Roosevelt Middle School Turnaround Plan Annual Reflection

District: New Bedford Public Schools
School: Roosevelt Middle School
Academic Year: 2021-2022

Date Finalized: October 14, 2021

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Thomas Anderson, Superintendent   Date

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Karen Treadup, Deputy Superintendent   Date

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Brian W. Turner, Chief Academic Officer   Date

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Daniel Bossolt, Principal Roosevelt Middle School   Date

Section I: Executive Summary

Roosevelt's Mission:

We commit to ensure that every RMS student has access to high quality instruction and support provided by educators who know and care about students' academic, social, and emotional needs. We will consistently demonstrate a growth mindset, and share a belief and work ethic that RMS educators can collectively, in collaboration with families and the community, help every child develop 21st century skills, achieve unlimited success, and become lifelong learners.

We will continue to maintain our three core priorities to guide our turnaround efforts to ensure we reach our goals:

- Foster a **culture of trust** in which leaders, staff, families and students are united, not divided.
- Establish **systematic collaborative data analysis** for student achievement.
- Focus on **student analysis and inquiry** across all content areas.

We are confident that grounding our work in these priorities will result in accelerated student growth and higher academic and social & emotional ability and achievement outcomes for all students.

Annual Reflection:

What worked? How do you know?

- Increased use of technology. Teachers and students utilized various technologies to produce and demonstrate learning.
- Implementation of UDL tier one classroom instruction effectively worked to remove barriers through the use of student choice, multiple means of representation, action, and expression.
- TCT planning time essential to standards-based instruction and inquiry based data cycles. (Evidence- learning walk observations of best practices, consistency of practice, standards based lessons)
- Focus on social-emotional well-being (increased SAC and guidance support, journal entries, whole child support teams)
- BOOST after school support
- MTSS literacy & UDL inclusive academy intensive support
- Tier 2 & 3 intervention in revamped Enrichment classes, reading lab (Read 180/system 44 data), Math lab IReady introduction

	Grade 8	Grade 7	Grade 6
Total Number of students with T3 needs	32	28	27
% of students school-wide who improved Q2 - Q4	58%	85%	74%
Number of interventions	511	776	806

Interventions include: parent communications (phone, emails, text, in-person, Zoom), Boost referral, attendance letters sent, court referral, WCST, Wraparound referrals, DCF referrals, out-of-school counseling referrals, WAC home visits, CHIPS, & Shannon program, TutorMe, Winter Camp, Math Acceleration Academy

	Grade 8 326 students	Grade 7 283 students	Grade 6 283 students
Total Number of Journal Entries	3,400	4,316	3,343
Number of students with 15+ journal entries	64	114	82

What did not work? How do you know?

- Struggled with student engagement and participation from fully remote students. (outreach documented through journal entries)
- Hybrid model and impact of pandemic created a family engagement barrier. The momentum gained pre-pandemic was lost when we could no longer open our doors to families. (especially EL and SPED population)
- Hybrid model and impact of pandemic resulted in low student achievement on both iReady and MCAS assessments.
- Hybrid model and impact of pandemic resulted in extreme stress and disruption of staff and admin inhibiting progress toward consistent collaboration, communication, systematic SEL student supports, and climate & culture
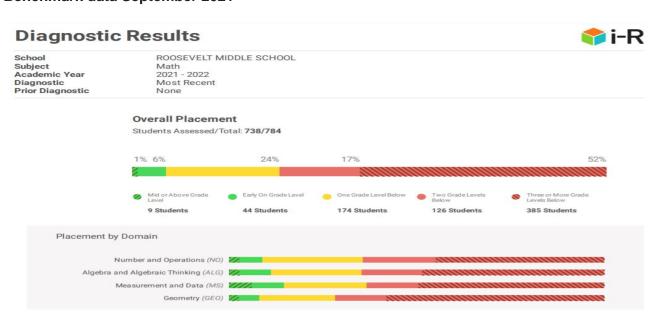
    (Data below)
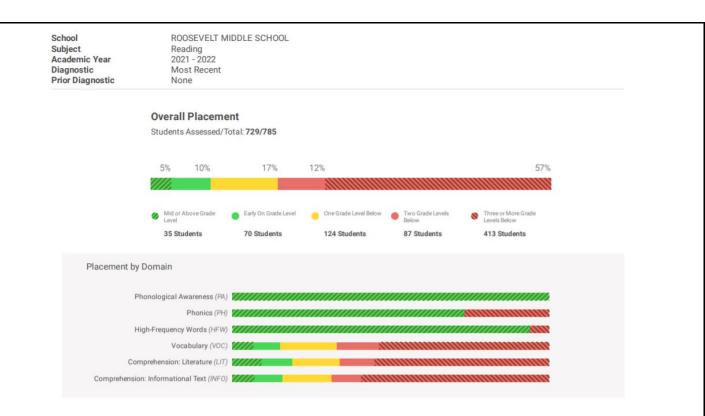
MCAS 2021

