

## Turnaround Plan

**DISTRICT:** Fall River Public Schools

**SCHOOL:** John J. Doran Community School

**Overview of the Plan:** Improving instruction to improve learning is the central focus of the Doran Turnaround Plan. We realize that we need to drastically alter our curriculum, assessment, and instruction in all three tiers to enable our students to learn to their fullest potential. Key elements of our plan are increased time for students and teachers, a new Pre-K program to front load early literacy and thinking skills, giving our youngest learners more opportunities for success, and development of an effective middle school program to provide continuity and support academic success. Our Wellness Team will coordinate provision of social, emotional and wellness supports for our students and families, in school and in community partnerships. The Team and our Parent Support Coordinator will oversee the development of expanded opportunities for family-school relationships to connect parents to their children's learning, increase participation in the school community, and participate in courses or workshops for adult learning. The professional development plan creates required additional afterschool time and increased Common Planning Time (CPT) and is designed to support improvements in curriculum and assessment and instruction. The professional development plan includes three main elements, all connected directly to data analysis for improvement: Structures and cultural conditions for developing a community of teacher-learners, Core Professional Development for all staff, and Individual Professional Development based on each teacher's needs and the priorities of the Plan. The Plan will increasingly harness collective expertise to create a community of teacher-learners. This plan weaves shared leadership throughout, with strong structures for school-based leadership that is broadly distributed and assistance from the district in providing valuable leadership supports for technical, curriculum, professional development.

### **John J. Doran Community School Vision:**

Children at the John J. Doran School will be prepared for personal, social, and academic success in middle school.

- All students will exit eighth grade having met or exceeded the state standards in all subjects.
- All students will leave Doran equipped with the work habits and self-motivation they need to be successful lifelong learners.
- All students will receive necessary school-based and community supports to achieve social emotional health.
- All students will interact with peers and staff with kindness, respect, and empathy regardless of race, language, or socioeconomic status.

### **Turnaround Plan Components**

#### **A. District Support for Effective school leadership (CSE #2)**

Please check () each change proposed:

- X Plan professional development for administrators that includes leadership skills and distributed leadership
- Require all staff to re-apply for employment
- X Differentiate compensation of school staff
- X Limit, suspend or change 1 or more school district policy or practice related to the school
- X Limit, suspend, or change collective bargaining agreements (as long as reduced pay is commensurate with reduced hours)
- X Search for and study best practices
- Additional components/authorities based on reasons for underperformance and recommendations of stakeholder group, i.e., "other."

The overarching value of leadership as a central element of effective schools cannot be overemphasized. (Schmoker, 2006; Marzano, 2003, among many others) The leadership that makes a difference for student learning comes from several sources. First in many ways is teacher leadership. Simply put, teachers make the greatest single difference. However, scaling up to create and sustain effective schools and districts with high levels of student learning requires principal leadership and district leadership that make it possible to go from pockets of excellence to cultures of excellence. The Fall River Public Schools has recognized that some of its greatest challenges and opportunities come through leadership, not as a person, but as the collective community of leaders that can be present and active throughout our schools. To support Level 4 schools in Fall River, the district has understood that its support for school leaders and teachers in their schools is essential. Both the Fall River district leadership and the principal of the Doran school further understand that the central focus for transformation of the school is comprehensive instructional improvement that uses student achievement data to set standards for and significantly improve learning. Tied to this focus is distributed leadership development and collaborative professional learning.

### **Description of Proposed Changes: District's strategy for establishing and supporting strong school leadership and conditions to meet the challenges of the Doran School**

**A1. District oversight and collaboration with External Partners** The district will support the Doran School by providing internal district level support, engaging stakeholders and providing external turnaround partners to assist each school in the development of the redesign plans.

A **District Leadership Team** has been created to meet regularly with the Doran leadership to oversee redesign planning, approve the school's plans, oversee implementation of the school's plan, track progress and ensure maximum, integrated district resources in support of the Doran School plan. District supported Instructional Rounds will be conducted in each school semi-annually. **External Partners** engaged by the district in support of the redesign process include:

- Dr. Larry Myatt, Northeastern University, is the conduit between the District Redesign Team and each of the school based teams and the turnaround partners.
- Judi Frederick, MESPA, works closely with the Doran School principal and faculty to provide expertise in team building, professional learning communities and curriculum development.
- Dr. Sara Michaels provides professional development for the implementation of Junior Great Books
- Cambridge Education provides support through the Tripod Project and data analysis of achievement gaps for the Doran Data Team.
- TERC provides technical assistance to the Doran Data Team on data-based decision-making
- The Center for Collaborative Education provides support in providing focus and organization for the Doran Schools plan so that it is clear, strategic, innovative and measurable.

The district is also engaging other resources such as the National Institute of School Leadership and Research for Better Teaching.

### **District Policies that support rapid and successful turnaround progress**

Fall River Public Schools and the Fall River Educators' Association have negotiated key policies that are essential to the Doran School's redesign efforts.

- **Teacher Evaluation:** A new Teacher Evaluation System with inclusion of a value-added student growth measure is being negotiated and will be implemented in 2011-2012. The system will enable the principal to assess effectiveness of teachers, provide support and professional development as necessary, and identify teachers who should be released due to continued ineffectiveness.
- **Compensation for Increased Faculty Time and Financial Incentives for School Performance** based on specific targeted English Language Arts and Math achievement gains will be implemented. In

addition, a Teacher Career Ladder Program will provide differentiated compensation and leadership development opportunities.

- **English Language Learners:** The district will provide funding for and require all faculty at the Doran School to complete SEI Category training. In addition, the District will provide coaching by ESL teachers to follow up on implementation of new instructional practices gained in trainings.

## **A2. District Recruitment and Hiring Practices**

The district Executive Director of Human Resources is working with principals and district leaders to ensure effective hiring practices. The district continues to strengthen alliances with local colleges and has engaged in a rigorous campaign to support recruitment. The District distributed non-renewal letters to teaching staff on waivers at the Doran School in early June. There were also a number of vacancies at the Doran School due to retirements, resignations and transfers. Going forward, the district's Human Resource department will recruit a pool of qualified candidates with the skill set and professional knowledge base necessary for the rapid achievement of Doran students. Support for the Doran School will include pre-screening applicants for successful qualified individuals in districts/field with a similar demographic as Fall River; interview teams that include stakeholders and a thorough reference check process led by Executive Director of Human Resources and Educator Quality; and finalist district level interviews. Recommended candidates will interview with the Superintendent. A key area for recruitment efforts by the district and school will be the hiring of new 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade teachers.

## **A3. District support for School Leadership, Professional Development and Structures for Collaboration**

The district will provide support for ongoing, high-quality, job-embedded professional development. The principal and key members of the Doran School redesign team have completed (or are in the process of completing) the **National Institute for School Leadership** program. Participation in NISL is a core strategy within the district, is detailed in the district's Recovery Plan and supported through the DESE Memorandum of Understanding. Through agreements described above, the district will increase grade level common planning sessions and at least one extra hour of professional development per week beyond current contractual hours to foster a collaborative professional culture. Coaching services, instructional rounds, and learning walks will provide support for data on instructional practices. Doran summer professional development sessions are already developing leadership and faculty engagement in planning curriculum and instructional practices each year and will continue to be supported annually.

## **A4. Principal's Increased Leadership Flexibilities for Staffing and Budget Authority, Resource Support, Financial Incentives and School-wide Responsibility to Achieve Success.**

To the greatest extent possible, the principal has budget resource allocation authority. In addition, the district is providing additional resources for staffing that will support the Doran School, including three clinical positions to address social and emotional needs of students, a parent coordinator, three instructional coaches in literacy and math, and a redesign coach to support and monitor redesign implementation. Financial incentives (including those for increased student achievement, increased opportunities for promotion and career growth) will support her leadership authority. The new teacher evaluation system will increase her supervision and evaluation leadership accountability.

## **A5. Establish and support effective, distributed school leadership at the Doran Community School**

The Fall River Public Schools has selected the Transformation Model for the John J. Doran Elementary School because of the model's strong focus on improving the instructional core through increasing teacher and school leader effectiveness, developing comprehensive instructional strategies informed by data, extending learning time and creating community-oriented schools, and providing operational flexibility and intensive support. The Doran Community School is led by principal Maria Pontes, whose broad based experience of 27 years includes roles as elementary grades teacher, English Language Arts teacher in grade 8, Humanities Department Head, Vice-Principal and Principal. Ms. Pontes began her 3<sup>rd</sup>

year as principal at the school in September, 2010. Ms. Pontes was appointed principal of the Doran to lead the school in September 2008. The superintendent determined that she would remain at the school due to her administrative experience, strong focus on improving instruction, and ability to utilize a range of strategies to support rigorous professional development in instructional practice, including learning walks, Instructional Rounds, goal-setting and teacher evaluation. She has taken intentional steps toward creating structures for collaboration that focus on developing teacher knowledge; curriculum that is systematic and meaningful, based on state and the MA and Common Core standards; rigorous instruction that engages students in 21<sup>st</sup> century skills; and ongoing assessment that is the basis for re-teaching, adjustment of instruction and interventions, as necessary, so that all students at the Doran School learn well. The principal is also fluent in Portuguese and moderately fluent in Spanish, the primary languages spoken in the community. The Vice Principal has been replaced by a tri-lingual vice principal with extensive experience in counseling. Natalie Patterson is fluent in Spanish and Portuguese, has served as a School Adjustment Counselor for the district and has worked for community-based social services agencies prior to her employment in the Fall River Public Schools. In addition, a Redesign Coach position was added to the Doran leadership team to support the change process, engage in outreach endeavors, ensure fidelity to the grant, and facilitate articulation with middle schools as needed. Elizabeth Harris brings expertise in English Language Learning to this position.

