



New Bedford Public Schools

Normandin Middle School

Sustainable Improvement Plan - Annual Renewal

School Year 2020-2021

Executive Summary

Goals and Benchmarks

Submitted October 15, 2020

Section I: Executive Summary

Included in our Executive Summary:

1. Rationale for turnaround
2. An overview of the key strategies used to accelerate improvement within each practice
3. A brief explanation of how our proposed strategies and approach will be different from previous improvement efforts.

Within the Executive Summary

Black Text = Turnaround Plan & Sustainable Improvement Plan

Red Text = Reflections on SY2019-20

Green Text = Plans for SY2020-21

1. Rationale for Turnaround:

Despite efforts in the past to improve core instruction, Normandin has struggled to help students close gaps and improve growth and proficiency on state tests. After examining various data sources including building-based surveys and surveys from outside entities, classroom walkthroughs, as well as state and local data, the Normandin team identified areas of significant concern:

- Current classroom instruction lacks opportunities for students to grapple with content that allows them to practice analysis and inquiry at their grade level.
- Supports currently in place are not remediating gaps in student learning quickly enough.
- Current supports to help students who have trauma history are not enough to support their needs.

While writing this plan, we reflected upon these concerns and considered how best to address them. The Principal Sean McNiff and the Turnaround Team met regularly and discussed these concerns and came up with three priorities:

1. Provide instruction that fosters **thinking and discussion** while **analyzing complex tasks**.
2. Plan accommodations that **meet the needs of all students** while providing them with grade-level, standards-based instruction.
3. Provide students with a learning environment that gives them a **sense of belonging**.

2. An overview of NMS Strategic Objectives

Turnaround Practice #1: Leadership, shared responsibility, professional collaboration.

1. **Strategic Objective 1.1:** Develop a system of distributive leadership to build capacity of all staff. **During Year One of the Strategic Plan, the school moved to grade-based teams that included an Assistant Principal assigned to each grade level that would follow for the three years, along with a guidance counselor and a school adjustment counselor. The Content Instruction Leaders' non-instructional duties were reduced, and direct participation in Teacher Collaboration Time meetings increased. During Year Two, we will focus on providing a sustainable School Instructional Leadership team that meets regularly to review the goals and objectives of the SIP, while maintaining the work of the Student Support Teams.**
2. **Strategic Objective 1.2:** Develop a shared responsibility of student academic and behavioral expectations through a collaborative examination of school data. **During Year One of the Strategic Plan, data reviewed prior to the release of students due to the pandemic demonstrated that student**

academic performance had increased in Common Formative Assessments and Star Testing, and the rate of suspension, office referrals, and student discipline actions significantly reduced. During Year Two, we will sustain data examination in ELA and Math, and develop review in Math and Science, and develop in our CFAs (Common Formative Assessments) cross-disciplinary review of common writing and Mathematical standards.

- 3. Strategic Objective 1.3:** Maintain a culture of professionalism and shared accountability to support continuous improvement and professional growth. During the course of Year One, more than 65 teachers participated in voluntary Professional Development that included the focus areas of co-teaching, Universal Design for Learning, and standards-based common assessment. This work continued throughout the time staff members, including Administrators, were not in the building and during the summer. During Year Two, we will sustain our investment in Professional Development focused on UDL and develop practices that are incorporated into our instruction. The focus will be on changing our co-teaching model in Math and ELA; co-teachers will co-plan, co-instruct, and co-assess.

Turnaround Practice #2 Intentional practices for improving instruction

- 1. Strategic Objective 2.1:** Develop and implement common instructional practices that deepen student understanding of analyzing complex tasks through showing their work and supporting their answers. During Year One, Math and ELA focused on the implementation of CFAs, and analyzed the data through TCT (Teacher Collaborative Time) to develop remediation plans for classes. The CFA's demonstrated the impact of the common instructional practices that were implemented. During Year Two, the ELA team will provide the standards-based instruction, and the Math team will develop the implementation of the Ready program and iReady online platform. Additionally, Science teachers will be receiving training on the Project Lead the Way modules to incorporate in their instruction. The Social Studies team will focus on the revision of DESE curriculum map.
- 2. Strategic Objective 2.2:** Ensure that staff collaboratively develops curriculum that standards-based and rigorous, and through data-analysis develop common lessons that are intentionally designed to assess student knowledge of the targeted standards. During Year One, and as noted above, the ELA staff specifically worked with a consultant to develop and implement these practices, and therefore during Year Two will focus on the sustaining of the curriculum based on student performance. The Math team focused on alignment of standards and mapping, and during Year Two will develop the implementation of the Ready program and the iReady platform for common formative assessments.
- 3. Strategic Objective 2.3:** Implement structures and systems for a continuous cycle of improvement in which staff regularly and collaboratively make evidence-based decisions, and develop the mindset that we share a collective responsibility to ensure every student succeeds. During Year One, staff were provided multiple opportunities to work collaboratively, including after-school Professional Development, more focused Teacher Collaboration Time, and grade-based support teams. During Year Two we will maintain these practices, and develop the utilization the SILT team, as noted in Strategic Objective 1.1. to evaluate our progress.

