

# Executive Summary

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Keith Middle School envisions that our students will become self-motivated learners on their way to achieving academic success. Through this growth, students will work to become 21st century global citizens that meaningfully contribute to the community of New Bedford and beyond.

From this vision, we have developed three core values that will guide our efforts and help ensure that our approach prioritizes our student's academic success, maintains a respectful and responsible school environment, and utilizes partnerships to help create more meaningful learning opportunities for our students. We believe these pillars will be the keys to academic excellence and will result in stronger student growth and learning outcomes for all our students.

Pillar one is academic excellence. This pillar has three core priorities. The first design priority is responsive scheduling. The entire school day will be personalized and tailored to each student's specific needs. Student's progress will be monitored, as their needs change so will their schedule. The second design priority is vertical alignment. Through meaningful collaboration and professional development, we will design a set of practices that will encompass our toolbox of skills centered on academic strategies and language that will build rigorously from grade seven through grade ten. The final design priority is immersive technology. Programs like dual enrollment, accelerated learning and Summit Base Camp are driven by research based curriculums and require 21<sup>st</sup> Century technology for student success. Immersive technology advances blended learning in the classroom as visual learners can access an online approach, while teachers and students work one-on-one, and collaborative small groups learn from one another. This is 21<sup>st</sup> Century learning at its best.

Pillar two is respect and responsibility. This pillar has three core priorities. The first priority is implementing and strengthening school-wide programs using a positive behavior program, scheduled check-ins and check outs with students, and small group meetings that retain the same teacher-mentor for the duration of a student's career. The second priority is volunteerism; this encourages our students to be vested in others. Students will be more involved in their community both within Keith Middle School and out in our city through the formal processes of peer to peer mentoring, acting as teacher aides, joining student leadership teams and community service our student will invest their talents in ways that benefit the advancement of our school and the City of New Bedford. The final priority is self-discovery. Middle school should educate the whole student, both intellectually and through character building. This development must include setting specific short and long term goals, while tracking their own development. In addition, all adults and students will benefit from formal development of a growth mindset.

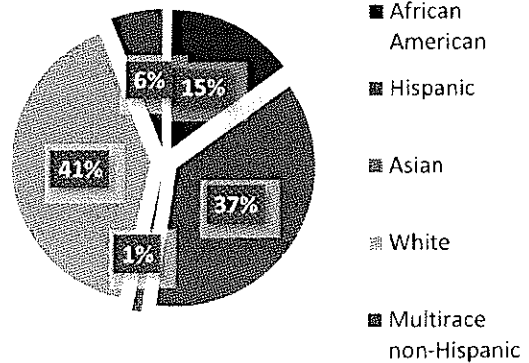
Pillar three is partnerships. All stakeholders must be invested for students to have the most successful experience at Keith Middle School. We are utilizing our current collaborations with the community to create more meaningful learning opportunities and hope to create more partnerships in the future. We would like to invite families to attend evening forums for math and literacy, so our families can assist their student(s) with at home assignments and feel a part of the academic community. Currently, we have cultural nights, concerts as well as performances, and Captain's Night for students to showcase their success. We are looking to welcome even more community members into our school to teach a workshop, present on their field of interest, or teach a class that combines our students' talents with those of our community partners. The City of New Bedford wants our students to feel like part of the community. With community partnerships, the students feel as though they have "go to" outlets to be proactive members of their own community. These experiences will provide them with the experience of volunteerism volunteering as well as exposure to college and college readiness experiences. Our belief is that our partnerships between students, family, and community are three sides to an equilateral triangle and each is important to the success of our students.

# I Developing the Mission

## A. Who are our students?

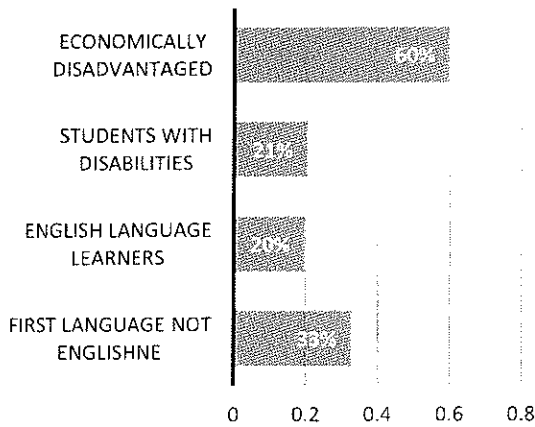
The students of Keith Middle School are a diverse group of learners coming from a spectrum of cultural, racial, and economic backgrounds. Given this diversity, we embrace the challenge of design a school that meets the academic and social emotional needs of all students.