The principal has established a priority for leadership that is accountable, collaborative and distributed throughout the school.

- The overarching leadership structure is the **Leadership Team (LT)**. The LT brings together staff from across the school, including the principal, vice-principal, teacher representatives from all grades, ELL services, and Special Education, 3 instructional coaches, the Redesign Coach and school adjustment counselors. The purpose of the LT is to serve as the main decision-making team in the school and to make decisions through a process that builds consensus while always recognizing the principal's role and responsibility for final decision-making. The LT coordinates, assesses all aspects of the Turnaround Plan and develops protocols for monitoring data from multiple sources, school-wide instructional focus, communication, and implementation. Its monthly meetings are informed by learning walks, bi-annual district-coordinated Instructional Rounds and quarterly stocktaking reviews of the systems, communication, and data on student and teacher learning.
- A leadership support structure for the LT is the **Principal Advisory Team (PAT)**. The PAT is a vehicle of support and two-way communication for all leadership structures in the school. The PAT is comprised of the principal and vice-principal, instructional coaches, re-design coach, school adjustment counselors, and a Wellness Team representative. The PAT meets weekly to surface needs and identify supports for the work of the LT and to respond quickly to LT discussions and decisions. Through the leadership of the Redesign Coach, the PAT gathers data, conducts planning and tracks ongoing progress to identify problems or mid-course adjustments to address.
- In addition, the PAT refers specific questions, data-based inquiry, and other on-the-ground questions to the school's **Content Teams** (ELA, ELL, Math, Data, Wellness) that meet monthly and are assisted by an instructional coach to focus solely on curriculum, instruction, assessment and wellness priorities that impact student progress. The Content Teams use data, look at student work, create protocols for monitoring, and review screening and curriculum-based assessments, as well as placement and student response to interventions in Tiers 2 and 3 of instructional services.

The Instructional Coaches and Redesign Coach have roles that weave through the leadership structures. Together with the Principal and Vice-Principal, they provide multi-faceted communication and supports to teachers. All the teams and coaches have support from district leadership offices. Even with an array of roles and supports, it is the principal's role to be the link and underpinning to all of the school-based leaders. She is actively demonstrating through presence, accessibility and collaborations that she can be a leader who will take the Doran School to a place of high achievement and highly effective teaching.

## Benchmarks

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Three Measurable Benchmarks
<b>A1.</b> <b>District provides supportive oversight of the Doran School Redesign Process</b>	<ul style="list-style-type: none"> <li>• External partners have worked with district personnel have worked since early 2010 to support the development of the school's Redesign Team and Turnaround Plan as documented in agendas, meeting notes</li> <li>• A Redesign Coach has been hired to assist in all elements of the planning, implementation and monitoring process; Sept. 2010</li> <li>• District's external partners provide technical support for the Doran Data Team, starting Aug., 2010 as per records, data analysis</li> </ul>	Same as Year 1
<b>A2.</b> <b>Recruitment and hiring practices</b>	District recruitment and hiring policies are in place in and implemented at the Doran School  New Grade 6 teachers have been hired June 2011	Grade 7 teachers have been hired by June 2012; Grade 8 teachers have been hired by June, 2013
<b>A3.</b> <b>District support for school leadership, professional development and structures for collaboration</b>	<ul style="list-style-type: none"> <li>• Key school leaders participated in National Institute for School Leadership in Aug. 2010 as evidenced by NISL records</li> <li>• Technical assistance through mentoring and coaching for the principal and teachers has been in place since Sept 2008 and has continued in 2010-11</li> <li>• District/Principals' Network has conducted instructional rounds 2 times each year and learning walks led or supported by the district have implemented as evidenced by schedule established by Nov. 2010</li> <li>• Increased common planning time and addition PD time are in place by Nov. 2010 as evidenced by PD schedule</li> <li>• Summer Professional Development for faculty has been implemented as evidenced by agendas, curriculum alignment maps, unit planning Aug,2010</li> </ul>	Same as Year 1, and  Increased Common Planning time is fully implemented in Years 2 and 3
<b>A4.</b> <b>Principal's Increased Leadership Flexibilities for Staffing and Budget Authority, Resource Support, Financial Incentives and school-wide responsibility to achieve success</b>	<ul style="list-style-type: none"> <li>• Authority over staffing decisions have been given to the principal to the extent possible</li> <li>• With district support, the school has created 3 new clinical positions, a parent coordinator, 3 instructional coaches in math, Reading and Writing, one Redesign Coach by Sept. 2010</li> <li>• 100% of faculty are provided stipends for increased time as per an agreement between FREA and FRPS, and inclusion of funds by October 2010</li> <li>• The newly developed teacher evaluation system that includes student growth has been approved by Oct. 2010.</li> <li>• The principal spends on average 40% of the day in classroom observations and Common Planning Time (CPT) meetings as evidenced by schedule and notes</li> </ul>	Same as Year 1, and  New Teacher Evaluation is implemented in 2011-12 and 2012-13. 100% of teachers are evaluated and 80% have received ratings of proficient or higher on first evaluations in Year 2; 90% in Year 3  Principal and vice-principal spend on average 50% of the day in class and in CPT meetings
<b>A5.</b>	<ul style="list-style-type: none"> <li>• 100% of LT members attend monthly meetings</li> </ul>	Same as Year 1

<b>Establish and support effective and distributed leadership across the Doran School</b>	<p>held during the school year as evidenced by agendas and minutes beginning Sept. 2010</p> <ul style="list-style-type: none"> <li>• Ongoing LT communication with full faculty is verified by posted updates, meetings, memoranda, inputs surveys, Sept-June 2011</li> <li>• PA Team meets weekly as evidenced by agendas, written summary of action steps</li> <li>• Content Teams meet monthly as evidenced by monthly meeting notes and summary of assessment discussions. Oct. –June, 2011</li> </ul>	
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**B. Tiered instruction models, adequate learning time, and additional academic support (CSE #8)**

Please check () each change proposed:

X Expand, alter, or replace the curriculum

X Expand school day and/or year

X Add pre-K and full-day kindergarten

Other

**Rationale for proposed changes**

The Doran School student achievement data shows an alarming trend of poor performance in both English Language Arts and Math. The school has made Adequate Yearly Progress in ELA only once in 8 years and only twice in Math during the same period. In 2009 and 2010, no subgroups met the state performance target. Aggregate Performance on MCAS shows that in ELA 84% of Doran students scored in the combined Needs Improvement (NI) and Warning (W) range in 2009 as did 79% of students in 2010. In math, performance was slightly higher but still significantly below proficient. Aggregate performance in the combined NI and Warning range was 79% in 2009 and 74% in 2010. Looking more closely at the 2010 MCAS aggregate scores by grade level we see comparisons with the district and state showing that the percents of students scoring Warning was significantly below the district.

**Percentage of Doran School Students 2010 MCAS Scores in Comparison to District and State**

<b>2010</b>	<b>Doran</b>	<b>Doran</b>	<b>District</b>	<b>District</b>	<b>State</b>	<b>State</b>
<b>ELA</b>	<b>Needs Improvement</b>	<b>Warning</b>	<b>Needs Improvement</b>	<b>Warning</b>	<b>Needs Improvement</b>	<b>Warning</b>
Grade 3	43	32	45	18	30	8
Grade 4	32	57	43	26	35	12
Grade 5	45	29	40	22	28	10
<b>Math</b>						
Grade 3	24	44	27	37	24	11
Grade 4	53	34	48	25	41	11
Grade 5	33	37	34	32	28	17

When we look at how Limited English Proficient student performed in 2009 and 2010, we see a similar struggle. 78% of all LEP students in grades 3-5 performed at the warning and NI levels and 83% of all LEP students in grades 3-5 performed at these levels. Special Education students fared even more poorly on the MCAS and in school.

3 <sup>rd</sup> ELA	45%	45%
2010 Math	32% Needs Improvement	64% Warning

Education Scores on	4 <sup>th</sup> ELA	12%	88%	Doran Special 2010 MCAS
	4 <sup>th</sup> Math	38%	56%	
	5 <sup>th</sup> ELA	44%	60%	
	5 <sup>th</sup> Math	30%	60%	

A description of the students at the John J. Doran School provides a picture of a student body where almost half (42%) of the students do **not** speak English as a first language. On the Tripod Survey 16% of students reported that their family always speaks English at home. Just under 92% of the students come from low income families. Our teachers struggle to meet the learning needs of English Language Learners and to fully understand how to teach children of high poverty background.

