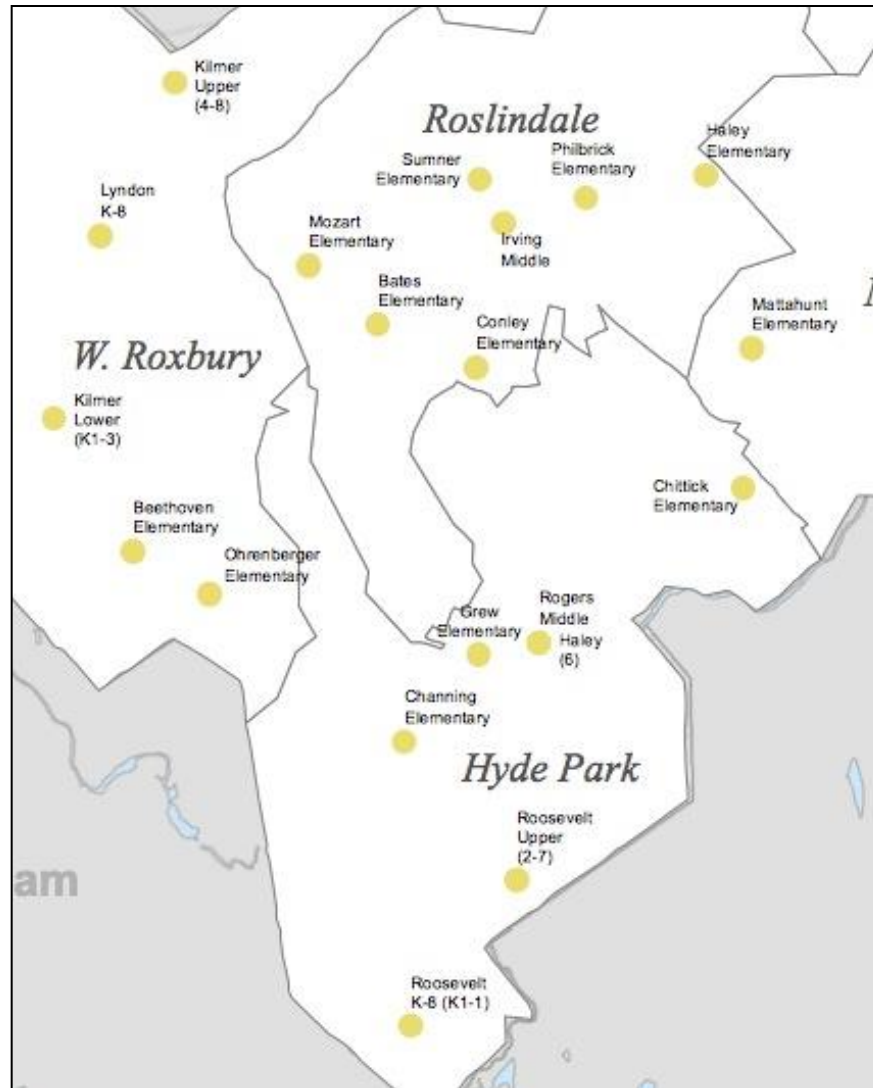


Network E: Geography

All Elementary, Middle, & K-8 Schools in Hyde Park, Roslindale, & West Roxbury, with one Elementary School in Mattapan



Network E: Geography Highlights

Unique Programming/ Partnerships in Network E:

Unique Programming

- Focus on the Arts;
- Roslindale K-8 Pathways Program;
- Several schools are part of the Making Music Matters Program (instrumental music lessons)

Network-E Partnerships

Hyde Park, Roslindale, & West Roxbury YMCA; Boys & Girls Club; Teacher 21; City Year; T3/Teach Plus; ANet; Citizen Schools; Tenacity; MA DESE.

Network E at a glance

There are 16 schools in Network E

- 10 - K-5 Schools
- 4 - K-8 Schools K-8
- 2 – Middle Schools
- No Early Learning Center

Of these:

- 2 are pilot schools
- 4 Level 1 Schools
- 4 Level 2 Schools
- 6 Level 3 Schools
- 2 Level 4 Schools

Student demographics (6,369 Students)

- 2,349 (37%) - Black
- 2,321 (36%) - Hispanic
- 1,277 (20%) - White
- 226 (4%) - Other/Mixed
- 196 (3%) - Asian

- 1,869 (29%) English Language Learners
- 1,305 (20%) Students with Disabilities



Network E: Data Challenges

- A great challenge in ELA is around Key Idea and Details; specifically referring to the text for evidence, summarizing the text, and drawing inferences from the text.
- In Math, for the lower grades (3-5) focusing on fractions and base 10, and for higher grades (6-8) focusing on expressions and equations.
- Students with Disabilities are underperforming compared to the General Ed peers.
- English Language Learners (Level 3) are not moving out of Needs Improvement.