**Culturally Diverse**



\* Not shown on graph is Native American (0.5%) and Native Hawaiian, Pacific Islander (0.2%)

**Diverse Learning Needs**



	Intake (Transfer in during school year)	Churn (Transfer in or out during school year)
All	7%	13%
Econ Disad	8%	16%
ELL	12%	21%
SWD	6%	15%

B. *What goals, ambitions, and dreams ...*

*Our students appreciate the opportunity to be successful in school and at their individual interests and pursuits. They value all learning experiences as these provide opportunities to demonstrate competence in unique ways. They dream of graduating, attending college, and becoming well-respected professionals.*

*Our students embrace becoming an accepted member of a loving and caring community of peers and adults. The stability and sense of belonging that comes with such membership serves as their anchor as they grow intellectually and socially.*

*The families at Keith Middle School cherish the future of their children. They would like to see their children graduate with an education that will enable them to have a career and support themselves.*

*Our families also value their children's safety. They expect their children to have a nurturing environment that meets their academic, physical, and emotional needs.*

*The community of New Bedford expects all youth to be respectful citizens who contribute to the success and growth of their city.*

*As educators at Keith Middle School, we expect our students to have the freedom to become problem solvers, risk takers, and independent thinkers to reach their potential.*

*Our goal is for all our students to meet or exceed academic proficiency.*

## C. Our Vision/Mission Statement

### OUR VISION

KEITH MIDDLE SCHOOL FOSTERS A COMMUNITY OF SELF-MOTIVATED LEARNERS BY EMPOWERING ALL STUDENTS TO ATTAIN ACADEMIC SUCCESS WHILE BECOMING 21ST CENTURY GLOBAL CITIZENS.

### OUR CORE VALUES

#### I. We Value Academic Excellence

*We believe that learning sustains the human spirit. Therefore, we value the intellectual risk taking of students as they engage in thinking critically about academic challenges inside the classroom and 21<sup>st</sup> century applications outside of the classroom. We value the persistence necessary for students to strengthen their core literacy skills across all content areas as they engage in problem solving and demonstrate their mastery of grade level content standards. We value the passion and motivation that each student will develop through his or her journey to become empowered learners.*

#### II. We Value Respect & Responsibility for All

##### Respect

- *BE ACCEPTING: Support everyone's worth and dignity, regardless of background, abilities or beliefs.*
- *BE CONSIDERATE: Always be aware of and honor others' rights and feelings.*
- *BE ATTENTIVE: Be ready to learn from educators, administrators and other peers/scholars.*
- *BE ENCOURAGING: Demonstrate concern for the growth and development of all others.*
- *BE APPRECIATIVE: Value the guidance of supportive adult and student leaders.*
- *BE EMPATHETIC: Demonstrate the ability to understand another person's perspective or circumstance whether you agree with this person or not.*

##### Responsibility

- *BE HELPFUL: Understand and advance the group's positive goals.*
- *BE CONSCIENTIOUS: Be aware and careful of the choices you make.*
- *BE ACCOUNTABLE: Accept that your actions impact everyone around you.*
- *BE PERSEVERING: Work through difficulty and discouragement in pursuit of individual and team objectives.*
- *BE RELIABLE: Prove that others can depend on you.*
- *We value being respectful, responsible, and caring citizens support team work, higher achievement, and success in life.*

### III. We Value Partnerships

*We believe that partnerships create opportunities for open minded, honest communication about the broad range of human experience to foster awareness, and generosity, and compassion, and social awareness. Our partnerships are not only with family and community, but also with students and teachers. Our partnerships will help create 21st century global citizens.*