As we listen to their voices of the students through the Tripod Survey data, we find that fewer than half of students report that they are always busy in class and that they do not waste time. Only 65% of students say "I try as hard as I can to learn in school." Fifty-seven percent of students say their teacher doesn't let people give up when the work gets hard. About 50% of students say they don't ask their teacher for help, "even when I need it." Twenty-five percent report that that some classmates "tease kids for being smart in school." On the other hand, most students believe they are trying their best and 85% believe that their teacher encourages them to do their best.

The 2010-11 school year began with 50% new teaching staff that resulted from strategic decisions of the school and district leadership around staffing. Transfers, replacements and retirements contributed to this significant staffing change. These staffing changes present the school with a challenge to rebuild its professional community and an opportunity to do so with increased participation by *all* teachers in crafting a new culture of learning for both teachers and students.

In sum, the story of learning at the Doran School is one of very low achievement, exacerbated by ineffective teaching and the students' struggle to fulfill academic tasks while learning English. With the support of District partner TERC and Tripod Project, the Doran Data Team and faculty have analyzed the achievement, engagement factors and learning conditions that contribute to poor learning outcomes.

**Probable Causes:**

- Lack of implemented and aligned standards-based curriculum and assessments
- Lack of professional development to improve teacher knowledge of content and pedagogy
- Ineffective instruction
- Lack of effective structures for professional collaboration and data analysis
- Lack of rigor in expectations for learning and assessments

The Leadership Team discussions of the data on student achievement, teacher skill and expectations in the Tripod survey revealed honest and thoughtful analysis. They identified the above causes and others (lack of foundation for comprehension strategies and practice, lack of independent reading, lack of rich texts, classroom work level not matched to the rigor of MCAS and lack of higher level thinking skills). Perhaps most important is that teachers are now able to look squarely at the data and begin to imagine that achievement *can* prosper. As one teacher commented, "If we hold that bar higher, they will need to get there." With 90% of the student population in need of Tier 2 and Tier 3 instruction, the place to

begin is to substantially improve classroom instruction and develop and use assessments to better monitor progress. Our goal to develop a strong school-based assessment system that is curriculum- and standards-based in the context of everyday instruction, coupled with close monitoring, is essential to school-wide accountability for improved student learning.

The rationale for our changes is also based on our belief that a pre-K to grade 8 school structure will provide greater learning continuity for our students and reduce mobility and transitions for students and their families. We will develop stronger relationships with our students and families over time and be able to target more precisely their learning needs. The pre-kindergarten program will offer an early start to school with enhanced opportunities for play-based learning, cooperative learning, language and vocabulary development and a developmentally based early advantage in literacy learning. Family engagement in a student's first school learning environment will also increase family participation. The proposed changes that follow demonstrate our commitment to focus on the core instructional program that has the potential to be the most significant factor in the improvement of instruction and student achievement. Using a 3-tiered instructional model, we will expand time in the Tier 1 curriculum as our first priority. However, we also plan to develop assessments and interventions that will be directed to the curriculum, thus creating continuous increased learning that meets our curriculum and learning goals aligned to the State and Common Core standards. (Please refer to the PD section to see our carefully aligned professional learning strategies designed to improve teacher expertise.)

#### **Description of Proposed Changes**

**B1. We will expand the school day by one hour enabling development of stronger Tier 1 learning blocks in ELA and Math, maximized Tier 2 interventions and enrichments, and Tier 3 interventions in individual and small group settings focusing on specific student needs.** The district and school Tiered Instruction model provides a Tier 1 common core of instruction for all students, Tier 2 additional supplementary instruction in small groups within the classroom, and Tier 3 interventions outside the classroom for students who are significantly at risk and in the MCAS Warning category.

The extra hour will allow us to restructure our day for five periods of Junior Great Books instruction that engages students who are succeeding in Tier 1 and Tier 2 instruction with accountable talk around rich literature with the classroom teacher; time for specific, targeted interventions for our most struggling students from highly trained literacy and math teachers; and three hours a week for hands-on, engaging science and social studies lessons. The extra hour also allows expansion of our social skills curriculum for a full hour on one day. In addition, one day a week the students will go home an hour early to allow increased staff time to build curriculum knowledge and plan together using data on student learning.

**B2. Increase the K-5 structure of the Doran School to a Pre-K-8 structure.** We will add a pre-K class in 2010 and sixth grade classes in 2011, 7<sup>th</sup> grade classes in 2012 and after the conclusion of the grant, we will add 8<sup>th</sup> grade classes. The addition of a preschool program provides more support for students to receive important early experiences with high quality texts and visual learning experiences that enhance vocabulary, English language skills, comprehension and thinking.

To develop our middle grades program, we will study and examine effective early adolescent learning environments and visit some outstanding K-8 schools with a demographic similar to ours. The LT and PAT will work together to establish a process for developing the Principles and Elements of our middle grades program and a curriculum for grade 6 by May 2011. We will also conduct outreach to our students and their families to encourage them to understand and take full advantage of the new K-8 structure. In addition, we will work with the district to recruit and hire highly qualified experienced middle grade teachers. Our pre-school to 8<sup>th</sup>-grade program will limit transitions and build stronger

connections between the school and community. The school leadership will work with the district to develop policies that allow students to remain in the school if they move elsewhere in the district.

**B3. Improve Tier 1 Instruction.** With more than 75% of our students failing in ELA and Math, in all sub-groups, in grades 3-5 we know our first and most comprehensive adjustment to instruction must happen in Tier 1. The staff has already begun the hard work to transform instruction. First and foremost we will set school-wide high academic expectations for every student by establishing rigorous curriculum embedded common assessments. . We will create consistent expectations for instruction in every classroom where every child is given the opportunity to grapple with challenging material alongside a caring adult who provides the scaffolding needed for success. Our students will know what exemplary work looks like and will be expected to revise their work until they reach the benchmark. Our instruction will be closely aligned to state and common core standards.

**Math instruction** will be aligned to the District's Math Curriculum Map that is aligned to State and Common Core standards. Math instruction in Tier 1 will be 90 minutes daily. Every unit has a district benchmark assessment that the staff will use to ensure students are reaching the benchmarks. When students do not reach a benchmark, staff will plan instructional steps for re-teaching in Tier one, provide additional support in Tier 2 and or Tier 3 until the student reaches the goal. The *Context for Learning* (and *Investigations* curriculum in geometry) math curriculum will be utilized in each classroom. The curriculum focuses on real world applications of challenging math concepts. It encourages students to develop their own strategies and then revise them using self-monitoring, peer and teacher interactions. *Contexts for Learning* will increase the rigor of math instruction and require mastery of challenging math concepts and higher order thinking skills necessary for successful 21<sup>st</sup> century learning.

**ELA instruction** changes will be similar to math. ELA Tier 1 instruction will include 90 minutes of reading instruction and 50 minutes of writing instruction daily. Teachers will use the district's ELA benchmarking guide to align their instruction to the state and common core standards. Harcourt's *Trophies* will continue to serve as a resource. The Doran will work to create instructional units that align with the benchmarks. In the first year the Doran will create a fictional narrative unit and an informational text unit. With a curriculum consultant, staff will use backwards design to unpack the standards for skills and concepts, develop assessments, and then plan instruction for each unit. Using the PD model described, staff will implement the unit and then plan re-teaching opportunities as required based on the assessment data. Over the next two years, other units will be developed and revised in reading and writing until all standards are taught to mastery in tier one instruction. Junior Great Books will be implemented to develop higher order thinking skills required for success. As in math, students will be expected to revise their work until it reaches the benchmark.

**B4. Integrate 21<sup>st</sup> Century Skills through the curriculum.** Students will engage in 21<sup>st</sup> century skills throughout the school day, including accountable talk, deep conversations that connect higher order thinking skills and comprehension strategies, find and use evidence from text to support ideas, problem-posing and problem solving strategies in math, research, and inquiry-based learning in science. Throughout the curriculum, they will be expected to write, revise and "publish" work, explain and reflect on their thinking and learning, make oral presentations about their work and work collaboratively in teams. Increasingly they will use technology as a tool for learning. During the 5<sup>th</sup> grade and again in the 8<sup>th</sup> grade, students will be expected to use these 21<sup>st</sup> century skills in a project that connects to a concept, problem, or issue that is similar to one that they have encountered or are likely to encounter beyond the classroom. Students will research, organize their ideas, provide a written report on their work, and present it orally.

