

Chandler Elementary School
Local Stakeholder Recommendations
June 22, 2010

Local Stakeholder Group

Name	Position	Meeting Dates
Jessica Gonzalez	DESE Designee	May 12, 2010
Barbara Haller	School Committee Chair Designee	May 20, 2010
Cheryl DelSignore	Union President	May 27, 2010
June Eressy	Administrator from School	June 3, 2010
June Johnston	Teacher from School	June 10, 2010
Nicole Hazard	Parent from School	June 17, 2010
Frances Anthes	Workforce Development Rep.	Public Presentation: June 22, 2010
Barbara Guthrie, Rainbow Child Dev.	EEC or DHE Rep	
Rev. Sarai Rivera	Community Member	
Jeffrey Mulqueen	Superintendent's Designee	
Kerrie Kelly	Teacher from School	
Mary Meade-Montaque	District Administrator	

School Instructional Leadership Team (ILT) Members shall include:

- No more than 13 individuals to solicit recommendations on a redesign plan. The groups shall meet publicly and include, 1) Department of Elementary and Secondary Education (DESE) designee, 2) School Committee chair / designee, 3) Union president / designee, 4) Administrator from the school (superintendent choice), 5) Teacher from the school (faculty choice), 6) Parent from the school (parent association), 7) Social service representative (superintendent choice), 8) As appropriate, workforce development agencies (superintendent choice), 9) EEC or DHE representative (secretary choice), and 10) Community member (chief executive of town choice)

Within 45 days of its initial meeting, the stakeholder group shall make its recommendations to the superintendent. The superintendent "shall provide due consideration to the recommendations".

Aligned Improvement Structure

<p>Worcester Public Schools Compact</p>	<p>Delivering on High Expectations and Outstanding Results for All Students</p> <p>100% of students will be guaranteed a rigorous core curriculum resulting in measurable gains in student learning</p>
<p>District Performance Indicators (DPI)</p>	<p>By 2012:</p> <ul style="list-style-type: none"> • 80% of students proficient in reading by Grade 3 • 80% of students proficient in Math by Grade 3 • 80% of students proficient in ELA by grade 8 • 80% of students proficient in Math by grade 8 <p>For the Class of 2013 – 100% of graduates will successfully complete high school coursework that prepares them fro both college and career</p>
<p>School Goal</p>	<p>Implement, monitor, and evaluate adult actions that lead to improved student success</p>
<p>Aligned School Targets and Strategy for Improvement</p>	<p>Worcester Improvement Strategy</p> <p>Massachusetts Department of Elementary and Secondary Education: Conditions for School Effectiveness</p>
	<p>High Priority Targets</p>
	<p>Improved literacy performance of English language learners</p> <p>Improved literacy performance of students with disabilities</p> <p>Improved literacy performance of Hispanic students</p> <p>Improved literacy performance of White students</p> <p>Improved literacy performance of students with backgrounds of low-income</p>

Comprehensive Needs Analysis

Areas of Strength	
Strength	Evidence
In-school suspension rate (0%) is lower than the district average (8.6%)	Massachusetts School and District Profiles – Chandler Elementary Community Indicators – 2008-2009
98% of students have opportunity for meals at school Diversity of student population <ul style="list-style-type: none"> • 14% African American • 63% Hispanic • 9% Caucasian 100% of teachers are highly qualified	Massachusetts School and district Profiles – Chandler Elementary School 2009-2010 NCLB Report Card
Participation rate of students in MCAS is 100%	Massachusetts School and District Profiles – Chandler Elementary School MCAS Tests of Spring 2009
Areas of Concern	
Concern	Evidence
Low success rates on MCAS, particularly among students whose first language is not English ELA ELL-46%, SpEd – 32%, Low Inc.-50%, Hisp. – 47% Math ELL – 42%, sped – 21%, Low Inc. – 41%, Hisp.- 37%	Massachusetts School and District Profiles – Chandler Elementary School MCAS Tests of Spring 2009 Adequate Yearly Progress (AYP) Data
Daily attendance rates (93%) and student mobility (24%) In-school suspension rate (0%) is lower than the district average (8.6%)	Massachusetts School and District Profiles – Chandler Elementary Community Indicators – 2008-2009 Mobility Factors 2007-2009
Student-Teacher ratio 17.9:1	Massachusetts School and district Profiles – Chandler Elementary School 2009-2010 NCLB Report Card

