

THE FULL SERVICE COMMUNITY SCHOOL STRATEGY

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HOLYOKE, MA

June 27, 2013

What this presentation will cover

- What is a Full Service Community School?
- Efficacy of the model
- Snapshot of a FSCS: Peck FSCS in Holyoke, MA
- Outputs and Outcomes
- FSCS Expansion in Holyoke
- Summary



What is a Full Service Community School?

A FSCS is a school development **STRATEGY** that brings together **school leaders, faculty, families, and community partner organizations** to align resources in support of a unified vision of academic success.



Coalition of Community Schools has identified 40+ localities employing this strategy across the US

Examples of communities embracing this strategy in different regions:

West Coast

- Oakland
- San Pablo
- Seattle

Mid West

- Chicago
- Indianapolis
- Tulsa

East Coast

- Hartford
- New York City
- Providence

South

- Palm Beach County
- Nashville

Peck Full Service Community School: Holyoke, MA

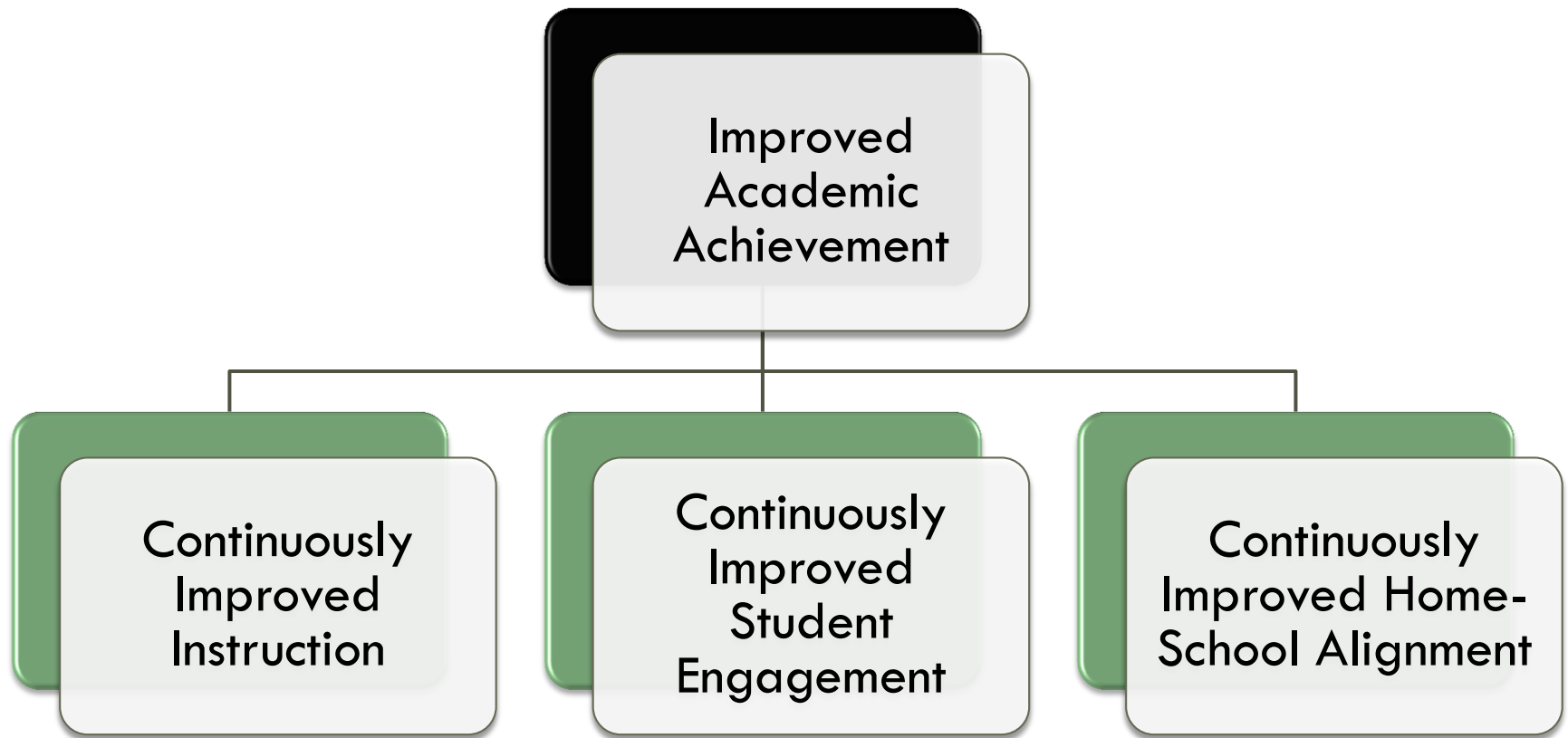
Comparative Demographics (October 2012 census data)