Turnaround Practice #3 Student-specific supports and instruction to all students

- 1. Strategic Objective 3.1:** Make measurable gains in closing the achievement gap for our high-needs student populations, specifically: English learners, students with disabilities, students of color, and students who have experienced trauma, or chronic stress through a robust multi-tiered system of supports in which at-risk students receive the academic, social, emotional support that they need. During Year One, we lacked specific data to evaluate our progress on this objective because of the lack of state-standardized testing. Our Access data did include gains in three of the four main

categories, and our Star data indicated some progress (although it lacked an EOY). During Year Two, our main focus will be developing our co-taught classrooms in Math and ELA, as we have made specific changes to its structure (including single subject SPED teachers, significant PD, and ensuring common planning time). Our 2018-2019 data showed growth in all areas except for our SPED cohort.

2. **Strategic Objective 3.2:** Develop the know-how and capacity of general education teachers, special educators, and interventionists to meet the needs of our English learners, students with disabilities and students of color, and students who have experienced trauma or chronic stress. During Year One, and as noted in 3.1 and 1.3, we have created emerging practices in our Special Education model, and additionally through our Student Support Teams, emerging practices for teachers to reflect on instructional practices and the impact that trauma has on student success. During Year Two our goal will be to move from developing to providing these supports to all students as evidenced by an overall reduction of the achievement gap for students. Additionally, during the 2020-2021 school year, we are developing a push in ESL model with Grade Six Science classes and will be monitoring its impact.

Turnaround Practice #4 School Culture and Climate

1. **Strategic Objective 4.1:** Establish effective systems, structures, and proactive strategies in order to:
 - a. articulate clear, positive behavioral expectations,
 - b. strengthen connections and SEL supports between and among adults and students,
 - c. provide opportunities for student leadership.

During Year One, and as noted in 1.1 and 2.3, we developed and implemented structures to meet the objectives of 4.1. During Year Two, we will continue providing these supports, and developing additional opportunities for student leadership.

2. **Strategic Objective 4.2:** Expand and communicate culturally relevant opportunities for families that encourage participation, develop a collaborative partnership, in order to support the whole child. During Year One, we expanded our Family Welcoming Center, utilized our WrapAround Coordinator, and restructured our POD teams to increase family communication. During Year Two, we will continue providing these communications, while developing the Family Welcoming Center as a more focused drop in location for families, as well as using the Remote Learning time to expand our ways of communicating with families.
3. **Strategic Objective 4.3:** Recruit, select, screen and monitor external partners who understand and can address the needs of Normandin's students and families. During Year One, our ability to work with outside partners expanded, including working with the Celtics foundation, the Near North Initiative, and the Anti-Defamation League, but sustainable progress was interrupted by the pandemic. During Year Two, we will continue developing these relationships and providing opportunities with our current partners to meet the diverse needs of the students.
4. **Strategic Objective 4.4:** Provide access and quality enrichment for all students, particularly those identified as needing targeted interventions. During Year One, we developed some structures to expand instructional opportunities for students needing targeted support outside of the Tier One interventions, as well as utilizing programs that allowed for teachers to target skills. During Year Two, we will continue developing our Tier I and Tier II interventions, and reduce the number of students not receiving Tier I interventions.