**B5. Utilize vertically and horizontally aligned assessments to guide instruction in Tier 1 and drive Tier 2 and Tier 3 instruction.** In order to ensure high and rigorous standards for mastery, the Doran staff will develop vertically and horizontally aligned formative assessments to be used in instruction. Teachers will use these assessments to periodically measure students' progress toward the standards. Teachers will conduct universal screening three times a year in the school year. Teachers will use the data to adjust instruction and re-teach in tier one instruction, using small flexible groups for re-teaching and enrichment. Likewise, the staff will study the data in their grade level teams to determine who requires specific and targeted Tier 2 and Tier 3 interventions. Tier 3 students will be served by our most highly skilled literacy and math staff who will address the specific gap identified in the assessment.

### Doran School Tiered Model of Instruction

Doran has historically used a variety of commercial and teacher created interventions. What will be different in this model is the specificity of the Tier 3 instruction. Interventionists will work with flexible groups of students on targeted and focused skills based on the data. The highly trained staff will select

	Provider?	Which Students?	When?	What?	Progress Monitor
Tier 1	Classroom Teacher	Everyone Universal screenings: (DIBELS, GRADE, level of text, MCAS, teacher formative assessments for ELA, District benchmark assessments 3-5, ADD+vantage assessment K-2, MCAS, and teacher formative assessments for Math)	During Math, Reading, and writing instructional block. (90 minutes Reading) (50 min. Writing) (90 minutes Math)	Core Evidenced and Standards-Based Instruction	Universal screening results are analyzed in Oct., Jan. and April  Monthly Progress monitoring -all students
Tier 2	Classroom Teacher, ESL Resource Teacher, Spec. Ed. Teacher	Small group supplemental instruction s for all students at risk or in warning.	During the Math, Reading and writing blocks. At least 20 minutes 3 x/week.	Designed to enhance and support Tier 1 standards-based instruction	Bi-weekly
Tier 3	Intervention Staff - Special Education, ELA and Math Teachers.	Students with the highest need. All students with IEPs that stipulate Tier 3 Interventions receive them from the Special Education Staff.	Additional 30 minutes separate from content instruction time.	Small group or individual instruction. May be outside classroom	Bi-weekly  Bi-weekly IEP student progress monitored by interventionist

from the resources available or create instruction that is uniquely tailored to each learner's needs. In Years 2 and 3 of this plan, a team will develop and pilot with all teachers Doran's curriculum-based assessment tools that are designed to align with the school wide curriculum.

**B6. Restructure resources and services to our two key sub-groups ELL and Special Needs students and reduce achievement gaps.** To address the needs of our ELL Students, the Doran is restructuring our ELL classrooms and adding a language curriculum. The ESL classrooms are grouped by language proficiency, enabling staff to focus on oral language for our L1 and L2 students. Our L3 students receive the regular curriculum plus language instruction in ESL classrooms with ESL certified teachers. Every ESL classroom will utilize *Avenues* from Hampton Brown (a thematic language basal program that integrates literacy with the content areas and has many resources for developing students' language skills) to inform their language curriculum. All classroom teachers will have completed SEI Category training by the end of three years so that they can more skillfully address instruction for our many second language learners.

To better meet the needs of our students in special education we are moving to a co-teaching model. The goal of this model is to provide side-by-side learning for our classroom teachers in how to accommodate the needs of students with special needs. Through co-planning and co-teaching, inclusion teachers will model strategies that will support special needs learners throughout the school day and receive necessary supports for success, not just when the inclusion teacher is with them. This basic and needed restructuring along with making significant improvements in effective, engaging tiered



<p><b>Tier 1 and drive Tier 2 and Tier 3 instruction.</b></p>	<ul style="list-style-type: none"> <li>• Assessment data has been used to improve instruction, determine tiered instruction groups and content from January- June 2011</li> <li>• Coaches and Teachers have created 2 common assessments and 1 summative benchmark for progress monitoring by June, 2011.</li> </ul>	<p>as evidenced by logs and adjusted interventions</p> <ul style="list-style-type: none"> <li>• Years 2 and 3: Embedded formative and summative assessments have been used in each unit as per data reports</li> <li>• Teachers new to school are trained in assessments by Oct. Oct. 2012 and 2013 as per agenda, attendance logs.</li> </ul>
<p><b>B6. Restructure resources and services to our two key sub-groups ELL and Special Needs students and reduce achievement gaps.</b></p>	<ul style="list-style-type: none"> <li>• New Language curriculum to better meet the language needs has been implemented in 100% of ESL classes as evidenced by purchased program (<i>Avenues</i>) and lesson documentation, by Sept. 2010</li> <li>• ELL classrooms have been restructured based on language proficiency to allow for more focused instruction by Sept 2010 as evidenced by MEPA score increase of 15%</li> <li>• 75% of teachers have completed SEI category training by June 2011</li> <li>• A Co-Planning and Co-teaching model has been implemented by Inclusion specialists to ensure appropriate differentiation, instruction tied to IEP and supports are in place as evidenced by schedule, classroom observations and learning walks starting Jan. 2011</li> <li>• All IEPs are reviewed on a monthly basis to ensure fidelity of implementation and review ongoing bi-weekly adjustments as evidenced by meeting notes by Dec. 2010</li> <li>• No more than 30% of special education students score in warning on MCAS in 2011</li> </ul>	<p>Same as year 1, and</p> <p>Changes result in MEPA score improvements by 50% of LEP students by 2013</p> <p>100 % of teachers have completed SEI category training by Aug, 2011</p> <p>No more than 25% of special education students score warning on MCAS in year 2 and 15% in year 3</p>

**C. Students’ social, emotional, and health needs (CSE #9) & Family-school relationships (CSE #10)**

Please check (☒) each change proposed:  
X Address mobility and transiency

**Rationale for proposed changes:**

Ninety-three percent of Doran School students are low-income and many of our families struggle to provide the supports and services their children require to be socially, emotionally, and physically well. Often, children who are not getting their physical, emotional, and social needs met struggle to meet their academic goals. Behavior issues also interfere with student learning at the Doran. Ten percent of students were suspended in 2009-10. But even more concerning was the large number of students referred to the office in 2009-10 - 185 office referrals were made for disruptive and or violent behaviors, such as verbal and physical threats. Students reported threats related to bullying. A problem we are watching is that of student mobility and transiency. Data shows that mobility among black and multi-racial students, Hispanic, and limited English Proficient students is higher than other subgroups.

The Tripod Survey also reveals troubling data on students’ perceptions of learning, themselves, and of school. One student commented that, “it wasn’t cool to be smart.” In fact, 25% of students reported

on the survey that they had been teased for being smart. Student responses were lower than national and peer school averages on "teachers pushing me to work hard," and their perceptions suggest a disconnect between how students think they are doing and how they are actually doing. The data also shows that students think they are asked to explain ideas but, as pointed out by a teacher, they are not pushed to develop them further. On the Tripod Survey only 13% of students reported that they were NOT hungry at school, while 61% reported that they are sometimes hungry.

**Probable Causes** of these findings are lack of effective school-wide and classroom implementation of the positive behavioral support system with clear expectations, response, and interventions; lack of high and clear expectations for quality work and engaging in school; wellness factors including hunger and diet; lack of effective school-family partnerships; and lack of support for the wellness needs of families.

### **Description of Proposed Changes**

We know that In order to succeed academically in school children must have their physical, emotional and social needs met. Many of the children at the Doran School demonstrate needs in this area. We have recommitted ourselves to helping each student feel valued and supported. Our goal is to ensure a school-wide sense of physical and emotional safety, enact high standards for engagement and learning, help students become determined, self-monitoring learners, and respond to behavioral and wellness issues in timely and thoughtful ways. We also recognize that **Family-School Relationships** are essential for effective learning. Families and schools working together to support our children create a partnership that supports the whole child, the whole family, and the whole school.

**C1. Establish a safe and nurturing school climate.** The Doran School leaders and teachers will create a safe and nurturing school climate that supports student learning. A school-wide Positive Behavior System will be strengthened with clear and consistent expectations, and monitored to reduce the number of disruptive and violent behaviors. We will use the Second Steps Social Competency Curriculum for social skills development. Teachers will support students through positive incentive behavior programs and clear, consistent consequences for undesirable behaviors. We are hiring School Adjustment counselors to provide out of classroom supports and preventative services, such as small social groups and one-on-one counseling. They will also respond to identified needs such as peer mediation and school-based consequences such as detentions. A no-bullying curriculum will be enacted throughout the school as a proactive approach to bullying.

**C2. Implement a Wellness Team.** To support our students' success we will strengthen our new Wellness team which is dedicated to providing leadership and services to address the social, emotional, and physical needs of our students. The Wellness Team will meet weekly. Its members are the Vice Principal, the Student Support Coordinator (SSC), two School Adjustment Counselors, the Parent Coordinator, and the School Nurse. The team will use a protocol to identify students in need of support, identify specific services that can address the need, and match the students with those services both within the school and through outside agencies. We will develop a case management system to follow students closely from pre-referral to referral, services, progress monitoring, and follow-through for the duration of the services. The SSC will provide leadership for case management. However, the goal is to develop a strong team approach that utilizes the expertise of each member of the Team. For example, when health and nutrition are of primary concern, the nurse will play a leadership role. The team will use a review protocol to analyze the student's progress toward his/her goals and will maintain ongoing documentation of all case consultations. The team will follow up with staff and families for each referred student. In addition to individual student needs, the Wellness Team will hold two Wellness Days annually and will work with the Leadership Team to coordinate the School-wide Positive Behavior System, Second Step Program in Social Skill Development, and No Bullying programs for students and families as well as to plan to meet professional development needs for teachers in the area of social,

emotional health, and well-being. In 2011-12 and 2012-2013 programs and wellness services for students in the newly developing grades 6-8 will be created and implemented.