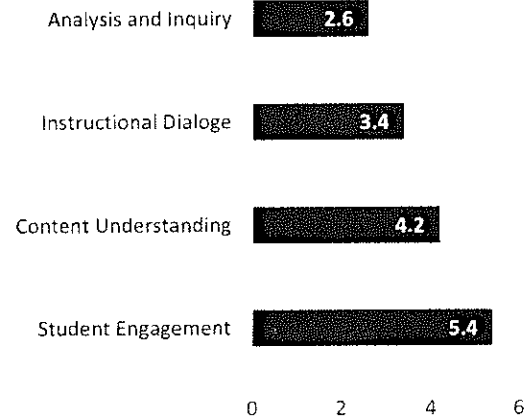
## II Where are our Students?

### A. Academic Excellence

Our Instructional Support to students seems to be meeting the needs of only a small percentage of students. State testing (PARCC ELA and Math, MCAS Science) shows that only 41% in ELA, 42% in Math, and 21% in Science are meeting statewide expectations.

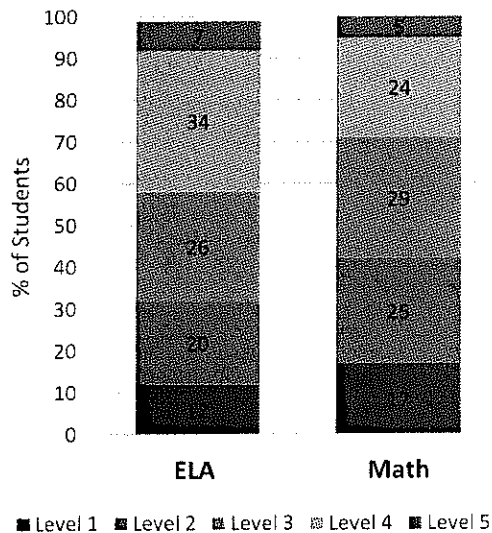
Qualitatively, ratings from the Monitoring Site Visit (MSV) conducted by the American Institutes for Research, indicate that while most students are actively engaged in classroom activities (see Student Engagement rating), students are not consistently engaged in higher order thinking activities (see Content Understanding, Analysis and Inquiry, and Instructional Dialogue indicators).

