

Thomas Anderson
Superintendent



Turnaround Plan Template

Table of Contents

Turnaround Plan Cover Sheet 2

SECTION I: Executive Summary 3

SECTION II: Goals & Benchmarks 5

SECTION III: Monitor Progress 17

SECTION IV: Local Stakeholder Group Roster and Recommendations..... 22

Turnaround Plan-Annual Renewal Cover Sheet

District: New Bedford
School: New Bedford High School
Turnaround Plan-Annual Renewal
School Year 2021-2022

Superintendent's Signature: _____

Date of Submission to Local Stakeholder Group:

Date of Submission to School Committee:

Date of Submission to ESE:

Year of Designation: _____

Year Eligible for Exit: _____

SECTION I: Executive Summary

In 2015 New Bedford High School embarked on a 3-year school turnaround effort focused on the following four priority areas:

1. Improve the Quality of Instruction
2. School Structure and Time on Learning
3. Use Data to Monitor Student Progress, Provide Support and Challenge Students
4. School Community and Family Partnerships

During school year 2017-2018, New Bedford High School and New Bedford Public Schools partnered with District Management Group (DMG) to engage in a year-long visioning process to identify areas of focus based on the original turnaround plan. The DMG findings identified areas of success and areas for growth. As a result, DMG and the New Bedford High School Visioning Committee, comprised of parents, community leaders, school and district employees, students, and others outlined three priority areas: (*#Addendum attached*)

- Teaching and Learning
- Attendance and Mobility
- Culture and Climate

Beginning School Year 2018-2019, the Vision Committee met regularly to develop specific high leverage goals to achieve growth in areas noted by the DMG report. Sub-Committees were formed under each priority area and the three committees developed a series of action steps to meet targeted goals. The *Teaching and Learning* Vision team, based on data from the Monitoring Site Visit (MSV), developed a plan for meeting MSV high range scores in the areas of analysis and inquiry, instructional dialogue, and student engagement. (*addendum attached*) The *Climate and Culture* Vision team focused on developing a plan that would address the public's negative perception of NBHS. The *Attendance and Mobility* Vision team determined that Advisory curriculum revisions and more frequent Advisory sessions would increase students' connections to school thereby improving attendance. In addition to a change in Advisory, the NBHS leadership team is re-introducing portions of the Engaging Schools protocols which were developed earlier in the turnaround process. NBHS leadership continues to reinforce the expectation that consideration to meeting the social emotional learning needs of all students must be an integral part of planning for learning. Professional Development has been centered around growth mindset, equity, professional accountability, high expectations, building relationships, and providing a safe and supportive environment especially for children of trauma.

A data team was formed to closely study the new Massachusetts accountability system and will be facilitating a workshop to help all staff understand New Bedford High School's Accountability Data and our next steps. The New Bedford Public Schools Instructional Guide and District Curriculum Accommodation Plan (DCAP) will be utilized when planning lessons, curriculum and assessment with an expectation that all curriculum be housed in the ATLAS platform. The table below outlines the specific goals and action steps created by the vision committee groups.

School Year 2019-2020

Priority Area of Focus	Goal	Action Steps	Timeline
Teaching and Learning	Develop a set of skills-based standards which create academic environments that bolster analysis and inquiry-based learning	Utilize feedback from the 2019 MSV to inform PD	SY 2018-19
		Increase engagement by using skills-based standards to develop H.O.T. skills through analysis and inquiry and instructional dialogue	SY 2019-20
		Utilize ATLAS Rubicon to update and house curriculum	
		Curriculum, Instruction and Assessment will be further developed using both the district Instructional Guide and District Curriculum Accommodations Plan (DCAP)	
		Engage in DESE sponsored Tiered-Literacy Academy	SY 2019-22
Priority Area of Focus	Goal	Action Steps	Timeline
Attendance and Mobility	Build stronger connections to school for students.	Redesign Advisory and increase meeting frequency	SY 2019-20
		Implement Engaging Schools protocols and strategies	SY 2019-20
		Conduct Professional Development with Social Emotional Learning focus	SY 2019-20
		Develop two-year plan for connecting Advisory to extra-curricular clubs and implementation of One-Card system	SY 2019-21
		Engage in DESE sponsored SEL/MTSS Academy	SY 2019-22
Priority Area of Focus	Goal	Action Steps	Timeline
Culture and Climate	Empower students to lead, represent, and be the voice of NBHS telling our story and increasing public awareness of all the positive things happening at NBHS.	Draft project proposal, outline curriculum, recruit student ambassadors, and implement program.	SY 2020

SECTION II: Turnaround Practices for the School and District – MSV/AIR

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

School Year 2020-21 Updates

Progress

1.1-Use of Autonomy

- Bell schedule modified to accommodate hybrid model of instruction with screen time reduced for remote students and transition time for in-person learners increased to allow time for COVID protocols
- Focus on the distribution of and support in use of 1:1 devices and digital platforms
- Focus on implementation of technology platforms for concerted effort to promote student engagement and attendance (support staff teams, administrative leadership team, instructional leadership team, grade-level teams)

