



## Turnaround Plan Template

---

### Table of Contents


<b>Turnaround Plan Cover Sheet</b> .....	2
SECTION I: Executive Summary .....	3
SECTION II: Turnaround Practices for School and District .....	7
SECTION III: Financial Plan .....	19
SECTION IV: Local Stakeholder Group Roster and Recommendations.....	21
SECTION V: Changes in Policy and Strategies to Consider under State Law .....	26
SECTION VI: School Redesign Grant (SRG) .....	28



# Turnaround Plan Cover Sheet

---

**District: WORCESTER**  
**School: ELM PARK COMMUNITY SCHOOL**  
**Level 4 School Turnaround Plan**

Superintendent's Signature: 

Date of Submission to Local Stakeholder Group: January 20, 2015

Date of Submission to School Committee: January 20, 2015

Date of Submission to ESE: January 20, 2015

Year of Designation: 2014

Year Eligible for Exit: 2018

## SECTION I: Executive Summary

The Worcester Public Schools (WPS) has demonstrated its ability, capacity, and commitment to address the complexities inherent in transforming the performance of schools and the district. For the past 5 years, the Worcester school district has been developing systems to support the development of sustainable practices, both academic and non-academic, to accelerate student growth and achievement. The WPS has also been successful in the turnaround efforts of its two level 4 schools, Union Hill Elementary School and Chandler Elementary School. Burncoat Preparatory School, our third level 4 school, has entered its third year of turnaround efforts with marked results thus far.

Elm Park Community School (EPCS) was designated level 4 in September of 2014, after several years of low and declining student achievement as measured by the MCAS. Of particular concern is the performance of the subgroups: low-income, English language learners, and students with disabilities.

EPCS is a Pre-Kindergarten through grade 6 school with approximately 490 students. The school demographics show a highly diverse student population with nearly 100% of students falling into the high-needs category.

88.0% of students are low-income

49.6% of students are English Language Learners

24.9% of students are Students with Disabilities

0.2% of students are American Indian/Alaska Native

6.7% of students are Asian

14.5% of students are Black/African American

49.4% of students are Hispanic/Latino

6.7% of students are Multi-non-Hispanic

22.4% of students are White

EPCS' accountability data show a trending decline in student performance. All students and all sub-group categories experienced decline in the overall PPI target for narrowing the achievement gap in ELA and mathematics, and no change in science.

The 2014 MCAS scores indicate that the majority of students are within the Needs Improvement or Warning/Failure categories.

Spring 2014 MCAS Results by Subgroups: ELA – All Grades

Subgroups	# Included	Advanced	Proficient	NI	W/F
All Students	208	0%	22%	39%	38%
Low Income	189	1%	22%	39%	39%
Non-Low Income	19	0%	21%	47%	32%
SWD	62	0%	8%	18%	74%
Non-SWD	146	1%	27%	49%	23%
ELL	105	1%	10%	42%	47%
Non-ELL	103	0%	33%	37%	30%

Spring 2014 MCAS Results by Subgroups: Math – All Grades

Subgroups	N Included	Advanced	Proficient	NI	W/F
All Students	208	4%	10%	35%	51%
Low Income	189	4%	11%	34%	51%
Non-Low Income	19	5%	5%	37%	53%
SWD	62	2%	3%	11%	84%
Non-SWD	146	5%	13%	45%	38%
ELL	106	4%	7%	35%	55%
Non-ELL	102	4%	14%	34%	48%

Student attendance at EPCS is of concern as the annual rate hovers around 94.5% for the past three years. Of greater concern is the fact that student chronically absenteeism is at an annual rate of 16% for two consecutive years.

The percentage of chronically absent students by grade are:

- 47.1% Pre-Kindergarten
- 15.6% Kindergarten
- 12.0% Grade 1
- 16.4% Grade 2
- 10.4% Grade 3
- 14/8% Grade 4
- 10.0% Grade 5
- 11.9% Grade 6

Suspension rates at EPCS have also been of concern, trending at 10.1% in 2011, 7.0% in 2012, and 11.4% in 2013. Students with Disabilities, male students, and Hispanic students had the greatest amount of suspensions, during the 2013-2014 school year, at 17%, 10.9%, and 8.7% respectively.

EWIS Risk Level Indicator Analysis report (2014-15) shows an alarming percentage of students

Grade	Total Students	High	Moderate	Low
1	82	32%	63%	5%
2	72	64%	35%	1%
3	64	69%	27%	5%
4	62	77%	6%	16%
5	51	86%	4%	10%
6	65	89%	6%	5%

in the high-risk category especially as students advance through grade levels.

The district organized parent focus groups prior to each LSG meeting to capture greater voice on the issues valued by EPCS families. Parent engagement, support, and effective two-way communication were concerns highlighted as areas for improvement at EPCS.

The district also captured highlights from the Parent and Teacher Surveys, TELL Mass Survey, and MSV report.

A deep analysis of the school, teacher, parent, and student data revealed a series of root-causes that have contributed to the school's underperforming status.

**Core Issue #1:**

**Low student performance, as measured by the Massachusetts Comprehensive Assessment System (MCAS), has been on a steady decline for the past four years.**

EPCS has not been able to make progress in narrowing the achievement gap among all subgroups and it is now in the lowest percentile (1%) compared to other schools that serve the same or similar grades.

**Core Issue #2:**

**Specific needs of diverse student population are not being met.**

Nearly 100% of the EPCS student population is classified as high-needs. According to multiple indicators, students in high-needs sub-groups performed significantly lower academically compared to the district and state averages.

**Core Issue #3:**

**Disconnect and lack of alignment between teacher practice and student outcome.**

According to multiple data sources, practices related to high-quality, challenging core instruction, universal screening system to progress monitor students, and culture of collaborative practices that promotes on-going reflections on adult practice and student achievement is inconsistent and not embedded in the life of the school.

