and Commissioner Chester’s approve can be found here: <http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/support-for-level-3-4-and-5-districts-and-schools/school-and-district-turnaround/level-5-schools/current-level-5-schools/morgan-full-service-community-school-holyoke.html>

³ Bryk, A.S., Sebring, P.B., Allensworth, E., Luppescu, S. & Easton, J.Q. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

Strategies to Achieve Priority Area #2

Key Strategy	Owner
<p>2.1 Aligned resources in ELA (system of standards, curriculum, instructional strategies and assessments): Identify and make available to teachers ELA resources and instructional practices aligned with Massachusetts Curriculum Frameworks. Informational texts will be chosen to connect with focal science and technology topics for each grade. We will select resources that provide the strategies, tools and classroom support for teachers to respond effectively to the diversity of learning needs and assets among their students; that have demonstrated effectiveness in schools with similar demographics; and that will be compatible with our commitments to cultivating student agency and responsibility through problem/project based learning. The ELA coaches will work with teachers to align and adapt resources to be responsive to learners’ needs.</p> <p><u>2017 Update:</u> Morgan leadership has identified various ELA resources aligned with Massachusetts Curriculum Frameworks and teachers are effectively implementing these resources consistently across all grade levels. Resources were chosen to include Science and Technology topics in order to reinforce the school’s focus on those subject areas. In conjunction with Administration and ILT, the ELA coach has worked with teachers to align and adapt resources to be responsive to Morgan students’ needs. In future years, Morgan leadership will continue to refine and improve systems in order to build the capacity of all teachers to deliver rigorous standards-based ELA instruction adapted so that all students reach grade level proficiency.</p>	<p>Receiver Zrike, ELA coaches</p>
<p>2.2 Aligned resources in mathematics (system of standards, curriculum, instructional strategies and assessments): Identify and make available to teachers mathematics resources and instructional practices aligned with Massachusetts Curriculum Frameworks. We will select an approach that emphasizes the development of students’ skills in reasoning, argumentation, modeling, and representation, as well as computational fluency. Curricular materials and instructional practices will engage students in reasoning, representing and justifying their thinking about mathematical situations; whole group instruction will be augmented by independent and small group guided learning opportunities to allow for greater differentiation. The math coaches will work with teachers to align and adapt resources to be responsive to learners’ needs. We will work with ESE and university and other partners to articulate a curriculum map, aligned resources, and two extended units per grade in Pre-K – grade 3, four extended units in grades 4-6, and six units for grades 7-8.</p> <p><u>2017 Update:</u> Morgan leadership has provided various Math resources aligned with Massachusetts Curriculum Frameworks including all</p>	<p>Receiver Zrike, math coaches</p>

<p>Standards for Mathematical Practice (SMPs) in order to ensure that both content and reasoning were addressed. Teachers are using these resources consistently across all grade levels. In conjunction with Administration and ILT, the Math coach has worked with teachers to align and adapt resources to be responsive to Morgan students’ needs. In future years, Morgan leadership will continue to refine and improve systems in order to build the capacity of all teachers to deliver rigorous standards-based Math instruction and thinking adapted so that all students reach grade level proficiency.</p>	
<p>2.3 Aligned resources in science (system of standards, curriculum, instructional strategies and assessments): Identify and implement science and technology resources and instructional practices aligned with state and Next Generation Science Standards. This will support our increased focus on STEM, particularly in grades 6 through 8. We will work with ESE, and other partners to articulate a curriculum map, aligned resources, and two extended units per grade in Pre-K – grade 3, four extended units in grades 4-5, and six units for grades 6-8.</p> <p><u>2017 Update:</u> In collaboration with ESE and ILT, Morgan leadership has made steady progress aligning resources and practices to Next Generation Science Standards (NGSS). Currently, every grade level K-8 has fully aligned curriculum maps and related STEM challenges. Additionally, all grade levels have a dedicated instructional block for Science, which represents a significant increase, and are using STEMScopes. In future years, Morgan leadership will continue to improve and deepen Science and Engineering teaching and learning. A goal is to integrate and link related domains as well as integrate the science and engineering practices to ensure deep understanding and connections. Additionally there will be an increased focus on creating and completing real world STEM Challenges.</p>	<p>Receiver Zrike</p>
<p>2.4 Sheltered English Instruction (SEI) Endorsement and supports for English learners: Hiring will privilege those who are bilingual and have demonstrated impact with students or have demonstrated excellence in serving ELs. All teachers who teach ELs and do not already have ESL certification will be required to obtain SEI endorsement as soon as course availability allows, preferably by June 2015. Note that the goal is not merely compliance with State mandate, but rather the development of a language rich environment that promotes literacy across the content areas for all students. Thus, attention to language demands and opportunities and specific supports for language and literacy development will be woven into professional development throughout the year. Starting with the summer workshops, EL specialists will work with teacher teams to identify and develop grade level appropriate, differentiated assignments, and to identify support materials as teachers pursue standards-based planning. These methods will be implemented as soon as school begins.</p> <p><u>2017 Update:</u> Morgan school provided the SEI Endorsement course in SY</p>	<p>Receiver Zrike, with ESE assistance to ensure all teachers can obtain endorsement</p>

<p>14-15 certifying all current staff that year. Subsequently, Morgan leadership has hired endorsed teachers or worked with the district to provide the SEI Endorsement course. Whenever possible they have hired experienced ESL teachers. Morgan leadership recognizes the central importance of language acquisition and a language rich environment and has included it in all professional learning and planning. In future years, Morgan leadership will focus on professional development and planning to ensure that SEI strategies and best practices remain at the forefront of all planning and lesson delivery to appropriately shelter content and differentiate for the varying language levels of students.</p>	
<p>2.5 Supports for Students with Disabilities (SWDs): Receiver Zrike’s two-fold commitment is to: provide high-quality instruction for SWDs in the least restrictive environment, consistent with individual students’ IEPs; and to ensure that SWDs are provided the same opportunities (educational, social, etc.) and access as their nondisabled peers. Morgan school will create an inclusive environment for all students that will allow SWDs to participate in all school-wide and grade-level activities with their classmates in the general education program to the greatest extent possible as identified in students’ Individualized Education Program (IEPs). Staff (general educators, special educators, related service providers, specialist teachers, paraprofessionals, etc.) will plan collaboratively to deliver high quality services and instruction to SWDs, incorporating all aspects of students’ IEPs.</p> <p>Morgan school will review, revise, and/or develop policies, practices, and procedures to ensure full compliance with Federal and State Special Education Regulations. When considering a more restrictive environment for an individual student, Morgan school will ensure the team process and development of an IEP (603.CMR 28.05) and Placement of Service Options (603 CMR 28.06) requirements are followed.</p> <p>In order to ensure high quality services and supports for SWDs, Receiver Zrike will appropriately recruit, hire, and support licensed students with disabilities teachers, paraprofessionals or other specialists needed to meet the requirements of students’ IEPs and/or 504 plans. Facilitation of the Special Education Team process will be led by a licensed special education professional.</p> <p>The Commissioner shall identify specific strategies and resources that will be utilized for Morgan special needs students and shall describe how such strategies and resources will be implemented for the duration of the turnaround plan to address the achievement gaps relative to these students.</p> <p><u>2017 Update:</u> Morgan leadership has made progress in this strategy, but more work needs to be done. Morgan leadership is working closely with the district. They have refined and strengthened the protocols and procedures of the referral system as well as the Student Support Team</p>	

