

SCHOOL-SPECIFIC KEY FEATURES

JUNE 29, 2010

Boston Public Schools (BPS), in accordance with provisions outlined in the Act, convened local stakeholder groups representing each school to inform the district's turnaround plan. These groups were led by the principal or headmaster and included teachers, parents, local partners, school committee members, and in some instances, students. Their charge was to make recommendations, informed by an analysis of student achievement data and school performance, which could help turn around their respective school. Many of the recommendations submitted were already present in the overall district plan. The recommendations chosen for inclusion in the district's turnaround plan reflect those key features that are:

- Unique to the school (not already present in the overall district plan),
- Fiscally viable given the projected size of school improvement grants and the district's current financial standing;
- Significant enough to influence on the school's success, and
- Aligned with the analysis of student achievement data and student performance.

The absence of any single recommendation from the district's turnaround plan should not be construed as a rejection of that proposal. It may still be that the recommendation is implemented or considered at a later date.

Future school-level redesign team planning sessions will inform how these recommendations will be carried out and how they will be translated into concrete commitments for Year 1. Commitments for Years 2 and 3 will be determined by December 31, 2010. BPS will work with the Department of Elementary and Secondary Education (DESE) to ensure that these commitments are consistent with the Department's expectations and requirements.

We also look forward to evaluating the effectiveness of school specific initiatives to potentially replicate their success in the entire turnaround network and/or the district at large.

Agassiz Elementary School

Effective Teachers

Ensure at least one (and ideally two) general education teachers at all Grade Levels are equipped to support LEP students (either by having Four Categories and/or ESL Pathway completion).

Affirmatively recruit for teachers who have ESL certification, have completed the ESL Pathway, or speak Spanish.

Create differentiated professional development plans based on both student and teacher needs.

Change planning periods to create more common planning time, increasing this time to two 60-minute administratively directed common periods and three 60-minutes planning and development periods.

Focus on Instruction

Prioritize whole school implementation of multi-tiered system of supports for professional development.

Build school capacity for analyzing student data to inform instruction and intervention.

Identify specific Tier 3 interventions.

Implement new classroom-based system for weekly assessments of student status, creating “week-in-review” check-in quizzes.

Expand student access to First in Math and Study Island.

Culture of High Expectations and Shared Ownership

Implement “Time-to-Teach” approach school-wide, focused on behavioral and classroom expectations.

Implement Leader-in-Me training for teachers as a school-wide approach to foster student leadership and effective habits for students.

Identify and assign grade-level teacher leaders for key school priorities (Math, ESR, ELL, and Data).

Create new Peer Advisory System to allow teachers to work collaboratively, observe each other’s classrooms, and provide feedback in a structured system using common tools and drawing on the best practices.

Social and Emotional Supports

Require and facilitate consistent implementation of Education for Social Responsibility by all teachers with appropriate professional development and support.

Balance enrichment and academics in a way that values the whole child.

- Change one of six specialist positions to an Arts Specialist.

Family and Community Engagement

Redesign family orientations at the beginning of the school year to focus on shared school-wide expectations for student behavior, classroom dynamics, and homework support.

Implement twice-monthly family workshops that address multiple topics, including academic content.

Blackstone Elementary School

Effective Teachers

Complete a 2010-11 individual professional development plan for each staff person that delineates goals connected to district, school and personal priorities.

Provide inquiry-based common planning times facilitated by teacher leaders (with support from the Director of Accelerated Improvement) to better prevent and respond to students' struggles.

Organize a regular meeting time for novice teachers (less than 3 years of experience) to offer them support with a variety of critical responsibilities.

Culture of High Expectations and Shared Ownership

Have staff develop a mantra of core values and expectations re: "effective effort" at a retreat before school starts.

Develop a school-wide behavior management system (with data collection system).

Train teacher leader in Open Circle social competency curriculum so that he/she can facilitate training for staff.

Train teachers to offer peer-to-peer feedback on instructional practice. (This will be part of the leadership training/curriculum that our "Lead Teachers" will receive).

Instruct teachers to develop weekly/unit-long lists of skills/objectives to be mastered, and to develop a regular and systematic process for students to track their own progress on those skills.

Develop a systematic intake process for students new to the school during the year, including: procuring cumulative file, getting salient info to teachers, and linking with welcome ambassadors; follow-up to include a parent meeting about the student's status within the first two weeks (after initial assessments complete).

Communicate to parents the importance of attendance, particularly in the weeks before/after a holiday break; request advance notice if family will be away; have teachers at all grades prepare and send a packet of work so that students whose families do travel will not be permitted to fall behind.

Develop student voice, leadership, citizenship and ownership of school goals and values:

- Host principal monthly “town hall meeting” with each grade-level to honor students who exhibit core values / behavior of the month and make academic progress; also use this as forum to help students set and meet goals.
- Train a cadre of G4-5 students as Blackstone Ambassadors to serve as a welcoming committee for new students and guides for guests in the school.
- Initiate student council representing each class; include students on committees to plan family events.
- Initiate sports teams for G4-5 students to promote physical wellness, teamwork, leadership, and self-discipline.

Include students with disabilities (including those in substantially separate classrooms) in school activities, including field trips, performances, clubs and after-school.

Consistent enforcement of school uniform policy with incentives/rewards for students who consistently wear the uniform.

Focus on Instruction

Develop and prepare to launch a whole-school vocabulary plan (e.g., using *Bringing Words to Life*, *Building Academic Vocabulary* and most relevant text on vocabulary instruction for ELLs).

Convert two computer positions to science positions to increase content instruction; allow technology to be better integrated into all content areas by having teachers sign up for computer lab time.

Work to enhance curriculum by integrating arts and specialty periods with core instruction.

Ensure that new-to-district teachers (and others who haven’t had it) receive summer training in *Reading Street* and *TERC Investigations* curricula.

