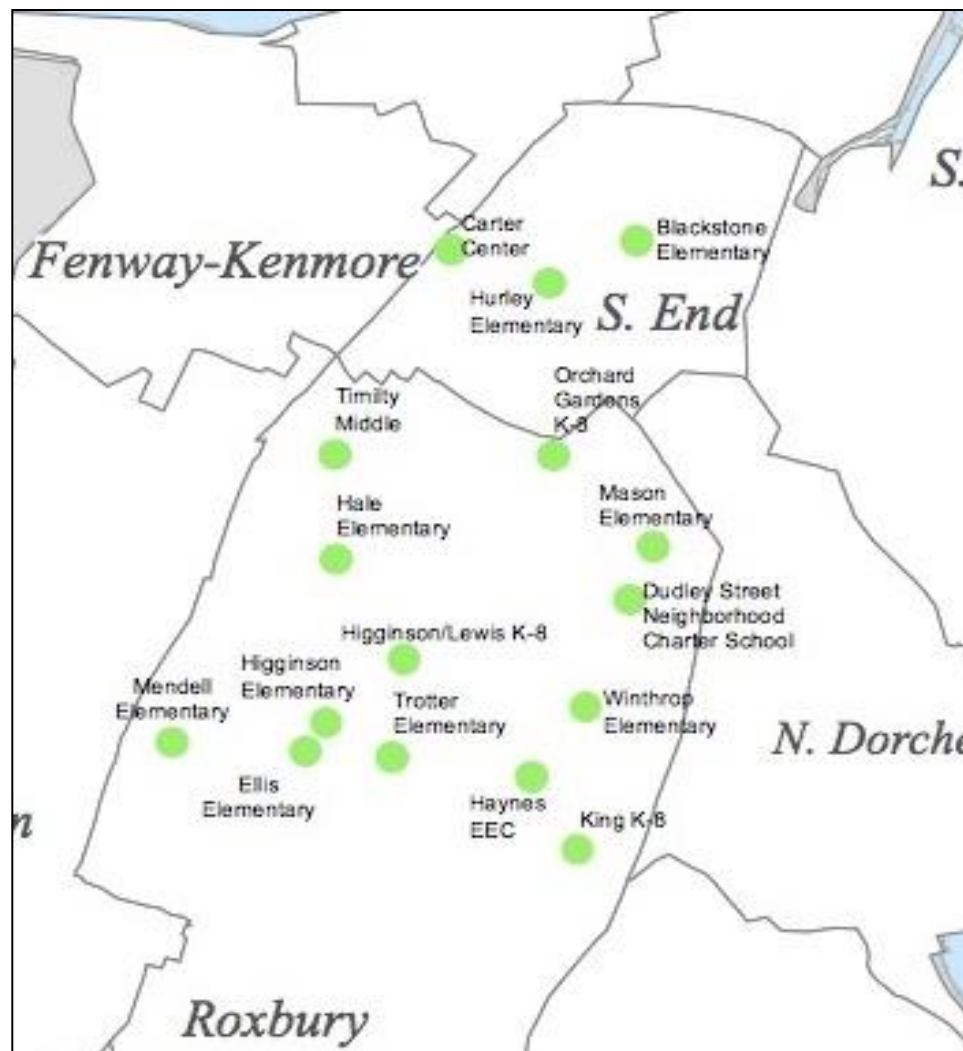


Network B: Geography



Network B at a glance

There are 16 schools in Network B

- 2 - Early learning centers
- 8 - K-5 schools
- 4 - K-8 schools K-8
- 1 - Middle school (6-8)
- 1 - Specialized SWD School

Of these:

- 2 are pilot schools
- 1 is Horace Mann
- 2 are Innovation Schools
- Hurley School is a dual-language Spanish Program
- OGPS is an Arts integrated School
- NAEYC Accreditation-Mendell, Mason, Haynes, Blackstone
- 3 Turnaround Schools moved out of level 4 status with 2 schools moving to level 1.

Student demographics (5,248 Students)

- 2,579 (49%) - Hispanic
- 61 (1%) - Asian
- 2,245 (43%) - Black
- 213 (4%) - White
- 150 (3%) - Other/Multiracial

- 888 (17%) are Students with Disabilities
- 2,135 (41%) are English Language Learners

Network B: Accomplishments

- Hurley School, an outstanding 2-way Spanish-language program, is a Level 1 School. (61% of students score at Prof/Advanced in ELA and 60% of students score at Prof/Advanced in Math)
- Network B is proud to include three schools that have exited Turnaround status this year. Orchard Gardens and the Trotter exited to Level 1, while the Blackstone exited to Level 3. The experience and knowledge of all these school leaders and teachers are some of our district's most important assets.
- Ten schools have received intensive support with inquiry (i.e., collaboratively using formative assessment data to make adjustments to curriculum and instruction).
- Four schools are predicted to make gains on the MCAS.

Network B: Challenges

- Grade 4 overall ELA SGP is 39, behind the State target by 11 points
- SWD are the lowest achieving subgroup with 52% performing at W/F in ELA and 55% performing at W/F in Math
- Grades 3 and 4 are the lowest performing in ELA
- Grades 4, 7, and 8 are the lowest performing in Math
- 5th and 8th grade are underperforming in Science (11% and 6% proficient respectively).