Recommendations for Action

Essential Condition:

1) **Effective school leadership:** The district takes action to attract, develop, and retain a school leadership team that ensures staff understanding of and commitment to the school's mission and strategies, supports teacher leadership and a collaborative learning culture, focuses time and resources on instructional improvement and student learning through effective use of data for improvement planning and management, and uses supervision and evaluation practices that assist teacher development.

Best Practice or Strategy:

District and school leaders contribute to student learning indirectly in three major areas:

- **Setting directions by providing guidance that is clearly understood by all, establishing high expectations, and using data to monitor progress and performance.**
- **Supporting staff with resources and the professional development necessary to succeed.**
- **Managing and redesigning the organization so that the entire range of conditions in the district and schools fully supports teaching and learning.**

Leithwood, K., Louis, K.S, Anderson, S. & Wahlstron, K. (2004). How leadership influences student learning. Minneapolis, MN: Center for Applied Research and Educational Improvement, University of Minnesota.

RECOMMENDATIONS FOR ACTION

1. Positive Behavioral Intervention Strategies (PBIS) implementation with fidelity
2. Implement cultural competency training
3. Implement refugee / immigration training
4. Professional development in both pedagogy (instructional strategies) and content (subject standards)
5. Enhance the Community Schools Model
6. Implement conflict resolution and mediation training
7. Implement grade level meetings
8. Use a distributive Leadership Model
9. Collaborate with the parents/teachers/ community partners

Recommendations for Action

Essential Condition:

2) **Effective district systems of support:** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways.

Best Practice or Strategy:

- **Effective district leaders give school leadership teams autonomy in how they meet district goals while maintaining clear, non-negotiable goals for learning and instruction.**

Waters, J. T. & R.J. (2006). School district leadership that works: The effect of superintendent leadership on student achievement. Denver, CO: McREL Mid-continent Research for Education and Learning.

RECOMMENDATIONS FOR ACTION

1. Implement bi-weekly meetings with Level-4 principals and key central office administrators to discuss building issues.
2. Maintain level 4 schools' needs as the highest priority when implementing funding to improve facilities.

Recommendations for Action

Essential Condition:

3) **Coordinated use of resources and adequate budget authority:** District and school plans are coordinated to provide integrated use of internal and external resources (human, financial, community and other) to achieve the school's mission. At Levels 4 and 5, the district provides the school with a weighted per-pupil budget for staffing and instructional resources, and gives the principal the authority and assistance needed to make decisions about its expenditure.

Best Practice or Strategy:

Strategic schools organize and use resources to:

- Invest in order to continuously improve teaching quality through hiring, professional development, job structure, and common planning time;
- Create individual attention and personal learning environments; and
- Use student time strategically by emphasizing core academics and literacy

Miles, K.H. & Frank, S. (2008). *The strategic school: Making the most of people, time and money.* Reston, VA: National Association of Secondary Principals.

RECOMMENDATIONS FOR ACTION

1. The district provides the school with a weighted per-pupil budget for staffing and instructional resources, and gives the principal the authority and assistance needed to make decisions about its expenditure.
2. The district will not freeze or reduce school budgets for level 4 schools subsequent to School Committee approval.
3. District and school plans are coordinated to provide integrated use of internal and external resources (human, financial, community and other) to achieve the school's mission.

Recommendations for Action

Essential Condition:

4) **Aligned curriculum:** The district ensures that the taught curricula a) are aligned to state curriculum frameworks and to the MCAS performance level descriptions, and b) are also aligned vertically (between grades) and horizontally (across classrooms at the same grade level and across sections of the same course). At Levels 4 and 5, priority for alignment is given to mathematics and English language arts.