Network E: Data Narrative

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>#1: Grades 3 thru 5 math (fractions, numbers & operations in based 10); Grades 6 thru 8 math (expressions & equations, ratio & proportions)</p> <p>#2: Main Ideas and Key Details which involve comprehension & writing</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> ▪ ANet ▪ Office of Data and Accountability (data inquiry cycles, ATI, DIBELS/TRC data) ▪ Curriculum & Instruction (ELA and Math content specialists) ▪ Special Education Department ▪ Office of English Language Learners liaisons. ▪ Research for Better Teaching ▪ Teacher 21 – Teacher Leadership ▪ Teach Plus 	<p>Goal 1: Increase Network-E’s overall Math CPI by 8.5 points from 66 to 74.5</p> <p>Goal 2: Students in grades 3 thru 5 increase by 2 points on all writing prompts, open response and short answer questions. 80% of Students in grades K thru 2 will improve by 2 points on a common writing rubric and the remaining 20% will improve by 1 point on the same rubric.</p>	<p>1. Curriculum & Instruction:</p> <ul style="list-style-type: none"> ▪ 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 ▪ Professional Development in Writing for Principals and Teachers; Provide refresher PD on LASW ▪ Identify schools with strong instructional practices in these areas to become network learning sites. <p>2. Data Inquiry Cycles: Math & ELA inquiry data cycles in all schools in Network E.</p> <p>3. Target Student Populations: Provide professional development and support on effective instructional practices for English Language Learners and Students with Disabilities</p>



Network E: Goals & Action Plans

Problem of Performance	Network Goals	Levers for Improvement and Action Plans
<p>3#: English Language Learners 43% ELA/38% math are in needs improvement.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> Office of English Language Learners liaisons. Office of Data and Accountability (data inquiry cycles, ATI, DIBELS/TRC data) Curriculum & Instruction (ELA and Math content specialists) 	<p>Goal 3 : Improve the instruction and services of English Language Learners</p>	<p>1. <u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> Professional Development for principals focused on ELL instruction. Build principals capacity to build the capacity of their teachers. <p>2. <u>Data inquiry cycles:</u></p> <ul style="list-style-type: none"> Focused on ELL data <p>3. <u>Target Student Populations:</u></p> <ul style="list-style-type: none"> Review and monitor ESL schedules for ELLs. Provide training on WIDA standards and promotion of acquisition of academic language. Monitor Network-wide implementation After school programming for ELLs. <p style="text-align: center;">-----</p>
<p>4#: Students with Disabilities are underperforming compare to their General Education peers 44% ELA in warning/failing, 58% math in warning/failing.</p> <p><u>Partners and Tools:</u></p> <ul style="list-style-type: none"> Office of Special Education Office of Data and Accountability (data inquiry cycles, ATI, DIBELS/TRC data) Curriculum & Instruction (ELA and Math content specialists) 	<p>Goal 4: Improve the instruction and services for Students with Disabilities</p>	<p>1. <u>Curriculum and Instruction:</u></p> <ul style="list-style-type: none"> Identify and provide training on interventions that will address specific disabilities of SWD in the Network. Professional Development for principals and teachers on the use of Assistive Technology that will help SWD access content/ curriculum. <p>2. <u>Data inquiry cycles:</u></p> <ul style="list-style-type: none"> Focused on SWD data <p>3. <u>Target Student Populations:</u></p> <ul style="list-style-type: none"> Identify accommodations and/or modifications in an effort to differentiate instruction for SWD in Resource Rooms.

Accomplishments in Network E

- Based on ELA predictive data all Level 3 and Level 4 Schools in Network E are predicted to have an increase in CPI performance relative to 2013 with Channing (level 4), Haley (level 3), and Mozart (level 3) are predicted to have an increase of 8 points or more in CPI performance
- Based on ELA predictive data Network E is predicted to increase its average CPI from 74 (2013) to 77.3 (predicted 2014)
- Based on Math predictive data 6 out of 8 level 3 or level 4 schools in Network E are predicted to have an increase in CPI performance of at least 4 points with four of them to have an increase of 10 or more points in CPI performance
- Based on Math predictive data Network E is predicted to increase its average CPI from 66 (2013) to 70.6 (predicted 2014)

Eliminating the Achievement Gap

Principals Professional Development on English Language Learners

Topics: Academic Language & the WIDA Standards Framework; School by School ELL Data; Department of Justice Compliance; Teacher Qualifications & RETELL Professional Development Opportunities; Family and Community Engagement (Engaging ELL Families);