Participation Rate: 91%

English Language Arts	N Students Included	% School	% District	% State
Exceeding Expectations	17	2	3	8
Meeting Expectations	136	18	26	38
Partially Meeting Expectations	301	40	45	38
Not Meeting Expectations	307	40	26	16
Total Included	**761**			

Participation Rate: 90%

Mathematics	N Students Included	% School	% District	% State
Exceeding Expectations	4	1	2	5
Meeting Expectations	80	11	16	29
Partially Meeting Expectations	344	45	48	45
Not Meeting Expectations	331	44	35	22
Total Included	**759**			

BOY Benchmark data September 2021

Diagnostic Results i-R

School	ROOSEVELT MIDDLE SCHOOL
Subject	Math
Academic Year	2021 - 2022
Diagnostic	Most Recent
Prior Diagnostic	None

Overall Placement
Students Assessed/Total: **738/784**

1% 6%   24%   17%   52%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
9 Students	44 Students	174 Students	126 Students	385 Students

Placement by Domain

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)

School	ROOSEVELT MIDDLE SCHOOL
Subject	Reading
Academic Year	2021 - 2022
Diagnostic	Most Recent
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **729/785**

5%	10%	17%	12%	57%

◐ Mid or Above Grade Level	● Early On Grade Level	One Grade Level Below	Two Grade Levels Below	◐ Three or More Grade Levels Below
35 Students	70 Students	124 Students	87 Students	413 Students

Placement by Domain

Phonological Awareness *(PA)*
Phonics *(PH)*
High-Frequency Words *(HFW)*
Vocabulary *(VOC)*
Comprehension: Literature *(LIT)*
Comprehension: Informational Text *(INFO)*

April 2021 MSV survey and interview data <u>*no classroom observations performed in '20-'21*</u>

Table 3. Holistic Rating for Each Turnaround Practice Area

Turnaround Practice	Limited Evidence	Developing	Providing	Sustaining	Coherent Implementation
1. Leadership, Shared Responsibility, and Professional Collaboration			O		
2. Intentional Practices for Improving Instruction			O		
3. Student-Specific Supports and Instruction to All Students		O			
4. School Climate and Culture			O		

Roosevelt Summary of Average Ratings for Each Dimension by year observed in classrooms

	2016–17 Average	2017–18 Average	2018–19 Average	2019–20 Average
Emotional Support Domain	3.9	4.8	4.4	5.2
Positive Climate	4.2	4.9	4.8	5.6
Teacher Sensitivity	4.8	5.8	4.9	5.5
Regard for Student Perspectives	2.8	3.9	3.5	4.4

Classroom Organization Domain	6.5	6.7	6.6	6.5
Behavior Management	6.4	6.5	6.5	6.2
Productivity	6.4	6.5	6.3	6.6
Negative Climate	6.8	7.0	6.8	6.8
Instructional Support Domain	3.1	4.0	3.4	4.5
Instructional Learning Formats	4.8	5.6	4.3	5.6
Content Understanding	3.0	3.9	3.3	4.7
Analysis and Inquiry	2.2	3.3	3.0	3.5
Quality of Feedback	2.8	3.4	3.3	4.4
Instructional Dialogue	2.7	3.9	2.9	4.1
Student Engagement	5.5	5.7	4.8	5.4

How were stakeholders involved in this reflection process?

We have enhanced the roles of teacher leaders at RMS and have given them our SIP to review and make suggestions on how we can focus this plan to meet our current needs and more clearly articulate the path toward our accelerated goals. This was done and was then revised by our SILT team which is expanded to include our new Mentor Teachers as well as administration outside of our Content Instructional Leaders. This updated sustainable improvement plan was finally updated by taking the above suggestions and creating a plan that reflected our desired outcomes regarding staff and student achievement.

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

- District leaders hold regular Achievement Steering Committee (ASC) meetings where they charge our SILT team with presenting updated data that reflects the outcomes of students based on our SSP priority areas as well as MCAS & benchmark results.
- Based on this data, district leaders work with us to plan for training or extended support from central office liaisons.
- The district has provided additional funding and staffing in response to the needs we have based on our academic and SEL data along with information provided by building-based admin through the budget process.
- The district leaders will partner with us for regular learning walks throughout the year. These learning walks will serve to give valuable feedback on teaching and learning which will be shared out to all staff in a consistent and systematic way. Look-fors will be established from the priorities we've defined in this plan as well as real-time information we gather through these ongoing observations.