#### MSV

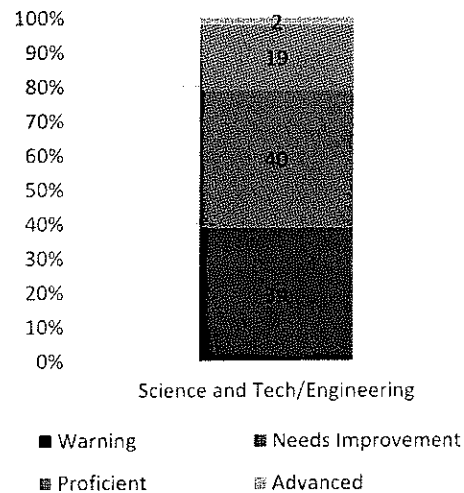


Low Range: 1-2 Middle Range: 3-5 High Range: 6-7

#### PARCC 2016

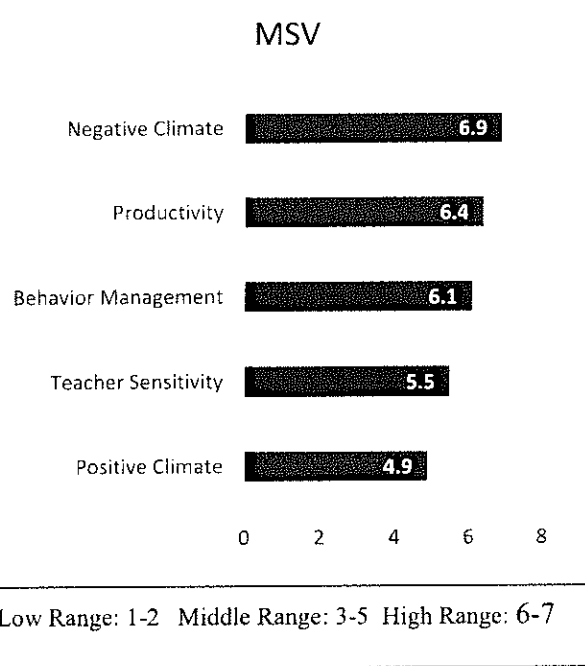


#### 2016 Grade 8 Science MCAS



B. Respect and Responsibility

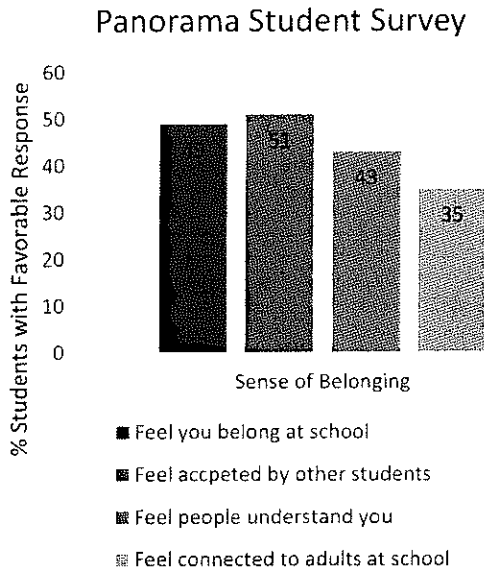
Our MSV results show a lack of negative climate in our classrooms and for the most part students a lack of classroom disruptions due to behavior. We compare these results with students' perceptions from the Panorama survey. Here, only 35% of our students feel connected to another adult and only about 50% feel a sense of belonging to Keith. It is possible that this lack of connection leads to challenges in our attendance and suspension data.



Student Group	% In-School Suspension	% Out-of-School Suspension
All Students	10.0	12.9
ELL	8.4	11.9
Economically disadvantaged	12.9	16.2
Students w/disabilities	15.1	18.1
High needs	11.8	14.8
Female	5.8	6.9
Male	13.7	18.2

Attendance Rate	93.1
Absent 10 days or more	43.9
Chronically Absent (10% or more)	23.4
Unexcused absences greater than 9	36.5

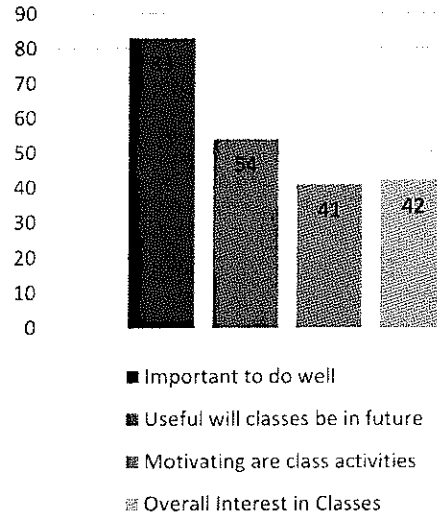




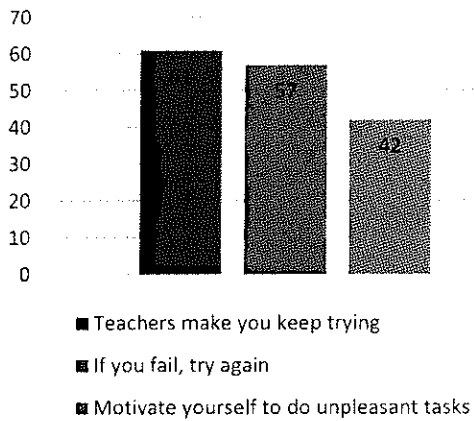
### C. Partnerships

At Keith, we believe in the value of partnerships to engage students in learning, creating long term career aspirations, and build relationships with students to enhance the life outcomes of our student body.

#### Student Interest



#### Grit



<b>Attendance</b>	2016
<b>Attendance Rate</b>	93.1
<b>Absent 10 days or more</b>	43.9
<b>Chronically Absent (10% or more)</b>	23.4
<b>Unexcused absences greater than 9</b>	36.5

### III How do we get them there?

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#### 1. Describing the Experience

What will a typical day look and feel like for our students?