1.2-High Expectations and Positive Regard

- NBHS actively participated in monthly Principals' meetings, regularly attended NBPS STAT meetings providing detailed data to show progress toward meeting performance goals
- NBHS gathered school performance data aligned with the NBPS School Performance Calendar Data Points
- Responsive PD opportunities provided: Instructional/Operational Technology, SEL, Attendance, Family Outreach, WCBBST, Equity, Safe and Supportive Schools, Social Justice, Co-Teaching and Inclusion, DCAP
- High expectations for student and family engagement maintained
- Team approach to analyzing and planning responses to data especially with regard to keeping seniors on track for graduation
- Collaboration time for administrative, content area, and support teams to build positive relationships, improve practices, and look closely at ways to support the social-emotional well-being of each student and the school community as a whole
- Credit recovery options provided, increased home visits, added two attendance officers, and summer programming planned to address gaps resulting from COVID challenges
- A Data team comprised of Assistant Principals, instructional leadership, guidance staff, and operational leadership met regularly to review attendance and grade data and set goals and planned interventions

1.3-Vision/Theory of Action and Buy-In

- PD Topics aligned to unique needs of hybrid learning while providing continuity with previous years focus on Equity, Technology Integration, Safe and Supportive Schools, Social-Emotional Learning, Research Based Best Practices, Anti-Bias Curriculum and Instruction
- PD included sequenced sessions allowing for implementation, feedback, and reflection on application of professional learning to practice
- ½ day PD sessions implemented on several Wednesdays during the school year, one ½ day dedicated to family outreach
- Virtual Open House held with information on curriculum and expectations shared with families through presentations created by teams/teachers
- School-based and district-led learning walks conducted with 'look fors' and non-evaluative feedback provided individually and, in the aggregate – Both in-person and remote learning walks were conducted
- Digital data warehouse for recording, manipulating, tabulating, and analyzing learning walk data used K-12
- Coaching and resources provided to teachers by CILs, mentors, Support Staff, and Administrators

- High emphasis and concerted efforts placed on attendance, SEL, student engagement, family outreach, ASPEN journaling, collaboration and communication between and among content and support teams in support of students
- Shared responsibility emphasized and supported
- Student Advisory Council and student government representatives met regularly with Headmaster to inform and take ownership in school improvement

1.4-Monitoring Implementation and School Progress

- PD for all staff focused on interventions for responding to increases in absenteeism and training for staff on the importance of accurately reporting both daily and class attendance
- District STAT Meetings – CILs, Support Staff, and Leadership Team members analyzed accountability data, presented findings, plans for improving, and impact of interventions on outcomes
- Attendance Officers – Closely analyzed attendance data and coordinated responses with Whole Child Building-Based Support Teams to improve attendance
- Increased the number of home visits to respond to increased absenteeism resulting from COVID crisis and remote learning
- ASPEN journaling used more extensively for recording attendance, behavior, and grade comments and communications between stakeholders

1.5-Trusting Relationships

- Continuity of co-taught model to build capacity for supporting English Learners and students with special needs
- Staff utilized digital platforms to collaborate, share effective practices, and support each other
- Instructional leadership provided resources and support to teachers

1.6-Time Use for Professional Development

- Focus on increasing student engagement and attendance
- A variety of opportunities for PD focused on meeting challenges of hybrid model while also continuing emphasis on Equity, supporting ALL students, instructional best-practices, family outreach, Safe and Supportive Schools, and anti-bias practices/policies
- PLC utilized for curriculum collaboration and family outreach
- Content area teachers involved in NAF PD for interdisciplinary work

1.7-Communication with Staff

- ASPEN journaling feature used more extensively and reinforced with PD led by administrators and support staff
- Microsoft Teams functions used extensively for communication, collaboration, PD delivery, PLC meetings and observations/learning walks and feedback
- NBHS Website reworked
- Weekly Whaler REaD with updates from all areas for entire staff
- Open and responsive communication via email and Teams
- Regular meetings with Faculty Advisory Committee to address staff questions/concerns
- Q & A opportunities provided to staff at various times during the school year
- Grade-level team meetings held virtually

1.8-Sustainability

- Self-efficacy led to a sense of collective-efficacy and vice-versa
- Grade-Level team model to support strong relationships and improved outcomes for ALL students
- Distributed leadership with staff approaching problems with a solutions-focused, open-minded, cross-team mindset listening attentively to perspectives with a goal of improving outcomes
- Hiring practices aligned with NBPS expectations

- NBHS administrators involved in hiring and onboarding process and interview teams are formed based on role
- 19 certified Mentors across various licensure fields and monitoring of new staff progress toward licensure advancement
- New Teacher Orientation leaders recruited and increased leadership roles for teachers

Potential:

- Utilize evaluation self-assessment, goal setting, and educator plan to align school efforts across teams and with district strategic plan
- Scheduling of learning walks which include a cross-section of staff (support staff, administrators, etc.)
- Consistent monitoring of instructional practices with clearly established protocols for reporting findings, providing feedback, and planning follow-up
- Continue to monitor progress SY 2019-20 Visioning Team priority areas: Teaching and Learning, Attendance and Mobility, Culture and Climate
- Establish consistent norms and protocols for PLCs and process for sharing team agenda and minutes with ALL staff
- Continue with curriculum review and revision with Equity, SEL, Technology Integration, Instructional Guide, and Acceleration Roadmap in mind
- Bridge technology gaps for students lacking experience in the use of technology
- Continue to promote collaboration between and among school teams to minimize isolation
- Continue to build capacity in mentor teachers and monitor progress of teachers in licensure advancement and recertification
- Monitor continued progress with waived and emergency licensed teachers
- Continue to develop Grade-level team capacity using the distributive leadership approach

