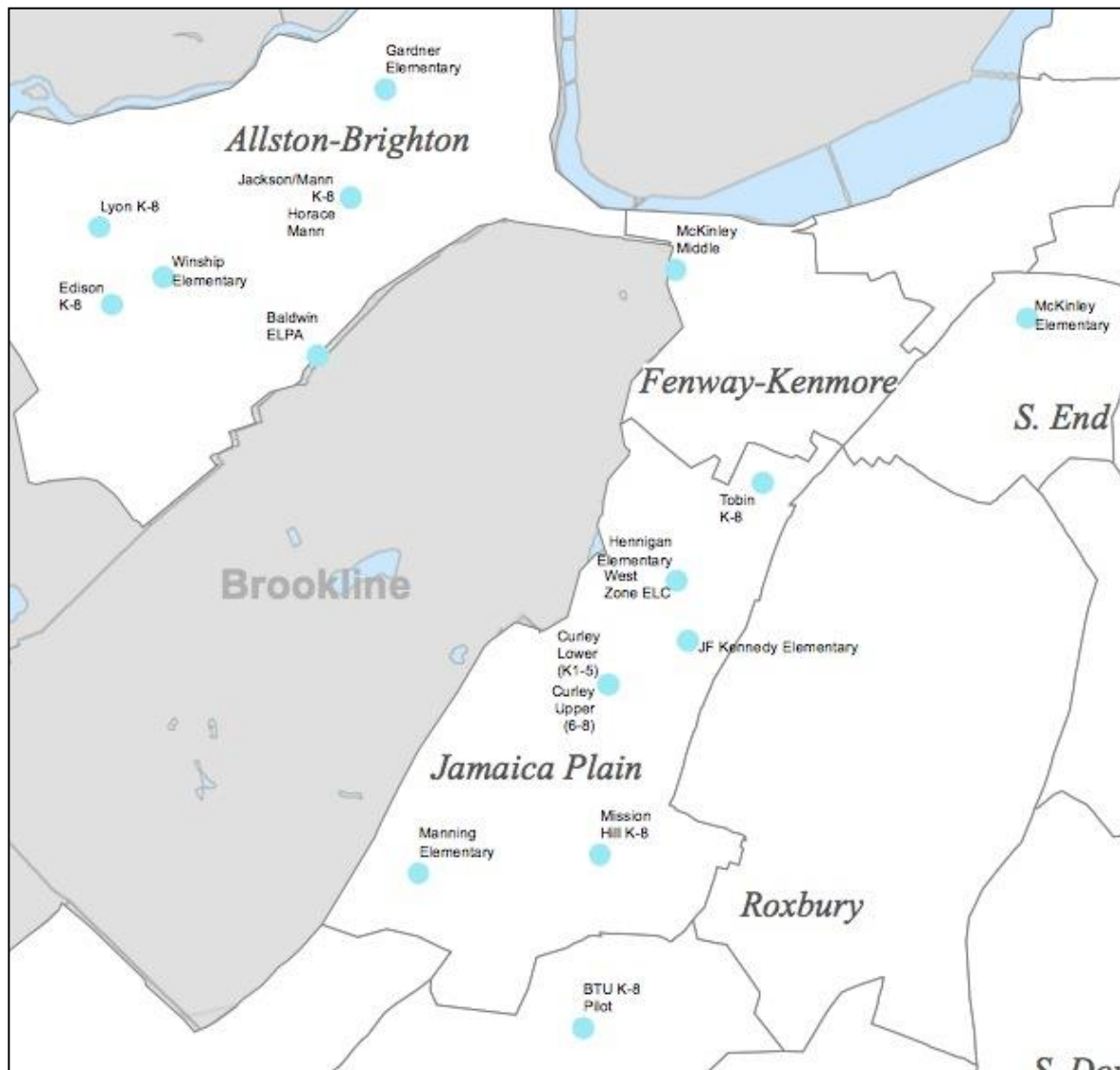


Network D: Geography



Network D at a glance

There are 16 schools in Network D

- 2 - Early Learning Centers
- 4 - K-5
- 8 - K-8
- 2 - K-12 (in collaboration with the High School Network)