Re-open the school library, well-stocked with classic and contemporary multi-cultural literature; celebrate reading and model “indulging in books.”

Host a “Summer Scholars Program” to mitigate the effects of summer reading loss.

Use data-based inquiry cycle to identify skill gaps; design common lessons and common assessments.

Draw on BPS departments and other partners to provide targeted professional development when inquiry reveals that teachers’ current content knowledge or pedagogical-content knowledge is the limit to students’ growth.

Investigate the potential of implementing a Two-Way Bilingual Program.

Build in an enrichment block (either weekly or as periodic “intensive study periods”) when students and teachers can explore high-interest topics of mutual fascination.

Fully-implement appropriate (standard) and non-standard accommodations for students with disabilities throughout the school year.

Design an inclusion model for the eight sub-separate special education classrooms and the three resource teachers in the school.

Contract with retired teachers and/or intervention specialists to provide Tier III interventions to struggling students on a flexible schedule built around students’ core schedules (i.e., not pulling out of ELA class).

Create a mobile computer lab to support student performance monitoring and increase technology access.

Social and Emotional Supports

Connect with all existing school partners; map strengths, services, capacity.

Contract with City Year for a team of Corps Members to build formal mentoring relationships with students.

Meet with the South End Community Health Center to (a) define their array of services and establish a clear vision for servicing Blackstone students, and (b) discuss increasing the number of Spanish- speaking counselors and establishing a regular meeting time between school and directors at SECHC.

Set up intakes and coordinate paperwork for counseling / social groups / mentoring before school starts in partnership with Boston Connects.

Create a flowchart of student support services at the Blackstone (documents, protocols, etc.).

Develop a proactive plan to set positive behavior norms on the bus and prevent bullying on the bus.

Thoughtfully match students to after-school programs that meet their socio-emotional needs; set targets with partner organizations.

Ensure that a school staff member has the responsibility of coordinating partnerships that provide social/emotional supports to students.

Build partnerships with mental health providers in East Boston.

Develop a Crisis Team to support students and families urgently in need of intervention.

Family and Community Engagement

Hold events to welcome new principals and teachers, signaling our welcoming stance to families/community (with support of IBA- Inquilinós Boriquas en Accion).

Convene community partners and staff to systematically map assets and resources to areas of student/family/school needs and opportunities, and to “match-make” services/supports.

Partner with the Blackstone Community Center to coordinate after-school programming, family events and workshops.

Conduct start-of-year home visits, twice-a-month neighborhood “office hours,” twice-a-year parent-teacher conferences, and family-friendly outreach events.

Aggressively seek “best means of contact” (e.g., phone, text, or email) and preferred language; seek update from students monthly.

Get phone system working so that every call gets answered and directed to the appropriate person.

Assign a family outreach coordinator or case manager to help teachers call each family, follow-up on home visits, etc.; identify and address barriers for parents that are consistently unresponsive.

Continue offering ESL classes for parents; work with the Blackstone Community Center to expand and coordinate family offerings.

Offer workshops introducing the school's core values and social competency program to parents.

Host mandatory parent meetings for K students before school starts.

Dearborn Elementary School

Effective Teachers

Develop professional learning communities that encourage and promote the best practices.

Implement professional development for effective ELL/SEI strategies and for effective Special Education strategies.

Provide teacher professional development to integrate technology into classroom instruction.

Establish and maintain a content-area common planning time to coordinate and analyze data and student progress.

Align individual teacher professional development plans with student and content/ specialization needs.

Culture of High Expectations

Develop professional learning communities that encourage and promote the best practices.

Create a clear and consistent behavior management policy, including teacher training that aligns with state law and BPS policy.

Create a climate for teachers and students of "Let's Get Smart," which includes direct instruction on the impact of effort on brain development and learning.

Develop Dearborn Middle School student best practices which include academic, social, and emotional components that are introduced on the first day of school and maintained throughout the school year.

Establish a systematic way for staff to raise concerns about operational issues and school policies or practices that are interfering with student achievement and school-wide goals.

Adopt AVID instruction to improve student skills, increase the rigor of instruction, and raise expectations for students.

Implement monthly "Town Hall" meetings to afford students the opportunity to speak with the principal in order to address issues and concerns and to recognize student achievement.

Focus on Instruction

Align the curriculum to state standards and high-stakes exams.

Create a professional development plan that is aligned with the learning needs of students.

Acquire materials in either Portuguese or Cape Verdean to enhance ELL/SEI instruction.

Create an authentic "Peer-to-Peer" non-evaluative observation and support protocol.

Provide teachers with professional development in differentiated instruction and follow-up support.

Social and Emotional Supports

Develop programs to engage students in learning during breakfast.

Develop a school-based data information system to track student discipline and socio-emotional incidents and supports; collect data and make it available to teachers.

Ensure that a school staff member is dedicated to coordinating partnerships that provide socio-emotional supports to students.

Develop partnerships with community organizations to provide students with in-school and after school services.

Provide professional development to teachers in effective practices for managing a variety of social/emotional students needs.

Family and Community Engagement

Conduct a comprehensive assessment of multiple dimensions of school life to determine its level of family accessibility and use this data to drive plans for family engagement at the Dearborn Middle School.

Integrate family-based projects into the curriculum that build on cultural awareness and pride.

Develop a collaboration plan between teachers and family engagement specialists to develop plans to reach unresponsive families.

Establish a family center with resources, including computers with internet access.

Establish a school, student, and parent contract with explicit expectations.

Provide parents with content area and grade-level specific curriculum workshops.

Provide parents with access to ESL classes.

Expand and strengthen partnerships with outside organizations.

Establish a connection with the surrounding community, including its current businesses and agencies, and its unique history.

Dever Elementary School

Effective Teachers

Prioritize excellent teaching in every classroom and every support position, with particular expertise in Special Education and ELL instruction.