Benchmarking Progress:

Leadership, shared responsibility and professional collaboration

Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Educator Evaluation System 2. Analysis of Student Work resulting from administration of common formative assessments 3. Math, ELA, and Science Benchmark BOY, MOY, EOY
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Math, ELA, and Science Benchmark BOY, MOY, EOY 2. Common Formative Assessments 3. 21st Century Learning Expectations around student engagement, analysis and inquiry, higher order thinking

Turnaround Practice #2: Intentional practices for improving instruction

School Year 2020-21 Updates

Progress

2.1 Instructional Expectations

- Expectations for student participation, curriculum, instruction, assessment, and grading, in hybrid (remote/in-person) model clearly established through leadership team collaboration, fully outlined and shared with all staff at beginning of SY20-21
- Educators taking ownership in research, study, and development of practices most effective for supporting positive outcomes for social-emotional, academic, and behavioral goals
- PD and PLC consistently used to communicate expectations and support educators in implementing intentional practices
- Whole-school participation in curriculum/policy/practices equity audits
- Year 3 participation in both the MTSS Literacy Academy and SEL and MH Academy
- PD sessions series in the following areas: utilizing Literacy Academy PD series on social inequities and anti-bias education, Safe and Supportive Schools, social justice, DESE Remote Teaching Modules #1-5 used as resource for PD development, Asynchronous/Synchronous instruction, Microsoft Teams PD both facilitated and self-guided opportunities
- PD was conducted virtually and model integration of technology, analysis and inquiry, staff engagement, and instructional dialogue
- PD continued to weave professional learning from previous years into the design: MTSS, SEL framework, culturally responsive teaching, Safe and Supportive Schools, Equity, and trauma sensitivity

2.2 Instructional Schedule

- Semester scheduling
- Advisory period held virtually on Wednesday
- NAF courses and Dual Enrollment opportunities
- A, B, C, and D cohort structure implemented with students with highest needs attending in-person 5 days per week
- 30-minute instructional block allowed for time to transition and provide academic and social-emotional support to students within the 52-minute period

2.3 Identifying and Addressing Student Academic Needs

- Staff-centered, Staff-Led PLC more extensively implemented to allow for collaboration between teachers to build capacity for integrating technology into curriculum, instruction, and assessment (Edulastic, NearPod, Socrative, Google Classroom etc.)
- Sharing best practices for improving outcomes and looking closely at performance indicator data to address student needs and problems of practice
- Microsoft Teams used for content-team collaboration and communication, PLC, PD, and Leadership Team meetings
- Student Support Team

2.4 Classroom Observation Data Use

- Learning walks conducted on a limited basis with limited opportunities for learning walks to be conducted collaboratively as in previous years
- Two learning walks conducted with district leadership facilitating use of digital platform for gathering, organizing, analyzing, and sharing learning walk data

- Formal observations conducted both in-person and virtually and aligned with 2012 MA DESE educator rubric

2.5 Student Assessment Data Use (school-wide decision making)

- Data team with representatives from Guidance, Administration, Technology Integration, Instructional Leaders, and Teachers met regularly to review attendance and grades data and plan high leverage interventions
- CILs and Leadership Team continued to analyze student performance data on BOY, MOY, EOY, AP, and CFAs with emphasis on improving outcomes for specific sub-groups
- NBHS strategically prepared for and participated in monthly District STAT meetings with representatives from the Administrative Leadership Team taking ownership in presenting performance data
- Presentation at monthly STAT meetings included detailed reports on interventions implemented to respond to needs and progress made as a result of implementation

2.6 Student Assessment Data Use (for classroom instruction)

- SST Meetings use behavior, attendance, and grades data to inform next steps for Tier 1, 2, 3 supports
- Teachers use variety of digital platforms (Edulastic, Nearpod, Microsoft Forms, etc.) for more frequent formative assessment to plan for learning
- Edulastic used for common assessments administered on an alternating two-week schedule based on content area
- BOY, MOY, and EOY data assisted in monitoring student progress in the hybrid model
- Teachers utilized Microsoft Analytics and other progress monitoring platforms to assess student engagement levels and make decisions about the most effective digital tools for increasing student participation especially during remote days

2.7 Structures for Instructional Improvement

- PD on synchronous and asynchronous instruction
- PD referencing MA DESE remote Teaching Modules #1-5
- Professional Development and PLC with emphasis on relationship building, supporting SEL needs of students, family outreach, Technology Integration (Microsoft Teams, Google, and various digital platforms)
- PD modeling expectations for classroom instruction
- Learning walk and Educator Evaluation feedback
- Strong pool of mentor teachers and cross-content area mentor/mentee matching
- Increased emphasis on the importance of celebrating successes and providing opportunities for educators to collaborate within and across teams to share effective practices