Of these:

- 4 are Pilot Schools: Baldwin, BTU, GPA, and Mission Hill K-8
- 3 are Specialized Program Schools: McKinley, Lyons, Horace Mann
- 1 - Level 1 School
- 2 - Level 2 Schools
- 13 - Level 3 - with the JFK exiting Level 4 Status in 2013. Innovation School for 2014.

NAEYC Accreditation: West Zone ELC, Baldwin ELC Curley K-8, Winship, Gardner Pilot, and JFK Schools.

Student demographics (5,570 Students)

- 2,821 (51%) - Hispanic
- 350 (6%) - Asian
- 1,399 (25%) - Black
- 811 (15%) - White
- 189 (3%) Other/Mixed

- 1,384 (25%) are Students with Disabilities
- 2,427 (44%) are English Language Learners

**Network D has the largest % of SWDs of all networks, and the largest % of students identified as Emotionally Impaired.*

** 2nd largest ELL population*

Network D: Data Strengths

- The JFK School exited Level 4 status
- The Hennigan and Winship Schools exited High Support Status
- Manning School moved up to a Level 1 school as designated by the Massachusetts Department of Education.

ELA:

- Schools with CPI gains greater than 5 points: John F. Kennedy
- Schools with Median SGP greater than 60: Lyon, Manning
- Schools with 80% or more Low Income students with CPI gains greater than 1 point: Hennigan, Tobin
- The Hennigan school increased their overall SGP in ELA by 14 points from 2012 to 2013

Math:

- Schools with Median SGP greater than 60: Manning, Mission Hill

DIBELS:

- On average, 76% of students reach Benchmark by the end of the year at the Baldwin Early Learning Center
- Kindergarten: 83% at Benchmark at the end of the year
- Grade 1: 73% at Benchmark at the end of the year
- On average, 70% of students reach Benchmark by the end of the year at the West Zone Early Learning Center
- Kindergarten: 67% at Benchmark at the end of the year
- Grade 1: 70% at Benchmark at the end of the year

Network D: Data Challenges

- Low levels of proficiency across the network particularly for specific subgroups (SWDs, African American)
- ELL -ELD 4/5s have low rates of proficiency (although they are improving at a greater rate than SWDs and African American Students.)
- SWDs are performing and improving at a lower rates than their non-disabled peers, and compared to district and state average performance of SWDs. 10% are in Adv/ Prof. in ELA and Math Median SGP in ELA. 39 SGP in ELA and 33 SGP in Math.
- The percentage of Network D students performing in the Adv/ Prof Math MCAS levels decreases in grades 6-8 and the % failing increases. From grade 5 to grade 8, the % of student failing increase from 32% to 48% and % of Adv/ Prof decreases from 42% to 25%.
- African American students are performing and improving at a lower rates. African American students are being suspended at a greater rate than their peers.
- Network D students struggled most with Key Ideas and Details in ELA and Expression and Equations in Grades 7 and 8.



