



Turnaround Plan

Hayden McFadden: “A School on the Rise”

District: New Bedford Public Schools

School: Hayden McFadden Elementary School

Academic Year: 2019-2020

Date Finalized: August 30, 2019

Section I: Executive Summary

The Executive Summary should summarize the essence of the turnaround plan in a way the average stakeholder would understand. (1-2 pages)

The Hayden McFadden Elementary School is currently in its fourth year of turnaround. The turnaround plan is focused on 4 key levers of change that will result in accelerated growth for all students. Below are four major levers for change that are the foundation for turning the Hayden McFadden School into a school of excellence with accelerated achievement for all students.

I. Leadership shared responsibility & professional collaboration:

Teacher Development

Teacher leadership, instructional development, and collaboration are the cornerstone of building a highly effective team at the Hayden McFadden School. Embedded in the school day are various intentional opportunities for teachers to collaborate and share best practices via collaboration time and professional development work sessions. Developing teachers' capacity to deliver high quality effective instruction is an essential component of the school's turnaround efforts.

II. Intentional Practices For Improving Instruction

Cycle of Self-Reflection, Feedback and Growth

The Hayden McFadden School embraces a culture of self-reflection, feedback and growth in order to improve core instruction for all students resulting in increased accelerated student achievement. School administration employs and facilitates a consistent continuous cycle of announced and unannounced classroom observations, staff reflection of their instruction, and growth producing feedback to all educators and support personnel. School administration are responsible for evaluating staff. The evaluation cycle includes classroom observations focused on key priority elements from the DESE educator/SSIP evaluation rubric, facilitation of specific and timely feedback sessions with individual staff members, next steps for instructional improvement, and follow up classroom observations to determine level of feedback implementation and its impact on student growth and achievement.

III. Student Specific Supports & Instruction to All Students

Differentiated Instruction

Hayden McFadden students have varying needs and abilities. The "one size fits all" teaching approach does not result in accelerated student growth and achievement. Therefore, teachers plan for instruction that is differentiated to meet the needs of all students within their classrooms and within lessons throughout the school day. Tailored instruction occurs for all students, both, those students requiring intervention as well as for those students that need to be challenged through enrichment activities. Teachers use various assessments and data points to determine students' ever changing needs as reflected in flexible student groupings.

IV. School Culture & Climate

Building Community

The Hayden McFadden School community includes students, parents, school staff, and strategic community partners. Building and maintaining a positive school culture is an essential component the Hayden McFadden School; a place where students are excited about coming to school to learn, families feel welcomed and connected to the school, and parents and teachers communicate regularly to discuss students' academic and social growth.

Section II: Stakeholder Engagement

Briefly describe the district and school's process for receiving input from stakeholders throughout all stages of the turnaround process. (1-2 pages)

A local team of stakeholders was originally convened in 2016 to develop a new turnaround plan. The stakeholder team consisted of an ESE designee, a School committee chair/designee, Union president/designee, administrator from the school, 2 teachers from the school, Parent from the school Social service representative, workforce development agencies, EEC rep, Community member, and the Deputy Superintendent. Below were the team's final recommendations:

The following autonomies were selected:

- New school calendar and schedule with 1330 hours for student instructional time *
- Additional 15 professional development days*
- Hiring and dismissal of staff (with no bidding or bumping)*
- Determination of the school curriculum and programming*
- Authority over an agreed-upon budget *
- New compensation system * *phased out in 2019-2020*
- Working conditions *

The following recommendations were made:

I. School Structure and Design

- Lower/upper grade academies*
- Instruction: including intervention and enrichment*
- High-quality and differentiated professional development*
- Calendar for school year and school day*
- Support for all levels of ELL students*
- Re-branding Hayden-McFadden as a school of excellence*

II. Wraparound Services

- Partnerships with community-based service providers to meet social-emotional needs*
- Wrap-around coordinator *
- Reassign School Adjustment Counselors to focus more on behavioral needs*
- Utilize the Family Welcome Center model*

III. Early Childhood Programming

- Full day Pre-K program for HM students*
- Coordinate with local day care/preschool programs on curriculum development*
- Boost programs on "Getting Ready for Kindergarten!" *

IV. Parent Engagement

- Parent liaison*
- Developing a shared vision that will include "parents as partners"*
- Support for translation services*
- Home visiting program*

*Indicates recommendations that were implemented throughout the turnaround plan and adjusted based on assessment of needs and outcomes.

Section III: Envision the Future

Briefly describe the 3-5 year vision for the school as a result of the turnaround process. (1 page)

Leadership, Shared Responsibility, and Professional Collaboration

- Continue to recruit and retain highly-qualified staff across grade levels and specialty areas
- Continue to update calendar according to instructional needs of students and tiered professional development needs of teachers as decided by feedback from staff
- Move towards increased vertical teaming and interdisciplinary teaming

Intentional Practices for Improving Instruction

- Continue with standards-based planning, authentic assessments
- Continue with data-driven instruction
- Promoting instructional dialogue
- Promoting analysis & inquiry
- Use mathematical models
- Continued use of phonetic-based reading with FUNdations
- Continued implementation of Guided Reading lessons targeting fluency and reading comprehension skills
- District Implementation of a preK curriculum map

Student-Specific Supports and Instruction to All Students

- Continued processes to identify students in need of instructional services, including BBST and EL identifying process
- Further differentiation and scaffolding within classroom
- Appropriate levels of supports in and out of the classroom
- Further analysis to determine relevant data to track progress and inform instruction