Establish an induction, support, and training plan to accelerate the development of effective teachers.

Expand and formalize partnerships with the Boston Teacher Residency Program and UMass Boston to attract, develop, and support excellent teachers, particularly in hard-to-staff areas.

Develop the positive school climate, collaborative school culture and teacher leadership opportunities that will attract and retain outstanding teachers.

Develop a culture among school professionals that maintains a long-term focus on implementation of research-based best practices and use of data to measure student progress.

Culture of High Expectations and Shared Ownership

Establish a school culture of positive community and high expectations, celebrating diversity and focusing on the potential of every child and adult; reinforce this message in the office, hallways, and classroom, and in all school materials and interactions.

Implement the PBIS (Positive Behavioral Intervention and Support) alongside a multi-tiered support system framework to develop common whole-school expectations and practices, targeted group supports and interventions, and intensive individual interventions as needed.

Expand available academic and emotional supports for struggling students to ensure that higher expectations for behavior and academic achievement can be applied to all students while recognizing that high expectations require additional help for some students.

Develop a clear whole-school vision and mission, reinforced daily through new school traditions that express high expectations for all members of the community.

Align the work of all planning teams to support our school mission, such that all adults serve on collaborative teams, and all teams support our mission and use data to focus on steady growth.

Actively recruit parents and community partners to participate in planning, to help develop the school mission and culture, and to share the key values of the school.

Focus on Instruction

Utilize the expertise of key school partners and the school Instructional Leadership Team to establish a long-term focus on implementation of research-based practices and the use of data to measure progress.

Focus professional development and collaborative planning time on strengthening the instructional skill of every teacher, and improving the 'instructional core' of the school, while implementing research-based practices and measuring their impact on every student.

Provide intensive additional support to struggling students from skilled instructors, targeting specific student needs starting in Kindergarten; add expert intervention during the existing school day and extend the school day to add time in targeted areas of need.

Develop effective inclusion practices utilizing new autonomies and flexibilities.

Accelerate implementation of effective instructional practices with a summer institute focused on developing a common set of agreed-upon practices.

Social and Emotional Supports

Utilize the PBIS framework (Positive Behavioral Intervention and Support) to guide development of a positive and supportive school environment, consistently-taught expectations and procedures, and a three-tiered approach to student support and behavior management.

Establish a partnership with Boston Connects to guide the work of our Student Support team and focus teachers and administrators on meeting the social and emotional needs of students.

Implement a social competency program (program TBD) in all classrooms and at all grade levels to ensure a school-wide common vocabulary and set of practices to address the social and emotional needs of students.

Strengthen community partnerships with health providers and agencies to expand the services available to students.

Establish clear behavioral expectations and responses to behavioral problems in order to stabilize school climate and reduce the triggers for poor student behavior, recognizing that a positive and stable school climate will make the school a safer social and emotional setting for our students.

Involve families in the development and implementation of social and emotional support systems, acknowledging the need to have parent representation on planning teams and to include parents in social competency training programs.

Family and Community Engagement

Establish a welcoming environment in the school, focusing on improving 'customer service' in all interactions with parents; develop a school culture in which families are clients and customers, and the strengths of families are recognized and acknowledged.

Improve communication with families by creating a bilingual family handbook, utilizing a standard student planner, and expanding the availability of bilingual (Spanish-English) help for parents when they call the school or visit the school. (Spanish-speaking staff must be available at all times to assist families).

Reach out to the community to build trust and familiarity with families and community agencies); begin this process by holding summer training in key community locations rather than in the school. (Our school culture must be one in which administrators and teachers leave the confines of the school to physically interact with families and partners in the community.

Diversify the school faculty to better reflect the community served by the school.

Recruit and include parents and community members to serve on key school leadership teams; seek community organizations that serve our students as partners in our improvement efforts.

Attract families to the school with a range of positive opportunities, including showcases of student work and learning opportunities such as ESL classes.

English High School

Effective Teachers

Create a structured summer learning program tailored specifically for English High students (Freshman Orientation, Summer School/Transitional School) to decrease summer learning loss and support preparation for the approaching school year.

Focus on Instruction

Identify and regularly use diagnostic reading assessments for on-going monitoring of student growth so that intervention is timely.

Utilize a school-based student information system given to the school by the state in 2009 allowing for real-time tracking of attendance and student performance to actively support, monitor, and intervene throughout the school year.

Provide professional development for teachers for collecting and using data to inform their instructional practice.

Implement the PBIS (Positive Behavioral Intervention and Support) alongside a multi-tiered support system framework to develop common whole-school expectations and practices, targeted group supports and interventions, and intensive individual interventions as needed.

Provide teacher professional development in ELL & SPED based on a “Universal Design Model” to increase access to the curriculum for the diverse student body of English High.

Establish and maintain a content-area common planning time to coordinate and analyze data and student progress.

Align individual teacher professional development plans with student and content/ specialization needs, placing a particular emphasis on the co-teaching model.

Add additional electives, including credit recovery and other areas of student interest and enrichment.

Expand existing clubs and after-school programs that provide tutoring and other co-curricular activities.

Social and Emotional Supports

Provide additional social and emotional support, utilizing counselors, social workers, case managers, and partnerships with external agencies that complement existing school resources and supports.

Family and Community Engagement

Conduct home visits to the families of 9th graders and to families that have been unresponsive to school communications.

Elihu Greenwood Elementary School

Effective Teachers

Launch a professional learning community school-wide for the purpose of sharing promising practices, modeling lessons, investigating educational research, and applying findings in the classroom.

Establish a mentor-teacher model to utilize staff talents across the school.