<p>process that works to address students’ needs in general education. All students with disabilities receive high quality instruction in accordance with their IEP’s. Retention of Students with disabilities teachers and a consistent Evaluation Team Leader dedicated to Morgan school is an area for improvement. In future years, Morgan leadership will work to stabilize the Students with disabilities staff and build on the systems established to ensure that students are appropriately placed in the least restrictive setting after exhausting all other pathways and receive high quality core instruction.</p>	
<p>2.6 Collective mapping of resources to standards: Teacher teams will work with coaches to unpack the Massachusetts Curriculum Frameworks, and to align curricular resources (cross-curricular whenever possible), instructional strategies (focused on SEI strategies), and assessments to those standards. Cross-curricular lessons will drive students to consider civic and social concerns in their study of STEM, ELA and math. School-wide themes and initiatives can engage students with the applications of their studies and build a sense of empowerment and responsibility for social action.</p> <p><u>2017 Update:</u> Morgan leadership aligned curricular resources (Reach for Reading, Math in Focus, Envisions, Glencoe, Stemscores, Expeditionary Learning) to the Massachusetts Curriculum Frameworks. Additionally, they implemented standards-based assessments (ANet, STAR Reading and Math, STEM Challenges, unit assessments) to measure those standards. While Morgan leadership has begun the process of unpacking the Massachusetts Curriculum Frameworks for deep understanding and resource utilization, this work is not yet fully developed. In future years, they will continue to lead and implement this professional work to better meet the instructional needs to Morgan students.</p>	<p>Receiver Zrike, Principals, Coaches</p>
<p>2.7 Quarterly data and planning meetings: School leaders and coaches will work with teacher teams to use data from daily curriculum and skills-based assessments, as well as quarterly benchmark assessments, to monitor student progress toward standards, to plan grade-level strategies and instruction, and to determine need and plans for tiered intervention and tutoring.</p> <p><u>2017 Update:</u> Morgan school has developed a structure for weekly planning meetings to meet the needs of the staff as well as to monitor the progress of students (Analyze ANet, STAR, Intervention data and make instructional and grouping adjustments based on these results). In future years, Morgan school will continue to build on this structure to refine, expand, and adapt these systems to meet the ongoing professional learning needs of teachers and the instructional needs of the students.</p>	<p>School Leaders, Coaches</p>
<p>2.8 Frequent cycles of formative assessment and feedback, including weekly data review and planning meetings: As noted in strategy 1.3 above,</p>	<p>School leaders,</p>

<p>from the start of school, leaders and coaches will work with teacher teams to implement frequent cycles of formative assessment and feedback to students. Teacher teams will meet weekly to monitor student progress and to plan appropriate strategies to address student learning needs, including for ELL students. (Formative data on ELL student progress will be triangulated with second year ACCESS results). These meetings will also be used to identify targeted areas of professional development needed for teachers and teacher teams (e.g., particular SEI practices, differentiated instruction, content-specific practices).</p> <p>2017 Update: Morgan school has developed a structure for weekly planning meetings to meet the needs of the staff as well as to monitor the progress of students that includes specific conversation about EL students. ACCESS results are used along with work samples and data collected on classroom visits using the SEI SmartCard. In future years, Morgan school will continue to build on this structure to refine, expand, and adapt these systems to meet the ongoing professional learning needs of teachers and the instructional needs of all students including ELs.</p>	<p>coaches, teachers, teacher leaders</p>
<p>2.9 Ongoing observation and feedback: Principals and coaches will observe teachers regularly and provide feedback that links student progress to instructional practice. Formal observations will be framed in relation to the ESE Effective Teaching Practice Teacher Rubric, as well as the Educator observation tools and SEI observation tools. Additionally, the leadership team, teacher leaders, and ELA/math coaches will foster and coordinate routines for peer observation, and collective examination of and reflection on teaching practice across the content areas.(See Strategies 1.2, 1.5, and 1.6.)This collective attention to practice will further enable school leaders and teachers to target areas of support needed for teachers and teaching teams (e.g., particular SEI practices, differentiated instruction, and content-specific practices).</p> <p>2017 Update: Morgan school has developed a robust system to observe teachers regularly and provide feedback that links student progress to instructional practice. This has included all elements of Massachusetts Educator Evaluation, Holyoke-designed feedback protocols, and peer observations. In future years, Morgan school will continue to refine and improve these systems to build teacher leadership, retain staff, and accelerate student outcomes.</p>	<p>Principals, coaches, school leaders, teacher leaders</p>
<p>2.9 Implementation of real-time data systems: Morgan’s leadership team and HPS will utilize a data analysis and management provider to track correlative data on a daily basis, and evaluate and refine intervention strategies.</p> <p>2017 Update: The development of a data analysis system has been iterative over these three years. However, Morgan school has developed a system to provide data for the purpose of evaluating and refining instructional and</p>	<p>Receiver Zrike</p>

<p>intervention strategies. In the future, Morgan leadership will continue to refine and improve data management systems that provide timely and appropriate data for teachers to use in instructional planning.</p>	
<p>2.10 Increased time for student learning and professional development and planning: The school day will be extended to run 7 hours 5 minutes for all students. This additional time will be allocated to the academic core, provide opportunities for targeted intervention, and open up opportunities for teacher development and collective data analysis and planning The master schedule will be revised to accommodate common planning, data analysis, and prep time. We will also extend the work year for teachers and provide up to 20 days for professional development (described in Priority Area 1) and planning. The length of the teacher work year will be up to 210 days and the length of the teacher work day will be 8.5 hours. During the course of the school year, teachers will participate in up to 5 professional development and planning days. These professional development days will enable Morgan educators to come together for professional learning and renewal, to co-construct an ambitious model of learning and teaching.</p> <p><u>2017 Update:</u> Morgan leadership has implemented all extended time as described and used it for professional learning and developing a model of high quality teaching. Scheduling and use of time has been an iterative process such as adjusting staff development time every morning from 30 minutes to 45 minutes each morning. In future years, Morgan leadership will continue to leverage extended time as needed for ongoing school improvement.</p>	<p>Receiver Zrike</p>
<p>2.11 Resources for tiered instruction to enhance and extend classroom supports: Morgan school will offer and implement a range of supplemental supports and/or interventions (including enrichment activities) and additional services to meet individual student needs, to ensure the full participation of every student in classroom activities. Our approach will include Response to Intervention (RTI), a prevention-oriented framework characterized by ongoing use of formal and informal formative and summative assessments of student progress linked to tiered, “just right” academic and behavioral supports and/or interventions/enrichment activities. We will use academic and behavioral data to monitor student progress, provide evidence-based supports and/or interventions, and adjust or modify supports and/or interventions as needed in response to student progress.</p> <p><u>2017 Update:</u> Morgan leadership has developed a system to enhance and extend classroom support. This has included a tiered behavioral support system, academic interventions continuously improving, development of an effective student support team (SST), and delivery of weekly enrichment activities by Morgan staff. In future years, Morgan leadership and staff will continue to improve and extend classroom supports.</p>	<p>Receiver Zrike</p>