2.8 Planning for Incoming Students

- ASPEN teacher recommendations
- Analyzing individual student data
- Registration and Pathways Administrator oversight
- Grade-Level Team approach with Administrators and support staff collaborating
- Virtual Grade 8 Open House
- Informational videos highlighting variety of programs created to share with incoming students and families
- Virtual meetings and assemblies
- NBHS meetings with Middle School support teams

2.9 Systems for College and Career Advising

- The following are supports for College and Career Advising: National Academy Foundation courses, Gear Up and Talent Search partnerships, Advisory with content specific to grade-level, Naviance platform for assessment, instructional videos, expanding career technical experience offerings with robotics lab, broadcasting studio, and maker-spaces for STEM education

Potential:

- Professional Development: continuing with emphasis on previous years professional learning with emphasis on integrating technology effectively to address curriculum, instruction, and assessment challenges of a hybrid model
- PD: Integration of Technology to model expectations (classroom instruction, support staff, administration, operations, clerical)
- Formal observation feedback calibration to ensure feedback is of high-quality and growth-producing
- Develop a year long schedule and system for ensuring learning walks are conducted and feedback is shared
- Continue with equity audits, anti-bias curriculum/policy review and revision
- Establish master-schedule review team with representatives from all teams and opportunities for all voices to take ownership in master-scheduling
- Increase student engagement in utilizing Microsoft Teams to complete and submit assignments
- Provide opportunities for staff to work across content teams
- Continue to communicate action steps for meeting identified needs
- Take a proactive stance, review process for device deployment, and work closely with district in planning for deployment of student 1:1 devices to ensure ALL students have devices on Day 1 of each school year
- Involve Middle School teams in High School master-scheduling process, develop a calendar for meeting regularly to discuss incoming grade 9 students’ needs and interests
- Explore Naviance accessibility potential for accessibility to English Language learners
- Involve students in Career/College goal setting and planning
- Advisory curriculum selection, execution, monitoring, and follow-up
- Transition planning in collaboration with sending schools

Benchmarking Progress:
Intentional practices for improving instruction

Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Other MAGs 3 required by statute: 1. Student acquisition of twenty-first century skills 2. Development of college readiness 3. Student attainment of National Academy Foundation certification indicating career readiness	<ol style="list-style-type: none"> 1. 60% of students will increase from one level of mastery to the next in 21st century skills between first and second semesters. 2. 60% of students grades 9 through 11 will access Naviance 3. The number of students achieving NAF certification upon graduation will increase by 30%.
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Learning Walks to determine effectiveness of key instructional practices supported through professional development. 2. Educator Evaluation System performance ratings 3. Content area review of 21st Century Learning Expectations student work samples
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Quarterly progress and grade reports 2. 21st Century Learning expectations self-assessment and teacher assigned performance rating

- | |
|---|
| <ol style="list-style-type: none"> 3. Application of Growth Mindset theory through self-monitoring and academic performance data tracking 4. Advisory survey administered BOY, MOY, EOY to demonstrate increase in student connectivity to school |
|---|

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

School Year 2020-21 Updates

Progress

3.1 General Academic Interventions

- Academic interventions available through Tier 1 implementation of DCAP
- Whole-School Building Based Support Teams meet regularly to monitor progress of students
- APEX credit recovery, Evening school, Alternative Pathways
- MCAS Intervention classes
- Shortened instructional periods (30-minute) to allow for transitions and personalized support time within a 52-minute period
- Digital platforms provided an additional means for students to receive academic support

3.2 Teacher Training to Identify Student Needs

- PD on introduction to MTSS, SEL, Safe and Supportive Schools, Trauma Sensitive Schools, District Instructional Guide and DCAP
- Expectations for classroom curriculum, instruction, and assessment clearly outlined and communicated with all content area teams
- Grading expectations based on point system
- Learning walks and evaluation feedback reinforce professional learning
- Sequenced PD sessions with time for application, feedback and reflection between sessions

3.3 Systematic Determinations of Student Interventions

- DCAP interventions were reviewed and a tiered approach to discipline remained in effect, however, the hybrid model necessitated adaptations and also minimized challenging behaviors that may have prevailed with a full enrollment in in-person learning
- Student support teams, comprised of cross-team stakeholders, continued to look closely at individual student behavior, attendance, and grade data
- Higher staff participation in ASPEN journaling as a means of communicating student progress between staff and with families enrolled in the ASPEN portal
- More extensive and meaningful use of technology as a means of promoting student engagement
- Professional Learning: DESE Remote Learning Modules, MTSS, SEL, Culturally Responsive, Safe Schools, DCAP, Instructional Guide, Synchronous/Asynchronous, Microsoft Teams

3.4 General Enrichment and Advanced Learning Opportunities

- NAF Academy Exploratory

- Internships
- Robotics, Finance, Broadcasting, and Maker Space Labs
- Dual Enrollment programming for grade 8 students
- Dual Enrollment for high school students to enroll in higher education courses
- Advanced Placement increased enrollment