Create and then implement a long-term (minimum three years) comprehensive professional development program to meet children's needs with an emphasis in Year One on:

- Developing content knowledge in literacy and math for all staff.
- Establishing instructional practices that are expected and will be seen across the school in all classrooms.
- Assessing and teaching struggling readers by turning data into instructional actions
- Creating lesson-planning designs that are done collaboratively and that are implemented across a grade level so as to unify responsibility for instruction at the individual grade level.
- Integrating the 7-Habits strategies into our instructional practices.
- Initiating workshops for all paraprofessionals, lunch monitors, office staff, and other support positions with a focus on child development, expected practices with children and parents, and unified action strategies among professional and support staff.

Culture of High Expectations and Shared Ownership

Implement the practice of consistent and high-quality staff meetings focused on instructional practices, sharing of staff talents, and at-least-monthly assessment of our progress across the entire school.

Initiating the model of "Critical Friends" when analyzing grade-level or program instructional practices and evaluating school progress toward improvement.

Design and implement a new orientation program for parents focused on our belief that parents and staff require authentic partnerships and clear expectations.

Initiate a planned program of retreats that assist in breaking down barriers, that deepen staff dialogue, and that build collaborative understandings and shared ownership among all staff. (Some retreats will be designed to include parents and / or School Council or Parent Council members).

Align the out-of-school time curriculum with the school-day curriculum to guide the YMCA's after-school program development. (This alignment would include collaborative planning with school staff and the sharing of relevant assessments to coordinate after school tutoring).

Focus on Instruction

Design and implement a school-wide data process and procedure providing for:

- Progress monitoring in reading in Grades 3 – 5 using a reading benchmark kit (Benchmark for September, January, and June for Grade 3)
- Systematic monitoring of skill mastery and instructional strategies at each grade level
- Assessing ELL students' progress and what instructional adjustments are needed

Immediately implement a writing program to align writing practices among all grades, supported in both our professional development program and as part of our professional learning community's implementation.

Establish access to and implement the use of technology in all classrooms.

Reorganize the technology program to support the school's new commitment to instructional improvement.

Reorganize the Resource Room Program to support instructional improvement for special needs students.

Implement a Learner's Support Team (sharing staff talents) to support classroom teachers in actualizing instructional practices designed to improve student performance.

Initiate targeted professional development sessions tailored to guiding our instructional practices with ELL students.

Social and Emotional Supports

Establish specific professional development for teachers and parents focused on the needs of our young boys who are not thriving either academically or socially; implement a school team focused specifically on our young male population and charged with the responsibility of monitoring their progress – academically and socially – and, in collaboration with classroom staff, providing appropriate interventions in or revisions to the child's program.

Accelerate the collaborative planning process with the Hyde Park YMCA to increase after-school enrollment and design more supportive services related to youth sports, family engagement, enrichment classes, and summer camp opportunities.

Develop a series of student enrichment programs before, during, or after school with key partners.

Establish a "School Climate" sub-committee of the Leadership Team to monitor, measure, and make recommendations that support and assure the maintenance of a socially and emotionally supportive school environment for both students and teachers.

Family and Community Engagement

Redesign school events for families to engage parents around their children's learning.

Create a Parent Council more representative of parental interests, needs, and concerns.

Initiate a planned program of home visits complemented by a series of "Meet Your Teacher" events at the school.

Establish a monthly "community-based" meeting where our families live using churches, civic centers, or other facilities, taking the school's programs and talents "on the road."

Reorganize the school's Family and Community Outreach Program.

Harbor Pilot Middle School

Effective Teachers

Enforce a standards-based curriculum that contains its own formative assessment batteries; have administration oversee curriculum development, formative student progress monitoring, and professional development so that using formative assessment data to drive instruction takes priority.

Require teachers who are considered for new hiring to be dual-certified in special education and a content area.

Replace the daily curriculum development that is now practiced by Expeditionary Learning with standards-based curriculum implementation that is associated with the Common Core of learning standards for each grade.

Allow students to accelerate their individual learning rate and expand their skills by having teachers effectively differentiating instruction, and not watering down existing subjects in order to accommodate a median Sped-Regular Ed approach.

Grant additional instructional resources to special education staff during their co-teaching periods with academic subjects. Teachers will also have to learn to use the appropriate assistive technology to be used during these instructional periods.

Encourage current regular education teachers to seek a dual special education certificate from Boston University, as part of their middle school partnership with the Harbor Pilot School.

Have our teachers instruct on techniques of time management, learn to radically increase the rigor of the academic instruction, and provide textbooks, notebooks, student agendas and all other tangible educational materials that are required for instruction. AVID WICOR will become the standard for each subject area's approach.

Implement a standards-based curriculum in grades 6, 7 and 8 that contains a definition that aligns with the MCAS standards. The CMP Math program will be actively supervised by both the BPS Math department and outside curriculum developers who are paid consultants for the first two years.

Enforce that teachers switch to Glencoe for accelerated math students and for all eighth graders.

Assess student progress using formative assessment data that is part of each standards-based curriculum.

Reorganize the schedule so that each student has 70 minutes of core instruction each day, and has enrichment classes that support rigorous implementation of each subject as determined by the homeroom teacher.

Encourage teachers to continue to plan their differentiated instruction in order to address the discreet academic weaknesses that are found in differentiated instruction during the core subjects, so that each small group develops ever-increasing stamina and independence during each class.

Adopt the Study Island MCAS preparation schedule to inform the progress through the school year. This will insure that all of the anticipated standards are met, before they appear on the MCAS assessment.

Maintain a hard copy of local data bank profiles for students, as the mainstay of the computer class, which will afford an MCAS-aligned, on-line computer-aided instructional program that will insure that each math, ELA and science strand is met, well before the MCAS administration period.

Establish updated classroom computer banks that will afford each homeroom access to Kurzweil, Achieve 3000, and Study Island's Graphic novel series, as well as Lexia and Edmark.

Allow assistive technology to be used during those instructional periods when special education co-teachers pair with core staff.