Best Practice or Strategy:

Significant differences in achievement were identified between students using Standards-based curriculum materials for at least 2 years and students from comparison districts using other curriculum materials.

Reys, R., Reys, B., Lapan, R., Holliday, G., & Wasman, D. (2003). Assessing the impact of “standards”-based middle grades mathematics curriculum materials on student achievement. *Journal for Research in Mathematics Education*, 34(1), 74-95.

RECOMMENDATIONS FOR ACTION

1. Survey teachers regarding appropriate PD, with input from administration (principal) to develop shared understanding of high level expectations for all students
2. Ensure principal provides teachers with regular structured meetings (horizontal & vertical) to examine high expectations, barriers and solutions to reaching them. Conduct this conversation in the site council.
3. Use multiple channels of communication to the community regarding high level expectations.
4. Ensure that the principal has a 2-way communication plan with community and partners.
5. Ensure the principal uses a structure to bring multiple perspectives to the table.
6. Use student data to tune professional development to ensure the success of students meeting high expectations.

Recommendations for Action

Essential Condition:

5) **Effective instruction:** The district ensures that instruction reflects high expectations, focuses on clear objectives, and includes a) a range of techniques, technologies, and supplemental materials aligned with students' developmental levels; b) instructional practices and activities that build a respectful climate and enable students to assume increasing responsibility for their own learning; and c) use of class time that maximizes student learning.

Best Practice or Strategy:

Findings suggest that the following are needed to optimize student learning:

- | | | |
|--|--|---------------------------------|
| ▪ A supportive classroom climate | Opportunity to learn | Curricular alignment |
| ▪ Establishing learning orientations | Coherent content | Thoughtful discourse |
| ▪ Practice and application activities | Scaffolding students' task engagement | Strategy teaching |
| ▪ Co-operative learning | Goal-oriented assessment | Achievement Expectations |

Brophy, J. (200). Teaching. Brussels, Belgium: International Academy of Education and Geneva, Switzerland: Palais des Academies.

RECOMMENDATIONS FOR ACTION

1. Provide adaptive technology to address student needs.
2. Use data to match sustainable, adequate social-emotional and academic support, e.g., staffing
3. Use multiple sources of data to drive decision-making
4. Provide parent workshops and training to support and sustain the parents' / community's ability to support students' core, supplemental, and intervention learning needs.
5. Provide so-curricular activities that support high expectations for students and connect to the needs of students
6. Provide services in an expedited way rather than being compliance driven.
7. Use partnerships to support core, supplemental, and intervention needs of students

Recommendations for Action

Essential Condition:

6) **Assessment and tiered instruction:** The district provides support and oversight for a tiered instruction system in which school staff use formative (frequent and informal) and benchmark (periodic and standards-based) assessments in English language arts and mathematics to guide instruction and determine individual remedial and enrichment requirements. Benchmark assessments are given 4 – 8 times per year.

Best Practice or Strategy:

Screen all students to identify those at risk for potential difficulties and provide interventions to students identified as at risk.

Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a tier 3 intervention plan.

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009 – 4060). Washington, D.C. National Center for Educational Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education

RECOMMENDATIONS FOR ACTION

1. District ensures the school has a map of assessments that include State and District requirements.
2. Assessment map need to include both academic and Social-emotional assessments
3. Assess gap that occurs in the summer
4. Data collection, analysis, and application need to be supported, e.g., time required for teachers.
5. Provide a systematic assessment of programs (program evaluation)
6. Provide professional development for all stakeholders to understand and use assessments according to their role.
7. District supports a uniform system of assessments for students across the district.
8. Use multiple informal assessment modes to access student information (knowledge)
9. Make the assessments map practical – doable.
10. Use performance-based assessment as the predominant form
11. Make data accessible to all stakeholders

Recommendations for Action

Essential Condition:

7) **Principal's staffing authority:** The district ensures that the principal has the authority, guidance, and assistance needed to make staffing decisions based on the school's improvement plan and student needs. At Levels 4 and 5, this includes the ability to select, hire, transfer and assign staff to positions in the school without regard to seniority, and to evaluate and choose to retain faculty based on content knowledge, performance in promoting student learning, overall performance, and commitment to the school's mission and strategies.*

* The Department will identify examples of contract language consistent with this Essential Condition *Attachment 7 Massachusetts Department of Elementary and Secondary Education June 17, 2009*

Best Practice or Strategy:

Schools in which the principal has full authority to hire and fire teachers (as desired by Edison) have slightly better achievement trends in reading on the z-score scale) and in math (0.1 on the z-score scale).

Gill, B.P., Hamilton, L.S., Lockwood, J.R., Marsh, J.A., Zimmer, R. W., Hill, D., & Pribesh, S. (2005). *Inspiration, perspiration, and time: Operations and achievement in Edison schools*. Santa monica, CA: RAND Education, monograph.

RECOMMENDATIONS FOR ACTION

1. Increase diversity of staff
2. Support autonomy for transfer
3. Focus on hiring teachers with language diversity representative of the divers language needs of the students
4. Continue Category Support
5. Principal has voice in selection of support staff

Recommendations for Action

Essential Condition:

8) **Professional development and structures for collaboration:** Professional development includes a) both job-embedded and individually pursued learning that enhances a teacher's knowledge and skills and b) structures for collaboration that enable teachers to have regular, frequent department and/or grade-level common planning and meeting time that is used to improve implementation of the curriculum and instructional practice. At Levels 4 and 5, the district provides a) English language arts and mathematics coaching with a 1-coach-to-25-teacher ratio and b) time dedicated to leadership-directed, collaborative work, during which teachers are not responsible for supervising or teaching students, consisting of no less than one hour per week and, in addition, no fewer than five days (or their equivalent) per year.

Best Practice or Strategy:

- **Common planning time makes a big difference: For interdisciplinary teams to be effective, they need regular time to plan and work together as a group.** **Teaming improves work climate.**
- **Teaming increases parental contact.** **Teaming increases job satisfaction.**
- **Teaming is associated with higher student achievement.**

Flowers, N., Mertens, S. B., & Mulhall, P. F. (November 1999). **The impact of teaming: five research-based outcomes.** *Middle School Journal* (31)2, 51-60.

RECOMMENDATIONS FOR ACTION

1. Develop and support a professional learning community in which adult learning is grown organically by sharing, observing, and learning from each other (staff).
2. Provide professional development that addresses social-emotional components, cultural competence, diversity, and academics.
3. The district will ensure professional development times are aligned with the times of extended day.
4. The principal will collaborate with each teacher, using data to tune professional development to the needs of the individual.
5. Teachers will be provided with consistent, common planning times by grade level at least once each week.
6. The district will provide two instructional coaches to develop the capacity of teachers and accelerate the performance of students and the school.
7. The district will ensure 1 hr. / week of leadership directed collaborative work is conducted at the school.
8. The district will ensure the equivalent of 5 days per year of leadership directed collaborative work.
9. Core instruction will be protected from interruptions. Professional development must not compete with core instruction.
10. Consistent, high quality substitute teachers will be provided for those occasions when teachers are required to participate in professional development during the school day.

Recommendations for Action

Essential Condition:

9) **Adequate learning time and additional academic support**: For students not yet achieving at grade level, the district ensures that the school provides a) at least 90 minutes per day of instruction and individualized support in English language arts and in mathematics; and b) supplemental instruction (for example: homework assistance, tutoring, Saturday school, summer school).

Best Practice or Strategy:

The correlation between time and achievement increases when students are given more instructional time, and it is even greater when students' academic learning time increases.

Silva, E. (2007). **On the clock: rethinking the ways schools use time.** Washington, D. C. Education Sector.