**Core Issue #4:**

**Two-way communication between school, families, and community partners is fragmented and inconsistent.**

EPCS has an extremely diverse student population, including 26 languages spoken among students and families, 90% low-income families, 49% English Language Learners, and 25% students with disabilities. Analysis of several data sources indicates substantial variance in the perception and/or interpretation of family communication and engagement among stakeholder groups. The school does not have a strategic plan to involve families and community partners as a support system for students' academic and social-emotional success.

As identified in the *Turnaround Practices in Action* report, Achievement Gain schools are characterized by: 1. Strong individual and distributed leadership that cultivates collective responsibility among all staff, 2. The provision of targeted instructional interventions and support for all students needing additional support, and 3. Ongoing systems to establish, monitor, and improve instructional quality among all teachers and classrooms. These practices are grounded in two foundational features: a safe, orderly and respectful learning environment for students and a collegial, collaborative, and professional culture among teachers.

This Turnaround Plan for Elm Park Community School embraces all key practices that distinguish high performing schools in making substantial gains in student achievement. The plan will also capture the best practices now embedded at Union Hill Elementary School and Chandler Elementary School. The Local Stakeholder Group (LSG) submitted to the Superintendent a wide and rich selection of recommendations to be considered and incorporated into this plan. These recommendations were developed as a product of an intense and focused analysis of EPCS' and district' data.

The plan also values and incorporates elements of the Monitor Site Visit (MSV) report created by SchoolWorks in December of 2014. The MSV report produced a set of improvement areas, which are aligned with the Essential Conditions for School Effectiveness.

The district proposes the implementation of the following key strategies to accelerate improvement for each turnaround practice:

1. increase principal's autonomy to make staffing and scheduling decisions based on students needs
2. extend the school day to allow for a school schedule that is flexible and provides adequate time for challenging core instruction with additional academic and behavioral supports and common planning time for teachers
3. expand the school's leadership team by recruiting a Lead Teacher
4. expand the school's support personnel by recruiting a Wraparound Coordinator and a Librarian
5. provide targeted professional development, for teaching and support staff, on high-quality, research-based instructional practices for all students
6. provide targeted professional development, for teaching and support staff, on assessment practices geared to monitor student progress and to drive timely interventions as part of a system of tiered instruction
7. provide targeted professional development, for teaching and support staff, on collaborative practices to routinely monitor the effectiveness of the core curriculum and instruction
8. provide targeted professional development to increase shared leadership practices
9. develop strategic, strong working relationship with families and community partners to support students academic and social/emotional well being and success

## SECTION II: Turnaround Practices for the School and District

### **Turnaround Practice #1:** **Leadership, shared responsibility and professional collaboration**

As identified in the *Turnaround Practices in Action* report, the importance of leadership in driving school turnaround is of singular importance. Achievement Gain schools have developed systems for continued improvement through inevitable transitions in leadership. These schools have created “strong individual and distributed leadership that cultivates collective responsibility among all staff.”

Conversely, EPCS has experienced several leadership transitions since 2011 when the long-standing principal retired mid-year. These transitions have resulted in a mixture of attempts to create a professional culture that fosters collaboration, teamwork, and a mutual understanding of shared responsibility for improving student achievement. These attempts failed to produce a community of practice among staff, grounded in a supportive, collegial, and collaborative professional culture focused on accelerated outcomes for students at EPCS.

Instead, the school experienced the negative impact of an inefficient Instructional Leadership Team (ILT), the lack of opportunity for strategic instructional planning and collaboration, lack of data driven practices, inconsistent staff attendance and chronic absenteeism, and teacher turnover.

According to the Monitoring Site Visit (MSV) report, the current principal Mrs. Joany Santa, who began her tenure at EPCS in July of 2013, “has developed a multi-faceted approach to instructional improvement. Leaders and teachers reported that the school has identified specific expectations to support school improvement efforts: explicit lesson plans; the use of formative assessments to inform lesson planning; weekly professional learning community (PLC) meetings; and teacher/student conferences.”

Although Mrs. Santa has taken steps to develop structures to support teaching and learning, the MSV report states that the “school has not yet developed an instructional leadership team (ILT) that has sufficient authority to make decisions and communicate effectively with staff.” According to the report, the ILT is not consistent in “its work and purpose” and that ILT has changed when transition in school leadership occurred. In addition, the ILT does not function in a decision-making capacity, rather it is perceived by the staff as a “think tank” or as a body that “process ideas for the administration.”

The common understanding of distributed leadership and shared responsibility for all students is unclear at this time. According to the TELL Mass Survey - 2014 report, teacher perceptions relative to “Teacher Leadership” varied. In 2014, 100% of the EPCS staff responded to the TELL Mass survey and 82.4% of teachers agree that “teachers are encouraged to participate in school leadership roles” and 57.6% of teachers agree that “teachers are effective leaders in the school.”

The district baseline data shows that EPCS had the highest “average days absent per teacher” (13.8 %) among the 33 elementary schools during 2013-14 school year. Ten teachers had 5 or

more absences, five teachers had 10 or more absences and seven teachers had 20 or more absences. The chronic absenteeism among teachers created an unstable classroom environment for the students as the district depended on day-to-day and long-term substitute teachers to cover daily or prolonged absence gaps.

Teacher turnover at EPCS has been a concern. EPCS has one of the highest teacher turnover rates in the district, rating at 26% in 2011, 23% in 2012, 26% in 2013 and 53% in 2014. The turnover can be associated with the school's unstable professional climate and culture over the past few years and also associated with a more consistent teacher evaluation process.

The *Turnaround Practices in Action* report revealed that Achievement Schools “expanded teachers’ leadership roles throughout the building, whether that be in grade level teams, vertical teaming, data teams, or in guiding and supporting the school’s use of data to inform instruction and tiered interventions. Teams were granted and took responsibility for the outcomes of their students and the Instructional Leadership Team (ILT) played an active role as a representative monitoring and decision-making body.”

In order to address EPCS challenges associated with shared leadership and professional culture, the district will rely on 1. the experiences and lessons learned from the district’s successful level 4 turnaround efforts, 2. recommendations from the Local Stakeholder Group (LSG), 3. best practices outlined in the *Turnaround Practices in Action* report, and 4. baseline report from the Monitoring Site Visit to develop strategies and sustainable practices for accelerated student achievement.