- Unit B administration will benefit from district provided professional development through the consultants from Lynch Leadership Academy throughout this year with a focus on instructional leadership and effective observational feedback.

What strategic objectives and initiatives will you continue doing, revise, or abandon next year?

- Continue- ongoing data analysis (professional practice goal)
- Pilot year for district adoption of ELA curriculum with rigorous student tasks aligned with standards
- Pilot IEP Project to assist the district and our school-based team in the writing and implementation of students' IEPs in inclusion setting
- Continue implementation of high quality iReady math curriculum (year 2)
- Continue our systematic student tracking system based on subgroups of students in need based on data (students with tier 2&3 challenges, chronic absenteeism, students with EL or IEP needs, students on cusp of proficiency, etc.)
- Continue MTSS literacy and UDL academy intensive support (100 hours of literacy based support, 50 hours of co-teach coaching support, 10 hours of UDL whole-staff PD.
- Revise current Enrichment blocks to shift to "WIN" blocks based on real-time student needs

An overview of RMS Strategic Objectives

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

1. **Strategic Objective 1.1**: Hire and maintain an exceptional staff who demonstrate RMS core values and a growth mindset about students, who are eager to learn and seek feedback, who care about students and work hard to help every student reach high standards, and who positively contribute to the culture of our school.
   We are excited about the eleven new staff we've hired for this year. We were able to hire mostly highly qualified and licensed candidates and reduced the number of hires on waivers by 75% from last year. We also changed the interview process to refocus our questions and purpose to the area of culture and climate, so that our hires can demonstrate their abilities in this area and their commitment to our primary core value of a culture of trust.

2. **Strategic Objective 1.2**: Foster a culture of trust and unity among and between principal, school leaders and staff in which all members support one another and work together to uphold RMS priorities and accomplish RMS goals.
   We made substantial changes in our approach to this objective. We now implement team building exercises as ice breakers for all PDs and staff meetings. We've built in time to our master schedule to allow for collaboration among core teachers and their SpEd and/or EL co-teachers regularly. We also now hold monthly staff and student celebrations, competitions, and highlights, and have updated our website to showcase these events, staff, and student leaders. And in line with our PBIS system, we will publicly reinforce the great work of our staff and students in various ways.

3. **Strategic Objective 1.3**: Create effective systems and structures where teachers lead and learn together through multiple data cycles for student achievement.
   Last year, we revamped our existing TCT meetings to allow for more collaboration among the teachers and leaders through our data cycles. In addition, we increased our SILT membership

to include our Mentor Teachers as well as Turnaround team members. These teacher leaders join admin to analyze data to find areas of success, and we then showcase this to reinforce the good work happening and also to use this as a model for PD purposes as well as a resource for struggling teachers. These teacher leaders use this ongoing data to provide targeted support for teachers and their subsequent students in various ways.

Turnaround Practice #2 Intentional practices for improving instruction

1. **Strategic Objective 2.1:** Define our evidence-based instructional focus of Analysis and Inquiry, communicate high expectations to teachers, students and families, and maintain staff accountability.

   NBPS did great work in creating "The Instructional Guide" which helps to clearly define our high priority areas of instructional improvement. At RMS, we further define these areas by providing intensive and regular PD and aligned TCT meetings where these practices are broken down, modeled, shared, practiced, and reflected on in an ongoing cycle. These instructional focus areas will be further defined through our posting of them on visuals that teachers will post in their rooms and use as reference tools. Furthermore, we conduct weekly learning walks to gather data, track growth, and identify best practices and targeted areas in need of support. Finally, we will link sections of our turnaround plan that align with these priority areas on our website for families to view and understand along with student created work products that showcase their skills in analysis and inquiry based assignments.

2. **Strategic Objective 2.2:** Build the know-how and capacity of teachers so that: Curriculum is standards-based and rigorous, and lessons are intentionally designed to provide opportunities for students to engage in analysis and inquiry; instruction is intentionally delivered in ways that actively engage higher-order thinking and academic discourse; students are assessed frequently in ways that they can demonstrate not only content understanding, but also the ability to analyze and inquire, strategically think, and extend their thinking beyond the content learned.

   Over the course of last year and including this past summer, Roosevelt administrators, district leaders, and RMS teacher leaders have revamped all four core content curriculum so that they're standard-based. Additionally, we have upgraded many of our core subjects' texts, platforms, and resources so that they are only the highest quality materials that align closely with MA state standards. With these new curriculum and resources comes more targeted PD and training opportunities, and again, in an effort to improve the culture of trust at RMS, we have empowered more teachers to become leaders and experts in their respective content areas, so there is more collaboration and buy-in from veteran and new staff alike.