School Culture and Climate

- Expansion of Family Engagement Center to provide more resources and educational opportunities for families in the community
- Helping students to set goals and explore career opportunities and opportunities beyond their community

Section IV: Analysis of Assets and Challenges

Describe the key assets to build upon, and challenges that need to be addressed, that were identified as a result of a thorough root cause analysis. (2-3 pages)

Key Assets:

Staffing:

One of the major assets of the Hayden McFadden school is the staff including teachers, paraprofessionals, and support staff. In year one of turnaround, the school hired approximately 70% new teachers. Throughout the past three years, Hayden McFadden has been able to retain the majority of staff resulting in embedded instructional practices and consistency throughout the school. In addition, the composition of the staff is sufficient to meet the needs of our students ranging from four school adjustment counselors, wraparound manager, parent support specialist, two reading specialists, and a total of nine ESL teachers.

School Culture & Community Buy In:

Over the past three years, the culture of Hayden McFadden School has grown in pride, commitment, and strengthened the partnership between home and school. Families feel welcomed and view the school as a resource and partner in their children's education. From a staff perspective, the staff are committed and dedicated to setting high expectations for our students, providing students with quality instruction, and have a can do attitude when it comes to getting students to succeed. This is evident in the retention of staff over the last 3 years.

Student Growth:

Despite the lack of overall student achievement as defined by MCAS, students continue to maintain typical growth as measured by MCAS.

Shared Mission:

All staff embrace a common vision of providing every student the social/emotional supports needed to be "present" to learn so they can grow at accelerated levels to reach proficiency at their respective grade levels by the end of the year.

Shared Vision:

All staff embrace a shared vision for our students and school. Our vision for students is for all our students to become a productive member of the New Bedford Community. This includes all students graduating from high school and either going on to college/vocational school or entering the workforce. Our vision for Hayden McFadden School is for our school to serve as a cornerstone of the community. A place where students are excited to come and learn. A place where families feel welcomed. A place where staff love to work.

School Wide behavior system:

The school has adopted a universal school wide "clip up-clip down" behavioral system. Both teacher and staff have bought into the system as evidenced in the impact of the system in promoting and reinforcing school and classroom expectations and rules.

Challenges:

Student Mobility:

During the 2017-2018 school year, Hayden McFadden had approximately 67 students leave and 88 students enter the school throughout the school year. During the 2018-2019 school year, over 100 students entered throughout the school year. Every year, Hayden McFadden faces the challenge of student mobility as evidenced in the enrollment and students leaving. In addition, many of the students who enroll at Hayden McFadden throughout the year are new to the country and have limited to no English. The challenge of providing students a solid foundation for learning is a challenge when the frequency of students exiting and entering is high.

Proficiency:

As evidenced in the MCAS scores, the majority of students in grades 3-5 are not proficient in ELA and Math. Hayden McFadden continues to struggle with getting students to reach proficiency. Although students are growing as evidenced in the SGP, students are not growing at an accelerated rate to close the achievement gap. The achievement gap remains consistent; not increasing, but not narrowing.

Reading Level:

The majority of students are reading below grade level for a variety of reasons including, but not limited to, lack of early intervention, lack of formal school for EL students that may not be fluent in their native language, chronic absenteeism, socio-economic factors, etc.

Exposure to Trauma:

The majority of students that attend Hayden McFadden School have some type of trauma including, but not limited to, exposure to domestic violence, homelessness, DCF involvement, substance abuse, mental health, etc. Although Hayden McFadden School has been fortunate to increase the amount of students' supports for their social/emotional well-being (counseling, social groups, access to school adjustment counselors, referrals to community agencies), students continue to struggle with self-control and the ability to regulate emotions.

Dually identified Students (EL & Sped):

Approximately 11% of students attending Hayden McFadden have been identified as both an English Language Learning and Special Education. Meeting these students needs is complex/challenging as these students require a variety of services and supports which at times may remove students from the general education setting and impact their access to core instruction. In addition, there is a challenge in ensuring that students are accurately identified and that language does not play a factor in determining special education eligibility and vice versa.

Limited Background Knowledge:

For many students, limited background, experiential, and worldly knowledge limits their ability to access and comprehend core content, particularly for students new to the country.

Section V: Strategic Objectives & Initiatives Aligned to Turnaround Practices

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

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

Leadership and shared responsibility is the cornerstone of Hayden McFadden School. School administration has set forth a common vision of high expectations for students and staff that is embraced by all staff members. Hayden McFadden continues to exercise its autonomies including staffing, calendar, and curriculum.

Staffing:

Over the past three years, Hayden McFadden School has restructured and realigned staffing to better meet the needs of the school and students. During the 2016-2017 school year, a special education clerk, Wrap Around Coordinator, an additional student adjustment counselor, an additional 4.6 ESL teachers, and an additional assistant principal were added. The additional assistant principal position allowed for more frequent, targeted, and continuous classroom observations focused on teacher development and improving instruction. The Wrap Around Coordinator and additional school adjustment counselor provided students with the social/emotional supports to ensure that students' all around needs (both academic and non-academic) are being met. During the 2018-2019 school year, an additional Spanish speaking School Adjustment counselor was added to help with the social emotional needs of our English Learners and their families. During the 2019-2020 school year, a Parent Support Specialist was added to focus on strengthening relationships and communication between school and families as well as connecting families with various resources in the community as well as an additional ESL teacher and special education teacher to meet the needs of the school's growing population of students requiring special education support and English Language instruction.