Strategies:

1. the district successfully negotiated with the Education Association of Worcester, the local union, an agreement that provides the principal with enhanced autonomy to make staffing decisions based on students needs and to modify other aspects of the school, including scheduling.
2. the district will increase the school time by 120 minutes to reflect a daily 30-minute staff common planning time and 90 minutes of additional pupil time.
3. the district will budget for an additional 90 hours of professional development beyond the contractual agreement. 60 hours to be completed during the summer to include the 2015 summer schedule.
4. the district will provide target professional development training focused on the monitoring student achievement, student assessment, effective instruction, curriculum alignment, and effective tiered supports for students.
5. the district will expand the leadership team by recruiting a Lead Teacher to the existing ILT. The teacher leader will partner with the Focused Instructional Coach to facilitate and monitor implementation of best practices, model and support teaching and learning through teacher coaching.
6. the district will recruit a full time Librarian.



7. the district has assigned Dr. Mary Meade-Montaque, a Quadrant Manager for Curriculum, Instruction and School Leadership, to support the school leadership team and to oversee the implementation of the EPCS turnaround efforts.

**Benchmarking Progress:**  
**Leadership, shared responsibility and professional collaboration**

<p><b>Measurable Annual Goals (MAGs) for Student Achievement</b>          (set by ESE)</p>	<p>The EPCS will meet the following targets:</p> <p>All students: Achieve an annual PPI of at least 75 and a cumulative PPI of 54 in 2015.</p> <p>High Needs students: Achieve an annual PPI of at least 75 and a cumulative PPI of 54 in 2015.</p> <p>Low Income students: Achieve an annual PPI of at least 75 and a cumulative PPI of 52 in 2015.</p> <p>Please note that due to the small number of test takers in Science the PPI data is not computed for SPED and ELL subgroups for Elm Park. Thus there is no MAGs.</p>
<p><b>Interim Benchmarks for Teachers/Practitioners</b></p>	<ol style="list-style-type: none"> <li>1. By June of 2016, the school administration will be able to provide evidence of an Instructional Leadership Team (ILT) that is data-driven, results-oriented, with sufficient authority to make decisions and to engage all staff through effective communication.</li> <li>2. By June of 2016, 100% of EPCS instructional leaders can provide specific and actionable feedback to teachers about the rigor of their instruction aligned to the WPS High Quality Teaching and Learning framework.</li> </ol>
<p><b>Interim Benchmarks for Students</b></p>	<ol style="list-style-type: none"> <li>1. The proportion of students not a grade level will be reduced by 10 %.</li> <li>2. 100% of students will show growth in academic measures across the content areas as evidenced by DIBELS, BAS, MAP, MKEA, Unit Tests, running records, common assessments, and portfolios.</li> </ol>

## **Turnaround Practice #2:** **Intentional practices for improving instruction**

The *Turnaround Practices in Action* report states that Achievement Gain schools developed and sustained practices that “focus on a school-wide shared instructional model or practice which was reinforced through on-going monitoring by administration and/or instructional coaches throughout the building, inclusive of frequent classroom-and teacher-specific feedback.”

As identified earlier, core issue 2: the specific needs of diverse student population are not being met and core issue 3: the disconnect and lack of alignment between teacher practice and student outcome, are significant challenges at EPCS.

Consistent with the findings included in the MSV report, the principal of EPCS has begun to build routines to support effective instructional practices and “has identified common expectations for lesson plans, including content objectives, language objectives, standards, essential questions, and assessments.” These expectations have set the tone for the weekly grade level Professional Learning Community (PLC) teams and for planning and facilitating professional development practices.

However, MSV report also states that the “school staff do not consistently employ high-quality, effective instructional techniques. The school staff lacks a common understanding of effective instruction. While the school has established expectations for lesson structure, there is a lack of clarity regarding instructional strategies and priorities in that structure.”

Also consistent with the low and declining student achievement, the MSV report states that “instruction does not reflect high expectations for all students. During classroom observations, the site visit team noted limited use of instructional practices that engaged students and provide opportunities for students to talk and work together. In most classrooms, students had limited opportunities to demonstrate their understanding of instruction.”

The LSG recommendations highlight the need for targeted professional development on 1. high-quality, research-based instructional practices, 2. students’ social-emotional learning, 3. classroom engagement and management, 4. mode of instruction focused on the child’s developmental level, 5. system of assessments to drive core instruction and identification of additional supports and interventions, and 6. data analysis of student work to adjust instructional practices and support services.

Progress monitoring is also an area of challenge at EPCS. The school administers a wide range of formative assessments to support instruction. DIBELS, MAP, Benchmark Assessment, Foundations, are examples of assessments routinely administered throughout the year. According to the 2014 TELL Mass results, 97% of teachers agreed that “teachers use assessment data to inform their instruction”. Yet, the MSV report indicated that “the school does not regularly analyze assessment data to identify promising practices and student needs.” “There is an inconsistent use of assessment results to guide instructional decisions. Classroom observations confirmed that there is inconsistent use of formative assessments. In most classrooms, teachers did not use informal assessments to monitor student progress during the lesson and did not check for understanding during the lesson and, therefore, did not adjust instruction in response. Teachers did not provide feedback related to the learning objective and students did not have

the opportunity to revise or improve their work.”

In order to address EPCS challenges associated with intentional practices for improving instruction, the district will rely on 1. the experiences and lessons learned from the district’s successful level 4 turnaround efforts, 2. recommendations from the Local Stakeholder Group (LSG), 3. best practices outlined in the *Turnaround Practices in Action* report, and 4. baseline report from the MSV to develop strategies and sustainable practices for accelerated student achievement.