3. **Strategic Objective 2.3:** Implement structures and systems for a continuous cycle of improvement in which staff regularly and collaboratively make evidence-based decisions and develop the mindset that we share a collective responsibility to ensure every student succeeds.

   As a school, we have partnered with DESE and its tiered academies and are working to implement the UDL framework. This model guides all that we do and is the umbrella for each PD and training that we offered last year and will continue this year as well. All staff have received training on the framework and specific components of it that are applicable to their work. The mindset of this model is woven into the expectations we have for our staff, and we

have and will continue to communicate this to all staff. In addition, the indicators of this model and mindset are now look-fors in staff practices and lessons. We will consistently observe for evidence of this work and give whole school feedback with the level of performance as a staff as well as embed these expectations into staff goals and action steps. This way, we can support staff in their work to improve these areas while also holding each accountable for practicing these regularly.

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

1. **Strategic Objective 3.1:** Make measurable gains in closing the achievement gap for our intentional practices for improving teacher-specific and student-responsive instruction for our high-need student populations, specifically: English learners, students with disabilities and students of color, and students who have experienced trauma or chronic stress through a robust multi-tiered system of supports in which at-risk students receive the academic, social, emotional support that they need.
Last year, we created systems that would enable us to take our school data that shows the gaps we have in student populations of EL, SpEd, student of minority, those at-risk, etc. These systems are simple but allow for my team to list each child in these categories by name along with every data point attached to show the specific gaps. Also, this system can identify any and all interventions that are put in place to help each child in their area of need, and this allows us to clearly see where the gaps in interventions exist. This year, we plan to expand upon these systems so that we can more easily share, collaborate, intervene, and combat areas of concern in real time with the goal of drastically improving these areas of need and closing the gaps one student at a time.

2. **Strategic Objective 3.2:** Develop the know-how and capacity of general education teachers, special educators and interventionists to meet the needs of our English learners, students with disabilities and students of color, and students who have experienced trauma or chronic stress.
This year, we plan to offer more differentiated PD and training to staff in the areas of SEI, SEL practices, trauma informed approaches, equitable access, etc. We began this work last year, but were unable to deliver some of these important offerings for a number of reasons. Despite the obstacles we're facing this year (and also because of these obstacles) we feel it is critical to train our staff in these areas, so that we can better educate the whole child throughout this year.

Turnaround Practice #4 School Culture and Climate
1. **Strategic Objective 4.1:** Establish effective systems, structures, and proactive strategies in order to: articulate clear, positive behavioral expectations, strengthen connections and SEL supports between and among adults and students, and provide opportunities for student leadership.
This year we will revamp our PBIS system to create a more comprehensive "Safe and Supportive School" system. This change in name will represent the pulling together of clearly

articulated and reinforced expectations, social and emotional strategies and supports, increased support staff personnel, and trauma-informed practices.

2. **Strategic Objective 4.2**: (Family Engagement) Expand and communicate culturally relevant opportunities for families that encourage participation, develop a collaborative partnership, in order to support the whole child.
This year, we have created a Family Engagement Center inside our building that will serve as a hub for our families. Here, our students and their families can receive support in the area of education, job skills, language service, technology, and health care information. This hub will be accessible to families during the school day and will also hold afternoon and evening events that center on family and community support and opportunity. We have a team of specialists that include a Wraparound Coordinator, a new Parent Support Specialist, counselors, nurses, and Attendance Officer that will spearhead these efforts with the goal of higher amounts and deeper levels of family support.

3. **Strategic Objective 4.3**: (External Partners) Recruit, select, screen and monitor external partners who understand and can address the needs of Roosevelt's students and families.
For now, we will maintain our partnerships with organizations like Child and family, CCBC, North Star, but do so remotely due to the pandemic. Once we can reestablish these partnerships in thee new formats, we will look to expand our partnerships with other applicable service organizations.

4. **Strategic Objective 4.4:** (Expanded Learning Time) Provide access and quality enrichment for all students, particularly those identified as needing targeted interventions.
Our enrichment (WIN) offerings this year will be expanded for many students based on our data. Stemming from the new systems I described above, we have and will identify students in need of academic and/or SEL or language intervention. During our built-in enrichment periods, the identified students will receive the appropriate support. For some teachers, we changed their schedules to allow for an enrichment period daily or close to this frequency where in years past, our enrichment was only offered once every three days for all teachers at a static time which inhibited our ability to truly intervene with kids in need in real time.