Calendar:

Over the past three years, Hayden McFadden School has restructured the school year calendar to best meet the needs of students including an extended school year and school day. The school calendar has varied from 190 days of instruction to the most recent calendar (2019-2020); 185 days of instruction with an 8 hour instructional school day, exclusive of lunch/recess (45 minutes). Similarly, over the past three years, professional development days have ranged from a total of 18 full PD days during 2016-2017 to the most recent calendar (2019-2020) where PD is differentiated based on the needs of staff. Staff may attend up to 15 days of PD.

Professional Development

Professional development continues to be highly focused and tailored to the needs of the staff as guided by the School's Instructional Leadership Team (SILT). Job embedded and ongoing professional development enables the Hayden McFadden staff to apply new skills learned during PD sessions and the opportunity to adjust their practices through reflection and collaboration. The Hayden McFadden staff recognizes that every educator has unique talents and specific skill sets that are valuable and worthwhile to share with colleagues. Teacher-led PD offers colleagues the opportunity to share best practices with each other. The creation of this professional development model has helped to support the establishment of a strong culture of distributed leadership, shared responsibility, and professional collaboration amongst administration, staff, and teachers.

Professional Collaboration:

The Hayden McFadden School master schedule operates on a six day cycle. Every day, teachers have an individual 45 minute planning period with their grade level colleagues, to use at their discretion, for purposes of grade level planning and/or collaboration. Twice a six day cycle, there are two 45 minute administrative directed common planning time (CPT) periods for purposes of common planning, data analysis and action planning, looking at student work, grade level meetings, professional meetings, etc. In addition, during the 2019-2020 school year, the first Friday of every month is scheduled as an early release day for students thus allowing staff additional time in the afternoon for professional development and collaboration. The goal is to allow for more time for vertical planning as well as collaboration amongst ESL, special education, and general education teachers as this has been a challenge over the past three years of turnaround.

School Instructional Leadership Team (SILT):

The SILT is a cross-section of the Hayden McFadden staff and meets on average 1-2 times per month throughout the school year. The SILT's responsibility is to ensure that the turnaround plan is being implemented and strategies outlined in the plan are effective in producing accelerated student growth and achievement. The SILT is tasked with making ongoing adjustments to maintain a positive trajectory towards the clearly defined benchmarks.

School Based Committees:

In an effort to promote distributed leadership and shared responsibility, Hayden McFadden has developed a series of committees to address different facets of our school. Committees include, but are not limited to, SILT, Social emotional, family engagement, Sunshine, staff outing, school beatification, etc. These committees are staff led committees that focus on the betterment of school culture and climate. The goal is for all teachers to serve on at least one committee through the school year enabling our school to address multiple needs at one time.

Turnaround Practice #2: Intentional practices for improving instruction

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

The Hayden McFadden School continues to embrace and utilize specific tools for improving and strengthening teachers' capacity to deliver core instruction based on the MA curriculum frameworks in all content areas (ELA, math, social studies, science, and co-curricular classes-art, music, physical education, and technology). Tools include, but are not limited to, professional development, educator evaluation system (cycle of observations, reflection, and feedback), standards based planning (including the gradual release model), coaching cycle work plans, tiered support for educators, and district and school learning walks. In addition, Hayden McFadden has a full day preschool program for 3 and 4 year olds to better prepare students for success in kindergarten.

Professional Development:

The school year staff calendar includes professional development days as well as job embedded professional development within the school day. Professional development focuses on improving the teaching and learning at the Hayden McFadden School, specifically building teachers' capacity to plan and deliver rigorous high quality engaging instruction that will be differentiated to meet the needs of all students including EL and special education students. The SILT is charged with the task of assessing staff needs and developing a PD plan that spans the school year. Over the past three years, professional development topics have included:

- Standards Based Planning
- Teaching and Learning Framework (Gradual Release Model)
- Meeting the Needs of English Learners: ESL instruction & SEI strategies
- Math: Developing our students into problem solvers
- How disabilities manifest themselves in the classroom?
- Guided Reading
- Benchmark Assessment System
- Analyzing data and Looking at Student Work
- Trauma Sensitive Schools

Phonetic Based Reading: Although improvement and progress have been made, Hayden McFadden data (DIBELS, Fountas & Pinnell, Benchmark Assessment testing) continues to show that many students' lack a solid early literacy foundation resulting in students reading below grade level. Hayden McFadden School will continue to implement an agreed upon Phonetic Based Reading program for all K-2 students and in 2019-2020, this program will be expanded to third grade. The majority of K-3 teachers attended professional development focused on the delivery of instruction utilizing the agreed upon phonetic based program.

Differentiated Instruction: In the first years of turnaround, Hayden McFadden’s primary focus was strengthening core instruction. Within the last year, the focus has shifted to differentiation of instruction to meet the needs of every student. All teachers structure their literacy and math blocks to include whole group and small group instruction. During small group time, teachers plan differentiated instruction based on students’ need and students’ data. Teachers group students accordingly to plan specific lessons that meet the needs of individual students. Student groupings are revisited and adjusted on a regular basis to allow for reassessment of standards mastery.