**C3. Develop and sustain effective school-community partnerships.** To maximize each student’s readiness to learn, the SSC will develop and sustain effective partnerships with local agencies that support students and families through a continuum of services. Once student needs are identified through parent and staff referrals to the Wellness Team, the SSC will connect parents and children to services within the school, through the School Adjustment Counselors and School Nurse program, and outside the school, through local institutions and agencies that support Fall River youth. The SSC will convene, coordinate, and monitor services with the Fall River Family Service Association, the Healthy City Initiative, and the Children’s Behavioral Health Initiative. Other community agency resources will include Stepping Stone and Health First. The SSC will document the success of all partnerships.

**C4. Improve communication with and services for families.** We know that parents play an integral role in our students’ school success and we want to develop strong relationships with them as well as policies that will **reduce mobility** and keep their children in the Doran School. The Parent Support Coordinator will work with staff to create opportunities for our students’ families to engage meaningfully in their child’s school experience through coordinated programs, services, and activities. We will improve communication to families to expand active family participation as learners and supporters of their children’s education at the Doran School. We are proud of the large number of staff able to communicate in Spanish and Portuguese and we intend to strengthen our communication with parents through cultural sensitivity coupled with respect for and use of their home language. We will focus our parent outreach on these efforts:

- The Parent Support Coordinator will organize and oversee implementation of opportunities for parents to come into the school and interact with staff and children around their children’s learning. We will also hold a Fall Open House, and create a campaign for participating in parent-teacher conferences as one of the best ways families can show support for their child’s learning. We will also hold at least one school-wide curriculum night and encourage parents to volunteer in classrooms.
- The Parent Support Coordinator will coordinate opportunities for parenting workshops - to learn more about how to help their children at home to be successful in school through parent workshops on topics such as reading to your child or how to help with math homework. Our goal is to empower our parents to support their children in their academic success.
- We also will offer educational programs that support parent opportunities for their personal learning and **workforce development**, again utilizing the languages spoken by our families. We plan to offer courses in English, GED classes, job search and interview skills, and technology.

**Benchmarks**

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Three Measurable Benchmarks
<p><b>C1. Establish a safe and nurturing learning environment</b></p>	<ul style="list-style-type: none"> <li>• School wide expectations for positive behavior and being a responsible learner have been shared and posted in 100% of classrooms by December 2010 as evidenced by administrator classroom visits, postings in classrooms and halls.</li> <li>• Classroom and community acknowledgements for positive behavior, persistence and progress in learning, good citizenship are implemented by Nov., 2010 as per LT observations, community</li> </ul>	<p>Same as year 1</p> <p>Behavior referrals are reduced to 8% in year 2 and 5% in year 3; suspensions are reduced to 3% in years 2 and 3 as per data logs</p>

	<p>meeting agendas, student incentive awards</p> <ul style="list-style-type: none"> <li>• Second Steps Curriculum has been implemented as evidenced by lesson plans by Nov. 2010</li> <li>• Tiered consistent behavior interventions and consequences, implement prevention small social groups, individual counseling have been implemented as per logs</li> <li>• Anti-bullying program has been enacted with all students and there has been an evening parent program on bullying. by Jan. 2011 as evidenced by written announcement</li> <li>• Behavior referrals have been reduced to 10% of students in 2010-11. Suspensions are reduced to 5.5% of students as per logs</li> </ul>	
<b>C2. Establish a Wellness Team.</b>	<p>The following programs are implemented:</p> <ul style="list-style-type: none"> <li>• A school Wellness Team has been established under the leadership of the Vice Principal by Sept. 2010</li> <li>• A Student Support Coordinator, two School Adjustment Counselors, and Parent Coordinator have been hired by Oct. 2010 as evidenced by hiring records.</li> <li>• Protocols for student referrals, problem-solving, and communicating feedback to staff/families have been implemented by Oct. 2010 as verified by written documents and logs</li> <li>• A case management system has been implemented by Oct. 2010 as evidenced by written description of system protocol and logs</li> <li>• The Wellness Team has implemented school-wide programs for no-bullying, health, fitness as per schedule, agendas by Nov., 2010</li> </ul>	<p>Same as year 1</p> <p>Years 2 and 3: New Middle grade afterschool programs have been developed and implemented as documented by enrollments</p>
<b>C3. Develop and sustain effective partnerships.</b>	<p>Student Support Coordinator has developed partnerships with outside agencies by Dec. 2010 as documented by agreements. The School Adjustment Counselors and School Nurse have coordinated programs and services with local community agencies as evidenced by contracts and privacy respectful logs by Dec. 2010</p>	<p>Same as year 1</p> <p>Same as year 1</p>
<b>C4. Improve communication with and services for families</b>	<ul style="list-style-type: none"> <li>• A system of communication between home and school has been implemented as per written communications in the home language of the student, and telephone logs, conferences, programs</li> <li>• Data on mobility has been analyzed monthly and families in sub-groups at risk for mobility are contacted regularly. Policies to support keeping students in the Doran have been explored and implemented.</li> <li>• At least 50% of families attend at least 1 parent-teacher conference and baseline numbers of parent volunteers are set in year 1 as documented by attendance logs</li> <li>• At least 15% of families attended 1 curriculum</li> </ul>	<p>65% of families attend at least 1 parent-teacher conference in year 2 and 75% in year 3;</p> <p>Parent volunteering increases by 20% annually in years 2 and 3</p> <p>Years 2 and 3: At least 30% of families have attended family programs as evidenced by attendance logs.</p> <p>Years 2 and 3: At least 30% of families have attended classes as evidenced by attendance logs.</p>

	<p>night as documented by schedule and family attendance;</p> <ul style="list-style-type: none"> <li>• At least 1 parent program has been held to inform parents of the new 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade program as evidenced by signs, printed invitations and calls.</li> <li>• 25%% of families have attended classes on ESL, computers, GED, at the school in the evenings/days as per attendance logs</li> </ul>	
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**D. Strategic use of resources and adequate budget authority (CSE #11)**

<p>Please check (<input checked="" type="checkbox"/>) each change proposed:</p> <p>X Reallocate existing budget</p> <p>X Provide additional district funds (up to per-pupil)</p> <p><input type="checkbox"/> Other, e.g., federal funds</p>
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**Rationale and District Support**

The nationwide focus on how to turn around failing schools has increasingly centered on a new model of accountability that is district-supported yet school-based and sharply focused on student achievement in the 21<sup>st</sup> century. Operating and curriculum flexibilities in return for accountability provide an incentive for those closest to the students – the teachers, principals and families – to build communities of learning that set and meet higher standards of quality.

The Fall River Public Schools seek to provide the principal of the Doran Community School with **maximum budget authority** so as to ensure that funds are spent to best serve the needs of the school’s students and parents. While the Doran School will still receive the bulk of its budget through staffing allocations, the principal will have the authority to reallocate the staffing to other positions or to services. The Doran School Leadership Team will examine current staffing patterns, roles and responsibilities to ensure that they match the school’s instructional priorities and recommend staffing pattern changes that could better serve the school in implementing this Turnaround Plan with resources that best maximize quality instruction and high student performance.

**Strategic use of resources to develop a new financial plan for the Doran School**

Using a combination of general funds, Title 1 and II funds, and other state sources, the district will provide additional funds to support all the funding of the school’s redesign plan. For example, the district has allocated a School Redesign Coach to the Doran School. She works closely with the principal and Instructional Leadership Team to oversee the development, implementation, and monitoring of the school’s approved redesign plan. This full-time position will ensure that the comprehensiveness and the details of the plan are managed and monitored. She will develop tools, protocols and strategies to support capacity building. In addition to working with the principal and leadership team, the coach will work with interdisciplinary grade-level teams, Content Teams, and individual staff in the implementation of key plan components. The principal will be granted authority to flexibly use all of the school’s budget, including Title I and other state and federal funds, while being mindful of state and federal requirements (e.g., special education). The school’s financial plan will be built mainly upon using the district’s general school funds wisely through reallocation to meet Doran’s new instructional priorities, while using federal School Improvement funding to build capacity to sustain the transformation work into the future.

**D1. Use budget flexibility to build a financial plan that supports the Redesign process.** Each year, the Doran Leadership Team will work with the principal in designing an integrated budget that uses all revenue sources, including Title I and other federal and state funds, to support the school's Redesign Plan and the central focus of that plan on instructional improvement for student success. For year one, the following staffing resources are being implemented.