Goals, Benchmarks, and Progress Monitoring

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

We will identify a partner organization to provide job-embedded professional development about effective teaming (e.g. Achievement Network, New England Base Camp, Teachers 21, or Research for Better Teaching). Through professional development, we will build the capacity of teacher teams

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

The Roosevelt Middle School leadership team will conduct weekly classroom walkthroughs. They will use look-for tools that itemize low-inference observable indicators that are connected to high-impact instructional focus areas. There will be no secrets about instructional expectations and about what observers are looking for. Teachers will receive the leadership team's look-for instruments, thereby providing everyone with the criteria for successfully incorporating effective instructional strategies. All educators will receive frequent, aggregate feedback in the form of weekly memos that capture how the school is doing with implementing high quality instruction. Such feedback will result in shared professional language and discourse about common strategies and about the school's progress toward meeting student learning goals. The weekly feedback about instructional expectations and implementation will transparently provide a clear indication of how the school is doing as a whole, by grade level, and by departments in adopting specific, effective practices (e.g. well-crafted learning objectives; SEI strategies; differentiated techniques for checking for student understanding; higher-order thinking strategies; multiple opportunities for students to demonstrate their learning and to make their thinking visible; student tasks that require analysis and inquiry; SEL strategies that promote positive student-to-student and student-to-staff relationships).

Use the tables below to articulate the goals and benchmarks.

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 student groups.
Interim Benchmarks for Teachers/Practitioners	1. By June 2022 100% of SILT (school improvement leadership team), PLT (principal leadership team), and TCT (teacher collaboration time) agendas and minutes will include use of student data and related instructional actions, including the use of iReady and CFAs after testing windows. By November, 50% of the agendas and minutes will include data engagement and action, by January, 75%, and by May 100% by: a. By BOY staff PD, the staff calendar will be developed and distributed to include such dates as the district student-assessment windows, professional development days (including PD topics), data meetings, teacher collaboration times, School Instructional Leadership Team meetings, School Site Council meetings, PTO meetings. b. By September 15, 2021, the SILT will increase in membership to include teachers from each content area, SpEd, EL, and UA as well as various leadership represented and will have established protocols for the teachers' collaboration time. c. By the end of September '21, we will develop a range of specific shared leadership positions including teacher Team Leaders (Coordinators) as well as Content Mentor Teachers along with SILT team members working collectively to train, partner, model, coach, and facilitate improved teaching and learning strategies and opportunities for every RMS teacher in a tiered system. Each month during the 21-22 SY, we expect to see continuous increases in the percentage of teachers that consistently show RMS Instructional Focus best teaching practices as evidenced through systematic learning walk and data sharing as well as formal observation and coaching cycles.
Interim Benchmarks for Students	On the 2019 MCAS, our average SGP in ELA was 44.9 with 28% of students meeting or exceeding expectations. In math, the SGP was 36.4 with 23% meeting or exceeding expectations. Due to the COVID-19 pandemic, students did not take MCAS in 2020.

	In 2021, the state shortened the MCAS assessment (students only took one session for math and ELA) and allowed for students to take the assessment in school or remotely. The SGP in ELA was 24.6 with 20% meeting or exceeding. The SGP in Math was 16.6 with 11% meeting or exceeding.
	On the 2022 ELA and Math MCAS, our target mean SGP will be 50 in ELA and Math.
	By the end of June 2022, 80% of students will meet typical growth on i-Ready diagnostic assessments (students reach 35% of the expected typical growth by MOY). In addition, 25% of students will meet their stretch growth by EOY or reach 15% of the stretch growth by MOY.

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.
Interim Benchmarks for Teachers/Practitioners	1. Beginning in October 2021 (ongoing), we will develop well structured lessons that support implementation of tier 1, standards-based instruction. Lesson plans will reflect the Universal Design for Learning guidelines (UDL) and incorporate a variety of teaching methods that remove barriers to learning through planning intentionally for learner variability, using flexible methods and materials, and monitoring progress in a timely manner. This will be evident through weekly lesson plans, TCT planning notes, and collection and analysis of student work samples. 2. Beginning in October 2021 (ongoing), teachers will plan and execute timely data driven instruction that analyzes results from a variety of complex tasks to determine progress toward intended outcomes and uses these findings to adjust instruction and implement appropriate interventions and enhancements for students. This will be evident through targeted feedback in the form of 1:1 student conferencing,