In addition to the whole/small group structure, students have a weekly a technology class. Students learn basic computer skills and integrate those skills within the core curriculum using various software programs, online applications and the production of grade level projects. All students in grades 3 & 4 use the Typing Without Tears Computer Program to build their word processing and computer skills.

Utilization of the Data Cycle: The data cycle is essential in ensuring that Hayden McFadden students are on track to meet end-of-the-year standards and benchmarks. The data cycle encompasses both, progress monitoring and data meetings. Every 4-6 weeks, teachers are responsible for progress monitoring their students to ensure that students are making academic progress and growth. Students’ growth and progress are the focus of data meetings held every 4-6 weeks. During these data meetings, student work and data are analyzed, discussed, and next steps are formulated to better meet the needs of students. Next steps may include adjustments to instruction through scaffolding supports or depth of topic development, flexible student groupings, and the development of reteach plans for standards not yet mastered. Within the last year, teachers have begun to develop systems for students to track their own data using such systems as student data binders. Through the use of student data binders, students set their own academic goals and show evidence of their growth and achievement.

Educator Evaluation System: The Hayden McFadden School administration uses the educator evaluation system as a tool to improve teaching and learning at the Hayden McFadden School. School administration is responsible for conducting all staff evaluations. School administration engages staff in a continuous cycle of observations, feedback sessions, reflection, and application so staff members understand and embrace ownership of improvement of their own practice so that the evaluation system is viewed as one that is done with them as opposed to being done to them. It is this continuous cycle of growth producing feedback that improves and validates teachers’ abilities to meet the needs of all students resulting in accelerated student growth and achievement.

Coaching Cycle Work Plans: Hayden McFadden School continues to utilize full autonomy in the hiring of staff. Similar to students, the “one size” fits all approach does not meet the needs of a dynamic staff. Teachers will need tiered levels of support to improve their capacities around curriculum, instruction, assessments, relationship building and classroom management. Based on the continuous cycle of classroom observations and feedback sessions, school administration determines the level of support that is provided to each educator. The Teaching & Learning Specialists, in collaboration with the teacher, develop coaching plans to build/enhance teaching and learning. The coaching cycle is instrumental in increasing teacher’s capacities to deliver high quality instruction that result in accelerated student growth and achievement. Every 6-8 weeks, school administration reassesses teachers’ levels of support.

Specialists: All students in grades PreK-5 participate in weekly physical education, health, music, art, and technology. In addition, students in grades 2-5 have a STEM education twice a six day cycle. Specialist teachers have daily common planning time for purposes of collaboration amongst the team. This type of collaboration allows co-curricular teachers to plan instruction in a way that integrates music, art, physical education, and technology standards with core content standards (ELA, math, social studies, and science). Although collaboration between the specialist teachers and grade level teachers remains the goal of scheduling, school administration continue to explore different types of scheduling to allow for this type of collaboration.

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.

In order to meet the diverse needs of the student population, the Hayden McFadden Elementary School has developed and implemented a set of student supports of supporting accelerated student growth for all students including supports for ELL and special education students.

Reading Intervention: Hayden McFadden school has two Reading Specialists that provide intense reading intervention to struggling readers. Through the analysis of multiple data points (DIBELS, district benchmarks, Benchmark Assessment System, STAR, running records, etc.) and in collaboration with grade level teams of teachers (general education, sped, and ESL), students are grouped in a way that meets their specific needs. Tiered supports will be monitored and adjusted every 6-8 weeks during teacher collaboration time and data meetings.

Reading Specialists are responsible for developing, scheduling, and implementing a designed student-specific support model for those students requiring intense reading interventions. Students placed in these interventions are identified using data points including reading levels, district benchmarks and district assessments. Interventions are based on the four major components of reading including phonics, vocabulary, reading comprehension, and writing.

Classroom teachers utilize guided reading in the classroom to rapidly increase students reading skills in the areas of phonemic awareness, phonics, vocabulary, fluency and comprehension. Through the analysis of multiple data points (DIBELS, district benchmarks, Benchmark Assessment System, STAR, running records, sight word assessments, etc.) and in collaboration with grade level teams of teachers (general education, sped, and ESL), students are grouped in a way that meets their specific reading needs. Differentiation occurs during the guided reading block to support students who are below grade level and challenge the students who are above grade level.

Math Intervention: Grade level teams group students into flexible groups to provide intervention on specific Mathematics standards, based on multiple data points (STAR, Envision assessments, formal and informal observations). Tiered supports will be monitored and adjusted every 6-8 weeks during teacher collaboration time and data meetings.

Co-Teach Continuum of Services: The special education instruction at Hayden McFadden has a continuum of student services for students on IEPs and 504 plans. Students receive services on the continuum based on their individual needs. The continuum of services range from the most restrictive classroom to least restrictive. The most restrictive pathway is the transitional resource classrooms for students with significant intellectual disabilities followed by the supportive academic classrooms where the student to staff ratio is smaller than the general education classroom and curriculum is modified based on the students' needs. The next pathway is Resource where students are pulled out of their classrooms and work with a Special Education teacher for periods of the day to receive extra instruction in academic areas. The least restrictive pathway is the co-teach model where a special education teacher and the general education classroom teacher teach in the classroom together for periods of the day.

