

Elm Park Community School
Community Meeting
November 19, 2014
5pm to 7pm

Level 4 Schools

Upon designation as a Level 4 school, state law requires that district and school develop a Turnaround Plan for accelerated improvement within three years and outlines the process accordingly. The first step in this process is to convene a local stakeholder group.

Local Stakeholder Group- Overview of Functions

As stipulated in *An Act Relative to the Achievement Gap*, the purpose of convening a local stakeholder group is to provide recommendations to the superintendent regarding the overarching strategies and approaches to be included in each Turnaround Plan. The law is clear about the size, composition, and timing of the local stakeholder group, but leaves discretion to the superintendent about the organization of the group's work and its ongoing role throughout the life of the school turnaround plan.

Requirements for Convening a Local Stakeholder Group

Within 30 Days of a school being designated as underperforming, the superintendent shall **convene a local stakeholder group** of not more than 13 individuals to solicit recommendations on a Turnaround Plan.

Local Stakeholder Group Composition:

1. ESE designee	Deb Lantaigne	DESE Liaison
2. School committee chair/designee	Hilda Ramirez	School Committee Member
3. Union president/designee	Brad Brousseau	EAW Executive Secretary
4. Administrator from the school	Joany Santa	EPCS Principal
5. Teacher from the school (Faculty choice)	Tracy Bombard	EPCS Teacher
6. Teacher from the school (Faculty choice)	Cathryn Chviruk	EPCS Teacher
7. Parent from the school (Parent assoc.)	Shelley Williamson	EPCS Parent
8. Social service representative	Dee Dee Moore-Jenkins	CLA- Coord. of Intensive Family Stabilization
9. Workforce development agencies	Jeff Turgeon	WIB – Executive Director
10. Early education and care provider	Charlene Mara	QCC – ECC Faculty/Coordinator
11. Community member	Tim Garvin	United Way – President & CEO
12. District administrator	Mary Meade-Montaque	WPS - Quadrant Manager
13. Facilitator	Marco Rodrigues	WPS - Chief Academic Officer

Local Stakeholder Group Meetings

October 17, 2014	9am to 2pm	Becker College
October 28, 2014	9am to 12pm	Becker College
November 12, 2014	9am to 12pm	Durkin Administration Building

Conditions for School Effectiveness

The Conditions for School Effectiveness (CSEs) articulate what schools need to have in place in order to educate their students well. These conditions, voted into regulation by the Massachusetts Board of Elementary and Secondary Education in 2010, can be used as benchmarks against which schools can gauge their practice in key areas.

Conditions for School Effectiveness

- I. ***Effective district systems for school support and intervention:*** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.
- II. ***Effective school leadership:*** The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.
- III. ***Aligned curriculum:*** The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
- IV. ***Effective instruction:*** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
- V. ***Student assessment:*** The school uses a balanced system of formative and benchmark assessments.
- VI. ***Principal's staffing authority:*** The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions and the approval of the superintendent.
- VII. ***Professional development and structures for collaboration:*** Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
- VIII. ***Tiered instruction and adequate learning time:*** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
- IX. ***Students' social, emotional, and health needs:*** The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.
- X. ***Family-school engagement:*** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.
- XI. ***Strategic use of resources and adequate budget authority:*** The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so

Local Stakeholder Summary of 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

Level 4 School Turnaround Plan: Timeline & Process

Upon Designation of a Level 4 School, districts are required to develop and implement a Turnaround Plan to accelerate student achievement within three years. For funding to support their plan, districts can apply for federal School Redesign Grants (SRG) funds. A general timeline for this process is outlined below.