Strategies:

1. EPCS staff will participate in daily common planning time meetings, embedded within professional learning communities’ practices, to implement best practices in tiered instruction, strategic use of data and strategic use of additional learning time, to improve teaching practices in all classrooms.
2. The district and principal will provide support for the ILT to lead teachers in the development of a universal design for learning that demonstrates rigor and research-based best practices that align with the needs of all students.
3. The ILT will implement teacher rounds to facilitate sharing best practices, as well as, creating collegiality and transparency in the turnaround work that directly impacts instructional practices and student outcomes.
4. The ILT will implement shared leadership practices with targeted professional development opportunities to further develop the ILT, teacher leadership, team building, and school culture.

**Benchmarking Progress:**  
**Intentional practices for improving instruction**

<p><b>Measurable Annual Goals (MAGs) for Student Achievement</b> (set by ESE)</p>	<p>The EPCS will meet the following targets:</p> <p>All students: Achieve an annual PPI of at least 75 and a cumulative PPI of 54 in 2015.</p> <p>High Needs students: Achieve an annual PPI of at least 75 and a cumulative PPI of 54 in 2015.</p> <p>Low Income students: Achieve an annual PPI of at least 75 and a cumulative PPI of 52 in 2015.</p> <p>Please note that due to the small number of test takers in Science the PPI data is not computed for SPED and ELL subgroups for Elm Park. Thus there is no MAGs.</p>
<p><b>Other MAGs</b> 3 required by statute:</p>	<p>1. By June 2016, 100% of students will demonstrate growth in media, technology, and information skills as evidenced by interim assessments.</p>

<ol style="list-style-type: none"> <li>1. Student acquisition of twenty-first century skills</li> <li>2. Development of college readiness</li> <li>3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable</li> </ol>	<ol style="list-style-type: none"> <li>2. The number of grade 3 students scoring proficient or higher on ELA state standardized test will increase by 10%.</li> <li>3. By June 2016, 100% of teachers will incorporate the results of developmentally appropriate child assessment to teach literacy as determined by professional rounds or classroom observations instruments.</li> </ol>
<p><b>Interim Benchmarks for Teachers/Practitioners</b></p>	<ol style="list-style-type: none"> <li>1. By June 2016, the EPCS’ Instructional Leadership Team will provide 100% of the teachers common planning time opportunities for collaboration, focusing on students’ specific academic needs, through on-going data analysis and provision of instructional strategies.</li> <li>2. By June 2016, 100% of the EPCS teachers will receive targeted professional development and tiered job-embedded coaching on research-based instructional practices designed to meet the needs of all learners.</li> <li>3. By June 2016, the ILT will be able to demonstrate that 100% of the EPCS teachers use assessment data to inform instructional practices, as evidenced by classroom observations and team meeting observations.</li> </ol>
<p><b>Interim Benchmarks for Students</b></p>	<ol style="list-style-type: none"> <li>1. The proportion of students not a grade level will be reduced by 10%.</li> <li>2. 100% of students will show growth in academic measures across the content areas as evidenced by DIBELS, BAS, MAP, MKEA, Unit Tests, running records, common assessments, and portfolios.</li> </ol>

**Turnaround Practice #3:**  
**Student-specific supports and instruction to all students**

A significant core issue at EPCS relates to students in high-needs sub-groups performing significantly lower academically compared to the district and state averages. Considering that nearly 100% of EPCS students are classified as high-needs, it is evident that challenging core instruction for all students and a system of interventions that provide academic and social/emotional supports are fragmented and not fully operational.

According to the *Turnaround Practices in Action* report, “Achievement Gain schools provided a robust system of tiered instruction, inclusive of Core Instruction and targeted interventions and supports for all students.” The report further indicates that these schools “have developed a sophisticated approach to using system of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students.”

The MSV report validate EPCS’ concerns by identifying that the school has some elements of a tiered intervention program, but instruction and supports do not meet the needs of all learners. The report concludes that “students not yet on track for proficiency in core subjects lack interventions and supports in the general education setting. In focus groups, teachers reported that the school has begun to discuss Response to Intervention (RtI), but has not yet received training in this area.”

The MSV report further identifies that EPCS schedule does not provide adequate time for core instruction and targeted assistance. EPCS current schedule does not allow for flexible tiers of researched-based interventions to supplement, enhance, and provide access to the core curriculum for high needs sub-group requiring additional support. In addition, the school does not have a progress-monitoring system in place where data are utilized to drive instructional decisions throughout the tiered process.

The LSG data analysis of EPCS generated recommendations that clearly prioritize:

1. the development of screening, monitoring, and exit criteria for student intervention
2. the use of research-based instructional practices and materials to support all students
3. the development of a positive school culture and climate that focus on safety and shared responsibility for all members of the EPCS community
4. targeted professional development for staff on instructional practices, assessment, and response to intervention
5. the extension of the school day to allow for daily common planning time for teachers and uninterrupted instructional blocks, including response to intervention time.

In order to ensure that the EPCS leadership team and teachers “actively monitor instructional effectiveness and the progress of students’ learning, across the school, in grades, in classrooms, and down to the student level, for the purpose of deliberately informing classroom instruction”, the district will rely on 1. the experiences and lessons learned from the district’s successful level 4 turnaround efforts, 2. recommendations from the Local Stakeholder Group (LSG), 3. best practices outlined in the *Turnaround Practices in Action* report, and 4. baseline report from the MSV to develop strategies and sustainable practices for accelerated student achievement.

**Strategies:**

1. The ILT will develop a universal screening system to assess academic and behavioral strengths and challenges of all students, and to identify students' needs and supports.
2. The ILT will develop opportunities for leaders and instructional staff to regularly monitor students' progress and effectiveness of interventions.
3. The district and ILT will develop a system of tiered interventions that allows students to access a continuum of services and adapt and modify interventions to directly and immediately meet students' specific needs.
4. The ILT will develop systems and structures for leadership team to routinely monitor the effectiveness of the core curriculum and instruction.
5. The ILT, teaching and support staff will provide tier 2 and 3 intervention to address specific learning needs throughout an expanded day of learning for students with strategic use of resources, including teaching and support staff.
6. The ILT will develop a balanced literacy approach through the utilization of guided reading practices, literacy circles and writing across the curriculum, as well as specific writing instruction.
7. The ILT and teaching staff will create opportunities for students to effectively engage in discourse and higher-order thinking, focused on the knowledge acquired, to insure application of new knowledge and comprehension through access of quality literacy content and instruction.
8. The ILT will develop an aligned, spiral approach to teaching math across the all grades and provide content specific math professional development for teachers to increase opportunities for students to effectively engage in discourse focused on Math content.
9. The ILT will develop and implement a data collection tool to allow for a 5-week progress monitoring to inform instruction.