English Learners:

New Bedford Public Schools has a comprehensive screening process for identifying EL students. Over the past three years, the number of ESL teachers has increased from 1.4 FTE to 9 FTE positions. Hayden McFadden currently supports a total of 337 English Language learners which is 50% of the total school population. There are multiple pathways of ESL support for all levels of English Learners. For students that have both an identified disability and who also require services for English as a second language, both levels of support will be provided including special education support via the special education teacher and EL support via the ESL teacher.

The first pathway of ESL is the Newcomers' Program which includes a total of 4 classrooms. These classrooms are solely for EL students that are new to the country and identified as level 1. These classrooms have no more than 20 students. Students receive their core instruction and ESL instruction (ELA, math, social studies, and science) from teachers that are dually licensed in ESL and general education. An ESL paraprofessional is shared among the classrooms to provide additional support to students.

The second pathway of ESL support is for EL students identified as non-newcomers. This cohort of EL students are placed in general education classrooms and receive their core instruction (ELA, math, social studies, and science) from licensed general education teachers with Sheltered English Immersion (SEI) Endorsement certifications. These students receive ESL instruction from a certified ESL teacher on a pull-out/push-in basis in accordance with the DESE regulations and guidelines.

BBST/SEI Program Cycle Review:

The Building Based Support Team (BBST) and SEI Program Cycle Review Team (SEI PCRT) are proactive systems for identifying and responding to students at-risk, be it, academically, linguistically socially, emotionally or behaviorally. This multi-disciplinary team is comprised of team members from all aspects of education including general education, special education, ESL, and school adjustment counselors. At-risk students are identified and referred by staff members through an agreed-upon referral process. The BBST/SEI PCRT meets weekly and documentation is maintained on students' needs, goals, plan, interventions, supports utilized, observations made and students' progress. All staff that work directly with the identified at-risk student is invited to attend any and all meetings regarding the student. Supports may include community agencies, Department of Children & Families, and Child & Family Services.

EL Afterschool Program:

An afterschool program is offered to all English Learners, which runs twice a week for 1.5 hours each day of the program. The program is designed to increase language acquisition through engaging, language-based activities. During the program, students work in small groups with a teacher on building their language skills in the areas of reading, writing, listening and speaking. Data is collected throughout the program to ensure that students are making gains linguistically and adjustments are made in groupings and instructional practices when needed.

Preschool:

Hayden McFadden has a full day preschool program for three-year-old and four-year-old students. Full day preschool is offered to only those students residing in the Hayden McFadden neighborhood and preference is given to those students that have siblings currently attending Hayden McFadden School. Through the development of a full day preschool program, preschool students develop their social skills as well as build their academic foundational skills needed to be successful in kindergarten. During the 2018-2019 school year, Hayden McFadden was awarded the CPPI grant through the DESE. This grant has resulted in after school and summer programming for students focused on the social and academic development.

Turnaround Practice #4: School Culture and Climate

A safe, orderly, and respectful environment for students and a collegial and collaborative

Strengthening and sustaining a positive school culture is the cornerstone of Hayden McFadden School. The Wraparound Manager and Parent Support Specialist work in collaboration with school administration and staff to sustain a healthy and thriving school climate, create a tiered identification and support system for students and families, and manage and organize community partners for the betterment of our school. A common vision of high standards and expectations is shared by all stakeholders including students, families, school staff, and the larger community. In order to continue to build a culture of excellence, the Hayden McFadden School has developed and implemented the following systems:

Social/Emotional Curriculum:

Over the past two years, a proactive social-emotional curriculum was implemented school-wide, specifically Zones of Regulation, explicitly taught by SAC in classroom. The start of the school day allows for such activities as daily morning meetings for the purpose of addressing students' needs and concerns as well as to identify a goal for each day. Other social emotional supports include the implementation of lunch bunches, monthly student recognition (ex. Student of the Month), and extra-curricular after school programs focused on promoting social-emotional well-being.

Home School communication:

In effort to maintain regular and consistent contact with students' families, agendas will be provided to each student to log homework assignments, reminders and serve as a communication tool between teachers/parents on a daily basis. Hayden McFadden has also added our own Parent Support Specialist who is in the process of creating the new Family Engagement Center. Monthly school newsletters in multiple languages will also be created and sent home with students to provide families with updates on curriculum, school events and student accomplishments. Other forms of communication will also be utilized to include all-call phone messages, telephone calls, good news phone calls/postcards, emails, texting, parent/teacher meetings, school-wide Class Dojo, etc.

ESL Parent Advisory Council:

A Hayden McFadden ESL Parent Advisory Council will be established during the 2019-2020 school year. This council will include representation from district/school administration, Hayden McFadden ELL families, ESL teachers, community members, and Wrap Around Coordinator. The purpose of this advisory council will be to assess the ESL programming at Hayden McFadden and make recommendations to school administration and SILT for improving its effectiveness; build a network between Hayden McFadden ELL families; and develop and build relationships between ELL families and Hayden McFadden School.

During Phase I of the ESL Parent Advisory, the school held at least four “ESL parent cafes” where EL families were informed of the ESL programming offered at the school as well as engaged in different learning activities such as bingo. During Phase II, Hayden McFadden School has taken steps to move beyond the ESL Parent Cafes and towards building capacity in our families to take a more active role in their children’s education and school such as developing into an active PTO. We have also created opportunities for ESL students and their families to attend and ESL after school programs. Additional opportunities for family involvement will be included in the Family Engagement Center.