<p>2.12 Pre-kindergarten Program: The Commissioner and Receiver shall take any and all steps to introduce a Pre-K program to the Morgan school by fall 2014. Building on the LSG’s recommendations, we will use Level 5 authorities, pending identification of appropriate space, to establish a Pre-K program for Morgan school, to begin in fall 2014. As part of program development, we will solicit input from a variety of Morgan school stakeholders.</p> <p>Having a Pre-K program for Morgan school will address several educational challenges:</p> <ul style="list-style-type: none"> • Allows students who would not otherwise have an opportunity to attend Pre-K the chance to attend by hosting Pre-K within close distance from most Morgan school families. • Promotes early language acquisition for ELLs • Allows for consistency in content and instructional practices between all grade levels • Allows for earlier connection and open communication with families of Morgan students • Accelerates Kindergarten readiness by providing an accessible school to attend in Pre-K <p>As part of Pre-K outreach with families, we will include a focus on attendance, so students may receive maximum benefits from the program.</p> <p><u>2017 Update:</u> A pre-kindergarten classroom opened at Morgan school in the fall of 2014 and has continued all three years. Additionally, two more Pre-K classrooms have been added; one in SY 15-16 and a second in SY 16-17. Currently there are approximately 56 students enrolled which has increased access to quality Pre-K education for Morgan families, impacted Kindergarten readiness and allowed for another avenue for family outreach. Improved attendance is a major area for growth; currently the Pre-K attendance rate is 88%. In future years, Morgan leadership will look for opportunities to expand and improve access to high quality Pre-K education and work with families to emphasize the importance of daily attendance to improve those outcomes.</p>	<p>Receiver Zrike</p>
<p>2.13 Enrichment Resources: Receiver Zrike will identify and coordinate enrichment resources ranging from in-school tutors to community-based activities. Morgan school will work with partner providers to coordinate offerings, prioritizing partners who can provide STEM-related resources.</p> <p><u>2017 Update:</u> Morgan students have participated in a variety of enrichment activities over the last three years. These have included: tutoring, cooking, arts and crafts, coding, board games, sports and movement, Legos and interactive theater. These have been provided in</p>	

<p>part by partners but primarily by Morgan staff as part of a dedicated enrichment block weekly. In future years, Morgan leadership will continue to revise and refine these enrichment offerings with input from students and families. Additionally, they will seek out appropriate community partners with aligned priorities to assist with offering enrichment activities.</p>	
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Priority Area 2 Implementation Benchmarks:

- As a result of implementing standards-based planning structures, data cycles and targeted intervention, and an effective Student Support Team (SST), all students (including Pre-K, EL and SWD) will grow toward and attain grade level standards.
- Students in grades 1-8 will demonstrate increased growth in Math on the STAR assessment (administered in October (BOY), January (MOY), and June (EOY)). 50% of all Morgan students will demonstrate at least 50% growth from BOY to MOY; 75% of all Morgan students will demonstrate at least 50% growth from MOY to EOY.
- Students in grades K-8 will demonstrate increased growth in ELA on the STAR assessment (administered in October (BOY), January (MOY), and June (EOY)). 50% of all Morgan students will demonstrate at least 50% growth from BOY to MOY; 75% of all Morgan students will demonstrate at least 50% growth from MOY to EOY.
- Students in grades 1-8 will demonstrate increased grade level proficiency in Math on the STAR assessment administered 3 times a year. By January (MOY assessment), the percentage of students at/above benchmark in each grade level will increase by 15% compared to benchmark assessment (BOY). By June (EOY assessment), the percentage of students at/above benchmark in each grade level will increase by 20% compared to MOY assessment.
- Students in grades K-8 will demonstrate increased grade level proficiency in ELA on the STAR assessments administered 3 times a year. By January (MOY assessment), the percentage of students at/above benchmark in each grade level will increase by 15 percentage points compared to benchmark assessment (BOY). By June (EOY assessment), the percentage of students at/above benchmark in each grade level will increase by 20 percentage points compared to MOY assessment.
- In an effort to improve daily PK attendance, Morgan school will implement focus strategies in an effort to attain 92% daily attendance in PK. Tracking this data will begin on October 1, 2017, in order to allow for final registrations throughout the month of September. Attendance figures for Pre-K students will be reported on quarterly.

Priority Area for Improvement #3: Personalized Pathways

Every student is unique; therefore we aim to create a holistic approach to support their diverse needs. Students engage in relevant and meaningful learning, targeted to their needs and interests and have multiple opportunities for success. Students have a personalized approach to their education affording them with the opportunity to graduate with an additional credential that provides for college and career options. We are dedicated to promoting Morgan students' high achievement and deep engagement in the areas of literacy, and science, technology, engineering, and mathematics (STEM) learning. We will expose students to a wide array of instruction and resources across science, technology, engineering, and math, centered on a rigorous project-based learning environment. We will increase both time dedicated to and rigor of STEM instruction. To supplement STEM strategies, we will pay careful attention to content area literacy, thus supporting ELA and STEM learning simultaneously. We will build high expectations for student achievement into the Morgan school and classroom culture, resulting in clear pathways to eventual college and career success. We will do this through classroom instruction, but also by integrating strong partnerships with local businesses, STEM-focused organizations, and institutions of higher education.

Rationale for Identifying Area #3 as a Priority

We believe personalized pathways, particularly with an increased STEM focus, will have positive outcomes for students in terms of preparing them for eventual college and career success. Students will have many opportunities through an enrichment block to explore their interests as well.

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

Second, a STEM education prepares students for eventual participation in a STEM workforce. Although not the only reason students should learn STEM fields, career readiness is a very positive outcome. According to the United States Department of Commerce, the growth of STEM-related jobs over the last 10 years was 3 times that of non-STEM fields. Moreover, 8 of the top 10 college majors associated with the highest median earnings per year are in engineering. By piquing students' interests early in STEM fields and giving them a foundational STEM education, they will be able to pursue STEM-related opportunities in further education and college.

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

For challenges addressed by Priority Area #3, please see the April 18, 2014 Turnaround Plan at

pp. 17-18: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/morgan-final-plan-modified-bese.pdf>.