- The district provision of a School Redesign Coach will provide strategic and collaborative services for developing, implementing and monitoring the school's turnaround plan.
- A Student Support Coordinator and two additional adjustment counselor positions will be created to address the social-emotional challenges to students and families that impact wellbeing and learning.
- A Parent Coordinator will be hired to ensure strong systems and coordination of communication and family participation in the school community to support their children's learning as well as opportunities to support workforce development.
- Financial incentives that include faculty stipends for increased professional development time and stipends for meeting annual measurable goals will be put into place by November, 2010.

The school will plan in year one and implement its staffing and structural authority to implement a pre-K - 8 school by adding 6 grade classes in year two and 7<sup>th</sup> grade classes in year 3.

**D2. Use budget flexibility to build internal capacity over three years so that when federal funds end, the Doran School is optimally situated to sustain the work without grant funds.** The school's distributed leadership teams are focused on one central and sustaining belief – that if the school can systematically improve instruction, students will be more confident and achieve at significantly higher levels. All of the surrounding systems will inform that central core of improved, effective instruction. The principal's strong commitment to collaborative, team leadership and learning will demonstrate and guide leadership in action to create a sustainable culture of efficacy on the part of both staff and students. Capacity building during the grant period will include the following:

- The Leadership Team, coaches and the district provided external coach for leadership and curriculum will develop and implement protocols for collaboration and strategies for instructional improvement to create a new kind of professional community. Capacity will be developed for: data-based inquiry with the support of the data team; effective instructional practices in the core and tiered interventions; ongoing assessment and monitoring of student learning; improved standards-based curriculum with focus on 21<sup>st</sup> century skills; and effective lesson planning.
- The Leadership Team in conjunction with the ELL and Special Education Content Teams will develop content- and need-specific pedagogies and co-teaching strategies that will narrow achievement gaps. The plan will ensure that the focus on these special populations will result in significant learning progress for these students. Part of this leadership will come from stipends for ELL Category training and co-teaching opportunities to better equip all direct service teachers with the skills to serve needs of ELL and Special Education students.
- Initiatives and systems funded in this plan will build and connect resources for social-emotional wellbeing and family -school partnerships that will be sustained after the 3-year period.

**D3. Use the expertise developed during the period of the grant to sustain the changed school culture of shared professional leadership, learning and accountability; students' academic achievement and self-worth; and family engagement**

The Doran School will have built internal capacity over three years, so that when the increased federal funding ends, the school is optimally situated to sustain the work without those grant funds. School-based leadership will be able to realign and incorporate the work of positions that are phased out at the end of three years with existing resources and support from the district. Incentive resources will have been phased out. However, the district will continue to support initiatives such as coaching, data management and increased professional development. Both the school and the district will be positioned to maintain the staffing flexibilities and create new partnerships for long term goals.

**Benchmarks**

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Year Three Measurable Benchmarks
<p><b>D1. Use budget flexibility to build a financial plan that supports the Redesign process</b></p>	<p>Doran Principal has received a lump sum per pupil budget in which she has 100% control over allocation decisions in implementing the redesign plan as evidenced by the budget categories and schedules.</p> <p>New staff positions, stipends and financial incentives have been developed and are in place by Nov. 2010</p>	<p>Same as year 1</p> <p>Review of staffing may have resulted in different allocations of resources</p>
<p><b>D2. Use budget flexibility to build internal capacity</b></p>	<p>All team structures use protocols for collaboration and instructional improvement as evidenced by meeting agendas and learning walks</p> <p>The Wellness Team has developed protocols and services for partnerships with local agencies for services outside of school as evidenced by documentation of new protocols, systems and services.</p>	<p>Same as Year 1</p>
<p><b>D3. Use expertise developed during the period of the grant to sustain the school improvements</b></p>	<p>The district has continued coordination of key district initiatives that support the Doran Plan, as evidenced by continued services to the school. The school has developed and implemented systems that sustain instructional improvement.</p>	<p>Same as Year 1</p> <p>The school leadership maximizes district supports, expenditures and school-based efforts to sustain and extend progress, create new partnerships after 3 years</p>

**E. Professional Development and Structures for Collaboration (CSE #7)**

Please check () each change proposed:

X Include job-embedded professional development with teacher input and feedback

X Increase teacher planning time and collaboration focused on improving student instruction

X Provide for a continuum of high-expertise teachers by aligning hiring, induction, evaluation, professional development, advancement, culture, and organizational structure

Other

**Rationale for proposed changes**

As the principal made strategic decisions to recruit new faculty for 2010-11, the Doran School experienced a significant staff turnover and a hiring process that has brought energetic, committed new teachers to the school. These changes and the recognition by the leadership and the entire faculty that urgent, significant changes are needed to improve the academic learning and social emotional well-being of students create a moment of great opportunity for the school. We know that we need to support our teachers in several ways – to increase their content knowledge, provide opportunities to learn effective lesson planning and effective instructional strategies, and assist them in creating a classroom community of learners. We cannot do this work without the development of effective coaching strategies, opportunities for teachers to grow leadership in a professional community, and a sharp, unrelenting focus on improving instruction day by day. Research points to the need to create sustained job-embedded learning opportunities for teachers to develop expertise and sharing across the

whole school, in grade teams and across grades. Sustained improvements in student learning will depend on active, reflective professional learning.

Doran data on learning suggests a consistent trend of academic failure on MCAS, MEPA, GRADE, and DIBELS across grade levels. In addition, data on the qualifications of teachers in 2009-10 reveals that teacher expertise is not yet at expected levels (89.9% of core academic classes were taught by teachers highly certified, 4% lower than the district and 7.4% lower than the state). **Causal analysis** surfaced four key need areas that must be addressed: pervasive ineffective instruction, lack of rigor in teacher expectations and assignments, lack of higher order thinking skills in teacher questioning and assignments, and lack of curriculum alignment. We will provide a strategic focused and targeted professional development plan to address these key issues. In order to build alignment and consistency of excellent teaching practices at the Doran, our professional development (PD) plan will increase time for professional development during Common-Planning Times and After-School sessions using three main strategies: 1) Build a community of teacher-learners who share expertise and deepen their learning, 2) implement an annual professional development plan for all staff, and 3) implement individualized professional development based on each teacher's needs and goals.

### **Description of Proposed changes**

**E1. Build a community of teacher-learners.** We will conduct an annual teacher survey in August to determine areas of teacher expertise and professional development needs. An expertise log will be developed annually to provide a listing of areas of expertise and colleagues who can provide ideas and support. We will also provide our teachers with peer observation time to observe classes at the Doran and in high performing schools with similar populations. An observation protocol will be developed and used to provide time for the observations as well as time to debrief, reflect on and identify try-out strategies noted during these observations. In addition, each teacher has been given a Reflection Journal and will be encouraged to follow their questions and learning through entries in this journal that will be shared periodically throughout the year at team meetings. This kind of teacher reflection models the importance of student reflection on learning as well. Recognition of individual teachers and teams at professional development sessions twice a year will acknowledge the growing expertise of the faculty.

**E2. Increase professional development time through an annual core professional development plan** with meetings twice a month and two common planning times weekly for each grade. This plan will be centered on student academic, social, and emotional and a sense of belonging and responsibility in a learning community. Our teachers will participate in study groups that will increase understanding of cultural competence and what it means to teach students from low-income communities.

The main focus of the core professional development annual plan will be ELA and math and school-wide needs around assessment, lesson and curriculum planning, instructional practices, and data analysis. The common core PD will inform re-teaching, adjustments in instructional supports, and develop faculty expectations for high quality student work and development of higher order thinking skills. Using the core PD time and common planning time (CPT), we will implement data-based problem solving cycles in which we examine multiple sources of data on student achievement, including standardized and norm-referenced assessments, student work, and student self-assessments. These problem-solving cycles will be an important means to look closely at data, establish a question, implement an action plan and analyze data to guide changes that will strengthen instruction and help us differentiate more effectively based on needs of our students. We have also developed a common planning time (CPT) cycle of 4 meetings a month in both ELA and math during which the Literacy or Math coach facilitates the discussion and learning:

Week 1	Develop assessments and study content for next month's unit.
Week 2	Study formative data from current unit and modify planning accordingly.
Week 3	Collaboratively Plan lessons for next month's unit.
Week 4	Study formative data from current unit and plan for re-teaching.

Teachers will develop CPT facilitation skills by co-leading and leading meetings.

**E3. Establish opportunities and expectations for individualized professional development that is based on individual teacher's goals and aligned with the Turnaround Plan priorities.** There are 3 broad kinds of professional learning opportunities for individualized professional development.

- Each teacher will establish an individual professional learning plan focused on his/her needs and the school's priorities with input from the administration and assistance of one of the instructional coaches. Coaches will conference with teachers quarterly to discuss their professional learning and give feedback.
- **Each teacher will have opportunities for Cognitive Coaching cycles** that provide in-depth development of instructional practice with an instructional coach. The cognitive coaching model engages six teachers one-on-one each month in lesson planning, modeling, co-teaching, observation, and feedback aligned with their professional goals. English Language Development and Special Education teachers will participate in cognitive coaching tailored to their needs.
- **External professional development opportunities in key areas will be a resource for teacher learning.** For example, a teacher's plan might include taking the required SEI Category trainings or other professional workshops or courses aligned to implementing tiered interventions, content and courses in ELA and math, or development of formative assessments.