Network D: Goals and Action Plans

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#1: SWDs (R1/ R2 and EI) In Network D are failing at alarming rates rates in Math and ELA.</p> <p>Partners and Tools:</p> <ul style="list-style-type: none"> ▪ ANET ▪ Office of Data and Accountability ▪ Curriculum & Instruction (ELA and Math content specialists) ▪ Special Education Department ▪ Office of English Language Learners liaisons. ▪ Harvard University Instructional Rounds ▪ Goal Book ▪ Cultural Proficiency Training / 10 Boy's Initiative- Office of Family and Student Engagement ▪ Tutors for All 	<p>Goal 1: Students with disabilities will increase their average CPI by 6 points in 2014 and 6 points in 2015 in ELA and 7 points in 2014 and 7 points in 2015 in Math. The median SGP will increase from 38 to 51 in ELA in 2014 and 51 to 60 in 2015 in ELA, and increase their median SGP from 33 to 51 in 2014 and 51 to 60 in 2015 in math. Meeting these goals will meet the average PPI targets for the Network D Schools.</p>	<p>1. Data inquiry cycles: Driven by the Common Core Standards Planning towards the major work at each grade. Differentiated Instruction and interventions for specific disabilities.</p> <p>2. Targeted Professional Development/ Support:</p> <ul style="list-style-type: none"> ▪ Support for principals and lead teachers on the Common Core standards and PARCC readiness ▪ Training and support for principals and teachers to differentiate instruction for SWDs.- specific to disabilities. ▪ Identify and provide training on interventions that will address specific disabilities of SWDs in the Network. ▪ Use of Assistive Technology that will help SWD access content/ curriculum. ▪ School Visits/ Liaison supported classroom obs. Learning Walks/ Instructional Rounds. <p>3. Monitoring: Bi- Monthly School Visits/ Paced Interim Data Reviews- Monthly Data meetings with principals.</p>



Network D: Goals and Action Plans

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#2: Network D Middle School Math Students have low levels of proficiency and higher failure rates than their peers in other Networks.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> ▪ ANET ▪ Office of Data and Accountability ▪ Curriculum & Instruction (Math content specialists) ▪ Common Core School Observation Guides ▪ Special Education Department ▪ Office of English Language Learners liaisons. ▪ Harvard University Instructional Rounds ▪ Goal Book ▪ Cultural Proficiency Training / 10 Boy's Initiative- Office of Family and Community Engagement ▪ Tutors For All 	<p>Goal 2: Students in grades 6, 7, and 8 will increase their CPI average by 5 points in 2014 and 5 points in 2015 on the Math MCAS. The median SGP will increase from 43.5 to 51 in 2014 and from 51 to 60 in 2015. Meeting these goals will meet the average PPI targets for the Network D Schools</p>	<p><u>1. Data Inquiry Cycles:</u> Driven by the Common Core Standards Planning towards the major work at each grade. Lesson Plan Development. Assessment. Reteach/ interventions/ Reassessment.</p> <p><u>2. Targeted Professional Development and Support:</u></p> <ul style="list-style-type: none"> • Support for principals and lead teachers on <u>the Common Core standards and PARCC readiness</u> • Professional Development in Math for Principals and Teachers through the Curriculum & Instruction office; Teachers to attend math curriculum unit planning sessions; Math Data Inquiry Teams at the school level • Develop learning lab classrooms at each school • Identify schools with strong instructional practices in these areas to become network learning sites. • Create a learning network of Network D lead teachers and math facilitators. <p><u>3. Monitoring:</u></p> <ul style="list-style-type: none"> • Bi- Monthly School Visits/ Paced Interim Data Reviews- Monthly <u>Data meetings with principals.</u>



Network D: Goals and Action Plan

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#3: Low levels of proficiency across the network particularly for specific subgroups (SWDs, African American) While ELD 4/5s have low rates of proficiency they are improving at a greater rate than SWDs and African American Students, in ELA and Math.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> ▪ ANET ▪ Office of Data and Accountability ▪ Curriculum & Instruction (ELA and Math content specialists) ▪ Special Education Department ▪ Office of English Language Learners liaisons. ▪ Harvard University Instructional Rounds ▪ Goal Book ▪ Cultural Proficiency Training / 10 Boy's Initiative- OFSE ▪ Tutors for All 	<p>Goal 3: All Network D schools will meet or exceed their ELA CPI targets as defined by PPI, and in accordance with their Quality School Plans.</p>	<ol style="list-style-type: none"> 1. <u>Data inquiry cycles:</u> Driven by the <u>Common Core Standards Planning</u> towards the major work at each grade. Lesson Plan Development. Assessment. Reteach/ interventions/ Re- assessment. 2. <u>Targeted Professional Development/ Support:</u> <ul style="list-style-type: none"> ▪ Support for principals and lead teachers on the Common Core standards and PARCC readiness ▪ Training and support to differentiate instruction for SWDs.- specific to disabilities, and for ELL students emphasis on 4/5s. ▪ Provide professional development and support on effective instructional practices for English Language Learners and Students with Disabilities. ▪ Deploy liaison supports targeted to gaps in the data. ▪ Instructional Rounds 3. <u>Monitoring:</u> Bi- Monthly School Visits/ Monthly Data meetings with principals.