Student Attendance:

Unlike previous turnaround efforts, the Wrap Around Coordinator will work with the attendance officer to promote regular school attendance via student recognition and incentives such as monthly classroom attendance champions. In addition, it will be essential to determine root causes of chronic attendance issues. In conjunction with teachers, SACs, and others involved with families, a team approach will be used to address chronic absenteeism with the ultimate goal of families working together with each other and with the school staff to ensure their children attend school every day. Bi-monthly meetings will be held with the team to address concerns regarding specific cases of chronic absenteeism. A clear attendance protocol will be established and communicated to all stakeholders. The attendance officer will regularly collect, disseminate, and analyze student attendance reports for the purpose of identifying those students with attendance issues, including tardies, absences, and early dismissals. The attendance officer will follow the NBPS district procedures for addressing student attendance issues and start the progressive discipline procedures to include, but not limited to, attendance notices mailed home, parent phone calls, home visits, and filing with the court system for chronic attendance offenders. At the school level, teachers will also monitor student attendance. If a teacher identifies a student as having poor attendance, the teacher will submit an agreed upon attendance referral to school administration. In addition, within a monthly newsletter, the attendance protocol will be outlined for parents/guardians with incentives and rewards.

Family Engagement Center:

Currently, the Hayden McFadden School has opened a Family Engagement Center. The Wrap Around Coordinator will be responsible for the Family Engagement Center to meet the needs of the Hayden McFadden community. This will be done in several ways including, but not limited to, educating the Hayden McFadden staff on the services and supports offered to school families, presenting at various school events (open house, family nights, etc.). One of the ways in which the Family Engagement Center will engage and educate families will be through the Family Institute for Student Success (FISS) program, a multi-week educational course offered to parents and families of Hayden McFadden Students.

Wrap Around Coordinator:

It is essential that trust be developed, established, and sustained between the Hayden McFadden School and the families of students attending the school. The Wrap Around Coordinator plays an instrumental role in bridging the partnership between home and school. The Wrap Around Coordinator, along with community-based agencies or organizations, will provide wraparound services that enhance student learning and ensure families are partners in their child's progress toward higher achievement. Wrap around services include, but are not limited to, home visits, adult workforce development, wraparound referrals, family literacy development, mentoring, implementing the N.O.W. (Nutrition on the Weekends) program, English Language Development, and Family Engagement Center, leading the Student Ambassador Program, organizing the Family Institute for Student Success (FISS) program, etc.

Parent Support Specialist:

This year, Hayden McFadden has added a Parent Support Specialist, who along with the Wrap Around Coordinator, plays an instrumental role in bridging the partnership between home and school, particularly with our EL families. The Parent Support specialist will work in collaboration with the Wrap Around Coordinator to educate families about the various services and supports offered through Hayden McFadden such as the Family Engagement Center and its services, the FISS program, train parent volunteers, etc. In addition, the Parent Support Specialist supports families with interpretations, translations, completion of forms, etc.

A Parent Teacher Organization (PTO):

Creating a Parent Teacher Organization continues to be a goal for Hayden McFadden. With the implementation of the Family Institute for Student Success (FISS), the next effort will be to have parents and families continue to be active and engaged as partners in their children's learning through a PTO. The 2011 Massachusetts Family, School, and Community Partnership Fundamentals will serve as the foundation for this work. The Wrap Around Coordinator will work toward creating a more welcoming environment in the school that will develop and foster personal relationships for families, developing effective two-way communication pathways, and engaging families in the work of the school as seen through the eyes of families in their children's progress and success. Outreach will be conducted so that a viable and active PTO will be created that will meet monthly at an agreed upon schedule and ongoing communication will take place through monthly calendars and reminders. The PTO will be responsible, with the administration, for organizing events to help build a strong school community supporting both the needs of the school and the needs of the students so that families become truly invested in their child's success and in the ultimate success of the school. Events may include curriculum nights, family game nights, candy bar bingo, movie nights, family fitness nights, and other events planned with community partners.

Monthly Assemblies:

Monthly assemblies and other venues will be used to recognize students and families for their accomplishments and achievements including such awards as student of the month. Families will receive notification if their children are to receive awards and they will be invited to attend the assembly. Partners will be sought to provide food and lunch for families and students so that families can celebrate with their children and become more engaged with the school's efforts.

School Sponsored Events:

The Hayden McFadden School will host a variety of Back to School events including Open House which will be held in early September for the purpose of welcoming all students/families to a new academic year. During Open House, families will have the opportunity to visit the classrooms and meet their children's teachers. In addition, an orientation will be held in August for all students entering preschool and kindergarten.

The purpose of the kindergarten and preschool orientations will be to communicate to families important information about school protocols including arrival, dismissal, school hours, etc. as well as provide an opportunity for kindergarten and preschool teachers to share with families academic, behavioral, and social expectations. During such events, community agencies will be invited for the purpose of sharing resources that will be available to families of the Hayden McFadden students.

Unlike previous turnaround efforts, the Hayden McFadden School will host a variety of workshops for parents so they can partner with school staff in supporting their children at home. These workshops will provide parents the opportunity to volunteer in classrooms. Parents will then have the opportunity to work with teachers and support staff on creating different resources that they can use with their children at home. Similar workshops will be held after school which will allow families and their children to work together on such resources.

During the 2019-2020 school year, parent-teacher conferences were built into the schedule during the month of October and March as a way to engage parents in their children's learning. These conferences are predominately led by the teacher. In the next phase, the goal will be for conferences to be student-led where students share with their families their academic progress and growth.

