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

<table>
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<th>Problem of Performance</th>
<th>Network Goals</th>
<th>Levers for Improvement and Action Plans</th>
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| **#1: Grades 3 thru 5 math (fractions, numbers & operations in based 10); Grades 6 thru 8 math (expressions & equations, ratio & proportions)** | **Goal 1:** Increase Network-E’s overall Math CPI by 8.5 points from 66 to 74.5 | 1. **Curriculum & Instruction:**  
  - 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. |
| **#2: Main Ideas and Key Details which involve comprehension & writing**                  | **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. | 2. **Data Inquiry Cycles:**  
  Math & ELA inquiry data cycles in all schools in Network E. |
| **Partners and Tools:**                                                                  |                                                                               | 3. **Target Student Populations:**  
  Provide professional development and support on effective instructional practices for English Language Learners and Students with Disabilities |
| ▪ 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                                                                            |                                                                               | |
## Network E: Goals & Action Plans

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<th>Problem of Performance</th>
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<th>Levers for Improvement and Action Plans</th>
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<tr>
<td><strong>3#: English Language Learners</strong>&lt;br&gt;43% ELA/38% math are in needs improvement.</td>
<td>Goal 3: Improve the instruction and services of English Language Learners</td>
<td>1. <strong>Curriculum and Instruction:</strong>&lt;br&gt;• Professional Development for principals focused on ELL instruction. Build principals capacity to build the capacity of their teachers.&lt;br&gt;&lt;br&gt;2. <strong>Data inquiry cycles:</strong>&lt;br&gt;• Focused on ELL data</td>
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<td><strong>Partners and Tools:</strong>&lt;br&gt;• Office of English Language Learners liaisons.&lt;br&gt;• Office of Data and Accountability (data inquiry cycles, ATI, DIBELS/TRC data)&lt;br&gt;• Curriculum &amp; Instruction ( ELA and Math content specialists)</td>
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<td><strong>4#: Students with Disabilities are underperforming compare to their General Education peers 44% ELA in warning/failing, 58% math in warning/failing.</strong></td>
<td>Goal 4: Improve the instruction and services for Students with Disabilities</td>
<td>1. <strong>Curriculum and Instruction:</strong>&lt;br&gt;• Identify and provide training on interventions that will address specific disabilities of SWD in the Network.&lt;br&gt;• Professional Development for principals and teachers on the use of Assistive Technology that will help SWD access content/curriculum.&lt;br&gt;&lt;br&gt;2. <strong>Data inquiry cycles:</strong>&lt;br&gt;• Focused on SWD data&lt;br&gt;&lt;br&gt;3. <strong>Target Student Populations:</strong>&lt;br&gt;• Identify accommodations and/or modifications in an effort to differentiate instruction for SWD in Resource Rooms.</td>
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<tr>
<td><strong>Partners and Tools:</strong>&lt;br&gt;• Office of Special Education&lt;br&gt;• Office of Data and Accountability (data inquiry cycles, ATI, DIBELS/TRC data)&lt;br&gt;• Curriculum &amp; Instruction ( ELA and Math content specialists)</td>
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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 solve 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**

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<th>Key Actions</th>
<th>Network Levers</th>
<th>Results so far…</th>
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| **Professional Development for Principals & Teachers** | • Network Superintendent  
• Liaisons (ODA, C&I, SPED, OELL)  
• ANet  
• Teacher 21  
• Teach Plus/T3 | • 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 |
| **Turnaround Work: Level 4 Schools (Mattahunt Elementary, Channing Elementary Schools)** | • Network Superintendent  
• Department Heads  
• Liaisons (OEE, ODA, C&I, SPED, OELL)  
• DESE  
• City Year  
• City Connects  
• Anet  
• RBT  
• Teacher 21  
• Teach Plus/T3 | • 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)