3.5 Academic Supports for English Language Learners

- ESL/ELA co-taught classes
- SEI co-taught classes (science, math, history)
- SLIFE and Newcomers programming
- Credit recovery access
- Use of ACCESS data to appropriately place and meet needs of students
- Whole Child Building Based Support Team to include ESL CIL
- EL participation in electives
- After school support
- Teacher check-ins
- District ESL Academy
- Limited proficiency Els included in 5-day per week in-person learning cohort

3.6 Academic Supports for Students with Disabilities

- General education and special education co-teaching pairs in same content area
- Alternative Learning Center to support behavioral and SEL needs
- Online platform use
- Case management system to meet the challenge of hybrid model
- Participation in electives
- Specialists providing targeted support
- Core-content curriculum development in collaboration with special education teachers

Potential:

- Whole Child Building Based Support protocols systematized
- DCAP implementation at general education classroom level (Tier 1)
- Continued Professional Development: Instructional guide, SEL framework, Equity, Safe Schools, Trauma Sensitive, MTSS, Whole Child Building-Based Support, Culturally Responsive Teaching
- Lesson study, planning, reflection, and feedback
- Select and administer Social Emotional Learning and Mental Health screening assessments and Advisory curriculum
- Complete year 3 of MTSS SEL and MH Academy, and Literacy Academy
- Consistent use of ASPEN journaling feature
- Explore Tutor Me and other options for online supports for students
- Review resources and time allocated to providing supports and determine where opportunities exist
- TIMs and Librarian effectively promoted and utilized as instructional supports
- Conduct professional development to build capacity for supporting English Learners and students with special needs in the classroom
- Systematic use of ASPEN journaling feature
- Enrollment criteria revisions and work toward minimizing disproportionality

- Utilize data more effectively in designing student-specific support plan
- Use assessment tools effectively too distinguish language barrier from learning disability
- Build a culturally responsive means of communicating the need for special education services to EL families
- Prepare EL students and families for shifts in learning models and emphasize the importance of attending class virtually during remote learning days
- Prepare families of students with special needs by providing training in virtual meeting procedures

Benchmarking Progress:
Student-specific supports and instruction to all students

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Every 4 to 6 weeks, teachers will participate in individual data meetings for the purpose of analyzing student data to ensure students are making progress and adjust and plan instruction for those students not demonstrating growth and evidenced by progress monitoring data and by common formative assessments. 2. Learning Walks following Professional Development on SEI, SEL, Technology Integration, Instructional Framework strategies to ensure practices are incorporated into daily lessons. 3. Monthly SILT meetings to review data and schedules ensuring needs of all students are being met 4. Review ACCESS test data to inform scheduling and interventions.
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. 100% of students will achieve growth on unit and end of unit common formative assessments. 2. 60% of students will advance in proficiency levels, understanding the correlation between progress monitoring data and MCAS proficiency levels. 3. 60% of students in Grades 9 & 10 will advance in proficiency levels in Edulastic, understanding the correlation between progress monitoring data and MCAS proficiency levels. 4. Quarterly grades and progress report reviews through the ASPEN student portal with quarterly goal setting through Advisory.

Turnaround Practice #4: **School Culture and Climate**

School Year 2020-21 Updates

Progress

4.1 Safe and Supportive Learning Environment

- Consistent messaging and reinforcement of NBHS CVBLE in Whaler REaD, Website, Social Media, Events, PA Announcements
- School-wide behavior expectations reinforced and messaged
- High capacity of staff for analyzing problems of practice and responding strategically
- Professional Learning: Technology Integration, Remote Teaching and Learning Modules, SEL, Equity, Social Justice, Safe Schools, Digital platform use, E-Book Library collection, Anti-Bias Curriculum, Literacy Academy Lessons
- Curriculum, Instruction, and Assessment and grading expectations consistent across content areas
- Analytics used to measure participation and progress of students
- Homework and assessments scheduled based on content area and with goal of minimizing student work overload during hybrid model
- An all-hands-on deck approach taken in supporting students and families with high expectations set for student and family outreach
- Various communication tools used for translating when reaching out to families

4.2 Adult-Student Relationships

- NBHS Website including informational videos and social media access to keep students and families connected to school and promote events and activities
- Advisory period held each Wednesday included remote students virtually
- Professional development: Mindfulness and SEL
- SACs conducted student group sessions virtually
- Emphasis on building relationships and personalizing learning
- Teams model serving to build strong relationships and get to know students well
- Educator evaluation and learning walks provide coaching opportunities and SEL support to teachers

4.3 Expanded Learning

- Academy of Hospitality and Tourism, Finance Lab, Robotics Lab, Maker Spaces Lab, Broadcasting Studio
- New electives offered in master schedule
- Variety of programming
- Summer school remediation and acceleration planning began in January SY2021
- Junior Achievement students completed program despite remote challenges
- E-Book library collection, PD to staff on navigation, and Advisory period for students on EBook Library access and navigation
- APEX Credit Recover and Summer Programming
- Summer Graduation

4.4 Wraparound Services and External Partners

- Parent Support Specialist

- High Point Counseling Services, Specialists, School Psychologists, Increased Nursing staff
- Increase in translation services available to schools
- NBHS Support Staff identify needs and make referrals
- WCBBST meet to identify needs, plan supports, and monitor progress
- ASPEN Journaling Feature to include SEL referral
- 3 Guidance Counselors and 2 Attendance Officers hired
- High School and Middle School support staff meet to plan for grade 9 transition
- APEX Coordinator and Graduation Facilitator