**E4. Provide coaching and co-teaching to better serve our children with special needs.** We will set up embedded professional development through a co-teaching model in which the Inclusion teachers will co-teach one content area with at least two teachers each day. During their planning and co-teaching time the Inclusion teachers will model and coach for strategies of accommodating learners with special needs. In this way, we will build the capacity of our classroom teachers and establish our inclusion teachers as instructional leaders in the school. Deborah Harris, a national consultant, will work with the Inclusion staff monthly to support this program.

**E5. Build accountability systems for application of professional learning into instructional practice and collaborations.** We believe that an effective collaborative professional learning community is intentional in the ways it links learning and performance for teachers as well as for students. We will create opportunities and expectations for teachers to reflect upon and discuss their application of new learning, including successes, challenges, and student work in response to changes in instruction. We will create peer observation protocols, and use them as guides for teacher self-assessment and for the peer observation cycles. Every teacher will have at least one opportunity to self assess and receive feedback from one colleague annually. As we begin to systematically look at student work as evidence of learning, we will develop processes for collecting student work, displaying it publicly, and creating exemplars to more clearly describe and define the qualities of excellent standards-based work.

**E6. Develop a cadre of high-expertise teachers.** The collaborative professional development, organizational structure, and school culture of high expectations will create the foundations for a school that will attract outstanding prospective teachers. The process of bringing high quality staff to the Doran School will also require an assiduous hiring process and a period of induction support for all teachers new to the profession and to the school. In addition, the Fall River Schools and the Fall River Educators' Association have agreed upon several initiatives that provide financial incentives, career

advancement opportunities and a teacher evaluation system that integrates value-added student growth as one factor.

- **The Doran Induction Program for new and inexperienced teachers in their first 3 years** provides support for new teachers in addition to individualized professional learning. All new teachers are paired with one of the instructional coaches as a mentor before school starts. During the first month of school, coaches assist in establishing expectations, basic pedagogy knowledge, setting up routines, and introducing the curriculum. New teachers have extensive coaching during the first four weeks of school. Bi-weekly breakfast meetings for all new teachers are held in the first year. In the next two years, quarterly meetings of new teachers are held. New teachers will receive both individual and group supports as needed to build content, curriculum, and pedagogical knowledge.
- In addition to compensation for increased faculty time, Doran teachers are eligible to receive **financial incentives** for attainment of specific ELA and Math target gains in school performance, and opportunities to engage in a Teacher Career Ladder Program with opportunities for leadership roles.
- A **teacher evaluation system** is in negotiation between the Fall River Public Schools and the Fall River Educator’s Association, to be implemented at the Doran School in 2010-2011 as a pilot. The evaluation system will enable the principal to assess the effectiveness and progress of teachers, provide support to identified teachers whose students are not progressing satisfactorily, and identify those teachers who should be released due to continued ineffectiveness.

### Benchmarks

Strategies (activities, initiatives, training)	Year One Measurable Benchmarks	Year Two and Three Measurable Benchmarks
<b>E1. Build a Community of Teacher Learners</b>	<ul style="list-style-type: none"> <li>• By June 2011 every teacher has had at least one opportunity to conduct an observation in a high performing classroom at the Doran School or outside the district</li> <li>• By June 2011 learning walks show evidence of more effective instruction, increased rigor, higher expectations, higher order thinking skills, and greater curriculum alignment in at least 70% of classrooms, as evidenced by the completed protocol notes</li> <li>• A Teacher expertise log has been created and given to all staff as an inventory of teacher strengths by Dec. 2010</li> </ul>	<ul style="list-style-type: none"> <li>• By June 2013 every teacher has participated in at least three observations in a high performing classroom</li> <li>• In Year 2, learning walks show evidence of more effective instruction, increased rigor, higher expectations, higher order thinking skills, and greater curriculum alignment in at least 80% of classrooms, as evidenced by the completed protocol notes. In Year 3, the rate will be at least 90%</li> </ul>
<b>E2. Increase professional development time through a focused core professional development annual plan with meetings twice a month and two common planning times weekly for each grade</b>	<ul style="list-style-type: none"> <li>• Professional development and common planning time meetings are used primarily for discussions on improving instruction, as evidenced by meeting minutes</li> <li>• A data -based problem-solving protocol has been adopted to guide collaborative work in CPTs, and used at least once per month in bi-monthly 2-hour meetings by June, 2011 as evidenced by reports</li> <li>• By June 2011 each grade level team has conducted a complete problem solving cycle from problem to evaluating solution strategies and revision with coach support. as evidenced by reports</li> <li>• Core PD meetings/CPT have provided coach-supported opportunities for every teacher to study content, develop assessments and plan</li> </ul>	<ul style="list-style-type: none"> <li>• Years 2 and 3: Data-based problem-solving protocols have been conducted in 4 monthly PD sessions annually and 2 annual cycles conducted in CPT as evidenced by reports.</li> <li>• Years 2 and 3: Core PD meetings/CPT have provided coach supported peer groups for every unit in the district math curriculum map and for fiction and nonfiction units in ELA as per lesson plans, PD logs, attendance</li> <li>• By June 2012 improved classroom instruction resulting from focused and targeted professional development led to 75% of the Doran students demonstrating proficient or advanced</li> </ul>

	<p>instruction for units in ELA and Math by June 2011</p> <ul style="list-style-type: none"> <li>• By June 2011 improved classroom instruction resulting from professional development has led to 50% of Doran students demonstrating proficient or advanced skills in ELA and Math content standards as per assessment records</li> </ul>	<p>skills in ELA and Math content standards (90% for June 2013)</p>
<p><b>E3. Establish opportunities and expectations for individualized professional development based on individual teacher's goals and aligned with the Turnaround Plan priorities.</b></p>	<ul style="list-style-type: none"> <li>• 100% of teachers have established an individual professional learning plan by Dec. 2010 as evidenced by written plan</li> <li>• Quarterly conferences of each teacher and a coach provide reflection on learning as per logs</li> <li>• A Cognitive Coaching Model has been created to provide every teacher with in-depth study of practice with an instructional coach as per written documentation. Nov. 2010</li> <li>• Every teacher received at least one month long in-depth cognitive coaching cycle as per observation notes, debrief logs by June 2011.</li> <li>• 75% of teachers have participated in PD on implementing high quality ELA and math tiered interventions by June, 2011</li> <li>• 100% of teachers have completed SEI Category Trainings in I, II, and IV by Aug. 31, 2011 as evidenced by certificates</li> </ul>	<p>Same as Year 1, and</p> <p>Years 2 and 3: 100% of teachers have participated in PD on implementing high quality ELA and math tiered interventions</p> <p>Years 2 and 3: New teachers have completed Category Trainings by June 2012 as evidenced by certificates</p> <p>100% of ELL/ESOL teachers have completed Category III training by June. 2012 as evidenced by certificates</p>
<p><b>E4. Provide coaching and co-teaching to better serve our children with special needs.</b></p>	<p>A co-teaching model has been implemented by Jan. 2011 as per schedule and observations</p>	<p>In Years 2 and 3, co-planning and co-teaching provided embedded PD that improved instruction for special needs students as per observations, logs</p>
<p><b>E5. Build accountability systems for application of professional learning into instructional practice and collaborations.</b></p>	<p>Teachers had at least one opportunity to self assess and receive feedback from one colleague, as evidenced by teacher conference schedule, by June 2011</p> <p>Improved instruction is observed via learning walks in 70% of classrooms</p>	<p>Same as Year 1, and</p> <p>Improved instruction is observed via learning walks in 80% of classrooms in Year 2, and in 90% of classrooms in Year 3</p>
<p><b>E6. Develop a cadre of high-expertise teachers by aligning hiring, induction, evaluation, professional development, advancement, culture, and organizational structure</b></p>	<ul style="list-style-type: none"> <li>• District supported Doran School Recruitment process for new teachers has been implemented March-July, 2011</li> <li>• New teachers had orientation in Aug. and participated in a 4-week coaching cycle in Sept., 2010 as evidenced by logs, meeting notes</li> <li>• Financial incentives for targeted gains in school performance and Teacher Career Ladder Program are in place</li> <li>• New teacher evaluation system is implemented. 80% of teachers are evaluated and 80% have received ratings of proficient or higher on first evaluations</li> </ul>	<p>Same as year 1, and</p> <p>90% of teachers receive evaluation ratings of proficient or higher on first evaluations in Year 2; 95% in Year 3</p>

**SECTION IV: Local Stakeholder Group Roster**

*Instructions: List participants required by state law. Provide dates, locations, agendas and supporting documentation of Local Stakeholder meetings.*