If you were to observe students in our redesigned school, you would see students who are engaged in challenging tasks. Their passion and motivation arises through a schedule that provides innovative enrichment courses as well as support targeted to their needs. Our students will also feel a sense of belonging at a Keith students but also to the larger community as partners become embedded into school life.

What will a typical day look and feel like for our educators?

If you observed our teachers at our redesigned school, you would see a committed and collaborative staff. A sense of respect among staff and between student and staff. As a staff, we will celebrate our students' accomplishments and embrace their challenges.

## 2. Our Design Pillars and Priorities

### Academic Excellence

- Responsive Scheduling
- Vertical Alignment
- Immersive Technology

### Respect & Responsibility

- School-Wide Programs
- Volunteerism
- Self-Discovery

### Partnerships

- Students
- Family
- Community

### 3. Additional Needs of the Redesign Plan

Changes to Bargain	Rationale
Add an Advisory Period	<p>Adding an advisory period is a key strategy for our 2nd Design Pillar: <b>Respect and Responsibility</b>. Advisory will provide small group support for students' social emotional development through establishing with a trusted adult. For this model to be successful, we will need an all hands-on deck approach where every staff member teaches an advisory.</p> <p>Currently, the workday for teachers begins at 7:45, 5 minutes prior to the student start day, and ends at 2:45, 15 minutes after students leave. In order find the time for a daily academic support block (see <b>Academic Excellence Pillar</b>), which will include advisory, we seek to extend the Instructional Day by 15 minutes to 2:45 pm.</p>
Extend the Instructional Day for Students	<p>A key design priority under <b>Academic Excellence</b> is responsive scheduling. That is, we aim to create a schedule that is responsive to students and flexible enough to meet these needs as student learn and grow throughout the year. For us to accomplish this goal, we need the flexibility to consider other options longer than 55 minutes for each block throughout the day.</p>
Flexibility to change length of existing blocks.	<p>The redesign team has identified hallway transitions, especially when releasing from core academics to co-curricular classes as time of disruptive behavior. Hence, we are asking that all teachers be given a 7-minute hallway duty once per day as they release students. This additional hallway support is supportive of the <b>Respect and Responsibility</b> we are trying to create throughout the school day.</p>
Hallway Duty: 7 minutes per day	<p>The redesign team has identified a need to increase the intensity of Math and ELA interventions. As such, we anticipate needing teachers certified in other areas to support that work. For example, Social Studies teachers would be asked to provide reading interventions and science teachers may be asked to provide math teachers. This strategy falls under <b>Academic Excellence</b>.</p>
Academic Interventions provided outside of content area	<p>Also under <b>Academic Excellence</b> we seek to achieve more consistent vertical (and horizontal alignment). We have identified TCT as potential place for this work to occur. However, we feel the need to have TCT be facilitated and attended by both administrators and teachers to ensure consistent messaging and sharing of best practices.</p>
Redesign Teacher Collaboration Time (TCT) to be jointly led by administrators and teachers.	<p>We are planning on having 6, 30-minute lunch shifts. This would increase the total lunch service time by 45 minutes (2 hours 15 minutes now to 3 hours). This is not a redesign change</p>
Additional Lunch	

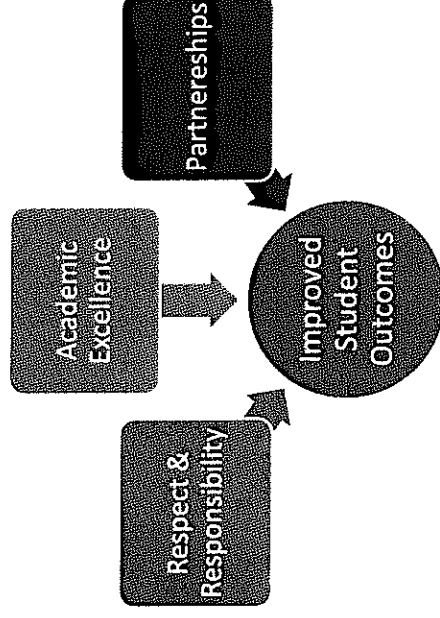
but a change due to the increased 6th grade enrollment. Not every 6th grade student would fit in the cafeteria under the existing schedule. This would require a change in the contract for the cafeteria staff.