4.5 Family and Community Engagement

- Asset-based mentality
- Family Welcome Center staffed with Family Engagement Support Specialist
- Parent Advisory Council
- Graduation Facilitator
- Virtual Open House
- Facebook and Twitter pages to share event and activity highlights with students and families
- Robocalls in multiple languages
- On-line translation tools for communication with families of students learning to speak English
- Multi-lingual staff available to communicate
- Increased number of home visits
- One PLC per week and ½ day Wednesday allocated to family outreach
- ASPEN parent portal enrollment
- Virtual Open House and virtual meetings with families
- ASPEN emails to families and individual emails and teams chat feature used to communicate

Potential:

- Review and enforce school-wide behavior interventions
- Prepare students for laptop camera use in the event remote learning days are announced
- Prepare students and families in advance for a transition to remote learning
- Ensure staffing levels meet current needs of students and families
- Select and use simple data collection tools to assess efficacy of specific structures in place (PLC, PD, Advisory, etc.)
- Consistently reinforce NBHS Core Values, Beliefs about Learning, and Learning Expectations
- Whole Child Building Based Support Protocol training and implementation (Tier 1-3)
- Maintain website
- Communicate resources available to support struggling students and families and promote use of effective methods
- Participation in COIIN school-based mental health grant
- Highpoint counseling services

Benchmarking Progress:
School Culture and Climate

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Other MAGs <u>7 required by statute:</u> <ol style="list-style-type: none"> 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) 	<ol style="list-style-type: none"> 1. Percentage of parents reporting they feel welcomed, valued and connected to each other, to teachers and to what students are learning and doing in class. 80% 2. Percentage of students reporting they feel challenged and held to high expectations 75% 3. Percentage of teachers and staff reporting the school supports the academic success of all students 80% 4. Student attendance 97.5% 5. Out of school suspension 10% In school suspension 5% 6. Percentage of enrolled students repeating a grade 5% Annual dropout rate of less than 2% 7. Annual cohort 4-year graduation rate 75%. Extended engagement rate will increase based on initial baseline data in the fall of 2019
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Monthly dropout and attendance meetings data review 2. Weekly Student Support Team meetings data review 3. Learning Walks to determine effectiveness of key instructional practices supported through professional development
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Quarterly grades and progress reports through student portal 2. Advisory grade reflection and goal setting 3. 21st Century Learning Expectations

Section III: Monitor Progress

What worked and how do we know?

Teaching and Learning: The NBPS district responded to the COVID crisis by postponing the opening of school for students and developing a staggered start cohort model for in-person and remote learning (hybrid model). The postponement of students' return allowed staff additional time to receive information regarding COVID protocols and engage in professional development sessions. The Administrative leadership team met virtually with staff and provided thorough communications regarding safety protocols, safety measures implemented, and expectations for staff and student return. Staff was encouraged to reach out with questions and/or concerns and the Administrative Leadership Team responded with full transparency including follow-up and the publishing of responses to FAQs. All staff engaged in NBHS August professional development on social justice which provided opportunities for staff to analyze and discuss current events which were impacting our school and community. Staff engaged in professional development sessions designed to prepare for a hybrid model of teaching and learning. Time was allocated for whole-school and content-specific professional development. A modified schedule for instructional time was implemented to minimize screen time for remote learners and provide time for in-person and remote students to receive individual support and allow in-person learners time to wipe down surfaces upon entering and leaving classrooms. All content areas followed an alternating schedule for administering bi-weekly common assessments and agreed to stagger the assignment and submission deadline for homework. Grading expectations were set at the beginning of the school year and a point system was used to grade classwork, homework, and assessments. A New Teacher Orientation was held virtually and all new staff were onboarded in time to attend the NBHS August PD. Topics for professional development in the first two weeks of September 2020 prepared staff for meeting the demands of the cohort hybrid model as follows: Technology Integration, Asynchronous and Synchronous Instruction, Integrating SEL into Daily Practice, Expectations for Curriculum, Instruction, Assessment, and Grading, Microsoft Teams Platforms Set Up and Use, DCAP Implementation, Co-teaching and Inclusion, and Safe and Supportive Schools. Professional development throughout the 2020-21 school year modeled expectations and provided continuity in topics. Professional development and PLC allowed content area and support teams time to imbed professional learning into daily practices and reflect on implementation. Staff at NBHS developed strong relationships and supported each other during the COVID crisis through sharing success stories, reaching out, helping each other, and mentoring.