Strategies to Achieve Priority Area #3

Key Strategy	Owner
<p>3.1 Increased STEM instruction for Morgan school’s students: Although we will maintain Morgan school’s current focus on literacy and math, we will increase science instruction to greater frequency and opportunity than status quo. We will implement a project-based learning approach where appropriate.</p> <p>We will also utilize the deep partnerships formed for the STEM Academy to create field trips and other exposure to STEM for younger students. We will expose students to technology earlier on, integrating it into as many subject areas as appropriate.</p> <p>We will align resources in math and science to match the students and instructional tasks. (See Priority Area 4 for more detail.)</p> <p><u>2017 Update:</u> Morgan leadership has increased the time and quality of science tasks that Morgan students engage in. This has included development of a K-8 schedule which has increased dedicated science instructional time for all grade levels, development of STEM challenges in all grades, alignment of curriculum to the MA-NGSS Frameworks, and some emerging STEM programs and partnerships. In future years, Morgan leadership will continue to reflect and refine on science and STEM instruction by increasing middle school science block, increasing research resources that will help improve science instruction, and identifying partners and opportunities outside of the classroom that enrich science and STEM.</p>	<p>Receiver Zrike, Principal</p>
<p>3.3 Promotion of high quality STEM in all grades: To ensure the success of STEM, instruction, we will hire an instructional leader who will ensure sufficient knowledge and resources are dedicated to its success. We will recruit, develop, and maintain high caliber teachers who bring deep content knowledge in STEM areas. (See Priority Area 1.)</p> <p>The STEM Director will work closely with faculty in their classrooms to translate instructional models and resources into daily practice. This coach will co-plan with individuals and grade level teams, co-teach, model, observe, and provide critical feedback. He/she will also cultivate and support routines for the ongoing collective assessment of student learning and for collaborative instructional planning. There will be continuous feedback and observation for all STEM teachers. (See Priority Area 1 for full understanding of all the teacher development and support strategies to be implemented.)</p> <p>We will conduct extensive STEM professional development for teachers, including project-based learning training and regular yearlong professional development through local resources.</p> <p><u>2017 Update:</u> Some progress has been made in this area under the</p>	<p>Receiver Zrike, Principal, STEM Director</p>

<p>leadership of the STEM Director and the emerging leadership of the ILT. A dedicated math coach joined the staff in SY 16-17 and is leading the mathematics work. In future years, Morgan leadership will continue to develop and deepen STEM skill, concepts, and instructional models.</p>	
<p>3.4 Robust extra-curricular opportunities for students, in part via partnerships with local businesses, organizations, and institutions of higher education: We will build relationships with local engineering/technology-focused businesses and organizations, asking them to create projects with teachers for our students, allow students to see businesses on field trips, and more. We believe that bringing community resources into the school will significantly augment students’ learning and engagement around STEM.</p> <p>We will create extra-curricular clubs/activities that are STEM-focused, such as a robotics club or a computer science club. These will give students an opportunity to pursue a specific interest and learn outside the classroom, and provide students with a supportive way to spend their time afterschool.</p> <p>We will partner with local institutions of higher education, including STEM-related departments. Although we recognize that Morgan’s students are a number of years away from college, we believe that exposing them to higher education opportunities early on will benefit them. Additionally, local colleges and universities have many STEM resources that they have expressed interest in bringing to Morgan school. The Receiver will consider partnership strategies such as the model that has been developed between Dean Tech, the Massachusetts Green High Performance Computing Center, and Holyoke Community College. If agreed upon with HPS, some or all of these may be open to students outside of Morgan school, based on demand and resources.</p> <p><u>2017 Update:</u> There is significant room and need for improvement in this area. However, some progress has been made. For example, Morgan students have participated in coding for two years including 7th and 8th grade. In future years, Morgan leadership will continue to work with the Receiver to focus on developing robust extra-curricular opportunities for students to enhance and enrich their STEM experiences.</p>	<p>Receiver Zrike, Principal</p>
<p>3.5 Exchange of STEM knowledge and resources within HPS: We look forward to exchanging knowledge and resources with other schools in the district. This could take the form of helping leaders think through implementing project-based learning, integrating technology, or broadening our partnerships to collaborate with more schools. The Receiver will work with both Holyoke High School and Dean Vocational Technical High School to ensure Morgan students’ positive STEM trajectory is maintained as they graduate eighth grade. We will look to learn from strong STEM practices wherever they may be, whether locally in Holyoke, in the Commonwealth, or throughout the nation.</p>	<p>Receiver Zrike</p>

<p>2017 Update: In SY15, Morgan middle school students participated in science labs at Dean Tech as part of a potential plan for an ongoing and progressive partnership and pathway. This opportunity did not continue after that school year. However, Morgan school has had opportunities to share their emerging STEM practices informally with district and school leaders as part of the meeting and professional learning structure. In future years and in conjunction with the work of the Holyoke Public Schools turnaround work, Morgan leaders will seek out more opportunities for shared professional learning in this area.</p>	
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Priority Area 3 Implementation Benchmarks:

- By the end of quarter 1, 30% of all K-5 Morgan students will be proficient on monthly STEM Challenges. Subsequently, 60% by the end of quarter 2; 75% by the end of quarter 3; 100% by June 2018. Progress on this benchmark will be provided quarterly.
- By the end of quarter 1, 80% of students in grades 6-8 will show mastery of 2016 Massachusetts Science Technology/Engineering Framework as evidenced by proficiency scale rubric scores in Earth science. Subsequently, 80% mastery in Physical Science in quarter 2; 80% mastery in Life Science in quarter 3, 80% mastery in Technology and Engineering in quarter 4. Progress on this benchmark will be provided quarterly.

Priority Area for Improvement #4: Engaged Students, Families and Community

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

Rationale for Identifying Area #4 as a Priority

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

For challenges addressed by Priority Area #4, please see the April 18, 2014 Turnaround Plan at pp. 30-31: <http://www.mass.gov/edu/docs/ese/accountability/turnaround/level-5-schools/morgan-final-plan-modified-bese.pdf>.