RECOMMENDATIONS FOR ACTION

1. The district ensures 90 mins/day for ELA / reading and math instruction
2. Implement three weeks of Monday – Thursday, full day summer school focused on academics and recreational activities available to all students
3. Provide meals for students during extended learning times
4. Align summer programs to specific needs of students, including intervention support
5. Provide ELL support during extended learning times
6. Use extended day to accomplish homework
7. Provide highly engaging, project-based academics, cultural arts, enrichment, sports, and music during extended learning times
8. Include community and career information to students during extended learning time
9. Expand real-life experiences for students
10. Use partners to support extended learning time
11. Provide buildings that are appropriately suited for use during the summer
12. Provide activities that involve parents and students together
13. Provide activities that help parents support their children

Recommendations for Action

Essential Condition:

10) **Students' social, emotional, and health needs:** The district supports the school to address the social, emotional, and health needs of its students in systemic ways, including coordinated student support services, universal breakfast (if eligible), and consistent school-wide attendance and discipline practices and effective classroom management that enable students to assume increasing responsibility for their own behavior and learning.

Best Practice or Strategy:

Social-emotional learning (SEL) programs are effective across the K-8 grade range and for racially and ethnically diverse students from urban, and suburban settings. SEL programs improved students' social-emotional skills, attitudes about self and others, connection to school, positive behavior, and academic performance; they also reduced students' conduct problems and emotional distress.

Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

RECOMMENDATIONS FOR ACTION

1. Implement a full-time nurse at the school
2. Implement a health liaison / partner at the school
3. Implement a full-time adjustment counselor at the school
4. A school resource will be used to facilitate family needs regarding health care, such as paperwork for the UMass Ronald McDonald mobile unit
5. Implement a school-wide social-emotional curriculum
6. Identify the nutritional security needs of families and work with partners to address those needs
7. Implement a schedule of physical activity during the school day to support the wellness needs of students
8. Use community partners to promote and ensure student wellness is supported by routine physical activity.
9. Personal contact will be made with families to support student attendance
10. Address root causes of attendance issues
11. Implement Positive Behavioral Intervention Supports (PBIS) more broadly and deeply
12. Engage students with members of the Worcester Police Department to develop healthy relationships and communication
13. Engage active business partners to support programs (such as PBIS)

Recommendations for Action

Essential Condition:

11) **Family-school relationships:** The district ensures that the school takes action to establish regular, two-way communications with families about students' academic and social/emotional development and promote widespread family participation in school events and activities.

Best Practice or Strategy:

Family involvement with students in the home and school makes an enormous difference in student achievement and healthy development. When schools provide information, encouragement, and opportunities for partnership, parental involvement increases. The cases in this report focus on capacity-building across a range of functions, including outreach, leadership development, research and program development, and evaluation.

Hernandez, L, Kreider, H., Coffman, J., & Lopez, M.E. (2002). Concepts and models of family involvement. Cambridge, MA: Harvard Family Research Project.

RECOMMENDATIONS FOR ACTION

1. Establish a communication plan that is sensitive to culture, language and the needs of families
2. Use multiple communication methods including written and technology, and face-to-face
3. establish computer use for parents on site
4. Establish pathways for parents to receive technology (possibly free, used computers)
5. weekly school communication to parents by each classroom teacher
6. Establish the use of student agendas to have each parent review each night (language appropriate)
7. Home visits as appropriate for families who are not engaged. Use community partners to expand home visits to every student.
8. Establish computer centers within the community
9. Communicate to the school's learning community that the school is the hub of learning for students and parents

Appendix

Massachusetts Department of Elementary and Secondary Education June 17, 2009 **Essential Conditions for School Effectiveness**

These 11 essential conditions are necessary conditions for schools to educate their students well; they guide the actions taken by both districts and the Department at all levels of the accountability and assistance system. Districts at Level 3 of the system will be required to conduct a self-assessment developed by the Department and based on these conditions to inform their improvement planning; this self-assessment will also be made available for use by districts at Levels 1 and 2. Districts at Levels 4 and 5 will be required to implement all of these conditions in their Level 4 or 5 schools or provide a compelling rationale for alternative approaches designed to achieve comparable or superior results. The commissioner will determine whether the rationale is sufficiently compelling to warrant an exception to any of the specific requirements of these essential conditions.