Culture of High Expectations and Shared Ownership

Train and involve all homeroom teachers in implementing the *Peace First Contract Program for School Climate* and Values Clarification.

Establish a consistent teacher evaluation and professional development schedule in order to insure compliance of special education, as well as progress in the level of academic rigor for regular education students.

Develop and enforce a clear Code of Conduct that will insure student safety and clearly articulate expectations and consequences for behavioral infractions in all of the appropriate languages.

Take full advantage of the university partnership with Boston University. The partnership will establish a program of student-teachers and residencies for undergraduate internships.

Work with external partners such as Boston University to secure outside funding from sources like Nellie Mae and other foundations that wish to invest in the development of viable inclusion school models.

Install the AVID College preparatory program school in each grade. All students will adopt the AVID binder and organizational strategies that will facilitate note-taking and encourage the personal organization skills to succeed with a rigorous curriculum.

Differentiate instruction during the core subjects so that each small group develops ever-increasing stamina and independence during each class.

Replace excessed teachers with dual-certified teachers within each academic content area. The dual certification will include one leveled content area combined with a special education certification.

Radically increase the rigor of the academic instruction and provide textbooks, notebooks, student agendas, and all other tangible educational materials that are required for instruction.

Focus on Instruction

Reduce the Expeditionary Learning venture, refine its use, and train teachers to improve student performance.

Increase time-on-task for each academic subject, especially Math, while differentiating instruction and anticipated outcomes.

Add a full-time faculty member who will train all teachers in the use of computers and instructional and assistive technologies, and who would also be fully responsible for overseeing the following:

- Providing weekly professional development classes for all teachers, to occur outside of instructional time.
- Creating a maintenance program for all new proprietary computer-aided instructional programs and devices.

- Training all faculty members to use proprietary instructional software that can be phased in as the needs reveal themselves and professional development schedules shift training priorities for teachers.
- Installing the search engines and readers required to facilitate the History Alive Programs and the AVID College Preparatory academic research models for each teacher and subject area, as well as each enrichment group and grade.
- Installing and training appropriate administrative personnel to use scheduling software that would be used to recognize the teacher schedules and to keep track of the student schedules.

Expand the use of the software so that all special education students' educational plan requirements are flagged during each schedule adjustment.

Establish a mandatory professional development program for all Harbor paraprofessionals and associate teachers. Require paraprofessionals to take technology training courses on how to use technology. Allow Sped inclusion teachers more flexibility in determining the most effective way to divide instructional responsibilities. He/she will support the technology during the actual implementation in inclusion classes.

Social and Emotional Supports

Reorganize the Expediently Learning program so that its focus is on exposing all students to colleges, universities, academic partnerships and charter school connections.

Reintroduce all parents and students to preparation for high school. Expose parents and students to realistic requirements for being accepted into the best high schools.

Provide academic counseling that will support the sudden, radical increase in the academic expectations and rigor of the new instruction.

Establish and maintain a school-wide positive reinforcement program that will support students' new image of themselves as scholars. Students will be constantly reminded and commended for being seen with textbooks, notebooks, student agendas, and all other tangible educational materials that are required for instruction.

Establish an on-going program to reintroduce students to the school library as a center for independent research, investigation and study

Establish a counseling and student motivation program for college preparation with Boston University.

Establish a focus group of parents that will focus on high school and higher education as the primary goal of their children's middle school experience. Assist them with the AVID Parent Information module for determining parent involvement.

Family and Community Engagement

Make weekly telephone calls for pro-active positive contacts with parents.

Initiate a comprehensive, multi-lingual newsletter.

Create email list-serves for parents/students by grade, language, and homeroom.

Revamp the Harbor website so that all faculty members are represented.

Implement translators and translation services.

Provide childcare for Parent Council meetings.

Establish a Parent Center/Resource room.

Create more events that include art, dance and musical performances.

Provide volunteer opportunities from community members.

Create a public relations plan that includes neighborhood meetings.

Establish a routine that helps inform and educate the community.

Drastically upgrade external and internal signage.

Bolster school-based support for parents of Special needs (Harbor Sped PAC).

Expand and refine the current resources that exist in the Cleveland building and in the community.

Provide access to the Adult Ed Program next door.

Survey families about their interest in having home visits. Consider parent-teacher home visits to change the dynamic between teachers, students, and families.

Establish a Gay and Lesbian Parent Support Group.

Redraft and refine the current Family Compact to make it more meaningful and initiate a standing monthly Compact Review Day.

Host a warm and celebratory Opening of School Orientation Day/Week.

Holland Elementary School

Effective Teachers

Create Category I and Category II training opportunities for Holland teachers at the Holland during summer of 2010 [Cat I: 12 hrs. Cat. II: 24 hrs. Cat III: 10 hrs. Cat IV: 15 hrs. Total: 61 hrs].

Implement training of sub-separate paraprofessionals in special needs instruction so that all paraprofessionals are instructional paraprofessionals.

Require and provide language objectives training for all teachers (during summer PD session).

Establish required training in best collaborative teaching practices and for all teachers involved in inclusion classrooms.

Provide *Reading Street* professional development for grade-level teams at which teachers will plan integration of Category IV methods and strategies.

Provide mathematics professional development for grade-level teams at which teachers will plan integration of mathematics vocabulary and differentiation of specific difficult concepts in the *Investigations* curriculum.

Establish a “Grant Writing Team” that will pursue grants to perpetuate Turnaround Plan recommendations and fund additional programs/systems at the Holland. (This team will consist of two teachers who will be specifically trained in grant-writing).

Culture of High Expectations and Shared Ownership

Establish “Holland Prep,” a mandatory after-school program for students who scored low, NI, or Warning on MCAS. This program will be divided into two sections, one with an ELA-focus, the other with a math-focus.