Strategies to Achieve Priority Area #4

Key Strategy	Owner
<p>4.1 School Site Council and ELL Parent Advisory Committee: In accordance with Massachusetts law, Morgan school will establish a School Site Council (SSC) composed of both families and school staff to advise the school leadership team. Specifically, the SSC will advise school leadership on the development of community partnerships and family programming, and will also participate in the ongoing assessment of student support systems, especially in the area of ELL. The SSC will also help launch PAC to cultivate parent leadership and advocacy around serving ELLs. Through the PAC, Morgan school will recruit and develop parent leaders who play an active role in shaping and enacting a range of school and community initiatives.</p> <p>2017 Update: Morgan school leadership has created a School Site Council and EL Parent Advisory Committee. This group meets together with the principal monthly to discuss community partnerships, school events, family programming with a focus on increasing meaningful family involvement for all students, including but not limited to, English Learners and students with disabilities (referenced below). An unintended outcome has been the development of the Parents Making A Difference (PMAD) group who actively plan monthly community engagement activities at Morgan school with the Family Engagement Coordinator. In future years, Morgan school leadership will continue to improve and refine structures that involve Morgan families and give them voice in community and family activities connected to Morgan school and their students.</p>	<p>Receiver Zrike, principal</p>
<p>4.2 Engagement with Morgan families: The school’s current commitment to integrating families’ aspirations and values with Morgan school’s mission and goals is a resource upon which we will build. In summer 2014, we will reach out to families to begin conversations about their interests, needs, and aspirations, as well as the mission and goals of Morgan school. These conversations will take place in homes, work places, and schools – or wherever families are likely to be. We will also establish a Welcome Center – a room in the school designed for adult and family learning; family-faculty conversations about students’ progress (in addition to two formal conferences per year); and activities ranging from math/science/literacy nights, to programs on socio-emotional learning, to classes co-facilitated by parents or community partners and school staff. We will establish a culture of home visits at Morgan school with teachers visiting student homes frequently throughout the school year to develop relationships, learn about families and their questions and to update families about their student’s work and progress in school.</p> <p>We will hire a Family Engagement Access Coordinator who oversees this work. This person will be bilingual and, ideally, from the community. We will ensure that our teachers and leaders establish and maintain partnerships with families to enhance teaching and support student learning.</p>	<p>Receiver Zrike, Family Engagement Access Coordinator, School Family Promoter</p>

<p>School Site Council and Advisory Committee on Students with Exceptional Learning Needs: The School Site Council described in the previous strategy will also help launch an Advisory Committee on Students with Exceptional Learning Needs. This Committee will be composed primarily of parents of Morgan students with disabilities, and may include other Morgan parents, representatives of organizations who provide services for students with special needs, teachers, and any other interested parties. The Committee’s duties shall include but not be limited to: working regularly with the Morgan administrative team to ensure high quality education for student with disabilities; providing input and feedback to administrators and teachers about specific educational strategies and supports for students with disabilities; and serving as liaisons for families of children with special needs on other Morgan school and district committees. This committee will complement and work closely with the district-wide Special Education Parent Advisory Council (SEPAC), advocating particularly for the needs of Morgan students.</p> <p><u>2017 Update:</u> Morgan leadership has established and developed the family engagement strategies and structures described here. They opened a Welcome Center in year 1 and continue to use it for family meetings and adult education courses. There is a full time Family Engagement Access Coordinator (FAEC) who is bilingual and well known and connected to the Morgan community. She oversees this work and continues to champion improvements. In year 1, Morgan leadership organized the Walk for Success in the fall as an initial outreach to families in their homes. This evolved in years 2 and 3 into a system of ongoing home visits to families by Morgan staff. They visit throughout the school year to discuss progress and develop relationships that support the work of the school. Minimally, every Morgan school teacher makes 12 visits per year; many do more. In future years, Morgan leadership will continue to prioritize this important work and refine and improve the structures that allow Morgan staff to connect with students and families outside of school.</p>	
<p>4.3 Creation/reinvigoration of other key community partnerships: We will deepen existing relationships and cultivate new partnerships with local businesses, community organizations, and post-secondary education institutions that offer expertise and other resources to support Morgan school in a range of areas, including (but not limited to):</p> <ul style="list-style-type: none"> • math, science, and literacy education (in- and out of class tutoring and enrichment), • child and adolescent health (physical and mental), including drug abuse prevention, • violence prevention, • after school programming, • behavior management or culture/climate consultation, • family engagement, • student empowerment to develop international awareness, self- 	<p>Receiver Zrike, Family Engagement Access Coordinator, School Family Promoter</p>

<p>sufficiency, and a sense of pride in their academic and personal success</p> <p>We will hire a Community Partner Coordinator in year 1 who will work to recruit new partners, vet existing partners, and align partnerships to the goals of the turnaround plan. This person will, ideally, already have connections and contacts with Holyoke and Massachusetts partner organizations. After year 1, this function is completed through existing family and community engagement staff and school leaders.</p> <p>The secretaries of health and human services, labor and workforce development, public safety will coordinate with the secretary of education and the commissioner regarding the implementation of the turnaround plan as appropriate and will, subject to appropriation, reasonably support the implementation consistent with the requirements of state and federal law.</p> <p><u>2017 Update:</u> Morgan leadership has developed critical relationships and partnerships with local businesses, community organizations, and post-secondary education institutions to support the work of the school and the needs of the students. These include: South Holyoke Neighborhood Initiative, Holyoke Community College, UMass, River Valley Counseling, Gandara Counseling Center, Holyoke Health Center Mobile Dental Clinic, Enchanted Circle Theater, KEY Program, MSPCC, Youth Villages. In future years, Morgan leadership will continue to use current family and community engagement staff to leverage relationships and add appropriate partnerships to enhance and enrich the work of Morgan school.</p>	
<p>4.4 Partnership with an early childhood intervention program: The Receiver will identify a program to be offered to all families that are zoned to attend Morgan school and have a two- or three-year-old child at home. (These students will eventually attend Morgan school’s Pre-K program.) The program should have effectively boosted literacy achievement in participating communities in Massachusetts. This partnership will be a first step in addressing concerns around early literacy identified by the LSG, establishing a pathway for strengthening literacy learning from early childhood to the middle grades. We will work with the District and community partners to pursue options for augmenting this pathway with formal, school-based educational programming for Pre-K students.</p> <p><u>2017 Update:</u> Morgan leadership has partnered with Parent-Child Home Program (PCHP) for the past three years. They work in partnership and under the direction of the Morgan school FAEC. PCHP, an evidence-based early literacy, parenting, and school readiness model, is committed to closing the achievement gap by providing economically disadvantaged families the skills and materials they need to prepare their children for school and life success. They work with Morgan school families with two and three year olds in preparation to attend Morgan school Pre-K. In</p>	<p>Receiver Zrike</p>

<p>future years, Morgan school leadership will continue this partnership to ensure readiness and school success.</p>	
<p>5.5 Newcomer Support: Supported by the ELL Parent Advisory Committee and the Family Engagement Coordinator, we will employ strategies to engage new families throughout the school year. Strategies may include but are not limited to: pairing new students with school buddies or ambassadors; a “welcoming committee” of school staff and parents to introduce new families to both Morgan school and Holyoke; or projects undertaken by PAC and the Welcome Center team such as an orientation video or Welcome Center activity.</p> <p><u>2017 Update:</u> In partnership with the Morgan school FAEC, Morgan leadership has developed and refined systems and structures to welcome and orient new students and families. This includes: student buddies/ambassadors to greet and welcome students as well as connection to FAEC for any family needs. In future years Morgan leadership will continue to improve and refine these structures based on the specific needs of families and students as they arrive at Morgan school.</p>	<p>Family Engagement Access Coordinator, ELL Parent Advisory Committee</p>
<p>5.6 Wraparound Services: The Commissioner and Receiver Zrike will identify specific programs of delivery of wraparound services.</p> <p>2017 Update: Morgan school has participated in districtwide wraparound service initiatives, which remains a priority of the Holyoke district turnaround plan.</p>	

Priority Area 4 Implementation Benchmarks

- 100% of staff members will complete at least three home visits to students' families per quarter. Progress on this benchmark will be provided quarterly.
- By June 2018, 100% of Morgan staff/grade level teams will create and execute at least one academic event for families per semester. Progress on this benchmark will be provided quarterly.
- By June 2018, 80% of families will attend at least one school and/or teacher academic event that will reflect an increase from 66% in the 2016-2017 school year. By January 2018 it is expected that at least 70% of parents have attended at least one school event. Progress on this benchmark will be provided quarterly.