Initiatives and Action Steps

The action steps detailed in the plan fall within these bigger initiatives:

- 1. Build capacity of leaders and staff.** Staff positions of leadership currently exist but their roles and how they can help build capacity within staff has not been outlined. These roles will take on more responsibility to build capacity and instill confidence in using new evidence-based strategies. In addition, we will consider staff member strengths when considering how they will deliver information or PD. Staff members will watch their colleagues demonstrate, explain and display how to use high-leverage, evidence-based strategies with students from our own population (rather than watch a consultant talk about how they meet with success with students who may not have the same challenges as our students face). Leaders will help to facilitate departmental meetings to build curriculum and a shared ownership of the work will result.
- 2. Strengthen core instruction.** Working with the MTSS Academies, we will create a standards-based curriculum that also utilizes common instructional practices that deepen understanding of analysis and inquiry in the classroom. Common formative assessments will help monitor our progress with the use of these strategies and the method of standards-based teaching. We will also consider how best to utilize scheduling practices to optimize student interventions and allow instruction to meet all student needs.
- 3. Expand academic, social, and emotional opportunities and supports for students.** Develop structures within our building to better support students' academic and social needs. This includes creating grade-level support teams that will loop with students and be small enough to meet regularly and often in order to look at and address student needs (rather than large groups that may meet less frequently because of members' availability) and work with a smaller group of students that are assigned to their caseload. We will also look at opportunities within the schedule to take advantage of targeted interventions while allowing for students who may not need those interventions to receive enrichment.
- 4. Strengthen our culture.** A positive culture and climate is important to allow for the success of the initiatives outlined within this plan. Establishing effective structures and systems within our school and communicating those structures and systems to staff and students is important to ensure a safe learning environment. In addition to doing this it will be important to constantly monitor and evaluate these structures and systems to ensure that they are both understood and evaluated to ensure they remain effective. SEL supports will be part of the strategies and structures in place. Feedback in improving climate and culture will continue to be gathered as part of the monitoring process and student voice will be a part of the feedback gathered. Students will also take part in leadership roles within the culture. We will also enlist help from outside providers to provide our students with enrichment activities, extra help, and SEL services.

3. A brief explanation of how our proposed strategies and approach will be different from previous improvement efforts.

A Look at NMS's Previous School Improvement Efforts

In the fall of 2016, The NMS Principal met with the former Deputy Superintendent and the other two middle school principals to review a range of data sets for our schools. The data showed low levels of growth and achievement in a number of areas historically over the past five years. Based on the concerning data, the decision was made that we would begin the process of changing our three

individual schools into an Innovation Zone similar to those that had been implemented in comparable cities like Brockton, Fall River, and Springfield. The process included forming a small team of teachers, visiting Innovation schools in these cities mentioned above, and meeting multiple times with members of the Innovation group and NBPS school committee members. Traction was made early on, but as we got deeper into the process, the IZ group and district could not come to an agreement, and the plan stopped in that form. We changed course to still work toward a school redesign, and worked with the district and union to make some minor adjustments and opportunities for educators. The results of this process mainly were the creation of stipend teacher leadership roles, an advisory period meant to help strengthen relationships with students, Advanced Learning classes, and the inclusion of a program called Summit Learning and professional development for staff on Growth Mindset. The redesign was implemented in the SY '17-'18, but based on numerous data points like benchmark assessments, MCAS scores this redesign produced only marginal improved student outcomes.

A Look at How This Plan is Different

The new district leadership reviewed the past few year's data, budget, and support structures by school, and it was evident to them that the middle schools urgently needed to improve outcomes. The middle school principals met with district leaders to discuss the need to turn around the schools more aggressively and at a more accelerated rate than had been achieved through the historical school improvement and redesign efforts. After Normandin Middle met with district leaders, much more time, collaborative effort and meaningful reflection and analysis has gone into this planning process by a wider group of stakeholders than ever before. We held meetings with school and district leaders and educators. We met with parents one on one and in larger meetings to share information and gather their feedback on what they want to see improved in Normandin for their children. Normandin created a Turnaround team and consistently met for dozens of hours, inviting staff not part of the team to attend meetings when able to, ask questions, and participate in planning activities. Principal McNiff has, throughout the planning process, invited staff to provide feedback on ideas for Turnaround strategies through various surveys in order to help refine the planning.

This plan is different from past improvement efforts because of the input from staff, parents and families, and other stakeholders. The plan includes well focused and targeted strategies and initiatives that are evidence based as well as structured PD of these strategies that would be led by staff leaders, helping to ensure buy-in and collaborative support. The plan also outlines our participation in the Tiered Academies led by DESE, ensuring that leaders have quality PD to help lead the work we are outlining for them to do. It empowers staff to take on greater ownership of the strategies outlined within and invites them to take on a greater leadership role. It also outlines work that emphasizes the need to change Core instruction and provide students with what they need to learn and improve student outcomes.