Additional Resources	Rationale
Stipends for teachers to design innovative enrichment courses	Under <b>Academic Excellence</b> , we hope to redesign unified arts offerings that capitalizes on student interests and strengths. For year 1, we are looking to focus on increasing STEM offerings. and hope to add three additional courses for students. We anticipate teachers will need 30 hours of curriculum writing time to spearhead this work during the summer. At the contractual rate of \$35 per hour \$1050 should be allocated for the design of each course. The budget for three courses is \$3150.
Stipends for Mentor Teachers	Teacher leadership is one of the key design priorities under the <b>Academic Excellence</b> . The goals of this priority are two-fold. First, we aim to distribute leadership so that we can enhance the professional support and collaboration among teachers. Second, we want to provide continued professional growth opportunities for even our most effective teachers. Mentor teachers will be content specific (ELA, Math, Science, and Social Studies). Their responsibilities will include creating a model classroom, peer observation, delivering PD, facilitation of TCT, attending additional PD, etc. We budget stipends for 30 hours beyond contractual time (summer PD, after school meetings) at the contractual rate of \$35 per hour plus 10 hours of delivering PD at the contractual rate of \$250 for every 5 hours. We hope to have one mentor teacher per grade level per core content area. Hence, we are planning to create 12 mentor teachers at total cost of \$18,600.
Stipends for Team Coordinators	In addition to mentor teachers, we seek to formalize team coordinator roles ( <b>Academic Excellence Pillar</b> ). The responsibilities of the team coordinator will be to facilitate team meetings, schedule parent meetings, coordinate intervention schedules, and serve as liaison between the team and school administration. We anticipate 4 hours monthly of additional time at the contractual rate of \$35 per hour. We have a total of 19 teams (12 for grade 6, 3 for grade 7, and 3 for grade 8, and one Unified Arts), and therefore anticipate a budget of \$26,600.

<b>School Committee Approvals</b>	<b>Rationale</b>
Spirit Wear	Through our multiple visits to out-of-district schools, we learned about the benefits of establishing a school spirit wear requirement. The goal of Spirit Wear is to enhance the <b>Climate and Culture</b> of the school, and create of sense of belonging and school identity which ultimately positively improves <b>Engagement</b> .

## IV Setting Student Growth Goals

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We believe the synergy among our 3 Pillars will ultimately improve academic, social, and emotional outcomes for students. Hence, we rely on multiple sources of data to measure our success and set goals for students and our practice. The targets are included in the below tables, grouped by Pillars. These indicators are the same ones used to help us make sense of the status of our students in terms of their current achievement and learning environments. The data sources and targets are as follows:

### Panorama Survey

A survey instrument that gathers feedback from students about their classroom experience. We pull specific items from this instrument to identify student interest, grit (perseverance), and sense of belonging and connection. Data indicates the percentage of students reporting positively about a given indicator. We set long-term three year goals with an overarching goal that the clear majority of our students (at least 3/4<sup>th</sup>) report positively in the three domains of interest, grit, and sense of belonging.

### Attendance

The MA DESE captures school attendance in multiple ways including attendance rate (average of daily percentage of students attending school), percent of students absent 10 days or more, and percent chronically absent (missing 10% or more of the school year). While it is evident that students cannot learn if they are not in school, the reasons behind poor attendance are complex and include a sense of engagement and belonging to the school. We take a rigorous target in our attendance goals over the course of the next three years and aim to reduce the percent of students missing 2 weeks or more in half.

### Monitoring Site Visit (MSV)

In February of 2017, the American Institute for Research conducted an on-site extensive observation of classroom instruction using the Classroom Assessment Scoring System (CLASS). The tool rates classroom instruction along three larger domains— Emotional Support, Classroom Organization, and Instructional Support. Within these domains are 11 specific classroom dimension indicators as well as an indicator for engagement. Ratings are disaggregated in to low range (1-2), middle range (3-5), or high range (6-7). Knowing that changing the classroom practice of a school faculty is minimally a three-year process, we set our targets on a three-year period with the expectation that all indicators will be in the high range by 2020.