- 1) **Effective school leadership:** The district takes action to attract, develop, and retain a school leadership team that ensures staff understanding of and commitment to the school's mission and strategies, supports teacher leadership and a collaborative learning culture, focuses time and resources on instructional improvement and student learning through effective use of data for improvement planning and management, and uses supervision and evaluation practices that assist teacher development.
- 2) **Effective district systems of support:** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways.
- 3) **Coordinated use of resources and adequate budget authority:** District and school plans are coordinated to provide integrated use of internal and external resources (human, financial, community and other) to achieve the school's mission. At Levels 4 and 5, the district provides the school with a weighted per-pupil budget for staffing and instructional resources, and gives the principal the authority and assistance needed to make decisions about its expenditure.
- 4) **Aligned curriculum:** The district ensures that the taught curricula a) are aligned to state curriculum frameworks and to the MCAS performance level descriptions, and b) are also aligned vertically (between grades) and horizontally (across classrooms at the same grade level and across sections of the same course). At Levels 4 and 5, priority for alignment is given to mathematics and English language arts.
- 5) **Effective instruction:** The district ensures that instruction reflects high expectations, focuses on clear objectives, and includes a) a range of techniques, technologies, and supplemental materials aligned with students' developmental levels; b) instructional practices and activities that build a respectful climate and enable students to assume increasing responsibility for their own learning; and c) use of class time that maximizes student learning.
- 6) **Assessment and tiered instruction:** The district provides support and oversight for a tiered instruction system in which school staff use formative (frequent and informal) and benchmark (periodic and standards-based) assessments in English language arts and mathematics to guide instruction and determine individual remedial and enrichment requirements. Benchmark assessments are given 4 – 8 times per year.

7) **Principal's staffing authority**: The district ensures that the principal has the authority, guidance, and assistance needed to make staffing decisions based on the school's improvement plan and student needs. At Levels 4 and 5, this includes the ability to select, hire, transfer and assign staff to positions in the school without regard to seniority, and to evaluate and choose to retain faculty based on content knowledge, performance in promoting student learning, overall performance, and commitment to the school's mission and strategies.*

* The Department will identify examples of contract language consistent with this Essential Condition *Attachment 7 Massachusetts Department of Elementary and Secondary Education June 17, 2009*

8) **Professional development and structures for collaboration**: Professional development includes a) both job-embedded and individually pursued learning that enhances a teacher's knowledge and skills and b) structures for collaboration that enable teachers to have regular, frequent department and/or grade-level common planning and meeting time that is used to improve implementation of the curriculum and instructional practice. At Levels 4 and 5, the district provides a) English language arts and mathematics coaching with a 1-coach-to-25-teacher ratio and b) time dedicated to leadership-directed, collaborative work, during which teachers are not responsible for supervising or teaching students, consisting of no less than one hour per week and, in addition, no fewer than five days (or their equivalent) per year.

9) **Adequate learning time and additional academic support**: For students not yet achieving at grade level, the district ensures that the school provides a) at least 90 minutes per day of instruction and individualized support in English language arts and in mathematics; and b) supplemental instruction (for example: homework assistance, tutoring, Saturday school, summer school).

10) **Students' social, emotional, and health needs**: The district supports the school to address the social, emotional, and health needs of its students in systemic ways, including coordinated student support services, universal breakfast (if eligible), and consistent school-wide attendance and discipline practices and effective classroom management that enable students to assume increasing responsibility for their own behavior and learning.

11) **Family-school relationships**: The district ensures that the school takes action to establish regular, two-way communications with families about students' academic and social/emotional development and promote widespread family participation in school events and activities.