Attendance and Mobility: Despite the COVID and hybrid model challenges, the grade level teams model continues to support improved outcomes for student academic, behavioral, and social emotional success overall. Grade level teams continued to support a goal for improving attendance and mobility by building stronger connections to school for students. Professional Development throughout the school year reinforced the importance and expectation of building positive relationships and supporting students' social emotional learning needs while also recognizing the impact of trauma and need for a safe and supportive school environment. Advisory period met once every week on Wednesday morning and each Advisory was held virtually with Assistant Principals, Guidance Counselors, School Adjustment Counselors and/or students facilitating content. Our enrollment in the SEL and MH Academy and Literacy Academy provided guidance and resources for delivering professional development focused on creating a safe environment for students and responding to the individual needs of students in order to increase student and family engagement in spite of remote challenges. Grade level team administrators reset behavior expectations and consistently messaged the school community through various means of communication. Specific supports available for tier 1, 2, and 3 were reviewed with all staff, ASPEN journaling feature was reviewed and an expectation set for entering journal comments as a means of documenting interventions. An all-hands-on deck approach to student and family outreach was maintained

throughout the school year. A virtual Open House was held in October, one PLC per week was devoted to making calls home, and one ½ day Wednesday was allocated to parent conferences. Staff utilized various means of contacting families and translation tools were used for multiple language communication. A data team was formed and emphasis was placed on analyzing attendance and grade data. The data team divided into grade level specific teams with a whole team focus on interventions for seniors not on track to graduate. Grade 9-11 data team members worked with Assistant Principals to plan interventions for students on the cusp of failing and identifying students requiring summer programming interventions. Credit recovery and make-up opportunities were offered to students during the February and April school vacations. Whole Child Building Based Support Teams closely monitored attendance and grades and worked closely with classroom teachers to monitor progress. Attendance officers and support staff conducted hundreds of home visits. Guidance counselors maintained consistent communication with families through Microsoft Teams, ASPEN, email and utilized translation resources. School Adjustment Counselors facilitated virtual group sessions with students to provide clinical support. The district supported an increase in positions with one School Adjustment Counselor and two Attendance Officers added to the NBHS staff. Advisory was held virtually on Wednesdays each week during the school year. All staff received a copy of “*Dr. Adolph Brown’s Championship Habit’s: #Winning in School Work and Life!*” and Advisory began in October with Assistant Principals highlighting essential soft skills referenced throughout the book. Advisory shifted in semester two with guidance counselors providing virtual and pre-recorded lessons related to graduation requirements, and college and career preparation. The integration of technology and SEL into instruction and increase in time for teachers to collaborate on development of curriculum, instruction, and assessment assisted in building relationships, keeping students connected to and attending school. The Operations Team, in collaboration with the Headmaster, managed contact tracing, PPE supply procurement, room sanitization procedures, and plexiglass installation. Communication with nursing staff and Human Capital Services ensured proper adherence to CDC guidelines were followed and helped prevent the spread of COVID among staff and students. The Administrative Leadership Team worked with grade level teams to schedule summer programming staffed with highly qualified teachers and opportunities for students to recover credit through accelerated learning coursework.

Culture and Climate: NBHS launched the 2020-21 school year with a later start date and additional professional development days. The administrative team consistently messaged expectations to students, staff, and families during interactions in-person and virtually. Programming was sustained and, despite challenges, a Robotics Lab and Maker Spaces were added to the NBHS campus. New electives have been added to the master schedule and a master schedule review team has been formed. Family and community engagement were supported by frequent postings to the NBPS/NBHS website and maintaining the NBHS Facebook page. There was more consistent use of the ASPEN parent portal, journaling, and virtual platforms such as Microsoft Teams and Google were used to conduct virtual meetings.

Overall, it is clear that there are many improvements working at New Bedford High School with the following points of reference:

- MSV Spring 2021 – Ratings in nine turnaround practice indicators moved to sustaining and all others were providing
- Increased Programming
- Increased Graduation Rates
- Decreased Dropout Rate
- MCAS testing was administered despite remote challenges
- AP Enrollment Increase
- AP Score Increase

- Increased Enrollment
- Grade 8 Dual Enrollment

What did not work and how do we know?

Teaching and Learning: The expectation for students to attend remotely with laptop camera on was not entirely possible for all students meet given circumstances at home and with connectivity challenges. Staff utilized various virtual platforms to connect with students and families. Students with limited to no experience with technology struggled to access content and hybrid learning was a barrier to facilitating challenging curriculum. Opportunities for student voice were limited and collaboration between remote and in-person learners was minimal given that masks, physical distancing, and the hybrid environment were in effect. ESL and Special Education teachers had limited opportunities to collaborate with general education teachers. The regularly scheduled content-area PLC was most often used to communicate information, and, one Wednesday PLC per week was allocated to family outreach. The additional time for family outreach had a positive impact on family engagement, however, time for engaging in data cycles, looking at student work, and progress monitoring could not be consistently prioritized. The needs for responding to COVID and staff coverage priorities made it a challenge to maintain PLC time and engage in cross-disciplinary collaboration. Staff feedback also indicated that observation feedback was not specific and actionable across all content area team evaluations. NBHS staff expressed great interest in reviewing curriculum, policies, and practices to identify bias and develop a deeper understanding of what bias looks like across all instructional areas, administration teams, and support teams. Students struggled to access assignments and submit work through teams. Staff noted more communication was needed with regard to actions taken once student needs are identified. More emphasis must be placed on students taking ownership in setting goals and establishing action plans for college and/or career pursuits. The COVID crisis interrupted efforts for NBHS to provide equitable access to challenging curriculum and implement interventions for all students and specifically for ELs and students with special needs. The following areas were identified by staff as opportunities for continued focus: social justice, methods for supporting students with special needs and English Learners, culturally responsive teaching and anti-bias curriculum, Whole-Child Building-Based Support Teams protocols, implementation of the DCAP at Tier 1 level, ASPEN journaling, disproportionate representation in programs/courses, student specific-supports based on individual needs, identifying ELs with special needs, communicating special needs to EL families with culturally responsive lens.