Principals Professional Development on Students with Disabilities

Topics: Data Review- trends for Resource Room students; Students with Disabilities/IEP Process; Unpacking the IEP for Accommodations and Modifications; Accommodation/Modification worksheet- activity; Differentiating a Lesson Planning for Students with Disabilities; Sharing- Inclusive Strategies, Programs, and Interventions for Students with Disabilities; Assistive Technology, Instructional Technology and Universal Design for Learning

Successfully implementing Common Core & PARCC

Principal Professional Development on Common Core & PARCC

Topics: Mathematics; 3 Shifts in our Framework- 1. **Focus**, math content domains in each grade level focused on work; 2. **Coherence**, looking at grade level documents from Achieve the Core that showed how content developed across the K-8 grade levels; & 3. **Rigor**, Principals worked together to solved Mathematical Word Problems and worked through PARCC prototype items to get a deeper understanding of what students needed to know and be able to do in order to be able to respond to PARCC test items); Principals considered the question of what kind of classrooms reflect the 3 shifts and prepare students for the kinds of math tasks we anticipate seeing on coming assessments. This included examining a classroom observation tool developed by Achieve the Core and viewing a video clip that reflected many of the features identified in the tool.

Principals Professional Development on Common Core & PARCC

Topics: ELA and Writing; Writing: Examined BPS Writing Frameworks, BPS Writing Guides, the Toolbox for Routine Writing, Common Writing Assignments, Writing Rubrics, and the Writing Products; **Close Reads:** Text Complexity; Text Dependent Questions; Science, History, & ELA Close Reading

Successfully increasing full inclusion for students with disabilities

- **Network-E Schools that offer Inclusive opportunities in all grades for SWD**
 - Haley K-6 Pilot School
 - Rogers Middle Schools
 - Roosevelt K-8 School

- **Network-E Schools Opening K-2 Inclusion Classrooms**
 - Bates Elementary School
 - Chittick Elementary School
 - Conley Elementary School
 - Mattahunt Elementary School
 - Sumner Elementary School

Each One of the above Schools will receive a .5 Inclusion Specialist to help build an inclusive culture in each school and to support classroom Teachers and the implementation of UDL (Universal Design for Learning) and PLC (Professional Learning Communities)



Increase Accountability and Supports in Network E through Leveraging the Network Structure

Key Actions	Network Levers	Results so far...
<p>Professional Development for Principals & Teachers</p> <p>PD is targeted to address data trends in the Network.</p>	<ul style="list-style-type: none"> • Network Superintendent • Liaisons (ODA, C&I, SPED, OELL) • ANet • Teacher 21 • Teach Plus/T3 	<ul style="list-style-type: none"> • Principals are building their capacity to improve student outcomes and are increasing their teachers’ instructional capacity. • The number of Teacher Leaders’ is increasing in Network-E
<p>Turnaround Work: Level 4 Schools (Mattahunt Elementary, Channing Elementary Schools)</p> <p>Accelerating the student outcomes through the use of the Federal Turnaround Strategies and DESE Effective Practices Report for turning around underperforming schools.</p>	<ul style="list-style-type: none"> • Network Superintendent • Department Heads • Liaisons (OEE, ODA, C&I, SPED, OELL) • DESE • City Year • City Connects • Anet • RBT • Teacher 21 • Teach Plus/T3 	<ul style="list-style-type: none"> • Transformational school leaders • Effective teachers • A culture of teamwork, high expectations, and ownership for results • Focus on instruction • Social & emotional support for students and families • Family engagement linked to student learning • High mutual accountability

Work moving forward

- Continue to leverage the Network Structure to increase and improve the level of supports and resources to Principals/Headmasters at the school level
- Continue training for Principals on Evaluation, Observation and Feedback
- Increase the Cultural Proficiency training for Teachers in Network-E Schools
- UDL (Universal Design for Learning) training for all Network-E Schools
- RETELL training for all Network-E Schools,
- Add opportunities for Teachers in Network-E to train in SIOP (Sheltered Instruction Observation Protocol) and/or the 3 LLL's (Learning, Language, & Literacy)
- Continue Professional Development in the area of Writing for Teachers
- Add Literacy and Mathematics Content training opportunities for Teachers
- Continue to expand inclusive opportunities for Students with Disabilities
- Expand the Data Inquiry work into all Network-E Schools
- Continue to partner with community based agencies to increase Social Emotional supports for students and families
- Increase Teacher Leaders in all Network-E Schools
- Continue the focus on academic performance of Black and Latino Boys
- Teacher 21 PD leadership courses for teachers (Using Data; Supporting Instruction)