Section VI: District Systems

Districts describe changes in policies/autonomies, systems to support school-level turnaround plans, and a three-year financial plan for the school, including an analysis of resource inequities. (2-3 pages)

Under the prior Hayden McFadden Turnaround Plan (prior to 2016) the school was awarded just over \$1 million in a School Redesign Grant. In preparing for the “sun-setting” of the grant dollars the district rolled the stipends for the additional staff time into the FY17 local budget, which totals \$250,000.00. The new Hayden McFadden Turnaround Plan (created in SY 2016-2017) is not eligible to apply for the school redesign grant. The plan in its entirety will be funded through the New Bedford Public Schools local budget.

Inclusive in the local budget and throughout the turnaround plan years (2016-present) are added positions to help ensure all students’ needs are met. Positions includes additional SACs, reading specialists, teaching and learning specialists, additional ESL teachers, wrap around coordinator, parent support specialist, special education clerk, year-long office secretary, additional administrator, STEM teacher, and technology teacher. In 2019-2020, the school moved away from the career ladder compensation system, for both unit A and B that was negotiated as part of the Memorandum of Agreement (MOA) between the New Bedford Public Schools School Committee and the New Bedford Educators’ Association during 2016-2019.

Changes in Policy and Strategies to Consider under State Law

Districts are required to consider the following changes to policy and strategies for any school designated Underperforming, and are granted statutory flexibilities to enhance their efforts to address them. However all schools, even those without this designation, can benefit from considering these changes. Check all that apply and attach a copy of the revised collective bargaining agreement. Joint Resolution Committee decision, or Memorandum of Understanding/Agreement.

Curriculum and Instruction

- Expand, alter, or replace curriculum:** The Superintendent may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses
 - Expand use of time:** The Superintendent may expand the school day or school year or both of the school
- Add Kindergarten or pre-Kindergarten:** The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

Financial and Asset Management

- Reallocate school budget:** The Superintendent may reallocate the uses of the existing budget of the school
- Reallocated district budget:** The Superintendent may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district. (If the school receives funding at least equal to the average per pupil funding, with the approval of the School Committee, the Superintendent can direct additional funds to the school.)

Human Resources

- Attract and retain leaders and teachers:** The Superintendent may provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan
- Make staffing changes:** The Superintendent may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications
- Implement new systems:** The Superintendent may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure
- Leadership development:** The Superintendent may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

Professional Development and Collaboration

- Embedded professional development:** The Superintendent may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback

- **Expanded teacher planning time:** The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

Leadership and Governance

- **Change Collective Bargaining and Policies:** The Superintendent may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced
- **Change District Policies:** The Superintendent may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

Additional Strategies

- **Study best practices:** The Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school
- **Address mobility and transiency:** The Superintendent may establish strategies to address mobility and transiency among the student population of the school
 - **Additional strategies:** The Superintendent may include additional components based on the reasons why the school was designated as underperforming and the recommendations of the local stakeholder group

Section VII: Goals, Benchmarks, and Progress Monitoring

Describe the process the school and district will use to monitor the impact of the strategies as articulated in the benchmarks. (2-3 pages)

The school will use a combination of systems to monitor the impact of the strategies on student growth and achievement, community engagement, and school culture. Systems included in the turnaround plan including, but not limited to:

- STAR Assessment for students in grades 2-5 (Math & ELA)
- TELL Assessment for EL students in K-5
- DIBELS K-1
- Benchmark Assessment System K-5
- Common Formative Assessments
- A continuous cycle of observations, feedback sessions, reflection, and application conducted by school administration
- District/School Learning Walks
- Surveys
- Family attendance at school sponsored events
- Staff turnover

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.

Measurable Annual Goals (MAGs) for Student Achievement	We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none">1. Annually by August 1, 100% of the Hayden McFadden staff will be hired as a result of a rigorous application process to include interviews and model lessons.2. The staff calendar will distributed to all staff upon returning to work for the new school year. The calendar includes such dates as monthly SILT meetings, professional development days, data meetings, data cycles, assessment cycle, family engagement events, early release days, etc.3. Every teacher will serve on at least one committee throughout the school year.4. For each administrative directed CPT, a sign in sheet will be utilized and an agenda developed to reflect professional collaboration.
Interim Benchmarks for Students	<ol style="list-style-type: none">1. In grades 2-5, at least 80% of classroom will have 80% of students will meet or exceed their individualized ELA and Math scaled score targets as set by the STAR dashboard.2. In grades 2-5, at least 60% of classrooms will demonstrate high growth as measured by the Growth Proficiency Chart.3. In grades PreK-2, at least 80% of classrooms will master the grade level Dolch sight word list. Mastery is defined as a student fluently reading 80% of the words on the grade level Dolch sight word list.4. In grades K-1, at least 80% of classrooms will have 80% of students demonstrating sustained growth as measured by DIBELS MOY/EOY. Sustained growth is defined as a student meeting or exceeding benchmark or an increase in levels (intensive, strategic, benchmark) on the overall composite score.5. In grades K-5, at least 80% of students will increase their F&P level by one level from BOY to EOY.