Further develop Saturday Learning Academy as an optional Saturday program providing a small (10:1 student-teacher ratio) group tutoring program for select students who score high, needs-improvement, or better on either Math or ELA MCAS.

Establish a school climate committee/program to ensure that the high expectations of students in the classroom are maintained throughout the entire Holland campus.

Establish “Summer Rising” classes for grades 1-5 for students who have not met their current grade benchmarks. This transition curriculum, in addition to summer staff, will provide students with the tools they need to move on to the next grade.

Focus on Instruction

Create and implement a writing evaluation and intervention system for each grade level. The evaluation system will identify those students who are writing at grade-level, below grade-level, and writing at a level that is two or more grades below the grade in which the student is enrolled.

Align the classroom schedule so that the “Isabella Beck” vocabulary system is utilized three weeks out of every four. This will provide students with much-needed vocabulary development in addition to that already established in *Reading Street* and *My Sidewalks*.

Social and Emotional Supports

Institute Open Circle training for teachers in all grade levels. Teachers will implement Open Circle to empower students to problem-solve social, emotional, and interpersonal communication issues that arise between students.

Utilize Boston Partners in Education for volunteers in the classroom to build relationships and to emphasize the importance of school.

Family and Community Engagement

Create a home/school compact that shows a commitment to children and parents, sets expectations for student success in homework completion, writing, and mathematics, and requires signatures from families and school personnel.

Establish an expectation that all parents are to attend at least two (2) parent/teacher meetings over the course of the school year to discuss their student's progress in academic and social/emotional development. To accommodate parents' schedules, hours will be made available both after school and during school.

Continue implementation of family/community outreach, including: *Family Math Night, Family Literacy Night, Family Game Night, Martin Luther King Oratorical Competition, Real Men Read, Mother's/Father's Day breakfasts, Celebrating Hispanic Writers Week, and the annual Unity Dinner.*

Establish a stipended position for a dedicated parent liaison. This person will serve as a contact and resource for parents, will help coordinate Parent Council meetings, and will assist in the creation and implementation of family engagement activities.

Build a business partnership with Boston PIC to bring private industry insight and experience into the school. These volunteers in the classroom will help reinforce the importance of academics outside of school and how it impacts the future.

John F. Kennedy Elementary School

Effective Teachers

Participate in professional development aligned with the cognitive process such as specialized reading programs Project Read and Wilson.

Establish across- and grade-specific team meetings for staff to look at student work (LASW) and analyze data to plan and modify instruction to ensure best practices.

Participate in DIBELS and mCLASS training to learn to access and analyze web reports to effectively plan instruction.

Establish an on-going rotation CCL model of demonstration classrooms in ELA and Math for teachers to observe lessons, debrief, and implement new strategies and methods in their own classrooms.

Establish a walk-through protocol, and foster a culture of collaborative practice among staff, by providing feedback on specific areas of instructional practice.

Embrace technologies in the classroom by using Smartboards, LCD and Elmo projectors.

Provide opportunities for parents to learn about the curriculum or activities taking place in the classroom.

Provide training by an ELA coach in the writing process with explicit instruction on topic development, revising, and editing.

Partner with outside organizations to extend students' learning.

Provide training to all the staff in the four categories for English Language Learning.

Provide training to all staff that leads to certification in ESL and Moderate Special Needs.

Align all individual professional development plans with school priorities and goals.

Culture of High Expectations and Shared Ownership

Increase written and verbal home/school communication using English and Spanish.

Establish ESL classes for families during the school day.

Organize and re-establish breakfast meetings with parents.

Request that all staff greet students upon arrival in Spanish and English, as in “Good Morning/ Buenos Dias” or a variation of this greeting.

Create a one-to-one flexible conference schedule with families and teachers.

Establish a connection with Hyde Square Task Force to provide translation for teacher-family conferences.

Establish math workshops in the school/community for parents led by the math department and FCE.

Create an environment in which students are held accountable for their work, their behavior, and the course their lives take.

Embrace students’ cultural differences and diverse learning styles as assets to the learning process.

Train all staff in the Open Circle Program to address the social and emotional development needs of students.

Invite all JFK staff to begin to foster a culture of “*Our students*” vs “My students” and instill in students a “Can-Do Attitude” to boost their academic and social emotional achievement.

Focus on Instruction

Investigate the potential of implementing a Two-Way Bilingual Program.

Reevaluate SEI program to develop and enforce protocols and to create common goals.

Train all staff, including paraprofessionals, in the reading and writing process and all other subject areas.

Apply techniques and strategies to modify content lessons for ELL students.

Design and develop content and language objectives.

Modify lessons for ELL’s to increase comprehensibility, interaction, thinking/study skills (HOTS) and connections to students’ lives and cultures.

Utilize existing teacher resources to create cross-grade classes to support basic student needs.

Establish weekly two-hour across- and grade-specific team meetings to plan instruction and discuss other issues/concerns such as analysis of data, reflective practice, individual student progress, and debriefing about walkthroughs and CCL's.

Create a curriculum map that will incorporate math and social studies lessons.

Infuse social studies and math in Readers' and Writers' Workshop.

Social and Emotional Supports

Implement a social emotional program where a common language is used with consistency among staff and students.

Develop a system where all students are accountable for their behavior.

Provide incentives/rewards for role model behavior.

Increase communication among teachers, administration, families and valued partners.

Establish a comprehensive arts program to encourage self-expression.

Establish a student support team that meets weekly to discuss and coordinate the support services needed for each student.

Family and Community Engagement

Instruct teachers to use a template of their classes to keep track of their communication with the home.

Instruct teachers to contact each family during the first week of classes.

Instruct teachers to contact each family at least once a month during the school year.

Re-organize the Open House schedules to increase families' attendance.

Seek families with specific expertise and enlist them to come to school to share their talent/expertise with students and other families.

Provide in-school series of grade-level-specific family workshops in literacy, math, and social-emotional domains.