Section VII: Goals, Benchmarks, and Progress Monitoring

A major goal of the district and school is to promote leadership practices that empower educators to bridge the gap between data as a starting point and data as a culture that leads to improved student learning. With DESE's "District Data Team Toolkit" as a guide (<http://www.doe.mass.edu/accountability/toolkit/>), we will create a district-wide and school-wide culture of collaborative inquiry, with educators working together to uncover and understand student-learning problems and test out solutions through effective use of data and reflective dialogue. The process of data inquiry cycles across all of NMS's teacher teams and various task forces and committees will unleash the resourcefulness of NMS's educators and partners to continuously improve student learning, holding each other accountable for transparently sharing and discussing instructional strategies and student outcomes. Following Boudett's "Datawise" protocol, we will establish data inquiry cycles that include 1) identifying focus areas based on achievement gaps and based on the students' varying levels of school connectedness, 2) formulate priority questions that engage and direct deeper data dives, 3) identify specific student learning challenge areas based on the data, 4) identify educators' problems of practices that are associated with the student learning gaps, 5) develop theories of action, action plans, action steps, and progress monitoring tools that align with SMART goals, and 6) assess the effectiveness of the implementation of the plan based on student learning outcomes.

NMS's Instructional Leadership Team will act as a data team that will routinely analyze data related to NMS's measurable annual goals: student achievement, student growth, EL language acquisition, absenteeism, climate, and culture. The data team's analysis will be shared with all staff, providing everyone with an indication of how the school is doing in meeting our objectives.

We will identify a partner organization to provide job-embedded professional development about effective teaming. Through professional development, we will build the capacity of teacher teams to establish ground rules for effective data-driven meetings, including the establishment of norms, roles, goal-oriented agendas, data analysis protocols, and templates for capturing the teams' work. The professional development will help teacher teams explicitly establish a culture of growth mindset, humility, problems of practice, intentional failures, experimentation, and the collective ownership of all students' learning and well-being. We will assist educators in crafting motivational and data-informed student learning goals. We will promote the educators' high levels of engagement throughout the year in the collaborative data cycle process and will applaud data-informed adjustments to instructional strategies and student interventions/support. Our goal will be to establish the essential building blocks of effective teacher team meetings and go beyond just analyzing data. We will know when teacher collaborative team time is effective when the meetings spark adjustments to instructional strategies, the re-examination of curriculum materials, the flexible formation of student groups based on learning gaps, and the documentation of targeted supports and interventions that ultimately result in improved student learning.

The Normandin Middle School leadership team will conduct weekly classroom walkthroughs. They will use look-for tools that itemize low-inference observable indicators that are connected to high-impact instructional focus areas. There will be no secrets about instructional expectations and about what observers are looking for. Teachers will receive the leadership team's look-for instruments, thereby providing everyone with the criteria for successfully incorporating effective instructional strategies. All educators will receive frequent, aggregate feedback in the form of weekly memos that capture how the school is doing with implementing high quality instruction. Such feedback will result in shared professional language and discourse about common strategies and about the school's progress toward meeting student learning goals. The weekly feedback about instructional expectations and implementation will transparently provide a clear indication of

how the school is doing as a whole, by grade level, and by departments in adopting specific, effective practices (e.g. well-crafted learning objectives; SEI strategies; differentiated techniques for checking for student understanding; higher-order thinking strategies; multiple opportunities for students to demonstrate their learning and to make their thinking visible; student tasks that require analysis and inquiry; SEL strategies that promote positive student-to-student and student-to-staff relationships).

The tables below articulate NMS’s goals and benchmarks for 2019-2022.

Turnaround Practice #1: Leadership, shared responsibility & professional collaboration

The school has established a community of practice through leadership, shared responsibility for all students and professional collaboration.

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| <p>Measurable Annual Goals (MAGs) for Student Achievement</p> | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p> |
| <p>Interim Benchmarks for Teachers/Practitioners</p> | <ol style="list-style-type: none"> 1. By June 2021 100% of SILT (school improvement leadership team), PLT (principal leadership team), and TCT (teacher collaboration time) agendas and minutes will include use of student data and related instructional actions, including the use of iReady and CFAs after testing windows. By November, 50% of the agendas and minutes will include data engagement and action, by January, 75%, and by May 100%: <ol style="list-style-type: none"> a. By faculty orientation 2020, the staff calendar will be developed and distributed to include such dates as the monthly iReady student-assessment windows, professional development days (including PD topics), data meetings, teacher collaboration times, School Instructional Leadership Team meetings, School Site Council meetings, PTO meetings. b. By faculty orientation 2020, the SILT will increase in membership to include teachers from each content area, SpEd, EI, and UA as well as various leadership represented and will have established protocols for the teachers’ collaboration time. c. By the end of September 2020, we will establish and/or develop a range of specific shared leadership positions including teacher Team Leaders (Coordinators) as well as Content Mentor Teachers along with SILT team members working collectively to train, partner, model, coach, and facilitate improved teaching and learning strategies and opportunities for every NMS teacher in a tiered system. Each month during the ‘19-’20 SY, we expect to see continuous increases in the percentage of teachers that consistently showing NMS Instructional Focus best teaching |