**Benchmarking Progress:**

**Student-specific supports and instruction to all students**

<p><b>MAGs for Student Achievement</b> (set by ESE)</p>	<p>The EPCS will meet the following targets:</p> <p>All students: Achieve an annual PPI of at least 75 and a cumulative PPI of 54 in 2015.</p> <p>High Needs students: Achieve an annual PPI of at least 75 and a cumulative PPI of 54 in 2015.</p> <p>Low Income students: Achieve an annual PPI of at least 75 and a cumulative PPI of 52 in 2015.</p> <p>Please note that due to the small number of test takers in Science the PPI data is not computed for SPED and ELL subgroups for Elm Park. Thus there is no MAGs.</p>
<p><b>Interim Benchmarks for Teachers/Practitioners</b></p>	<p>1. By June 2016, the ILT will be able to demonstrate that 100% of the EPCS teachers consistently provide high-quality, challenging core instruction for</p>

	<p>all students, as evidenced by classroom observations and team meeting observations.</p> <p>2. By June 2016, the ILT will be able to demonstrate that 100% of the EPCS teachers consistently provide instruction and interventions in direct response to students’ academic needs, identified through focused analysis of student data.</p>
<p><b>Interim Benchmarks for Students</b></p>	<p>1. By June 2016, 100% of students receiving interventions will improve their performance as measured by interim assessments.</p> <p>2. 100% of students will show growth in academic measures across the content areas as evidenced by DIBELS, BAS, MAP, MKEA, Unit Tests, running records, common assessments, and portfolios.</p>

**Turnaround Practice #4:**  
**School Culture and Climate**

The *Turnaround Practices in Action* report identified School Culture and Climate as the foundation of successful turnaround. The report concluded that Achievement Gain schools developed a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement.

Its findings include the following:

1. institutionalized practices for collegial planning and the implementation of common strategies with ongoing teacher support and healthy culture of collaboration
2. teachers who take leadership positions within the school and make professional judgments on actions they think can best support the success of their students
3. a system of social-emotional supports and behavioral expectations that provides students with targeted, student-specific supports and fosters a safe, orderly, and respectful climate for teaching and learning

EPCS, under the leadership of Mrs. Joany Santa, is working on developing a system of supports designed to address the social and emotional needs of the students. According to the MSV report, “the school has some school wide supports and interventions to promote student engagement. Leaders and teachers reported that the school uses Positive Behavioral Interventions and Supports (PBIS) to set expectations for student behavior throughout the school.”

EPCS has developed clear expectations for instructional planning and student responsibility for learning. However, the visiting team noted inconsistent adherence to these expectations. “In many classrooms, teachers were not fully prepared, did not start instruction on time, did not explain lesson objectives and the agenda, and did not provide support for all students throughout the learning process.”

The report identified that “there is a lack of common application of the behavioral intervention system expectations. In some classrooms, the site visit team observed teachers stating clear behavioral expectations and demonstrating positive and respectful relationships with students, even when reminding students of expectations. In other classrooms, some teachers tolerated disrespect and misbehavior until students needed to be removed from the room. In other

classrooms, teachers and students yelled and argued, students wandered around the classrooms, and instruction was disrupted.”

Contrasting with the MSV findings is the 2014 TELL Mass results where only 25% of the teachers agreed that “students at this school follow rules of conduct” and 83.3% of the teachers agreed that “teachers consistently enforce rules for student conduct” and only 57.1% of the teachers agreed that “school administrators consistently enforce rules for student conduct.”

The LSG identified areas of concern and made the following recommendations:

1. Develop a positive school culture and climate that focus on safety and shared responsibility for all members of the EPCS community
2. Develop consistent routines and practices across all levels to support the development of a positive school culture and climate
3. Develop positive, empathetic, non-judgmental responses to students’ needs and discipline
4. Develop tiered system of student support, both academic and social/emotional

The MSV report also stated that “the school has taken steps to increase collaboration with parents and community partners. School leaders stated (and parents confirmed) that the school has an organized parent group that meets regularly.” Several initiatives are in place to support students and parents such as the Clemente Program, Big Brother Big Sister, and supports through local colleges and universities.

Although there is evidence of some emerging characteristics of collaboration with parents/guardian and community partners, there seems to be a disconnect relative to expectations and common understanding of strong working relationship with families and community partners to support students’ academic progress and social-emotional well-being.

The TELL Mass survey section regarding community support and involvement, teachers responded as follows:

86.7% of teachers agreed that “this school does a good job of encouraging parent/guardian involvement”

94.1% of teachers agreed that “teachers provide parents/guardians with useful information about student learning

21.2% of teachers agreed that “families help students achieve educational goals in the school”

15.2% of teachers agreed that “parents/guardians support teachers, contributing to their success with students”

Parents provided a strong voice through the LSG parent representative. The recommendations were:

1. Increase two-way communication between school, parents/guardians, and community
2. Develop welcoming and supportive school environment built on mutual trust
3. Add a Wraparound Coordinator’s position to assist families connections to services
4. Establish a community school advisory committee for EPCS
5. Formulate ways to improve school and parent/guardian engagement and interactions
6. Review and align partnerships and community resources to the needs of the school/children/families



In order to establish a safe, orderly, and respectful environment for students and a collegial, collaborative, and professional culture among teachers, the district will rely on 1. the experiences and lessons learned from the district’s successful level 4 turnaround efforts, 2. recommendations from the Local Stakeholder Group (LSG), 3. best practices outlined in the *Turnaround Practices in Action* report, and 4. baseline report from the MSV to develop strategies and sustainable practices for accelerated student achievement.