Establish before-school program for students.

Create a general parent contract with explicit expectations.

Establish communication between parents & teachers to respond to families' concerns.

Orchard Gardens K-8 Pilot School

Effective Teachers

Develop and fill lead teacher positions in partnership with T3 for teacher leadership development and differentiation of roles and responsibilities at OGPS.

Establish a training plan for category trainings informed by a needs assessment for incoming staff.

Provide opportunities through Pathways, the Department of Education, and/or STEP UP for current OGPS teaching staff to earn a second license in ESL and/or Special Education.

Recruit teachers who are dual-licensed in content/elementary education and ESL/Special Education.

Plan all-staff PD on special education to be held in August 2010. This teacher and community training will define special education at OGPS. The goal of this session is to leave no room for interpretation in the school's special education philosophy.

Participate in district multi-tiered support training to inform internal resource re-alignment for the implementation of a three-tiered intervention model for ELA, Math and behavioral supports.

Develop a system to provide greater feedback to teachers and administrators at OGPS. One component of this feedback plan will be to empower students to provide feedback to their teachers and to school administration on a regular basis. This student feedback plan will be developed in summer 2010 for a pilot roll-out in the OGPS middle school during SY2010-2011.

Culture of High Expectations and Shared Ownership

Redesign the school mission and vision statement so they are clear, concise, and aligned to the original design and mission of OGPS.

Plan with Wediko in June 2010 for the August/September 2010 roll-out/re-introduction of the school's *four expectations*.

Develop a roll-out plan for City Connects to ensure that the full range of services is available to students at the opening of school in September.

Create data-walls in the school where up-to-date student data is posted for use during common planning, inquiry cycles, and development of individual student action plans.

Develop individual plans for every student in the school – not just special education and ESL students. Individual plans will drive the instructional supports students receive.

Focus on Instruction

Provide on-going training for staff in the effective use of district-wide curriculum (Investigations, CMP, *Reading Street*, etc).

Offer trainings in effective instructional models (readers and writers workshop, Fountas and Pinell, running records, CME math, BST, MMO, etc). Trainings are to be led by teacher leaders at OGPS and, as needed, by teacher leaders in Boston and surrounding communities.

Re-align the math curriculum in the middle school to align with the Massachusetts Learning Frameworks.

Develop a school-wide data plan and a year-long assessment timeline; train staff in the effective use of inquiry cycles to use data to plan, implement and assess instructional cycles.

Hire an inquiry facilitator to work with academy directors and grade-level teams in the planning and facilitation of grade-level meetings and inquiry cycles (modeled after the current AI2 district inquiry model). Collaborative Coaching (CCL) will be a part of this inquiry cycle work. Inquiry cycles will be used at all grade levels beginning in September 2010.

Provide professional development on differentiated instruction and universal design. (The state will be offering courses in both of these, resulting in no cost for the school).

Provide professional development through Dr. Blake and the Achievement Gap Office on cultural competencies. This work will be intertwined with the above professional development work and not presented as a separate professional development program.

Work with the district to provide a consistent level of math and ELA coaching to the school.

Social and Emotional Supports

Develop summer opportunities for students (middle school and upper elementary in particular) to meet and work with new teachers; design opportunities to tackle the trust issues students at OGPS have with adults who work in the school.; envision opportunities to include grade-level Outward Bound trips as well as OGPS summer school on Thompson Island.

Work with City Connects to develop a student support plan for all students at OGPS; define clearly for all staff the exact role and responsibilities of the City Connects social workers at OGPS.

Offer a wide array of after school academic, arts and athletic opportunities to OGPS students.

Develop an after-school offering for elementary students at OGPS.

Family and Community Engagement

Develop a school website.

Train staff in the use of various technologies and communication tools to keep them fully engaged with families.

Develop expectations for communications with families (i.e., the 24 hour rule, etc.).

Offer classes to families on ways to access technology to stay engaged with OGPS.

Offer on-site technology classes for families. (This work will be supported by OGPS community partners resulting in minimal cost to the school).

Work with community partners and local healthcare providers to open a full-service medical clinic at OGPS (including dental services). Costs associated with this work are to be funded by OGPS and by community partners.

Complete a parent survey and use the results of this survey to guide the work of FCOC's.

Work with community partners to service all computers in the school; develop a long-term maintenance plan for the school's computers; develop a plan for purchasing SMART Boards, document cameras and *infocus* projectors.

Develop a plan to have a grant writer on staff; work with New Market Business Association and Step-up on grant-writing specifically for OGPS (at no cost to the school or the district).

Offer board development in the area of fundraising.

Conduct home visits to families of students in collaboration with the Dudley Street Neighborhood Initiative.

Trotter Elementary School

Effective Teachers

Collaborate with Teach Plus and with BPS Human Resources to hire teachers with the following characteristics and skills:

- Strong belief in the four key messages: our work is important; Trotter students are capable; adults in the school will not give up on students; effective effort leads to achievement and in the belief that teachers are primarily responsible for their students' learning
- Strong classroom management skills that are grounded in forming relationships with children and families with the goal of motivating and engaging students
- Strong skills in the use of student data to inform instruction
- Strong skills in collaboratively working (planning lessons, analyzing data, teaching and observing) with others in a professional learning community and with families in our school community
- Strong skills in understanding how children learn reading, writing and mathematics and in how to effectively teach those subjects
- Trained in the four categories of effective teaching of English language learners
- Willingness to become certified in special education or to take classes designed to help teachers learn to meet the needs of our high number of children with I.E.P.s

Conduct a needs-assessment of all teachers, both current and newly hired, in professional development.

Collaborate with Boston University's School of Education to create a professional development plan that meets the school-wide needs of students and that is differentiated for teachers at various stages in their development.

Develop a protocol for teachers to use when observing and debriefing with their peers.