Statutory Requirements	Related Priority Area(s)
Achievement gaps for limited English-proficient, special education and low-income students	1, 2, 3, 4
Alternative English language learning programs for limited English proficient students	1, 2, 3, 4
Social service and health needs of students at the school and their families, to help students arrive and remain at school ready to learn; may include mental health and substance abuse screening	1, 4
Improved or expanded child welfare services and, as appropriate, law enforcement services in the school community, in order to promote a safe and secure learning environment	1, 4
Improved workforce development services provided to students at the school and their families, to provide students and families with meaningful employment skills and opportunities	3, 4
A financial plan for the school, including any additional funds to be provided by the district, commonwealth, federal government or other sources	Appendix C
Formation of a Parent Advisory Committee focused on English Language Learners (if applicable)	4
Strong leadership in schools, including a new or current principal with a track record of success	1, 3
Redesigned school day, week, or year to include additional time for student learning and teacher collaboration	2

Turnaround Plan Authorization

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

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

Curriculum and Instruction

- ☒ **Expand, alter, or replace curriculum:** The Commissioner may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses
- ☒ **Expand use of time:** The Commissioner may expand the school day or school year or both of the school
- ☒ **Add Kindergarten or pre-kindergarten:** The Commissioner may, for an elementary school, add pre-kindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management

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

Human Resources

- ☒ **Attract and retain leaders and teachers:** The Commissioner may provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan
- ☒ **Make staffing changes:** The Commissioner may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school
- ☒ **Implement a new system of evaluation and performance compensation:** The Commissioner may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure
- ☒ **Leadership development:** The Commissioner may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

Professional Development and Collaboration

- ☒ **Embedded professional development:** The Commissioner may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback
- ☒ **Expanded teacher planning time:** The Commissioner may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

Leadership and Governance

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

Additional Strategies

- ☒ **Study best practices:** The Commissioner may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school
- ☒ **Address mobility and transiency:** The Commissioner may establish strategies to address mobility and transiency among the student population of the school
- ☒ **Additional strategies:** The Commissioner may include additional components based on the reasons why the school was designated as chronically underperforming and the recommendations of the local stakeholder group

Appendix A: Required Working Conditions

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

TERMS AND CONDITIONS FOR EMPLOYEES AT THE MORGAN SCHOOL

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

- expand, alter or replace the curriculum and program offerings of the school, including the implementation of research-based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses;
- reallocate the uses of the existing budget of the school;
- provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district;
- provide funds, subject to appropriation, to increase the salary of an administrator, or teacher in the school, in order to attract or retain highly-qualified administrators or teachers or to reward administrators, or teachers who work in chronically underperforming schools that achieve the annual goals set forth in the turnaround plan;
- expand the school day or school year or both of the school;
- for an elementary school, add pre-kindergarten and full-day kindergarten classes, if the school does not already have such classes;
- limit, suspend, or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, however, that the commissioner shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced; and provided further, that the commissioner may require the school committee and any applicable unions to bargain in good faith for 30 days before exercising authority pursuant to this clause;
- following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications;
- limit, suspend or change 1 or more school district policies or practices, as such

- policies or practices relate to the school;
- include a provision of job-embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback;
- provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction;
- establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership;
- establish steps to assure a continuum of high expertise teachers by aligning the following processes with the common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure.

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

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

Central to the School Turnaround Plan is the requirement that the School make effective use of its resources to maximize student achievement. In particular, the School Turnaround Plan requires the Receiver to implement a new performance-based compensation system, as set out below. The compensation plan must be affordable and sustainable and serve as a model for the district to consider in setting future compensation policies.

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

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

These terms shall supersede any contrary provision of the district's collective bargaining agreements or any pre-existing practice or policy. The terms reflect mandatory changes to the district's policies, agreements, work rules and any practices or policies, and are implemented pursuant to G.L. c. 69, § 1J. Provisions of the collective bargaining agreement that are inconsistent with or do not otherwise support the goals of the turnaround plan are hereby suspended as applied to the Morgan school.

I. WORKING CONDITIONS

To implement the School Turnaround Plan, Commissioner Chester selected Receiver Zrike as the Receiver for the Morgan school. The Receiver shall have full managerial and operational

authority for the school. The Receiver shall develop and the Commissioner shall approve an annual operational plan which outlines working conditions for staff assigned to the school.

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

Conditions Necessary for Receiver Zrike to Succeed

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

Staffing

Collective Bargaining Agreements:

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

Dispute Resolution:

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

- The employee may bring a grievance to the Principal/Head of School in writing within five (5) school days of the occurrence of the event giving rise to the grievance. The employee should specify the desired resolution.
- The employee may be represented by a union representative at any stage of the dispute resolution process.
- Within 5 school days of the receipt of the concern, the Principal/Head of School should meet with the employee to discuss the concern.
- Within 5 school days of the meeting, the Principal/Head of School should issue a decision to the employee.
- If the employee is not satisfied with the resolution issued by the Principal/Head of School, s/he may bring the concern to the Receiver in writing within 10 school days of receiving the Principal's decision.
- Failure of the employee to advance the grievance to the next level within the time period shall be deemed to be acceptance of the prior grievance response.
- The Receiver may suspend the time periods in writing with the union.
- The Receiver should issue a decision within 5 school days of the meeting. This

decision will be sent in writing to the employee.

- If the employee is not satisfied with the decision of the Receiver, the employee may bring the concern in writing to the Commissioner of the Department of Elementary and Secondary Education. In bringing the concern to the Commissioner, the employee must provide all correspondence presented and received in the previous steps. The Receiver's decision will be entitled to substantial deference during the Commissioner's review. The Commissioner's determination will be final.