Attendance and Mobility: Greater focus must be placed on intake assessment for grade 9 students. Collaboration with feeder schools was limited. Many students were impacted by the conflict of attending school while also trying to provide for their families which was especially true for SLIFE, Newcomers, and EL students. As noted previously, students' reluctance to turn cameras on impeded on relationship development and made remote participation difficult to monitor. Full implementation of the co-teaching model did not reach its full potential. IEP meeting attendance was lower due to the virtual nature of IEP meetings. The need for SEL and MH services increased as a result of the COVID crisis and resources available the Tier 2 and 3 levels did not always meet the demand. SEL and MH needs were difficult to assess and identify in the hybrid environment. The virtual platform made it difficult to enroll students and families in MH counseling despite the many partnerships with MH service providers. Advisory was maintained and will continue to be a focus with efforts to provide more structured, grade-level specific content. Overall, the hybrid learning environment had a negative impact on many students and families with low participation in expanded learning, transportation challenges, low participation in extra-curricular activities, and fewer opportunities available.

Culture and Climate: The biggest challenge to the steady increase in the climate and culture of New Bedford High School was the March school closure and continued remote learning start to SY 2020-21.

Overall, New Bedford High School has responded to the challenges presented through the COVID crisis with a sense of urgency and purpose by taking immediate actions to address needs and ensure continued support to students, families, and staff. The NBHS Headmaster involved all members of the leadership team in the development and implementation of plans which align to our mission, vision, core values, beliefs, and learning expectations. The September 2020 professional development included opportunities for staff to collectively engage in learning about and discussing the concept of social justice in various contexts. Feedback from staff has been largely positive and the school community is working together as a team to ensure ALL members of the Whaler family feel safe and supported despite COVID adversities.

How were stakeholders involved in this reflection process?

The New Bedford High School Headmaster involves stakeholders in the following ways:

- Regularly Scheduled Meetings and Updates: Faculty Advisory Council, School Council, Student Advisory Council, School Committee, NBHS Leadership Team Meetings, Student Support Team Meetings, Professional Learning Communities, Professional Development, MSV Focus Groups, Weekly Whaler REaD, NBPS/NBHS Website and Facebook Pages.

How are district systems actively and meaningfully supporting the implementation of the plan?

The New Bedford Public Schools District Leadership has supported New Bedford High School in the following ways through collaborative structures:

- Literacy Academy Enrollment, Principal's Meetings, SEL & Mental Health Academy, Leadership Institutes, Monthly STAT meetings, Building-Based Leadership Autonomy, Weekly Whaler 180 Communications, NBPS Website Organization, Web-Based data systems, Translation Services, ESL Academies, Mentoring and Induction
- Increase in Human Capital Services staffing to support adherence to CDC guidelines and increases in staffing
- Support with resource allocation and management resulting from increased funding

Additionally, the NBPS central administration provides direction by establishing clear goals outlined in the NBPS Strategic Plan:

- **GOAL I: High Quality Instruction:** Increase student achievement by strengthening teaching and learning.
- **Goal II: Effective Student Support Systems:** Create an inclusive, culturally responsive learning environment.
- **Goal III: Strong Family and Community Relationships:** Empower families and the community through collaboration.
- **Goal IV: Organizational Team Excellence:** Cultivate and recruit a highly skilled workforce.

- **Goal V: Public Confidence and Pride:** Strengthen the reputation and elevate the profile of the school district.

**** Please see turnaround practices #1 - #4 for SY 20-21 updates on areas of progress and potential.

SECTION IV: Local Stakeholder Group Roster and Recommendations

Affiliation (per state law)	Local Stakeholder Group Member Name
Curriculum, Data, and Assessment Manager	1. Brian Turner
World Language Teacher	2. Cristina Goncalves
World Language Teacher	3. Fresia Varela
Assistant Principal	4. Jeffrey Longo
School Nurse	5. Jodi Spencer
ESL Teacher	6. Joseph Jette
NAF Academy Teacher	7. Judith Lima
ELA Teacher	8. Kristen Liming
Science Teacher	9. Lisa Richard
Physical Education Teacher	10. Lisa Thibeault
Mathematics Teacher	11. Mark Rossi
Science Teacher	12. Nicholas LeBlanc
ELA Teacher	13. Rachel Jupin
Theater Arts Teacher	14. Sarah Cadieux
ELA Teacher	15. Takeru Nagayoshi
NAF Academy Teacher	16. Valerie Alves
Social Studies Teacher	17. William Monty
Headmaster	18. Bernadette Coelho
Registration and Pathways Administrator	19. Tara Montembault
Assistant Headmaster	20. Joyce Cardoza
Manager of Educator Quality	21. Donna Guay