**Strategies:**

1. the district will recruit a Wrap Around Coordinator (WAC). The WAC will assist the school administration to link social and health services and various community partners in service to the social-emotional, health, and academic needs of students and families.
2. the ILT will utilize research-based practices to address the deep and multiple risk factors students have and develop the teachers’ ability to gain the skills to work with their students and the students’ ability to display behaviors of successful learners.
3. The ILT will ensure the implementation of PBIS, school-wide, to successfully address behaviors of students and maintain an orderly learning environment for all.
4. The ILT will utilize a behavior modification program, both in school and at home, through Love and Logic training for parents, caregivers, and school personnel.
5. The district and ILT will provide professional development (Mindfulness, Love and Logic Training, PBIS) for teachers and other practitioners to address students' social emotional and health needs of the students in order to access learning.
6. The school administration will develop strong partnerships with higher education and community organizations to support student learning and students’ social, emotional, and physical well-being.

**Benchmarking Progress:**  
**School Culture and Climate**

<p><b>MAGs for Student Achievement</b>          (set by ESE)</p>	<p>The EPCS will meet the following targets:</p> <p>All students: Achieve an annual PPI of at least 75 and a cumulative PPI of 54 in 2015.</p> <p>High Needs students: Achieve an annual PPI of at least 75 and a cumulative PPI of 54 in 2015.</p> <p>Low Income students: Achieve an annual PPI of at least 75 and a cumulative PPI of 52 in 2015.</p>
--	--

	<p>Please note that due to the small number of test takers in Science the PPI data is not computed for SPED and ELL subgroups for Elm Park. Thus there is no MAGs.</p>
<p><b>Other MAGs</b>  <u>7 required by statute:</u></p> <ol style="list-style-type: none"> <li>1. Parent and family engagement</li> <li>2. Building a culture of academic success among students</li> <li>3. Building a culture of student support and success among school faculty and staff</li> <li>4. Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items)</li> <li>5. Student safety and discipline</li> <li>6. Student promotion and dropout rates</li> <li>7. Graduation rates (high schools only)</li> </ol>	<ol style="list-style-type: none"> <li>1. 100% of EPCS parents will attend at least one teacher-parent conference during the school year.</li> <li>2. Teacher attendance rate will increase by 10% during the academic year.</li> <li>3. 100% of EPCS teachers will implement key instructional practices, supported through professional development, as evidenced by data collected through professional rounds and feedback forms completed by the focused instructional coach.</li> <li>4. The number of students chronically absent, 18 or more days, will decrease by 25%.</li> <li>5. The number of violent or aggressive incidents will decrease by 50%.</li> <li>6. The retention rate in all grade levels will decrease to less than one percentage point at each grade level.</li> <li>7. N/A</li> </ol>
<p><b>Interim Benchmarks for Teachers/Practitioners</b></p>	<ol style="list-style-type: none"> <li>1. By June 2016, 100% of teachers will consistently use routines and appropriate responses to address the students’ social, emotional, and health needs in a safe, orderly, and supportive learning environment as outlined in the section “organization and design of classroom” of the High Quality Teaching and Learning Framework, and as evidenced by a decrease in student-to-office referrals.</li> <li>2. By June 2016, 100% of teachers will maintain two-way communication with families, of each assigned student, at least 4 times during the school year to develop strong relationships that contributes to student learning and well-being.</li> </ol>
<p><b>Interim Benchmarks for Students</b></p>	<ol style="list-style-type: none"> <li>1. By June 2016, out-of-school suspensions will decrease by 50% without a related increase in in-school suspensions.</li> <li>2. By June 2016, average student attendance will increase by 1%.</li> <li>3. 100% of students will show growth in academic measures across the content areas as evidenced by DIBELS, BAS, MAP, MKEA, Unit Tests, running records, common assessments, and portfolios.</li> </ol>

### SECTION III: Financial Plan

Within budget limitations, the school principal, in consultation with the site council, is seeking full school budget autonomy regarding the allocation of staff and all non-staff financial resources provided to the school through the budget process. The school's allocation of staff and non-staff resources are based on the overall district budget status, and differentiation of the allocation may vary by individual school based upon special populations served, programs offered or other needs of the school. In this case, the school is provided additional local, state and federal resources as described below.

What follows is a financial plan for the school. As the financial plan illustrates, total spending at Elm Park Community School is proposed to increase during the redesign implementation period. Of this funding increase, \$1,014,352 is proposed through the redesign grant, while the remainder will be funded through operating, grant, and community support sources.

The school is currently staffed with 21 Preschool through Grade 6 classroom teachers with a student to teacher ratio of 21.2 to 1. In addition, the school is supported by eight special education teachers, four ESL teachers, two school adjustments counselors, one ESL tutor and fourteen instructional assistants to support the student population. Three literacy tutors provide additional intervention services for students. The school has a full-time nurse on staff.

Using federal grant funds, the school has one instructional coach who provides job embedded professional development to teachers at the school. This professional development is developed through the use of student test data and the school's ILT.

Looking forward, our plan proposes a Wraparound Zone Coordinator position for the school that would be funded using money from the grant. This individual will develop partnerships with community organizations, higher education institutions, and local businesses in order to provide supplemental resources and support to the school.

The redesign grant proposed budget includes funds to provide increased learning opportunities for students by 90 minutes per day for each day of the school year. In addition, the school has scheduled 30 minutes daily of common planning time for teachers. This time has been added to the school day for all teachers. The proposed budget includes 90 additional hours of professional development for teachers, to include work during non-school days, including during the summer. This time is in addition to the 20 hours of time required under the existing collective bargaining agreement with teachers.

The budget also reflects additional professional instructional and support positions for the school including a Lead Teacher position. The budget includes 1.0 FTE librarian position for the school. Currently, because of previous district-wide budget reductions, the district provides librarian positions at secondary schools only. The budget also reflects additional funding for instructional supplies and materials.