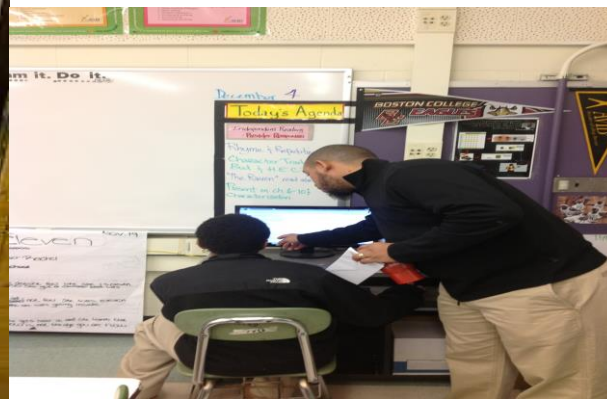
Network D: Accomplishments

- Network D is predicted to make a 4 pt increase on the 2014 ELA MCAS
- Manning School predicted to make an 11.3 pt increase in Math
- JF Kennedy School awarded Innovation School status- to become a STEM Innovation School



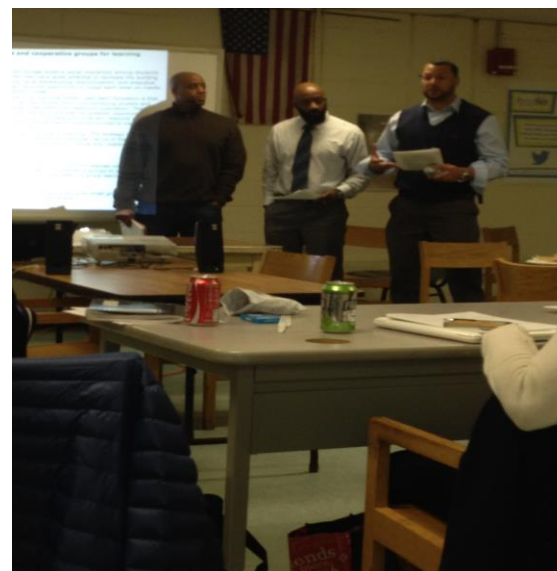
Student access/opportunities Accomplishments – Network D

- Launched a Network D Partnership Council
- Launched the Network D “Young Men of Color Leadership” program.
- Submitting National Full Service School Grant to provide school based wrap around services for students and families at the Gardner, Tobin, and Hennigan Schools.



Eliminating the Achievement Gap

- Data Inquiry Cycles to monitor student performance
- Intervention Blocks at 70% of all Schools
- Creation of the Young Men of Color Leadership Program
- Cultural Proficiency course for Network D Teachers
- Attendance at the Coalition of Schools Educating Boys of Color National Conference with Network Team