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| | practices as evidenced through systematic learning walk and data sharing as well as formal observation and coaching cycles. |
| <p>Interim Benchmarks for Students</p> <p>From BOY to MOY in SY '19-'20, ALL NMS students will show an SGP of at least 50 on ELA and Math STAR/iReady benchmark assessments. From MOY to EOY in SY '19-'20, ALL NMS students will show an SGP of at least 60 on ELA and Math STAR/iReady assessments. This will remain the goal through the '21-'22 SY.</p> | <p>On 2018 ELA MCAS, the mean SGP for ALL students was 46.9 falling short of the target score of 50 by 3.1. On 2018 Math MCAS, the mean SGP for ALL students was 40.4 falling short of the target score of 50 by 9.6.</p> <p>On the current 2020 ELA and Math MCAS, the target is, again, going to be 50. We plan to make a 3-4 point SGP increase in ALL student in our first turnaround year. We will average this over the next three years resulting in at least an overall increase in for ALL students' mean SGP to level 60 in ELA and Math after three years.</p> <p>From BOY to MOY in SY '20-'21, ALL NMS students will show an SGP of at least 50 on ELA and Math iReady benchmark assessments. From MOY to EOY in SY '20-'21, ALL NMS students will show an SGP of at least 60 on ELA and Math iReady assessments. This will remain the goal through the '22-'23 SY.</p> |

Turnaround Practice #2: Intentional practices for improving instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

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| <p>Measurable Annual Goals (MAGs) for Student Achievement</p> | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p> |
| <p>Other MAGs 3 required by statute: 1. Student acquisition of twenty-first century skills 2. Development of college readiness 3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable</p> | <p>1. In SY '20-'21, at least 20% of all NMS students who performed at the "partially or not meeting expectations on BOY CFA assessments on 21st century skill "<i>Collaboration and Academic Discourse</i>" will improve to "meeting expectations" on MOY CFAs. Additionally, at least 20% of all NMS students who still performed at the "partially or not meeting expectations on MOY CFA assessments on 21st century skill "<i>Collaboration and Academic Discourse</i>" will improve to "meeting expectations" on EOY CFAs. Thus, students that achieve levels of meeting expectations" by EOY will increase by 40% from levels at BOY. This will be the same expectation at least through each year of '21-'22 and '22-'23. This will be captured through a common tool and common scoring rubric.</p> <p>2. College readiness means to us that students enter college without the need to take the remedial Math and/or ELA prep class necessary to enter college programs that meet their entry expectations.</p> <p>Thus, this smart goal below for NMS students is; In SY '20-'21, at least 20% of all NMS students who performed at the "partially or not</p> |