The district is prepared to allocate the necessary resources to sustain funding of this plan after the redesign implementation period, although the district will look to reduce this initial funding based on a gradual release of capacity building strategies, such as spending on staff development and instructional coaching, as the level of individual teacher capacity increases. The district will be prepared to continue the appropriate level of increased learning opportunities and/or supplemental services. In addition, the district is seeking permanent collective bargaining changes that allow for an expansion of the teacher work day across the system for elementary teachers for common planning time.

The district is prepared and has the capacity to provide direct instructional, financial, and human resources support during the redesign implementation plan using existing resources available to the district. This includes a district level administrator position that has been assigned to provide direct support to the school. As capacity is developed at the school level, the level of district support will be adjusted accordingly during the period.

Identify elements of the plan contingent upon SRG funding, their anticipated cost, and the actions that the school and district will take if funds are not available. Add rows as needed.

Strategy/Expenditure	Anticipated Cost	What will you do if SRG funding is not available?
Lead Teacher	\$79,785	The district would reallocate resources within existing funds to accomplish these initiatives.
Wrap Around Coordinator	\$74,160	
Librarian	\$74,160	
Expanded Learning Time and Common Planning Time for Teachers (37)	\$549,450	
Expanded Learning Time for Support Staff	\$111,922	
Professional Development Time	\$140,625	
<b>TOTAL</b>	<b>\$1,030,102</b>	

**Three Year Budget:**

	FY16	FY17	FY18
Lead Teacher	\$79,785	\$82,179	\$84,644
Wrap Around Coordinator	\$74,160	\$76,385	\$78,676
Librarian	\$74,160	\$76,385	\$78,676
Common Planning & Expanded Instructional Time:			
Teachers	\$549,450	\$549,450	\$549,450
Support Staff	\$111,922	\$114,720	\$117,588
Professional Development	\$140,625	\$149,265	\$149,265
<b>Total Spending Plan</b>	<b>\$1,030,102</b>	<b>\$1,048,383</b>	<b>\$1,058,300</b>

**SECTION IV: Local Stakeholder Group Roster and Recommendations**

Affiliation (per state law)	Local Stakeholder Group Member Name
ESE designee	1. Lantaigne, Deborah
School committee chair/designee	2. Ramirez, Hilda
Union president/designee	3. Brousseau, Brad
Administrator from the school (Superintendent choice)	4. Santa, Joany (Principal of EPCS)
Teacher from the school (faculty choice)	5. Chviruk, Cathryn
Parent from the school (parent association)	6. Williamson, Shelley
Social service representative (Superintendent choice)	7. Moore-Jenkins, Dee Dee (Centro Las Americas)
As appropriate, workforce development agencies (Superintendent choice)	8. Turgeon, Jeffrey (Central MA Workforce Investment Board)
EEC rep or DHE rep (EEC commissioner or secretary choice)	9. Mara, Charlene (Early Childhood, Quinsigamond Community College)
Community member (chief executive of town choice)	10. Garvin, Tim (United Way)
Other:	11. Meade-Montaque, Mary (WPS Quadrant Manager)
Other:	12. Rodrigues, Marco (WPS Chief Academic Officer)
Other:	13. Bombard, Tracy (Teacher)

Attach or list here Local Stakeholder Group’s final recommendations:

**1. Essential Condition # 1 - Effective district systems for school support and intervention**

- Recommendations:
  - Need for more autonomy in hiring staff
  - Hiring building wide substitutes so that when there is a teacher absent there would be a consistent trained person to cover
  - Have a list of substitutes that are familiar with the building and students
  - Need for more resources that meet the specific needs of students at Elm Park
  - Ensure equipment in the building is in good working condition equipment to maximize staff time in the use these resources
  - Making better use of support staff where they can provide more instructional support to students

**2. Essential Condition #2 - Effective School Leadership**

- Recommendations
  - Increased communication among all stakeholders
  - Build trust among all stakeholders
  - Provide a welcoming supportive school environment

- Staff consistency in handling the behaviors of the children possibly both at home and school
- Need for more parent supports
- Need for increased family engagement
- Need for a different model of learning that is more engaging i.e. Examine models such as Worcester Arts Magnet School where there is a strong integration of the visual and performing arts

### **3. Essential Condition #3 - Aligned Curriculum**

- Recommendations
  - Utilizing local colleges (Becker/WPI) for during school and after school enrichment
  - Extend day - PD/common planning and learning time
    - Internal/external experts for PD
    - Wilson Reading
  - Co-teaching & hiring tutors
  - Training new teachers at Elm Park (vision & mission)
  - Parent Engagement -newsletters, parents workshop, common calendar
  - Increase small group instruction (RTI block – 90 min. blocks for RTI, Literacy blocks -uninterrupted)
  - Increase instructors (library, media/tech, ELL)
  - Integration of the arts
  - Curriculum -supplemental materials - Making Meaning, First in Math, Razz Kids, Content for Learning
  - Materials - leveled readers
  - Technology - smart boards, projectors, working printers, copy machines, tablets

### **4. Essential Condition #4 - Effective Instruction**

- Recommendations
  - Support for teachers in their 3-5 years in the "how" of teaching
  - Support teachers in their ability to address instruction based on the social emotional needs of their students
  - Support teacher in developing strategies to employ classroom management techniques & modalities focused on instruction vs. control
  - Share scope & sequence and year at a glance with parents, ECE providers, afterschool programs, etc.
  - More coaching & support from administration
  - Support mode of instruction to match the developmental level of the child (i.e. Hands on active learning – Pre-K - 3)
  - Increasing time for RTI
  - Support the development of a positive school culture & climate for students and teachers across grade levels that focuses on safety, shared responsibility (leaders, parents, community providers), respect, teamwork and positive learning environments

### **5. Essential Condition #5 - Student Assessment**

- Recommendations
  - Goal: Efficient, cyclical and integrated system of assessment that is part of the culture (including students), drives instruction & intervention, considers mobility, meets students' needs and releases teacher from test writing
  - Uses autonomies w/extended school day & time to:
    - ensure adequate RTI time for students