	ongoing data inquiry cycles, and implementation of the workshop model. 3. Beginning September 2021 (ongoing), the leadership team will conduct learning walks on a weekly basis. Weekly learning walks will collect data and have a set focus aligned to turnaround strategic objectives. Learning walk teams may consist of all admin, admin and district leaders, SILT, teachers, support staff, and students. Learning walk data and feedback will be communicated to all staff members as a section of Roosevelt's weekly Sunday Focus newsletter. Data will include anonymous, quantifiable evidence of the educators' incorporation of effective instructional strategies that directly align to the school's instructional focus areas. SILT will use learning walk data to determine and plan for differentiated professional development needs. From month to month, demonstrable growth will be made on each instructional measure until 100% of classrooms routinely sustain the incorporation of targeted effective instructional strategies.
Interim Benchmarks for Students	Students will engage in standards-based CFAs in math and ELA every 6-8 weeks. Data inquiry cycles (LASW & reteach plans) will result in improved outcomes on district and state standardized assessments. By the end of June 2022, 80% of students will meet typical growth on i-Ready diagnostic assessments (students reach 35% of the expected typical growth by MOY). In addition, 25% of students will meet their stretch growth by EOY or reach 15% of the stretch growth by MOY. By the end of June 2022, 80% of students will show growth in writing on text-based tasks focusing on **quality and development of central ideas** and **selection and explanation of evidence and/or details**. This will be measured using a common writing rubric on (4) district common formative text-based writing assessments.

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.

MAGs for Student Achievement	We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.
Interim Benchmarks for Teachers/Practitioners	1. For those students identified in SILT meeting or TCT data meetings as requiring academic interventions, 100% will receive the appropriate intervention opportunities identified by teacher data reports (shared Google sheets), where at least 80% of these students will demonstrate growth within the area(s) of concern based on measures that are determined by Team Coordinators and Mentor Teachers (e.g. course grades, iReady assessments, CFA results, assignment completion rates). 2. For those students identified during Whole Child Support Team meetings (WCST) as requiring social-emotional support, 100% will receive appropriate support opportunities identified by support staff reports (shared Google sheets). The interventions and their effectiveness will be demonstrated through these shared sheets, with at least 80% of the students demonstrating growth within the area(s) of concern based on measures that are determined by the WCST, grade level admin, Attendance Team, SACs, etc. (e.g. decreased office referrals, improved attendance, SEL skill development, etc.) 3. Through a robust safety net (multi-tiered system of supports), 100% of students who need instructional support to demonstrate their knowledge and skills (to demonstrate meeting learning objectives) or time to complete their late academic assignments will receive structured environments within which to do so during class time, enrichment (WIN) time and/or after school (Boost Program).
Interim Benchmarks for Students	1. Through this robust safety net (multi-tiered system of supports), 100% of students will receive targeted support and intervention leading to outcomes of: By EOY 2022, 90% of students will have met all academic and behavioral expectations. 2. On the upcoming 2022 ELA and Math MCAS, the targets are <u>490 and 488</u> respectively, and the Science target is 48.5. We plan to meet or exceed our subgroup targets for 8/10 subgroups in all tested content areas. 3. In SY '19-'20, only 20% of all RMS students who were "partially or not meeting expectations on BOY CFA assessments in math, science, and ELA will improve to "meeting expectations" on EOY CFAs. These CFAs have been updated and are better aligned to the MCAS expectations. We plan to continue this increase the

	improvement rate to 60% or more students meeting expectations at the end of the '21-'22 SY.

Turnaround Practice #4: School Culture and Climate

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

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 7 required by statute: 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)	1. By June of 2022, at least 80% of all RMS families will have come into the school with their children to attend an event, utilize our new hub resource center, or attend a meeting for positive reasons that involve their child(ren). We will have numerous new and existing opportunities and events for families to engage in, and we will track family attendance for every event to progress monitor using a shared tool through Google docs. We expect to see a steady increase in the percentage of families that enter the building for these reasons throughout each month of the academic year. 2. By June of 2022, at least 80% of all RMS students will achieve their personal goals regarding academic growth and achievement. At the BOY, teachers will meet with every child 1-1 that they have as a student and support each student to create goals around growth and achievement on core content CFAs and/or IREADY assessments. These goals and progress toward them will be reviewed quarterly through subsequent 1-1 goal meetings between the teacher and each student. Some goals may be revised depending on each student's +/- and we expect to see a steady increase of students' performance each quarter as we progress monitor toward the overall goal of 80% of all RMS students will achieve their personal goals regarding academic growth and achievement. 3. Roosevelt students' attendance has decreased incrementally since 2016 from 93.5% 91% in 2019. With the pandemic last year, our attendance rate plummeted to 84%. Although we reduced the rate of chronic absenteeism from 28.6 in 2018 to 25.4 in 2019, this is not good enough for our expectations. We know that students have to attend school on a regular basis at a high rate for real learning to occur. We also know that OS suspension as well as seclusion from the classroom in alternative suspension spaces (in our case, our Student Success Center or SSC) also disrupts the consistency of access to high quality teaching and learning. The two priorities that we will aggressively take on are the attendance issue as well as the separation and seclusion. NBPS recently revamped our attendance protocol and we've aligned our efforts with it through the creation of an attendance team that is comprised of teacher leaders, guidance counselors, Wraparound Coordinator, Attendance Officer, and Administrators that will use the protocol and new attendance data system to track absences, communicate with students and families early on 17 before any significant time has been missed, and create a bridge to school and services which was not in place in prior