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| | <p>meeting expectations” on BOY “college readiness” tests like in ELA and Math iReady/CFA assessments will improve to “meeting expectations” on MOY Math and ELA iReady/CFAs. Additionally, at least 20% of all NMS students who still performed at the “partially or not meeting expectations on MOY Math and ELA iReady/CFA assessments will improve to “meeting expectations” on EOY “college readiness” tests like ELA and Math iReady/CFAs.</p> <p>Thus, students that achieve levels of meeting expectations” by EOY will increase by 40% from levels at BOY. This will be the same expectation at least through each year of ‘21-’22 and ‘22-’23.</p> |
| <p>Interim Benchmarks for Teachers/Practitioners</p> | <p>1. By mid-October of each school year, school administration will determine tiered levels of differentiated support needed for 100% of teachers by reviewing MCAS & iReady student growth data, evaluation recommendations, and BOY iReady data. Specific support and progress monitoring plans will be created, shared, and monitored by administration and teachers. Progress monitoring will take place in December and March to determine adjustments and additional supports needed. By EOY, 100% of teachers will receive the appropriate amount and types of support so that all teachers improve practice to at least the proficient level or have their educator plan changed to reflect a more suitable educator plan per the NBPS evaluation system.</p> <p>2. By January 2021, the leadership team will conduct learning walks on a weekly basis. Weekly learning walks will collect data and have a set focus aligned to turnaround strategic objectives. Learning walk teams may consist of all admin, admin and district leaders, SILT, teachers, support staff, and students. Learning walk data and feedback will be communicated to all staff members as a section Normandin’s weekly Sunday Focus newsletter. Data will include anonymous, quantifiable evidence of the educators’ incorporation of effective instructional strategies that directly align to the school’s instructional focus areas. SILT will use learning walk data to determine and plan for differentiated professional development needs. From month to month, demonstrable growth will be made on each instructional measure until 100% of classrooms routinely sustain the incorporation of targeted effective instructional strategies.</p> |
| <p>Interim Benchmarks for Students</p> | <ol style="list-style-type: none"> 1. On 2018 ELA MCAS, the mean SGP for students with disabilities was 43.5 falling short of the target score of 50. On 2018 Math MCAS, the mean SGP for students with disabilities was 38.0 falling short of the target score of 50. 2. On 2018 ELA MCAS, the mean SGP for our lowest performing students was 37.2 falling well short of the target score of 50. On 2018 Math MCAS, the mean SGP for our lowest performing students was 38.5 falling short of the target score of 50. |

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| | <p>On the current 2021 ELA and Math MCAS, the target is, again, going to be 50 in each sub-group. We plan to make a 3-4 point SGP increase in EVERY SUBGROUP (including those above) in our first turnaround year. We will average this over the next three years resulting in at least an overall increase of 10 mean points in EVERY SUBGROUP's SGP to level 60 in ELA and Math after three years.</p> <p>3. From BOY to MOY in SY '20-'21, 100% of NMS students with disabilities and lowest performing students will show an SGP of at least 50 on ELA and Math iReady benchmark assessments. From MOY to EOY in SY '20-'21, 100% of NMS students with disabilities and lowest performing students will show an SGP of at least 60 on ELA and Math iReady assessments. This will remain the goal through the '22-'23 SY.</p> |
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Turnaround Practice #3: Student-specific supports and instruction to all students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

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| <p>MAGs for Student Achievement</p> | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p> |
| <p>Interim Benchmarks for Teachers/Practitioners</p> | <ol style="list-style-type: none"> 1. For those students identified during TCT data meetings as requiring academic interventions, 100% will receive quantifiable interventions demonstrated by teacher data reports, with at least 80% of these students will demonstrate growth within the area(s) of concern based on measures that are determined by the BBST (e.g. course grades, iReady assessments, common formative assessment results, assignment completion rates). 2. For those students identified during building-based student support (BBST) meetings as requiring social-emotional supports, 100% will receive quantifiable support; effect is demonstrated through teacher data reports, with at least 80% of the students demonstrating growth within the area(s) of concern based on measures that are determined by the BBST (e.g. office referrals, attendance, assignment completion rate) <p>*Through a robust safety net (multi-tiered system of supports), 100% of students who need time to complete their late academic assignments will receive structured environments within which to do so during class time, enrichment time and/or after school.</p> <ol style="list-style-type: none"> 3. Through a robust safety net (multi-tiered system of supports), 100% of students who need instructional support to demonstrate their knowledge and skills (to demonstrate meeting learning objectives) will receive targeted instruction during class time, enrichment time and/or after school time for extra help sessions. By EOY in '21, 60% of students will |

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| | <p>have met all academic expectations. By EOY in '22, 80% of students will have met all academic expectations. By EOY in '23, 90% of students will have met all academic expectations.</p> |
| <p>Interim Benchmarks for Students</p> | <ol style="list-style-type: none"> 1. On 2018 ELA MCAS, the Scaled Score (SS) for ALL students was 483.9 falling short of the target score of 487.6 which was a decline rating. <p>On 2018 Math MCAS, the Scaled Score (SS) for ALL students was 483.6 falling short of the target score of 486.9 which was a decline rating.</p> <p>On 2018 Science MCAS, the Scaled Score (SS) for ALL students was 46.4 falling short of the target score of 56.5 which was a decline rating.</p> 2. On the current 2019 ELA and Math MCAS, the targets are <u>485.8</u> and <u>485.2</u> respectively, and Science target is 49.5. We plan to meet or exceed our subgroup targets at a rate of 3/10 each year over the next three years. After three years, we will have met/exceeded in 10/10 subgroups in all tested content areas. 3. In SY '20-'21, at least 20% of all NMS students who were "partially or not meeting expectations on BOY CFA assessments in math, science, and ELA will improve to "meeting expectations" on EOY CFAs. These CFAs will be aligned to the MCAS expectations. We plan to continue this increase by the same margin (20%) each year through SY '22-'23 resulting with an overall improvement of 60% more students meeting expectations at the end of this three-year plan. The scaled score should reflect this increase. |