Network B: Data Narrative

Problem of Performance	Network Goals	Action Plan/ Levers for Improvement
<p>#1: Grade 4 ELA Reading Anchor Standard: Key Ideas and Details</p> <p>#2: Grades 3-5 Math •Operations and Algebraic (OA) Thinking (Grades 3-5) •Expressions and Equations(E) (Grades 7-8)</p> <p>#3 Grades 5 and 8 Science grade are seriously underperforming in Science</p>	<p>Goal 1: ELA-Increase grade 4 CPI by 6 points overall. [7 points for SWD and 6 points for ELLs] to be on target. Increase grade 4 SGP to state target of 51 currently at 39. (12 point increase)</p> <p>Goal 2: Math-Increase CPI by 5 points overall at each grade level</p> <p>Goal 3: Science-Increase CPI by 7 points overall at 5th and 8th grades</p>	<ul style="list-style-type: none"> ▪ Support implementation, with fidelity, of data inquiry cycles and adjustments to practice as a result in every school. ▪ Learning walks to support and monitor implementation of performance-based tasks and identify “look-fors”. (i.e. implementation of formative assessments) ▪ Explicit link to Science Anet, Office of Data and Accountability Inquiry Cycles, Curriculum & Instruction. ▪ Support the implementation of the grade level Common Core standards with effective instructional practices (i.e. targeted PD, Close reading, complex science/non-fiction texts, text dependent questions, argumentative and analytical writing-CWA



Network B: Data Narrative

Problem of Performance	Network Goals	Action Plan/ Levers for Improvement
<i>Continued...</i>		<ul style="list-style-type: none"><li data-bbox="1271 411 1812 686">▪ Build capacity for math, OA in grades 3-5; and EE in grades 7-8, a major work of the band,).BPS Curriculum & Instruction curricular resources, Content Specialists.<li data-bbox="1271 715 1812 1115">▪ Support implementation of instruction that supports the learning of all students, including ELLs as well as students with Disabilities. (i.e. SLOP Model, Curriculum Modification, Use of Accommodations, Technology) in every school in the network.<li data-bbox="1271 1143 1812 1338">▪ Office of English Language Learners, Special Education Office, Office of Instructional & Informational Technology.



Eliminating the Achievement Gap

- Network Quality Plan (NQP) produced collaboratively with the Network Liaisons focused on analyzing and identifying gaps between subgroups
 - Students with disabilities are the lowest achieving subgroup with 52% performing at W/F in ELA and 55% performing at W/F in Math
 - Grade 4 overall ELA SGP is 39, behind the State target by 11 points
- Three schools in the Network actively participate in the 10 Boys' Initiative that incorporates Robotics and STEM. (science, technology, engineering and math)
- Five schools in the Network are continuing professional development work on Cultural Competence with Dr. Carroll Blake.

Successfully implementing Common Core & PARCC

- The following 9 Network B schools have been pilot sites for the PARCC Assessments this school year:
Blackstone, Ellis, Higginson-Lewis, Hurley, King, Mason, Orchard Gardens, Timilty and Trotter
- A total of 10 Network B Schools have implemented ANet or the district Inquiry Schools to use formative assessments to better understand the demands of the Common Core State Standards and how to support students.
- Additionally, intensive coaching is being provided across the Network by Curriculum & Instruction (C&I)
- Targeted Network PD on the Common Core by C&I and ODA

Successfully increasing full inclusion for students with disabilities

- The Mason School is a successful full inclusion school for students with disabilities. (SWD)
- The Haynes EEC has full inclusion for grades K0-1.
- The Higginson (K0-2) is a full inclusion school for SWD and English Language Learners (ELLs).
- The Mendell School is one strand fully inclusive model and the school is beginning to roll-out its second strand.
- The King School has 10 inclusion early childhood classrooms that are going to roll up to 8th grade



Network B: Leveraging the Network

Key Expectations	Network Supports	Results so far...
<p>Data Inquiry Cycles</p> <p>All schools in Network</p>	<ul style="list-style-type: none"> • Network Superintendent • Liaisons (ODA, C&I, OELL, SPED, FSE) • ANet 	<ul style="list-style-type: none"> • Data cycles with action planning in all schools • Coaching cycles in schools with low CPI data in ELA & Math
<p>Curriculum Audits For Struggling Schools not yet identified as High Support</p> <p>Accelerate the improvement of student outcomes through restructuring key elements of the school.</p>	<ul style="list-style-type: none"> • Network Superintendent • Department Heads & Liaisons (OEE, ODA, C&I, OELL) • Special Education 	<ul style="list-style-type: none"> • Efficient structures for leadership to drive instructional agenda forward • Data cycles with action planning • Inquiry and implementation instruction that addresses student data.



Network B: Leveraging the Network

Key Expectations	Network Supports	Results so far...
<p>Support Principals as Instructional Leaders</p> <ul style="list-style-type: none"> • One on one coaching of 1st year principals on leadership issues. • Establish the Network B Professional Learning Community. <p><i>Supporting Liaisons as Collaborators in the work through frequent Leadership team Meetings</i></p>	<ul style="list-style-type: none"> • Network Superintendent • OEE, C&I, SPED, OELL, and FSE Liaisons and other support staff • All Network B liaisons & department resources 	<ul style="list-style-type: none"> • Principals receive differentiated support (one on one and small group) based on their level of experience and knowledge on the teacher evaluation process and leadership issues. • Focus of the Network B PD is to deepen understanding around identifying quality instruction and providing effective feedback to teachers to yield increased student achievement. • Network B liaisons participate by supporting learning of our PLC.

Work moving forward

- Next year, there will be an enhanced network structure which will provide more direct coaching of Instructional Leadership Teams, which represents a major lever in moving school-wide instruction. This coaching will be provided by the Director of Network Academics (DNA). The Director of Network Operations (DNO) will provide targeted supports to schools as well.
- Targeted Professional Development for the Network to improve the instructional core at all schools.
- The DART unit reflects a District infrastructure to provide intensive, coordinated supports for schools to accelerate student achievement outcomes. Each DART team will have expertise in the following instructional areas and will be deployed by extended periods of time: ELA/literacy, math, science with expertise in integrating the needs of English Language Learners and students with disabilities.