Create and implement a Summer Lab School for first graders that gives teachers an opportunity to provide summer interventions while also learning key teaching strategies in reading that will be used school-wide in the school year 2010-2011.

Provide professional development to the entire faculty and staff during the summer. Topics may include: effectively working with families, analyzing and using data and re-teaching plans, differentiated instruction in mathematics, and effective strategies for teaching reading.

Provide better transitions for teachers on long-term leave so that students have access to highly qualified teachers without interruption throughout the school year.

Provide on-going professional development in teacher leadership in areas such as facilitating groups, effectively using data, etc..

Use planning and development periods to collaborate in planning lessons, prioritizing objectives and skills, anticipating what might be difficult and planning for that, and looking at student work and data to determine needs and strengths and to determine the next teaching steps.

Provide opportunities for teachers to engage in teacher inquiry with a peer. The inquiry will involve selecting a topic that will support our students (e.g., accountable talk), studying the topic in educational research, and regularly observing a peer teaching.

Provide regular and frequent feedback by the principal and assistant principal on teaching using a protocol that is developed by the Instructional Leadership Team.

Culture of High Expectations and Shared Ownership for Results

Share *Action Plan for a Peaceful School Climate* with newly hired teachers and staff and make any needed changes.

Ask newly hired teachers to complete a planning sheet for all daily classroom routines and ask returning teachers to review and revise their routine planning sheet.

Ask staff to read Carol Dweck's book *Mindset* and discuss it in August professional development.

Select and implement a school-wide social curriculum.

Continue Playworks program for recess and for teaching.

Implement strategies for building stamina and a strong work ethic that reflect a "growth mindset." This work will be supported by Dr. Hardin Coleman, Dean of the School of Education at Boston University.

Share academic expectations with students both at the beginning of units of study and each day at the beginning of lessons.

Regularly and frequently share work samples with students that demonstrate grade-level and above grade-level expectations

Create a plan for welcoming and orienting new students to the Trotter's expectations for behavior, attendance and academics.

Create opportunities for older students to mentor/buddy with younger students.

Continue a Junior Coach program through Playworks and recognize formally students who participate in this leadership capacity.

Maintain and enforce dress code for students.

Focus on Instruction

Update classroom libraries with high interest, multi-level texts to address the needs of all students in each classroom.

Ensure consistency among the three teachers at each grade level (and vertically across all grade levels) by working in teams to create a scope and sequence for reading comprehensions strategies, skills, vocabulary and word study skills at that grade level.

Plan in detail the first six grade-level texts for each grade in terms of using more effective and mediated teaching.

Revise the re-teaching plans for math and literacy and experiment in their use during Summer Lab School.

Provide teachers with useful data for their new classes.

Create an initial list of students for interventionists so that they can begin immediately.

Provide intensive interventions in reading to the lowest performing students at every grade level in K-5. Interventions will be provided by retired BPS teachers. Interventionists will push in classrooms in grades 4 and 5 and in kindergarten to provide support for students and co-teaching and collaboration opportunities for teachers.

Ensure that students are engaged in lessons and independent work.

Effectively implement a few key high-impact strategies: guided reading, effective and mediated reading of grade-level texts, and effectively facilitated student sharing of strategies in math. Effective implementation will require on-going professional development and useful feedback on observations.

Effectively use re-teaching tools to determine and meet the needs of all students. Re-teaching tools will be used two-to-three times within each math Investigation unit as well as at the end of the math Investigations unit and once each month for reading based on running records.

Create expectations and opportunities for students to master with fluency the important math facts in addition, subtraction, multiplication and division at each grade level.

Create a plan to use technology to meet the needs of struggling students and of students in need of enrichment.

Work in grade-level teams to create interesting units of study in social studies and science that focus on the acquisition of literacy skills while causing excitement and increasing engagement and background knowledge for students.

Implement an after-school extended learning program that is an expansion of our current program.

Assess and refine the MCAS out-of-school tutoring program.

Social and Emotional Supports

Form a team that includes a staff person from Boston Connects to work on re-designing the Student Support Team.

Begin the year with a staff person from Boston Connects conducting a needs-assessment of all students and creating a plan for each child.

Assess more systematically the role of health factors such as hearing, vision, and asthma on the learning of students and begin to create a systematic plan for screening for these health issues and effectively following up on screening.

Continue refining and implementing all aspects of the *Action Plan for a Peaceful School Climate*.

Develop and share a list of cultural competencies that effective teachers possess and ask teachers to self-reflect on needs.

Family and Community Engagement

Host a Back-to-School barbeque to signal change and begin the year in a positive way; invite families, teachers, and staff; determine ways to use this event to begin creating a sense of urgency and a sense of partnership
Create a comprehensive asthma case management with the families of children whose asthma most interferes with school success.

Re-envision and re-create the school library to become the center of the school and of the local community.

Work effectively with FCOC to enact the following:

- Enlist input of families, including giving a survey: What works at the Trotter? What concerns you? How can you be more involved?
- Offer adult literacy programs
- Offer parenting workshops and get-togethers (in collaboration with Boston Rising)
- Offer on-going classes and workshops in topics such as home reading, helping children with math homework, and in topics selected by parents
- Create additional opportunities for families to be involved in school such as room parents, health room assistants, etc.

Re-vitalize our home reading program and work to ensure that all children read each evening at home.

Continue to use (and find ways to use more effectively) homework logs at each grade level.

Continue and expand home visits.

Restructure dismissal so that family members of walkers must come and make contact with teachers to create opportunities to maintain relationships, share important quick news, and give important notices.

Implement student-led and student-involved parent conferences.

Provide opportunities for parents to learn more about academic expectations at each grade level and longer-term goals such as MCAS and college requirements.

Communicate with all families at least once per month, including sharing positive news.

Provide additional opportunities for families to visit classrooms for events such as poetry readings, publishing parties, and other student performances.