<b>Affiliation (per state law)</b>	<b>Local Stakeholder Group Member Name</b>
ESE designee	1. Eve Laubner
School committee chair/designee	2. Marilyn Roderick
Union president/designee	3. Rochelle Pettenati
Administrator from the school (superintendent choice)	4. Maria Pontes, Principal, Doran School
Teacher from the school (faculty choice)	5. Natalie Williams
Parent from the school (parent association)	6. Susan Medeiros
Social service representative (superintendent choice)	7. Peter McCarthy, Boys and Girls Club
As appropriate, workforce development agencies (superintendent choice)	8. Paula Raposa
Representative from Central Administration	9. Laura Miceli
Community member (chief executive of town choice)	10. Carol Nagle Family Services
Other:	11. Laurel Jonas, Early Education
Other:	12. Dr. David Weed Healthy City
Other:	13. Edie Silvia, Parent

<b>Meeting Date(s)</b>	<b>Location(s)</b>	<b>Agenda attached?</b>		<b>Supporting documents included?</b>	
<b>May 13, 2010</b>	Doran School	Yes	No X	Yes X	No <input type="checkbox"/>
<b>May 24, 2010</b>	Doran School	Yes <input type="checkbox"/>	No X	Yes X	No <input type="checkbox"/>
<b>June 2, 2010</b>	Doran School	Yes <input type="checkbox"/>	No X	Yes X	No <input type="checkbox"/>

## **SECTION V: Good Faith Bargaining**

*Instructions: Describe the engagement with local unions and the result of any collective bargaining and/or joint resolution committee decision (including dates of collective bargaining meetings and meetings of joint resolution committees, if any).*

Please describe:

- ▶ The engagement with local unions
- ▶ The result of any collective bargaining and/or joint resolution committee decisions
- ▶ Dates of any collective bargaining and/or joint resolution committee meetings

The Fall River Public Schools (FRPS) engaged with the Fall River Educators' Association (FREA) in good faith bargaining over a set of proposed contract amendments that would significantly improve the conditions of the district's three Level 4 schools to undertake transformative work and increase student achievement. A comprehensive proposal for changed conditions for Level 4 schools was presented to FREA in early August, and the two parties engaged in four collective bargaining sessions – August 3, 5, 9, and 17, 2010. The two parties came to agreement on a set of Level 4 conditions, which were then approved by the School Committee on October 13, 2010 and ratified by the union membership.

The main points of the contract amendment include the following, beginning in the 2010-2011 school year and effective for the duration of the school's designation as a Level 4 school and the receipt of Level 4 funding:

- The principal has authority to establish the master schedule, including the work day and work year for faculty.
- The work day is extended 65 minutes per day except for the last day of the work week and the day before a holiday when the day is extended 60 minutes.
- One early dismissal day is established per week, creating a one hour block of time that will be used for school-based professional development or team-based common planning time. Two of these days per month may be extended by one hour, creating two-hour blocks of time for professional development or common planning time.
- All faculty must schedule individual parent-teacher conferences in the fall, winter, and spring.
- Staggered start times for faculty may be used; they should be voluntary to the extent possible.
- Faculty may be required to attend up to five consecutive week days beyond the regular work year for professional development.
- Faculty may be expected to model up to three lessons annually for colleagues.
- Faculty can use up to three days per year to visit other colleagues' classrooms.
- All faculty are required to be licensed in ELL or have completed SEI Category training by August 31, 2011. The district will provide multiple opportunities to take this training.
- Faculty will collaboratively create formative intervention plans for students who are below proficiency.
- Once a drop-down menu of core standards is available on computer and teachers have received training, all faculty are responsible for designing standards-based units and lesson plans based on the Professional Standards for Teachers. Similarly, once the software is available, teachers are expected to use standards-based report cards.
- Principals have the right to involuntarily transfer permanent faculty who are rated as "inadequate progress"
- The parties agreed to engage in further negotiations on a new teacher evaluation system that would include value-added student growth as an evaluation measure.
- For the additional required hours, faculty will receive a \$5,000 annual stipend.
- A financial incentive system shall be put in place, with an aggregate amount distributed equally to faculty for reaching them:
  - An increase of at least 12 points in ELA MCAS scores - \$28,000

- An increase of at least 12 points in math MCAS scores - \$28,000
- An increase of at least 14 points in ELA MCAS scores - \$42,000
- An increase of at least 14 points in math MCAS scores - \$42,000
- A Teacher Career Ladder Program is established to promote leadership opportunities for faculty. Eligible faculty (licensure, positive evaluation, SEI or ESL training) can develop a Career Development Plan, to be approved by the principal, in which the teacher assumes leadership responsibilities from an established list of Instructional Leadership Roles. Depending on years of teaching experience, approved teachers may receive annual stipends of \$1,500-4,000.

Negotiations have taken place and agreements have been reached with two other Fall River Public Schools' unions:

**Fall River Administrators Association (FRAA)**

The main points of the contract amendment include the following, beginning in the 2010-2011 school year and effective for the duration of the school's designation as a Level 4 school and the receipt of Level 4 funding:

- Administrators will engage in 50 hours of professional development, to be decided upon in consultation with the principal
- Administrators must attend SEI Category training; they will be compensated for attendance during hours beyond 3 p.m. or on the weekend
- FRAA members do not have a right to bump into a Level 4 school
- FRAA members are entitled to an equal share of the financial incentives attained by a Level 4 school

**Fall River Federation of Paraprofessionals (FRFP)**

The main points of the contract amendment include the following, beginning in the 2010-2011 school year and effective for the duration of the school's designation as a Level 4 school and the receipt of Level 4 funding:

- The length of the work day shall be between 6-8 hours for Doran Elementary School.
- Paraprofessionals must participate in additional hours of professional development, as established by the principal
- Staff shall use student intervention plans based upon classroom assessment
- Staff do not have attachment rights to their positions
- The parties will develop an evaluation tool to evaluation all paraprofessionals

With these agreements in place, the district's three Level 4 schools are well positioned to engage in transformative redesign that will substantially increase student achievement.

**Level 4 School - Measurable Annual Goals - Student Rates**

**Instructions:** In this category, the measures that are pre-populated (and pre-numbered) are strongly recommended basic measures for which ESE (or the Department of Public Health in the case of the dismissal rate) already collects data from districts. Please insert rows for additional district-defined measures or delete rows as necessary. Please be sure to fill out goals for each measure for each year.

District/School:		Fall River - John J Doran (00950045)							
Requirements of MGL Chapter 69, Section 1J(c)	MAG Ref. #	Measure	Description/Notes	Data Source	Basis for Setting Goal	Starting Year	Year 1 Goal	Year 2 Goal	Year 3 Goal
						2009-10	2010-11	2011-12	2012-13
(1) student attendance, dismissal rates, and exclusion rates	A1	AYP student attendance rate	ESE-defined: Attendance rates are calculated by dividing the total number of days all students in a particular group attended school by the total number of days all students were enrolled. The attendance rate required to make AYP in 2009 is 92%, or improvement of at least 1% from 2008.	SIMS	AYP standard: 92% or improvement of at least 1% from the prior year.	92.70%	93.70%	94.70%	95.70%
	A2	Truancy rate	ESE-defined: Calculated based on the number of students truant for more than 9 days, divided by the End of the Year (EOY) enrollment (including transfers, dropouts, etc.) for the school year being reported. A student is truant when he or she has an unexcused absence.	SIMS	TBD by LEA	0%	0%	0%	0%
	A3	Dismissal rate	ESE-recommendation based on Dept. of Public Health-collected data: (total # of dismissals from non-routine student-nurse encounters) / (total # of non-routine encounters)	Department of Public Health	TBD by LEA	1.50%	1%	0.50%	0%
	A4	Out of school suspension rate	ESE-defined: The percentage of enrolled students who received one or more out-of-school suspensions.	SIMS	TBD by LEA	9.80%	6.80%	3.80%	0.80%
	TBD by LEA	District-defined measure	TBD by LEA	TBD by LEA	TBD by LEA	2%	1.50%	1%	0%
(2) student safety and discipline	A5	Number of drug, weapon or violence incidents	ESE-defined: The number incidents involving drugs, violence or criminal incident on school property as collected via the School Safety and Discipline Report (SSDR)	SSDR	TBD by LEA	26%	19%	12%	8%
	TBD by LEA	District-defined measure	TBD by LEA	TBD by LEA	TBD by LEA				
(3) student promotion and dropout rates ...	A6	Student retention rate (decrease)	ESE-defined: The percentage of enrolled students who were repeating the grade in which they were enrolled the previous year (SIMS data as of Oct. 1)	SIMS	TBD by LEA	3.30%	2.30%	1.30%	0.30%
	A7	Dropout rate	ESE-defined: Indicates the percentage of students in grades 9-12 who dropped out of school between July 1 and June 30 prior to the listed year and who did not return to school by the following October 1. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school. (SIMS data as of End of Year, Oct. 1)	SIMS	TBD by LEA	0%	0%	0%	0%
	TBD by LEA	District-defined measure	TBD by LEA	TBD by LEA	TBD by LEA				