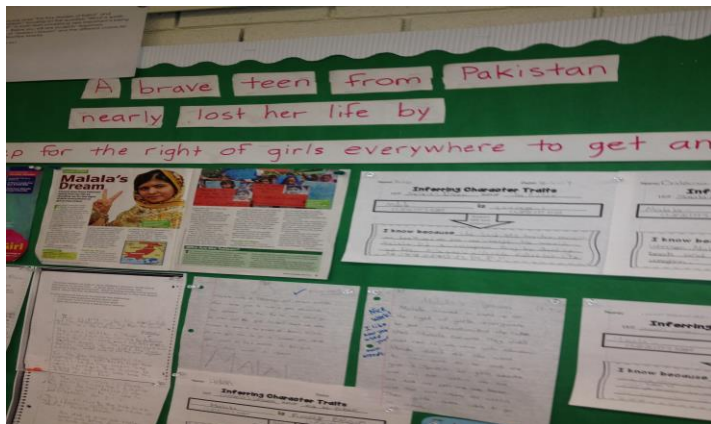
Successfully increasing full inclusion for students with disabilities

- Network D professional development focused on meeting the needs of diverse learners.
- Full inclusion seats at Lyons, Manning, Mission Hill K-8, Gardner Pilot Academy, Baldwin ELC and West Zone ELC.
- Increased inclusion opportunities at the Edison K8, Hennigan Elementary, Curley K8, and Jackson Mann K8.
- The Lyons K-8 School will attend the Harvard University Summer summit on Universal Design Learning, with plans to serve as a learning site of Network D School in 2014/ 2015.
- Will offer Pathways ESL and Special Education Licensure Program for Network