Turnaround Practice #4: School Culture and Climate

A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

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| <p>MAGs for Student Achievement</p> | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p> |
| <p>Other MAGs <u>7 required by statute:</u> 1. Parent and family engagement 2. Building a culture of academic success among students 3. Building a culture of student support and success among school faculty and staff 4. Student attendance, dismissal rates, and exclusion rates (a</p> | <ol style="list-style-type: none"> 1. By the end of SY '20-'21, at least 80% of all NMS families will have accessed the school (in-person or digitally) with their children to attend an event, utilize our new hub resource center, or meeting for positive reasons that involve their child(ren). We will have numerous new and existing opportunities and events for families to engage in, and we will track family attendance for every event to progress monitor using a shared tool through Google docs. We expect to see a steady increase in the percentage of families that access school events for these reasons throughout each month of the academic year. |

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| <p>measure is needed for each of these three items)</p> <p>5. Student safety and discipline</p> <p>6. Student promotion and dropout rates</p> <p>7. Graduation rates (high schools only)</p> | <p>2. By the end of SY '20-'21, at least 75% of all NMS students will achieve their personal goals regarding academic growth and achievement. At the BOY, teachers will meet with every child 1-1 that they have as a student and support each student to create goals around growth and achievement on core content CFAs and/or iReady assessments. These goals and progress toward them will be reviewed quarterly through subsequent 1-1 goal meetings between the teach and each student. Some goals may be revised depending on each student's +/- and we expect to see a steady increase of students' performance each quarter as we progress monitor toward the overall goal of 75% of all NMS students will achieve their personal goals regarding academic growth and achievement.</p> <p>3. By the end of SY '20-'21, at least 80% of NMS teachers will show consistent evidence that their lesson plans are created and/or modified based on data from ongoing benchmark and CFA assessments. In addition, by the end of SY '19-'20, this same percentage of teachers will be active members in TCT through their ability to present and articulate the data cycle(s) that guide their instruction ongoing. This will be monitored by administration's weekly review of lesson plans as well as ongoing analysis of these plans and their alignment with teachers' instruction through formal observations, learning walks, and pre/post observation conferences.</p> <p>4. Normandin students' attendance has decreased from 93.5% in 2016 to 91.5% last school year. In addition, 52% of students have been dismissed early from school at least once this school year. Finally, 16% of students have been secluded via being assigned at least one class period in the SSC's Accountability Area as an alternative to suspension this year as of April of '19. The two priorities that we will aggressively take on are the attendance issue as well as the seclusion. As the district just recently created a new attendance protocol, we will align with this and have a team that is comprised of teacher leaders, guidance counselors, Wraparound Coordinator, Attendance Officer, and Administrators that will use the protocol and new attendance data system to track absences, communicate with students and families early on before any significant time has been missed, and create a bridge to school and services which was not in place in prior years. We plan on increasing the attendance rate +3% by EOY of '21 to a level of 94.5%. Each year of the two years that follow, we plan to increase this rate by an average rate of 2% more where at EOY of '21, we will achieve 98.5% attendance rate.</p> <p>Also, we will utilize the SSC and Acct. Area more so than out of school suspensions. However, with the increase and improvement of our social/emotional staff and systems, we will decrease both of the percentage of students that must earn that consequence. Specifically</p> |
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| | <p>to the SSC/ACT, we will reduce the percentage of students that are assigned there by 5% at end of '21, and then this will continue to decrease by 2% each year to follow where by EOY '23, only 7% of students will have an assignment in this area.</p> <p>5. Student safety and discipline is an area of concern for us. Last year, 10.2% of our students at least once, had to be suspended in or out of school. The vast majority of these ISS/OSSs were due to violent acts by students; 9.7% to be specific. Through a strong system of PBIS, student accountability, as well as fostering a community of support for these and all students with more SEL and trauma sensitive training, we will decrease this percentage by 3% by the end of '21, and then reduce this by 2% each year after where we will be at a <3% OSS/violence rate at the end of '23.</p> <p>6. At the end of last year, '18-'19, we had nearly 80% of our 8th graders promoted without any remedial interventions necessary during their 8th grade year. That said, over 16% of students required one of the summer school programs that we offered to remediate skills, content, and language that they did not receive during the regular academic year in order to meet expectations. And we retained around 3% of students which was unfortunate and not a practice this administration believes in, but was necessary because of the lack of foundational skills needed to successfully advance. By EOY '20, we will reduce the percentage of students that require summer school (we will still engage many students in summer programming, but more for support and opportunity purposes) by 3% each year while we reduce the percentage of retained students by 1% each year, so that at the EOY '23, we will have only 5-7% SS remediation need and a 0% retained rate.</p> |
| <p>Interim Benchmarks for Teachers/Practitioners</p> | <p>1. Every 4-6 weeks, 100% of team-based teachers will participate in team-based TCT data meetings in order to analyze student data; determine which students are and are not making steady progress academically and/or S/E, and make plans for interventions and supports.</p> <p>2. Every month, the SILT will meet to review data from learning walks and from the students' common formative assessments to determine the school's progress toward meeting school-wide benchmarks.</p> |