	Peck FSCS	District	State
Total # of students	664	5,782	
% Latino	89%	78%	16%
% African American	4%	3%	9%
% White	7%	17%	66%
Low income	95%	83%	35%
First language not English	60%	53%	17%
Limited English Proficient	37%	27%	7%
Special Education	24%	25%	16%
Churn rate (11/12)	31%	24%	10%



Peck Full Service Community School: Holyoke, MA

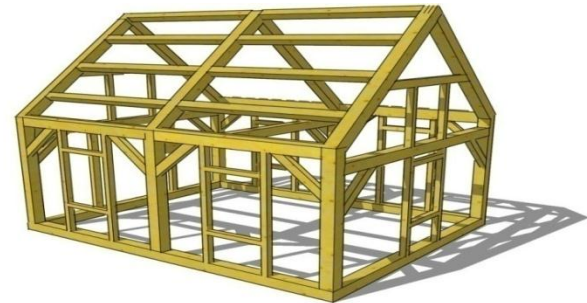
Overall Improvement Theory



Peck Full Service Community School: Holyoke, MA

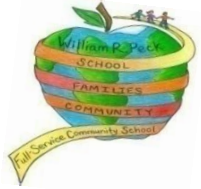
Critical INFRASTRUCTURE

- Principal initiation and ownership
- FSCS Improvement Theory & Core Values
- FSCS Manager
- Family Access & Engagement Coordinator
- 40 Community Partner organizations
- 8 Workgroups
- Coordinating Committee/School Council
- Centralized Referral System



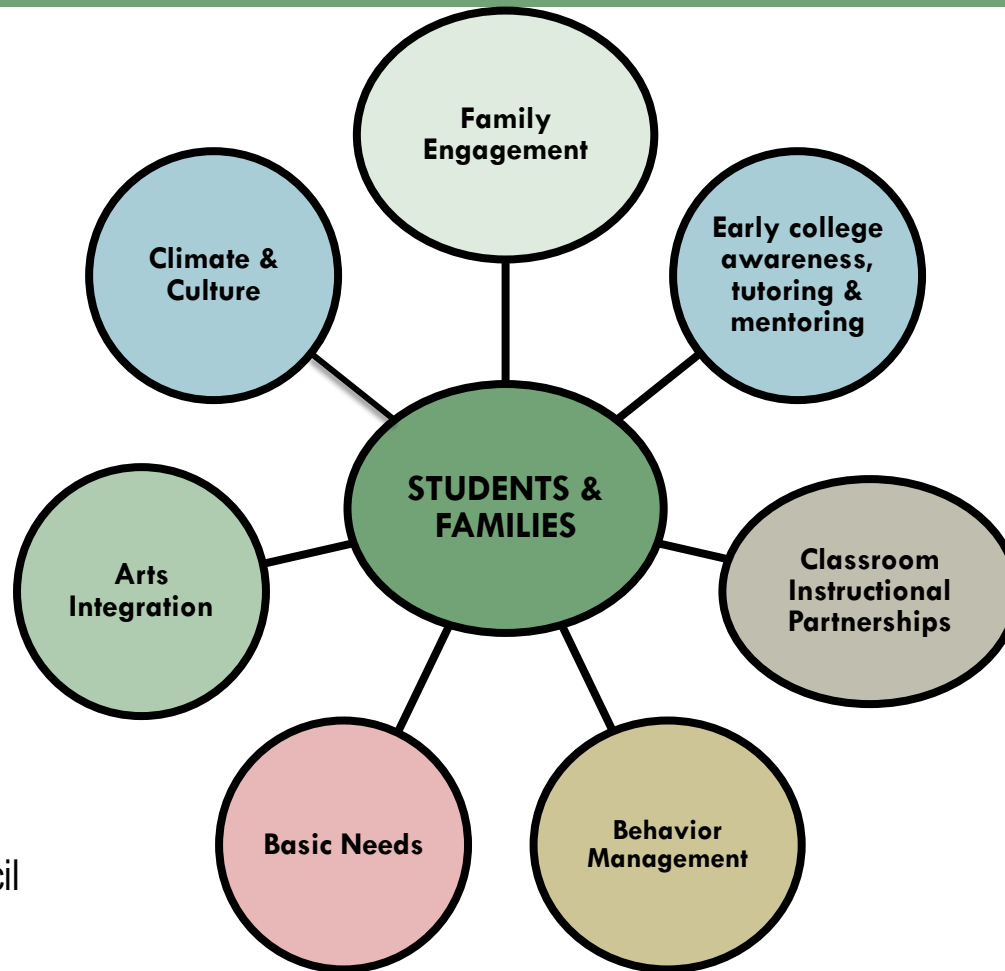
Peck Full Service Community School: Holyoke, MA

Priority Area Workgroups



Members:

Faculty,
Parents
Partners



Meetings:

Monthly workgroups
Reports to School Council

Objectives
ALIGNED
with School's
Improvement Theory

Peck Full Service Community School: Holyoke, MA

SAMPLE OUTPUTS 2012-13

- ❑ Peck families contributed **over 5,000 hours of volunteer** time at the school this year .
- ❑ UMass Student Bridges members contributed over **1,800 hours of school-based tutoring & mentoring** in our middle school, and college students trained in our teaching strategies contributed hundreds more tutoring hours in five after-school programs serving Peck students .
- ❑ 43% of Peck students received **health care on-site** in our Clinic.
Primary health visits: **1373** Mental health visits: **3094**
192 of those visits were free because child or family was un-insured
- ❑ Enchanted Circle Theater provided **15** multi-day, in-class **residencies with teaching artists** to use art as a vehicle to more deeply understand the lesson content.
- ❑ Approximately **95%** of Peck middle school students went on at least one **high-quality college visit**.
- ❑ Hampshire College Child Development students customized “**home-learning backpacks**” based on the reading levels, interests and learning routines of 10 “Home-School Bridge Project” families.
- ❑ Our cross-school Basic Needs Workgroup convened a 3-session **Housing Workshop series** and an intensive **winter clothing drive** for FSCS families during the 2012-2013 school year.
- ❑ Our School Climate & Culture Workgroup implemented a **school-wide pledge, elementary morning greetings**, and a **middle school advisory program**.
- ❑ Our Classroom Instructional Partnerships workgroup created a system for **maximizing efficiency and effectiveness of student teacher placements** at Peck.

Peck Full Service Community School: OUTCOMES 2009-2012/13

Key MCAS Comparisons 2009-2012						
	ELA			Math		
	Peck	District	State	Peck	District	State
Increase in % students proficient	6%	5%	2%	15%	6%	4%
Composite Performance Index Change	8.5	4.2	0.2	21.3	7.3	1.4
Student Growth Percentile	54	45	50	67	53	50

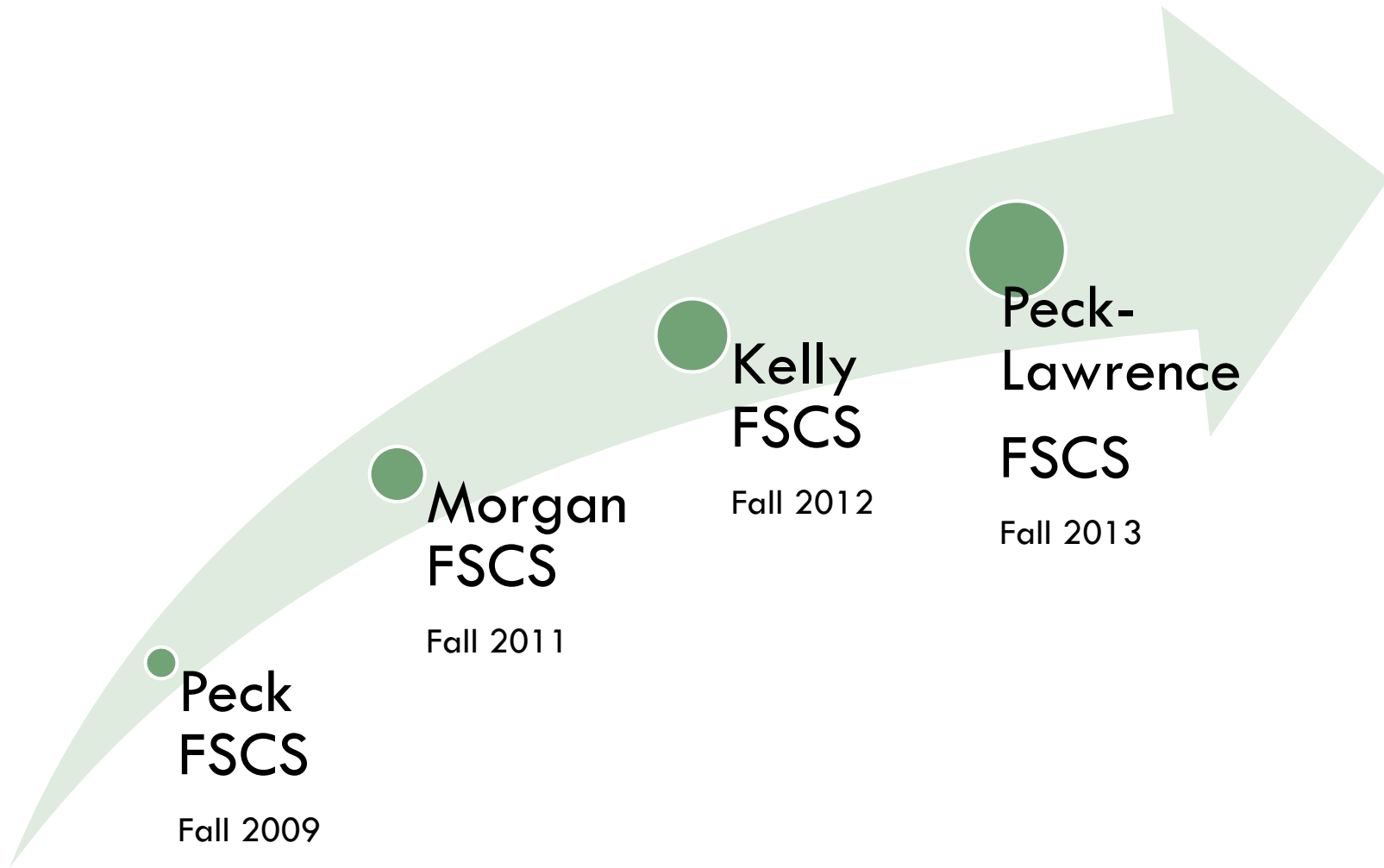
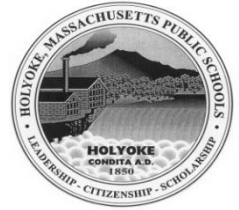
During our first three years of FSCS implementation Peck met or exceeded all State targets for narrowing proficiency gaps in the aggregate and all subgroups.