- ensure adequate professional time for teachers to plan analyze data & Student Work, and create reteach plans
- Regular scheduled, routine time (held sacred) for horizontal & vertical day to day lesson planning and looking at student work and informal assessments to provide intervention (quick & dirty)
- A formal, aligned regular periodic data cycle "outsourced " (e.g. ANet) for benchmarking. Might include coaching
- Data cycle = Assessment--Review of Data--Reteach preparation--reteach--assessment
- Consider differentiated process for ELL student assessment & analysis
- Consider a formalized, differentiated process for "newcomers" (new to school) to get them up to speed

**6. Essential Condition #6 - The principal's staffing authority**

- Recommendations
  - Flexibility in bringing staff into the building to meet the various needs of students
  - Flexibility in bringing in community partners to meet the school's needs

**7. Essential Condition #7 - Professional Development and Structures for Collaboration**

- Recommendations
  - Implement PD that doesn't impact time on learning for kids
  - Teacher leadership support and training for ILT member & others
  - PD on team building to help staff culture
  - Use Compass (HQTL) to assess content & classroom needs and use PD to support
  - 30+ hours with stipend pay for staff to prep for implementation
  - IEP for teacher=Professional Practice Goal
  - Trend analysis to determine needs and provide PD accordingly
  - Vertical alignment within school and district
  - PD to bring everyone up to speed on assessments being used
  - Key Community Partners can be included in S/E PD and Academic (w/reason)
  - Who are the early childhood providers who are feeders for EPCS? Include them in PD

**8. Essential Condition #8 - Tiered Instruction & Adequate Learning Time**

- Recommendations
  - Core teacher will be giving tier II instruction in extended time vs. outside partners who are not licensed
  - Structure cooperative learning groups
  - Need for a seamless day
  - Support from human capital assigned to students/classroom
  - Tier III extra support for differentiation
  - Enrichment opportunities that support continued instructional focus in applying learning beyond school day/extended time for all
  - Research based & relevant enrichment & instructional best practices
  - Screen & monitor students in order to assign and assess in developing the flexible groupings
  - Use of formative assessment to progress monitor
  - ELA/Math/Writing/Science/Social Studies Dedicated time
  - Use of additional time in guided learning groups and different modalities, materials, and source to support different learners

**9. Essential Condition #9 - Students' Social, Emotional and Health Needs**

- Recommendations
  - Consistent system of routines & procedures across the school (transitions, exit tickets, questioning, instructional blocks techniques). Use PD & planning times to learn & enforce
  - Positive, empathetic, non-judgmental response (Love & Logic)
  - Wraparound (or some facsimile) Coordinator - connection to community and therapeutic partnerships with counseling and therapy in schools services (City Connect-tiering)
  - Consistent, cohesive, SEB/cultural program with resources (PBIS, MTSS, UDL or some hybrid) and training (toolbar)
  - Tier all students both academically and socially and then arrange supports to students accordingly

**10. Essential Condition #10 - Family and School Engagement**

- Recommendations
  - Facilitate a stronger school-family-community culture (interested in improved communication)
  - Establish a community advisory committee for EPCS
  - Learn about high functioning community schools - Best Practices
  - Develop mission/vision statements
  - Look at school data to determine social/emotional needs of students & families
  - Recruit community groups and partners to fulfill needs - resources to respond to needs
  - Review current partnerships to ensure alignment with school needs
  - Formulate/Review ways to improve interaction points between school & families
    - i.e. Monthly activities - pick up/drop off
    - principal/parent coffees

**11. Essential Condition #11 - Strategic use of resources and adequate budget**

- Recommendations
  - Extended time for teachers to have common planning time and for professional development
  - Flexible work schedule for teachers
  - Flexible staffing based on data
  - Strategic use of community resources/community partners based on data to address student needs
  - Strategic use of budget to address the social emotional needs of students and specific professional development
  - Flexibility to make mid-course adjustments to address changing conditions as evidence by data
  - Updated collection and staffed library
  - More classroom technology
  - More educational field trips to provide opportunities for students
  - More time on learning and support for parents to assist their children
  - More support for families who are in need
  - More communication to families about what students are learning and what students are participating in
  - More communication to families in different languages
  - Support for students so that they can engage in learning in different ways
  - All learning opportunities during the school day and outside of the school day need to be connected
  - Budget authority for supplemental curriculum resources





## SECTION V: Changes in Policy and Strategies to Consider under State Law

*Check all that apply, and attach a copy of the revised collective bargaining agreement or Joint Resolution Committee decision.*

### Curriculum and Instruction

- Expand, alter, or replace curriculum:** The Superintendent 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 Superintendent may expand the school day or school year or both of the school
- Add Kindergarten or pre-Kindergarten:** The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

### Financial and Asset Management

- Reallocate school budget:** The Superintendent may reallocate the uses of the existing budget of the school
- Reallocated district budget:** The Superintendent 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. (If the school receives funding at least equal to the average per pupil funding, with the approval of the School Committee, the Superintendent can direct additional funds to the school.)

### Human Resources

- Attract and retain leaders and teachers:** The Superintendent may provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan
- Make staffing changes:** The Superintendent may, 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
- Implement new systems:** The Superintendent 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 Superintendent 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 Superintendent 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 Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

### Leadership and Governance

- Change Collective Bargaining and Policies:** The Superintendent may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced
- Change District Policies:** The Superintendent 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 Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school
- Address mobility and transiency:** The Superintendent may establish strategies to address mobility and transiency among the student population of the school
- Additional strategies:** The Superintendent may include additional components based on the reasons why the school was designated as underperforming and the recommendations of the local stakeholder group



## SECTION VI: School Redesign Grant (SRG)

If a school is newly declared Level 4 and, with its district, plans to apply for a School Redesign Grant, please indicate which federal turnaround model is likely be utilized. While confirmation of this will come later, checking a box below will indicate the model the school and district plan to use as of the date of submission of this Turnaround Plan.

- Turnaround
- Transformation
- Restart
- Closure

Potential new SIG models (See *Turnaround Plan Guidance* document for this section.)

- Whole-school reform
- State-Determined
- Early learning