Interim Benchmarks for Students

This Panorama data is for SY 19' and is compared to New Bedford Public Schools' data for the same survey.

This MSV data includes ratings from various domains and Turnaround Practice Indicators, including those from the Emotional Support domain and related categories. Schoolwide instructional observation scores in the middle range for the Emotional Support domain and the Positive Climate dimension and in the high middle range for the Teacher Sensitivity dimension indicate that strategies exist but are not consistently resulting in positive adult–student relationships among all staff and students.

| Topic Description | Results | Compared to NBPS |
|-------------------|---------|------------------|
| Growth Mindset | 51% | 53% |
| Self-Efficacy | 49% | 49% |
| Self-Management | 64% | 63% |
| Social Awareness | 60% | 57% |

| Turnaround Practice Indicator | LIMITED/ PARTIAL | EMERGENT | COHERENT |
|--|---------------------|----------|----------|
| 1 LEADERSHIP, SHARED RESPONSIBILITY, AND PROFESSIONAL COLLABORATION | | | |
| 1.1 Use of Autonomy | | | X |
| 1.2 High Expectations | | X | |
| 1.3 Support for School Turnaround Process | X | | |
| 1.4 Trusting Relationships | | X | |
| 1.5 Use of Time for Collaboration | | X | |
| 1.6 Communication with Staff | | X | |
| 1.7 Teacher Leadership | | X | |
| 2 INTENTIONAL PRACTICES FOR IMPROVING INSTRUCTION | | | |
| 2.1 Instructional Expectations | | X | |
| 2.2 Instructional Schedule | X | | |
| 2.3 Classroom Observation Data Use | | X | |
| 2.4 Student Assessment Data Use (for schoolwide decision making) | | X | |

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| 2.5 Student Assessment Data Use (for classroom instruction) | | X | |
| 2.6 Structures for Instructional Improvement | | X | |
| 2.7 College and Career Preparation | X | | |
| 3 STUDENT-SPECIFIC SUPPORTS AND INSTRUCTION TO ALL STUDENTS | | | |
| 3.1 Academic Interventions | X | | |
| 3.2 Academic Enrichments | X | | |
| 3.3 Teacher Training to Implement Student Interventions (academic and nonacademic) | | X | |
| 3.4 Multitiered System of Support (nonacademic) | | X | |
| 3.5 Academic Supports for English Language Learners | X | | |
| 3.6 Academic Supports for Students with Disabilities | | X | |
| 4 SCHOOL CLIMATE AND CULTURE | | | |
| 4.1 Schoolwide Conduct Expectations | X | | |
| 4.2 Adult–Student Relationships | | X | |
| 4.3 Expanded Learning | | X | |
| 4.4 Wraparound Services and External Partners | | X | |
| 4.5 Family and Community Engagement | | X | |

From the above data, it is clear that there are not enough supports for students with disabilities, and students in need of academic support (scoring within the Limited/Partial or the Emergent categories for most of these areas). We have begun to look at the strategies outlined in the Tiered Literacy Academy as well as looking at UDL practices for

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| | <p>classroom instruction. We will administer short online surveys with aligned questions to Panorama three times a year to progress monitor. This data will help determine those students who need tiered support around trust and relationships, and what staff need support in connecting, engaging, restorative practices. We can provide better interventions to build and maintain a more positive environment for staff and students.</p> |
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