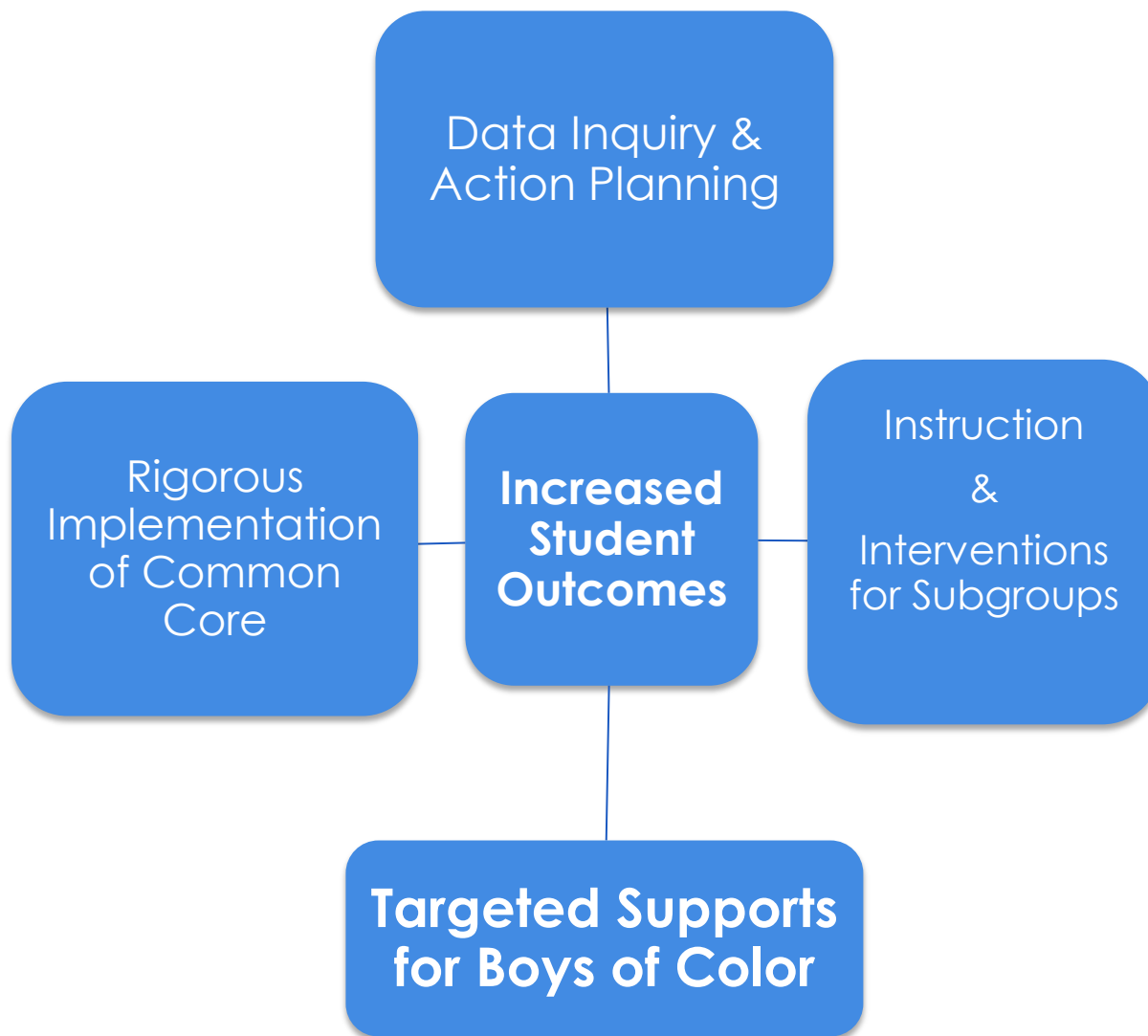


Successfully implementing Common Core & PARCC

- 9 Network D Schools administered the PARCC Pilot Assessment
- 100% of the Network D principals received training on the Common Core Standards.
- Implementation supported by Content Specialist, Achievement Network Coaches, Network Superintendent and central office liaisons



Levers for Improvement in Network D



Increased accountability & supports

Tiered Level of Support and Accountability

- One to One Coaching from Network Superintendent
- Monitoring Visits for High Support Schools
- Targeted liaisons support from central offices
- Professional Learning Community- Instructional Rounds
- School Audits





Increased Accountability and Supports

Key Expectations	Supports	Results so far...
<p>Network as a community of learners (leaders, teachers, and student)</p>	<p>Network “Think Tank,” liaisons. Partnership with Harvard University- Instructional Rounds</p>	<p>Network principals sharing best practices, visiting each other's schools, <u>moving from competition to collaboration</u>. Teachers collaborating cross schools.</p>
<p>Data Inquiry Cycles in All School.</p>	<p>ANET/ ODA Data Inquiry Facilitator/ Data Liaison</p>	<p>Principals developing greater comfort with data, and <u>planning towards the Common Core Standards</u>.</p>
<p>Content and skill Professional Development for Principals & Teachers</p>	<p>Liaisons/ Central Office Department Supports</p>	<p>School leaders and teachers <u>developing a growing proficiency in the Common Core Standards/</u> Shared Instructional Expectations for all schools.</p>
<p>Strong systems and structure to support high quality planning and instruction</p>	<p>Network Superintendent/ Liaisons/ Teacher's 21 Lead Teacher Development Cohort</p>	<p>High functioning Instructional Leadership Teams and teacher teams.</p>
<p>Cultural Proficient leaders and staff</p>	<p>Network Supt, C&I, Outside experts (O. Dabinga)</p>	<p>14 Schools participating in Cultural Proficiency module.</p>

Work moving forward

Network D has a diverse portfolio of schools. Specialized, Pilot, ELCs, and Traditional Schools with varied needs.

While we are seeing modest growth, there is “much work to de done!” We have pockets of excellence but we have unacceptable gaps in performance by race, socio economics, and gender. This is our work ahead:



- Continue the implementation of the Common Core and UDL Universal Design Learning in collaboration with Harvard University.-Supporting our students with disabilities and all scholars. Increase licenced ESL and Special Eductaion Teachers via Network Pathways course
- Expand use of SIOP and 3Ls (Learning, Language and Literacy) strategies to support our English Language Learners.
- Partner with the Coalition of Schools Educating Boys of Color to ensure a culturally relevant approach to our instruction and our schools. Implement Sankofa Rites of Passage Program./ Begin developing Girls Program.
- Continue to refine our data inquiry cycle work with a focus on instructional practices, implementation and student outcomes.
- Continue professional learning community via Instructional Rounds .