Personnel:

- Receiver Zrike has the sole discretion to select the staff for any and all positions at the school, including administrators, teachers, maintenance staff, nurses, security guards, etc. There is to be no requirement for Receiver Zrike to employ any specific individuals in the school that it operates.
- Receiver Zrike may select staff for represented positions without regard to seniority within the union or past practices between the school committee and the union.
- Receiver Zrike may formulate job descriptions, duties and responsibilities for any and all positions in the school.
- Receiver Zrike may outsource positions in whole or in part, may transfer bargaining unit work in the best interests of the school operations and the students it serves, and may hire part-time employees at its discretion.
- Receiver Zrike may establish its own organizational structure and create nontraditional administrative positions in order to efficiently operate the school. Such positions will not be covered by any district collective bargaining agreement.
- District staff and teachers who are not selected to remain at the Morgan school shall not have attachment rights to any position and the Principal may unilaterally move any school staff member to another position provided that the staff member is properly licensed and certified.
- Receiver Zrike may choose to remove staff as a result of misconduct and shall not be bound by the practices or procedures established between the school district and any collective bargaining unit.
- The school and its employees are exempt from the layoff and recall language in the union contracts and any associated practices.
- Receiver Zrike will be responsible for recruiting, selecting and recommending for hire, managing and evaluating the necessary personnel to serve students with disabilities in accordance with their needs and services/supports identified in IEPs.
- Receiver Zrike will be responsible for recruiting, selecting and recommending for hire, managing, and evaluating staff required to meet the needs of students who are English Language Learners.

Professional Obligations:

Teachers and other professional staff shall devote whatever time is required to achieve and maintain high quality education at the Morgan school. For example, unless formally excused, teachers and other professional staff shall participate in all regular school functions during or outside of the normal school day, including faculty meetings, parent conferences, department meetings, curriculum meetings, graduations and other similar activities. Teachers will also be afforded regular preparatory time during their work

week. Such preparatory time may include common planning periods and professional development. It is the intention of Receiver Zrike to create and implement a master schedule that will allow teachers to conduct the majority of their planning, marking and other professional activities within the confines of the teacher work day.

Expectations for Staff Members:

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

- Up to 10 days of professional development and planning time before the school year begins, with each day including up to eight hours of professional development and/or staff planning time;
- Up to 185 instructional days;
- Up to 5 days of professional development and planning days after the school year begins, with each day including up to eight hours of professional development and/or staff planning time.
- Receiver Zrike school leaders will develop the schedule for utilization of all professional development and planning days, both prior to and throughout the academic year.
- Teachers will be evaluated according to the Massachusetts Department of Elementary and Secondary Education model system. Receiver Zrike reserves the right to implement modest modifications to the ESE model system, such as timelines.
- The standard workday for the Morgan school teachers will be 8.5 hours, with the specific schedule to be determined when the turnaround plan is finalized.
- The regular student instructional day will be 7 hours 5 minutes.

All staff members

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

Receiver Zrike believes that, in order to accomplish its mission, all staff members must be school teachers, not simply classroom teachers. Therefore, all HTA members have some responsibilities

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

- Participation in family conference evenings during the school year;
- Participation in school-wide parent and community engagement events each year, including but not limited to the following signature Receiver Zrike events or other programs and activities:
- The Walk for Success home outreach event in the summer/fall, the spring College Day event, and Parent University evening program. Events which occur on weekend days are voluntary;
- Phone contact with families about the academic progress of students;
- Preparation of individual formative assessment and progress reports as well as Report Cards;
- Leading and coordinating student extracurricular activities;
- Participating in staff recruitment and selection processes;
- Maintaining an active subject-area bulletin board;
- Working regularly with school administrators to improve one's instructional practices;
- Checking homework on a daily basis;
- Attending student-related meetings; and
- Serving as an advisor to a small cohort of students.

II. PROFESSIONAL COMPENSATION SYSTEM

Effective July 1, 2014, the Receiver will implement a new performance-based compensation system which will contain a career path and which will compensate employees based on individual effectiveness, professional growth, and student academic growth. This new system will replace the teachers' salary schedule. Teachers will have an 8.5 hour work day and up to 210 work days in the school year.

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

Effective July 1, 2014, a new compensation system will be implemented at the Morgan school that will include a teacher career ladder containing five tiers—Novice, Developing, Career, Advanced, and Master—that will compensate teachers commensurate with their development and impact on students. The current ELT stipend will be rolled into the base salary. This new system will replace the salary schedule in effect during the 2013-2014 school year.

CAREER LADDER

Definitions:

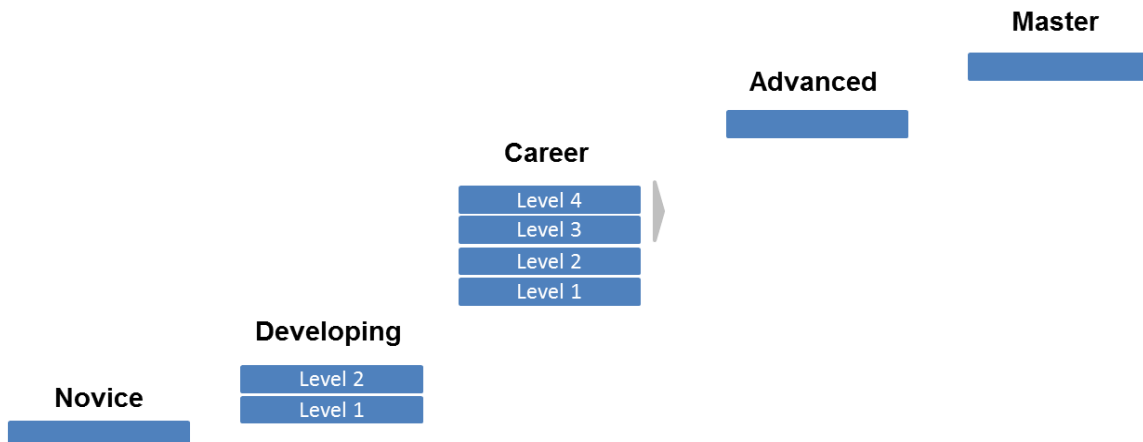
Novice teachers are typically first-year teachers entering teaching directly from college.

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

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

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

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



The career ladder scale will be:

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

Transition to the Career Ladder

Effective July 1, 2014, teachers who are selected to remain at the Morgan school will be assigned to one of the career ladder levels based on the teacher's salary placement on the previous salary schedule as of June 30, 2014, without regard to the teacher's rating on the end-of-year evaluation, as described below. No returning teacher will receive less compensation than they received in 2013-14 (salary plus longevity plus ELT stipend). Newly hired teachers will be placed on the career ladder as determined by the Receiver.

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

* Also includes Career Legacy teachers.

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

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

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

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

The annual base salary for a "Master" teacher will be \$85,000. Teachers selected for this position will receive a stipend differential based on their annual base salary in order to reach \$85,000. These stipend compensation amounts shall be included in the teacher's base pay, or otherwise considered as part of the teacher's annualized salary, for retirement purposes. Master teachers must possess a professional license.