| Interim Benchmarks for Teachers/Practitioners | 1. In the summer of 2021,we established a group called the Fun Brigade. The Fun Brigade is made up of staff that are eager to implement activities to support a positive climate and culture. Every month, the Fun Brigade meets and creates activities, events and anything that results in a positive outcome for students and staff. We expect an outcome from this groups work to result in over 90% of staff reporting that they feel RMS is a positive and productive place to teach in June 2022.

2. Every week, 100% of team-based teachers will participate in team-based TCT/TEAM data meetings in order to analyze student data; determine which students are and are not making steady progress academically and/or S/E, and make plans for interventions and supports.

3. Every month, the SILT will meet to review data from learning walks and from the students' common formative assessments to determine the school's progress toward meeting school-wide benchmarks.

5. By June of 2022, at least 80% of RMS teachers will show consistent evidence that their lesson plans are created and/or modified based on data from ongoing benchmark and CFA assessments. In addition, by the end of June 2022, same percentage of teachers will be active members in TCT through their ability to present and articulate the data cycle(s) that guide their instruction ongoing. This will be monitored by administration's weekly review of lesson plans as well as ongoing analysis of these plans and their alignment with teachers' instruction through formal observations, learning walks, and pre/post observation conferences. |
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APPENDIX 1 - Back to the Future Protocol- Turnaround

Roosevelt Responses - February 13, 2019 (1/2 PD Day)

What does Roosevelt look, sound, and feel like today (2024)?

- Respectful students
- Motivated and accountable students
- Students care
- All classrooms have access to laptops every day. There are Smart Boards and reliable internet.
- Students actively engaged with curricular options and hands-on activities. Tech education, building and testing models, home economics, sewing, cooking, etc.
- Library with a librarian teaching research skills, study skills course
- Students and staff are happy to come to school
- Adequate number of staff and resources for teachers and students to be successful.
- Substitutes want to work here
- Community among staff and students: partnership
    · Students are responsible for their learning
    · Parents are very involved and support teachers, students, school
    · We are a TEAM – safe, supported, working towards same goals.
- Students choose their elective from several options based on grades and behavior and the student's interests.
- Along with each student having their own laptop, every classroom has a Smart Board and ceiling projector.
- Students love coming to school because they feel safe and motivated because of the clear expectations and consistent consequences.
- Students and teachers have picture ID cards to keep students accountable and teachers are given access to the building and their classrooms
- More UA teachers (family consumer, tech, graphic design)
- Tech – smart boards, chromebooks, projectors/elmos
- Content specialists
- Learning is fun/engaging
- Positive feedback/support from admin
- Coaching for teachers/mentoring/lead teachers
- Better understanding of student population
- Mutual respect
- Student accountability
- Teacher recognition (hard work, attendance, sacrifices)
- Improvements in attendance because students want to be here
- Return of math-supportive UA's
- Updated 21st century "home ec"
- Shops for building/making (carpentry, etc)
- Very few Tier 3 behaviors hurting learning
- Languages – mindful selection
    · Portuguese/Spanish fits many kids
    · Other choices could open opportunities (mandarin, latin…)
- Very few Tier 3 behaviors hurting learning
- On-site tech staff
- Rotating schedule

- Manageable class size (no more than 20 students)
- More staff – Primary SPED
- Feel safe and secure, risk taking encourage, positive
- A safe, peaceful, positive school
- A community that embodies respect and communication
- High expectations
- A climate and culture that values hard work, accountability and collaboration
- Environment conducive to learning
- Staffing
  - Competitive sub pay and benefits
  - Varied UA staff, offer student choice
  - SAC per floor/grade
  - Special Ed/student radio, ID level
  - PTO volunteers utilized
  - University partnerships for staffing
- Discipline
  - Consistent protocol/admin presence
- Tech
  - 1 to 1 computers
  - Projectors in every room
  - Equity across staff
  - Update phones
- Reasonable class size with correct support
- Essential materials to meet curriculum frameworks
- Culture & climate:
  - Strong and supportive leadership (mutual respect)
- Clean, orderly, expectations written on walls and engraved in the students' minds, behaviors, etc.
- - Teachers and students communicating in a low positive, encouraging manner, sounds throughout the building that encourages mindfulness, joy, chorus, etc.   Administrators communicate via the television with encouraging messages that motivate and set the school climate.
- A strong administration who backs up teachers
- Strong communication among admin and teachers
- UA classes based on a merit system
- Foreign language classes
- New staff orientation for Roosevelt
- Roosevelt would feel like a safe, inspiring school
- ESL push-ins for all content areas
- More options for UA classes (hands on)
- Student lead classes
- SPED teachers in all content areas