Attendance has improved about 1%, meaning that an average of 50+ more students a day came to school in 2012-13 than in our benchmark year of 2008-09.

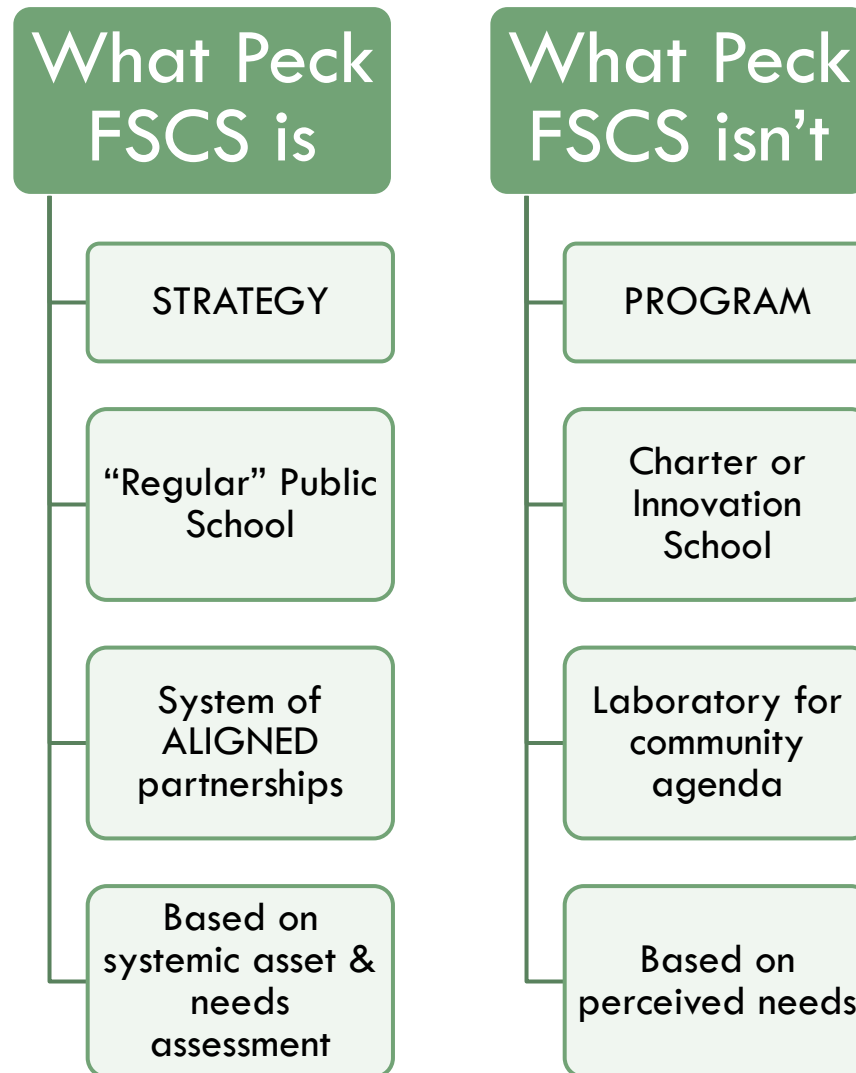
Although we had a spike in 2011-12, disciplinary data (infractions and suspensions) has decreased significantly overall during the same period.

In other words, we have some positive early outcomes—but we also have a long way to go in order to support every student in achieving her/his potential.

Holyoke District FSCS Expansion



Summary



THANK YOU

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