### Out of School Suspension (OSS)

The OSS rates indicate the percent of students suspended out of school at least once. It does not account for the number of days a given student is suspended for multiple or long term offenses. High rates of suspension may indicate that the school is not yet designed to meet the social emotional challenges presented by given students. The data indicates that these needs vary by subgroup. Again, we set an aggressive goal by 2020 of reducing the suspension rates for all subgroups so no more than 10% of students are suspended at any point during the school year.

### MCAS 2.0

Annual statewide testing is in a transition. In 2016, New Bedford chose to participate in PARCC. This is no longer an option and all Massachusetts districts will participate in MCAS 2.0, which merges both PARCC and previous MCAS. Regardless, we follow the district's Accelerated Improvement Plan when setting annual targets from now until 2020. In general, we set targets where the % of students scoring at the Warning or Needs Improvement Level is reduced by 40% annually, the percent of students scoring in Warning is reduced by 10% annually, and the percent of students scoring Advanced increases by 10% annually. The data in the table is based on an assumption that the 2017 data will be similar to the 2016 data. Once 2017 data is released we will recalculate the targets through 2020.



Respect and Responsibility															
Class Organization and Emotional Support (MSV)					Sense of Belonging (Panorama Survey)										
	Spr. 2017	Spr. 2018	Spr. 2019	Spr. 2020		Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	SY 2016	SY 2017	SY 2018	SY 2019	SY 2020
Negative Climate	6.9	6-7	7	7	Feel you belong at School	49	TBD	59	70	80	All	10	TBD	10	<10
Productivity	6.4	6-7	7	7	Feel accepted by other students	51	TBD	60	70	80	ELL	10.8	TBD	10	<10
Behavior Management	6.1	6-7	6-7	7	Feel people understand you	43	TBD	55	68	80	Econ. Disadv.	13.2	TBD	12	11
Teacher Sensitivity	5.5	6	6-7	6-7	Feel connected to adults at school	35	TBD	50	65	80	SPED	18.8	TBD	16	13
Positive Climate	4.9	5-6	6-7	6-7											

Academic Excellence Goals															
MCAS 2.0 Warning and Needs Improvement to Proficient and Above by 40%															
	Spring 2016		Spring 2017		Spring 2018		Spring 2019		Spring 2020		MCAS 2.0 Decrease in Warning and Increase in Advanced by 10%				
	W & NI	P & A	W & NI	P & A	W & NI	P & A	W & NI	P & A	W & NI	P & A					
ELA	59	41	TBD	35	65	21	79	13	87	Adv	7	TBD	8	8	9
Math	71	29	TBD	43	57	26	74	15	85	Warn	12	TBD	11	10	9
Science	79	21	TBD	47	53	28	82	17	83	Adv	5	TBD	6	6	7
										Warn	17	TBD	15	14	12
										Adv	2	TBD	2	2	3
										Warn	39	TBD	35	32	28

Monitoring Site Visit (MSV)						
	Spring 2017		Spring 2018		Spring 2019	Spring 2020
	W & NI	P & A	W & NI	P & A	W & NI	P & A
Analysis and Inquiry		2.6		4	5	6-7
Instructional Dialogue		3.4		4	5	6-7
Content Understanding		4.2		5	6	6-7
Student Engagement		5.4		6	6-7	6-7

Partnerships																	
Student Interest (Panorama Survey)							Grit (Panorama Survey)										
	Spr. 2016	Spr. 2017	Spr. 2018	Spr. 2019	Spr. 2020		Spr. 2016	Spr. 2017	Spr. 2018	Spr. 2019	Spr. 2020	SY 2016	SY 2017	SY 2018	SY 2019	SY 2020	
Important to do Well	83	TBD	87	91	95	Teachers make you keep trying	61	TBD	70	80	90	Attendance Rate	93.1	TBD	95	95	95
Useful classes will be in future	54	TBD	62	71	80	If you fail, try again	57	TBD	64	72	80	Absent 10 days or more	43.9	TBD	36	28	20
Motivating are class activities	41	TBD	54	67	80	Motivate yourself to do unpleasant tasks	42	TBD	60	70	80	Chronically Absent (10% or more)	23.4	TBD	19	15	10
Overall Interest in classes	42	TBD	54	67	80												