How did Roosevelt become what it is today?
- -Hall monitors hired; consequences form negative hallway behavior.
- -Students start wearing uniforms and ID's so teachers can tell who unfamiliar students are
- -Hire more staff (substitutes!)
- -Reopen library with a qualified librarian
- -more unified arts teachers, special education, SRO's paraprofessionals, and a vice principal for each floor and lunch monitors (not staff).

- -new technology was purchased and teachers were given professional development to learn how to use and instruct with the new technology.
- -increased discipline and support and a clear list of infractions and consequences.
- -strong sense of collaboration, trust
- -allowing students more choices (UA's)
- -money to fund changes
- -A clear vision that is also flexible and fits everyone (kids and staff).
- -Blame-free zone…find solutions instead!
- -Schedule reworked. Specialists incorporated on teams.
- -More time provided for collaboration.
- -Provided adequate technology for all classrooms and all students.
- -Differentiated and effective P.D.
- -Schedule changes- U.A. teachers part of the team.
- SPED teachers/EL teachers assigned to team.
- -Add a third assistant principal
- -more SAC counselors
- -clear expectation, consequences, consistency with accountability
- -P.D. on technology
- -1 to 1 technology
- -meaningful intervention classes.
- -District, administration and community support
- -creativity, high interest activities, real connection work
- -Community of caring
- -high consistent and clear expectations.
- -People who care about children in the sensitive stage of development they experience in middle school
- -central office and their leaders were invested and interested in real learning and social/emotional health of the students.
- -changed up the scheduling and used hall monitors
- -communication among admin/staff more effective, timely, consistent
- -Hired more U.A. teachers –smaller class sizes; students' choices in taking classes they're interested in
- -Hired a librarian
- -Set up a system that required parent involvement to address student accountability with behaviors, academics, mental health, etc.
- -revamped student accountability consequences, especially for chronic offenders.
- -offered afternoon/ night school for middle school as an alternative.
- -Community HUB (Homework resources, parents, counseling, clubs, parenting programs).
- -Increased staff activities (family nights, parties, movie nights)
- -collaborative plan time with U.A. teachers
- -Building improvement (paint, etc.)

What did Roosevelt Middle School look like in 2019?
- Some classrooms equipped with laptops, projectors, doc cams, but many without
- Lack of consistent expectations
- Students randomly assigned electives that were overcrowded and didn't engage interest
- Too few elective offerings or effective enrichment
- Students not meeting expectations with inconsistent consequences
- Not everyone has access to quality technology and the internet is unreliable

- Limited hands on activities due to lack of supplies
- Lack of student choice for UAs
- The library not open or used effectively
- Morale is low and teachers feel burnt out
- Lack of quality substitutes
- Teachers covering classes because of no subs
- Ineffective SPED program
- Too many students in UA classes- class sizes often above 30+
- Lack of discipline in hallways and lunches
- Lack of parent involvement
- Lack of collaboration between teacher and admin
- Inconsistent consequences
- Lack of co-teach planning time
- Lack of follow through
- Attendance/tardiness is an issue
- UA are assigned, not elective; staff in UA is isolated and students take advantage of communication barriers
- Tier 3 repeated behaviors that interrupt learning- not enough available interventions and support
- Schedule is locked due to dual enrollment- can't rotate
- Staffing is incomplete and not enough subs
- Lack of resources
- Lack of social emotional support
- Lack of accountability
- Street culture becoming school culture
- Technology for some, but not for all
- Scheduling issues- no rotation, no common plan time for EL teachers
- Large class sizes for some
- Not enough support staff- sped caseloads are large
- Lack of veteran staff to mentor
- Lack of admin-staff communication
- Lack of office referral follow up
- Inconsistent protocols and unclear follow
- Unsafe transitions
- Lack of presence of authority
- Minimal staffing
- Little parental support
- Students apathetic
- Some students do not engage in their learning
- Climate is reactive
- Technology outdated

- No time in the schedule for general education and special education teachers to plan lessons
- UA teachers don't have time to meet with any teams
- Chaotic passing periods, students wandering
- Inconsistent expectations
- Tardy and attendance problematic for students and teachers
- Not enough translators to assists with students and parents
- No library
- Lack of after school programs to keep students involved
- Limited ESL materials