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

Advancement on the Career Ladder

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

A Developing II teacher shall advance to Career I and all Career level teachers shall advance a level annually provided that an end-of-year overall evaluation rating of “proficient” or “exemplary” is received, with “proficient” or better ratings on all four standards. A teacher with an end-of-year overall rating of “proficient” who has achieved less than “proficient” ratings on all four standards may still advance to the next level with the recommendation of the building principal and the approval of the Receiver.

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

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

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

The categories of Advanced and Master teachers will be established effective July 1, 2014. The roles, expectations, and selection criteria for these teachers will be developed by the Receiver.

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

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

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

III. SUMMARY OF COLLECTIVE BARGAINING FOR THE MORGAN SCHOOL

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

agreements, and requiring them to bargain with respect to these changes.

An ESE representative met in Executive Session with the Superintendent and the School Committee to review the contents of the working conditions changes and the parameters for the compensation plan.

ESE provided the required changes to working conditions and compensation at Morgan school to the Holyoke School District administration and School District labor counsel. School District administration, district labor counsel, representatives of the Receiver (Project GRAD), and ESE conferred in advance in preparation for the bargaining sessions. The summary of the negotiations are as follows:

Holyoke Teachers Association (HTA)

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

Following discussions with the district regarding the anticipated FY15 budget for the Morgan school, a meeting was held on April 16, 2014 to present to the HTA the compensation plan for the Morgan school. Attending the meeting were representatives of the district, the receiver, the union, and the department.

Paraprofessionals

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

Other Unions

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

Appendix B: Measurable Annual Goals

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

Appendix C: Financial Plan for the School

Morgan Full Service Community School Financial Plan

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

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

Projected Funding Available for Morgan school in Fiscal Year 2017-2018

Pursuant to the Achievement Gap Act, a district is required to provide funding to a Level 5 school that is at least equal to the average per pupil funds received by other schools in the district for students of the same classification and grade level.⁴ The Act also authorizes the Commissioner to reallocate the use of those funds within a Level 5 school. If the Commissioner determines that a district has not provided the required level of funding to a Level 5 school, the Commissioner is authorized by the statute to provide additional funds to the school from the budget of the district. The Commissioner reserves the right to exercise this authority, following further review of the total funding provided by the district to Morgan school. If the Commissioner decides to provide additional funds to Morgan school from the district budget, the Commissioner will notify the school committee and the superintendent in writing of the amount and the rationale for the additional funds.

⁴ G.L. c. 69, § 1J(o).

The information provided below includes projected funds to be available for operating the Morgan school in School Year 2017-18, including district, state, and federal funding sources.

Funding Source	FY18 Estimated Amount*	Notes
School-based local appropriation	\$2,715,932	This will include staff and general school-based expenses for grades K to 8 and for pre-K. It will not include transportation, food services, payroll services, benefits and/or similar district services which will be provided to the Level 5 school on the same basis as other schools.
District supports to school from local appropriation	\$307,787	This will include support for district-based positions and services such as students with disabilities assigned to schools, including the Level 5 school, based on student and program needs. This final amount will be determined when the budget is final and student enrollment is known.
Federal grants	\$204,267	<ul style="list-style-type: none"> • Title I: Funds to improve education for children with low academic achievement - School allocation, including additional allocation for low-performing schools • Title I – Additional allocation for other centrally-budgeted supports to schools • Title IIA: Funds to improve educator quality • Title III: Funds to improve education for English language learners • Individuals with Disabilities Education Act (IDEA): Funds to improve education for children with disabilities • School Redesign: Funds to improve school performance (previous Morgan school unspent funds) • Other federal grants
State grants	\$170,200	<ul style="list-style-type: none"> • Operation of the school • Turnaround Plan Priority Area support

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

services and will work together to ensure that the appropriate resources are available for the school's daily operations.

Compensation and Student Achievement

Good teaching matters and is a key to addressing proficiency gaps. Some teachers routinely secure a year-and-a-half of gain in achievement while others with similar students consistently produce only one-half a year gain. As a result, two students who begin the year with the same general level of achievement may know vastly different amounts one year later – simply because one had a weak teacher and the other a strong teacher. Further, no other attribute of schools comes close to having the magnitude of influence on student achievement that teacher effectiveness provides.⁵ Research on school leadership underscores the importance of effective leaders in attracting, retaining, and supporting effective teachers and creating organizational structures and environments where powerful teaching and learning is the norm.

The impact of teachers is cumulative. Having effective teachers for successive years accelerates student growth while having ineffective teachers for successive years dampens the rate of student learning. Research in the Dallas school district and the State of Tennessee suggests that having a strong teacher for three years in a row can effectively eliminate the racial/ethnic and income achievement gap.⁶

No other expenditure comes close to that which is devoted to personnel: often as much as 85 percent of the budget is dedicated to educator salaries and benefits.⁷ In a typical school district, compensation has little nexus to performance. Drawing from the example above, given identical length of service and continuing education credits, the teacher who consistently is highly effective would be paid the same as the teacher who routinely underperforms. Further, it is likely that both teachers have identical responsibilities and opportunities for leadership, despite the vast difference in accomplishment.

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

Effective in July 2014, a new performance-based compensation system will be employed to compensate employees based on responsibilities and leadership roles and individual effectiveness. The Receiver will restructure compensation to ensure that the district's investment in the school promotes, supports, and values effective performance. The new compensation system will help to improve student learning by attracting new high potential teachers and allowing the school to retain its most effective leaders and teachers.

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

- Generally, teachers with master's degrees have little or no additional positive effect

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

⁶Carey, K. "The Real Value of Teachers: Using Information about Teacher Effectiveness to Close the Achievement Gap," Thinking K-16, Vol. 8, Issue 1, Winter 2004.

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

on student achievement compared to teachers who do not have advanced degrees.⁸ The exception to this statement is in a few specific content areas--math and science--where researchers found student achievement to be slightly higher for high school students whose math and science teachers held advanced degrees.⁹

- Approximately 90 percent of the master's degrees held by teachers are degrees attained from education programs that tend to be unrelated to or unconcerned with instructional impact.¹⁰
- "Although teachers with master's degrees generally earn additional salary or stipends--the so-called 'master's bump' -- they are no more effective, on average, than their counterparts without master's degrees."¹¹
- The traditional structure is built on the assumption that teachers get better with experience. While it is true that novice teachers, particularly in their first year, experience a steep learning curve, teacher performance tends to plateau after 6 to 10 years.¹²

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

⁸ Raegen Miller and Marguerite Roza, 2012. "The sheepskin effect and student achievement: De-emphasizing the role of master's degrees in teacher compensation." Washington, DC: Center for American Progress. Available: http://www.americanprogress.org/wp-content/uploads/issues/2012/07/pdf/miller_masters.pdf

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

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

¹¹ Miller and Roza, 2012, p.1.

¹² Eric A Hanushek, John F. Kain and Stephen G. Rivkin, "Teachers, Schools and Academic Achievement." Working Paper 6691 (National Bureau of Economic Research, 1998).