Turnaround Practice #2: Intentional practices for improving instruction

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

Measurable Annual Goals (MAGs) for Student Achievement	We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.
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	<ol style="list-style-type: none">1. In grades 2-5, at least 80% of classroom will have 80% of students will meet or exceed their individualized ELA and Math scaled score targets as set by the STAR dashboard.2. In grades 2-5, at least 60% of classrooms will demonstrate high growth as measured by the Growth Proficiency Chart.3. In grades PreK-2, at least 80% of classrooms will master the grade level Dolch sight word list. Mastery is defined as a student fluently reading 80% of the words on the grade level Dolch sight word list.4. In grades K-1, at least 80% of classrooms will have 80% of students demonstrating sustained growth as measured by DIBELS MOY/EOY. Sustained growth is defined as a student meeting or exceeding benchmark or an increase in levels (intensive, strategic, benchmark) on the overall composite score.5. In grades K-5, at least 80% of students will increase their F&P level by one level from BOY to EOY.

<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. School administration in collaboration with the Teaching and Learning Specialists will determine tiered levels of support for all teachers by October 1 and meet every 4-6 weeks to reassess the tiered levels of support provided by the TLS via the coaching cycle. 2. By November 15, 2019, school administration will provide evidence of growth producing feedback given to 100% of teachers focused on rigor of instruction, high expectations, and student engagement. Throughout the school year the frequency of announced and unannounced classroom observations will be based upon the level of differentiated support needed for each teacher. 3. By October 1, at least 80% of teachers will frame their literacy and math blocks to include a whole group/small group component. During small group instruction, students will be grouped by needs to differentiate instruction for intervention and enrichment. Student groupings will be reassessed every 4-6 weeks and adjusted as needed.
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. In grades 2-5, at least 80% of classrooms will have 80% of students meet or exceed their individualized ELA and Math scaled score targets as set by the STAR dashboard. 2. In grades 2-5, at least 60% of classrooms will demonstrate high growth as measured by the Growth Proficiency Chart. 3. In grades PreK-2, at least 80% of classrooms will master the grade level Dolch sight word list. Mastery is defined as a student fluency reading 80% of the words on the grade level Dolch sight word list. 4. In grades K-1 at least 80% of classrooms will have 80% of students demonstrating sustained growth as measured by DIBELSMOY/EOY. Sustained growth is defined as a student meeting or exceeding benchmark or an increase in levels (intensive, strategic, benchmark) on the overall composite score. 5. In grades K-5, at least 80% of students will increase their F&P level by one level from BOY to EOY.

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.

<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 students group.</p>
<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. Every 4-6 weeks, 100% of teachers (including Special Education teachers and ESL teachers) will participate in data meetings for the purpose of analyzing student data to ensure students are making steady progress and adjust and plan instruction for those students not demonstrating growth as evidenced by multiple data points. 2. By the sixth week of school, the BBST/SEI program cycle review team will meet for the purpose of meeting the needs of students who require additional supports and interventions based of multiple data points. 3. Every month, the SILT will meet for purposes of reviewing the school schedules and staffing to ensure that all students’ needs are being met.
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. In grades 2-5, at least 80% of classrooms will have 80% of students meet or exceed their individualized ELA and Math scaled score targets as set by the STAR dashboard. 2. In grades 2-5, at least 60% of classrooms will demonstrate high growth as measured by the Growth Proficiency Chart. 3. In grades PreK-2, at least 80% of classrooms will master the grade level Dolch sight word list. Mastery is defined as a student fluency reading 80% of the words on the grade level Dolch sight word list. 4. In grades K-1 at least 80% of classrooms will have 80% of students demonstrating sustained growth as measured by DIBELSMOY/EOY. Sustained growth is defined as a student meeting or exceeding benchmark or an increase in levels (intensive, strategic, benchmark) on the overall composite score. 5. In grades K-5, at least 80% of students will increase their F&P level by one level from BOY to EOY.

Turnaround Practice #4: School Culture and Climate

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

<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 students 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 measure is needed for each of these three items) 5. Student safety and discipline 6. Student promotion and dropout rates 7. Graduation rates (high schools only)</p>	<ol style="list-style-type: none"> 1. By January 1, at least 80% of families will have attended at least one school based event at the Hayden McFadden School. 2. By January 1, at least 80% of teachers/support staff will maintain excellent attendance as evidenced by 3 or less school absences. 3. By Spring, at least 85% of students will report that teachers make what they are learning in class interesting as measured by a school wide survey. 4. During the 2019-2020 school year, we will maintain a 95% or higher daily student attendance rate. 5. The number of “calls for assistance” will decrease by at least 10% when comparing BOY 2019 to EOY 2020. 6. Hayden McFadden will promote at least 95% of students given the level of student supports including, but not limited to: <ul style="list-style-type: none"> - Phonemic Based Reading Program - A new RTI Reading Intervention Model - Increase in time on learning - ELL instruction and supports - Continuum of special education services

<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. Each month, 100% of teachers will have communicated with at least 85% of their students’ families as evidenced by a parent communication log maintained by teachers that documents date, time, type of contact, and topic of conversation. 2. By the sixth week of school, the BBST/SEI program cycle review team will meet for the purpose of meeting the needs of students who require additional supports and interventions based of multiple data points. 3. By January 2020, Hayden McFadden will have hosted at least two family events focused on math/literacy. 4. By October 1, 100% of teachers will conduct a morning meeting with students in accordance with the implementation of a social/emotional curriculum.
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. By November 1, at least 80% of our students will participate in Breakfast in the Classroom. 2. During the 2019-2020 school year, we will maintain a 95% or higher daily student attendance rate.