



New Bedford Public Schools

Keith Middle School

Sustainable Improvement Plan - Annual Renewal

School Year 2020-2021

Executive Summary

Goals and Benchmarks

Submitted October 15, 2020

One Community - One School - One Vision

Section I: Executive Summary

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

From the vision we have developed three core beliefs that will guide our efforts and help ensure that our approach prioritizes our student's academic success, creates a culture of mutual respect and teamwork, and promotes partnerships that help to create a sense of community and belonging. We believe that anchoring our vision in these beliefs will result in stronger student growth and learning outcomes for all our students

Section I. KMS Sustainable Improvement Plan Executive Summary

What is our rationale for turnaround? Why turnaround? Why now?

This year, Keith Middle School will continue to implement impactful changes to the school. In the year 2018-2019 the school received data from the Panoramic Survey and AIR MSV, third-party organization that identified opportunities within Keith affecting both student and staff success. With this new data coming to light and lessons learned from two full years of redesign implementation, the leadership team at Keith Middle School along with other dedicated staff members began to formulate a plan for school turnaround that would remedy much of the data driven problems identified for the past several school years. Principal Joshua Almeida along with a leadership team codified a coherent vision for rapid school-wide improvement, outlined in this Sustainable Improvement Plan. Principal Warley Williams, in his second year, will continue the ambitious goals for achievement, set forth by the previous leadership team, which are driven by three distinct priorities:

- Focus on Empowering Student Voice through allowing them to have a choice in **expressing and representing their learning through Universal Design for Learning.**
- Foster a **Culture of Mutual Respect & Teamwork for all people in the KMS community**
- Establish Visionary Goal Setting to Support a **Sense of Community**

This plan goes beyond words on paper as it is, in layman's terms, an oath that the staff of KMS are taking to use well thought-out strategies and practices to build a school in which we take collective responsibility to bring about swift change and urgent growth for all students.

The four practices below will act as the pillars to build and expand upon what already works in our school so that all students and staff reach their fullest of potentials.

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

1. **Strategic Objective 1.1:** Hire and maintain an exceptional staff who demonstrate KMS core

values and a growth mindset about students, who are eager to engage in the learning cycle 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.

2. **Strategic Objective 1.2:** Foster a culture where student perspective is valued and students are empowered to have a voice. Unity between principal, school leaders and staff in which all members support one another and work together to uphold KMS priorities and accomplish KMS goals.
3. **Strategic Objective 1.3:** Create effective systems and structures where teachers lead and learn together through multiple data cycles for student achievement.

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.
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.
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.

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

1. **Strategic Objective 3.1:** Make measurable gains in closing the achievement gap for our high-need student populations, specifically: English learners, students with disabilities, 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.
2. **Strategic Objective 3.2:** Develop the know-how and capacity of general education teachers, special education teachers and interventionists to meet the needs of our English learners, students with disabilities, students of color, and students who have experienced trauma or chronic stress.

Turnaround Practice #4 School Culture and Climate

1. **Strategic Objective 4.1:** (School Culture and Climate) 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.
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.
3. **Strategic Objective 4.3:** (External Partners) Recruit, select, screen and monitor external partners who understand and can address the needs of Keith's students and families.
4. **Strategic Objective 4.4:** (Expanded Learning Time) Provide access and quality enrichment for

all students, particularly those identified as needing targeted interventions.

Within this plan we provide a list of initiatives/action steps that we intend on taking to reach our objectives and ultimately the measurable desired outcomes we delineate within each practice. Highlighted below are a few critically important action steps essential to the success of our Sustainable Improvement Plan:

- Form much needed structures to support the effectiveness of established teams such as:
 - School Based Instructional Leadership Team (ILT) - Content Instructional Leaders, (Co-Facilitate with Principal), Assistant Principals, Department Mentors (one teacher per department/per grade level), Special Education lead teacher, and ESL lead teacher.
 - Climate & Culture: Student Support Team - Assistant Principal (Lead - D. Mather), Student Adjustment Counselors, WrapAround Coordinator, Truancy Officer, School Nurse
 - Tiered Systems of Support Intervention Team - Assistant Principal (Lead - R. Relihan), Guidance Counselors, Team Leaders, Content Instructional Leaders, Interventionists, Reading Specialists
 - Family Engagement Leadership Team (FELT) - Assistant Principal (Lead - N. Dineen), Student Adjustment Counselors, Parent Support Specialist, Wraparound Coordinator, New Bedford Housing Liaison, School Nurse, Truancy Officer, PTO Chair
 - PTO - Expand PTO from 5 members meeting monthly to 10 members
- Lead learning walks which include teachers and students to improve teaching and learning, specifically analysis and inquiry and provide ongoing systems of feedback to teachers through things such as lesson plans and 1:1 conferences.
 - Create monitoring tool
 - Schedule Frequency
 - Schedule Messaging of Results (weekly, monthly, quarterly)
- Train and support staff in culturally responsive teaching and teaching students who experience poverty, trauma and chronic stress.
 - SEL based training will be conducted bi-weekly by SAC's during Team Plan. Students will participate in teacher led SEL lesson's every Monday during WIN period.
- Target supports to our high needs populations, specifically our ELs and students with special needs.
 - Teams will participate in Tiered Academies and share findings during TCT
 - Implementation of a daily WIN Block (WIN - "What I Need")
 - Tiered Literacy Academy - Dr. Nancy Hait & External Instructional Coaches
 - Tiered Mathematics Academy - Wendy Abrahamson
 - Systematic Student Support Academy (S3) - Rachelle Relihan
- Expand and protect learning time in teacher collaborative teams and systematize data tools in order to improve teacher practice and student learning outcomes.
 - Increasing technology for the use of student engagement, collaboration, differentiation and daily formative assessment
 - Increasing support in the implementation of technology as an instructional tool with the

- support of a technology integration manager
 - Increasing teacher collaboration time from 60 sessions to 90 sessions (180 days)
 - Increasing team collaboration time from 60 sessions to 90 sessions (180 days)
 - Creating a schedule for teacher collaboration time where teachers and administrators work together to set agendas (10 sessions related to tech integration, 20 sessions focused on data analysis that takes into consideration, 20 sessions grounded in school based best practices, 40 sessions teacher choice/teacher led agenda.)
- Hire people in key positions to prevent and manage daily disruptive behaviors, and implement restorative behavioral practices so that all students meet our school's behavioral expectations.
 - Addition of two adjustments counselors
 - Addition to building security full time, propose hiring a third security officer (one for each grade).
 - Recommendation to begin the year with high levels of guidance and support as students transition between classrooms. Slowly release this guidance pending readiness (goal: post-December)
 - Develop and hire staff who hold a growth mindset about students and share a collective belief that we can achieve high expectations for all students. Interviews will require candidates to expand on their mindsets and their expectations of students
- Communicate with and engage families in events in which they can participate in the positive academic, social and emotional strengths at KMS.
 - August Ice Cream Social - Middle School Readiness and Resources Guide
 - Captains Night - Academic Supports & After-school enrichment updates
 - Sporting Events (add intramurals)
 - Music/Arts Events (Concerts, exhibits and drama club productions)
 - KMS Cultural Night
 - End of Year Captains Brunch - Attendance and Grades
 - End of Year Staff/Student Talent Show (by grade level)
- Partner with local agencies and other NBPS schools to expand offerings to KMS students that meet their academic, social, emotional and physiological needs.
 - Child & Family (DCF)
 - ADL - Anti-Defamation League
 - United Way (NB Shannon)
 - YWCA
 - New Bedford Housing Authority (Claudia Sanha)
 - Zeiterion Theatre - Grade 6
 - Max Courage - Grade 6
 - STEAM the Streets (Ben Gilberg)
 - ArtWorks
 - SeaPerch
- Expand leadership opportunities for teachers, families and students so that they have real agency in important KMS decisions.
 - Quarterly Teacher, Student and Family Round tables to review Sustainable Improvement

- Plan and Results being collected
 - Expand on Teacher Mentoring Opportunities
- Strengthen relationships and trust between and among principal, school leaders, teachers, staff, families and students so that all can respectfully work out differences.
 - Begin the year with a BBQ/Field Day (2-3 days) - pending readiness of KMS Field
 - Expand faculty advisory council - way in which staff concerns are collected/reviewed
 - Expand on staff events - August Team Build (Escape Room), November (Bowling), January (Holiday gathering), Teacher's Appreciation Week, End of MCAS Celebration (Boston Red Sox Educator Night)

Section VII: Goals, Benchmarks, and Progress Monitoring

Describe the process the school and district will use to monitor the impact of the strategies as articulated in the benchmarks.

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

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

The tables below articulate KMS's goals and benchmarks for 2019-2022.

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

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

<p>Measurable Annual Goals (MAGs) for Student Achievement</p>	<p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p>
<p>Interim Benchmarks for Teachers/Practitioners</p>	<p>1. By June 2021 100% of SILT (school improvement leadership team), PLT (principal leadership team), and TCT (teacher collaboration time) agendas and minutes will include use of student data and related instructional actions, including the use of Ready and CFAs after testing windows. By November, 50% of the</p>

	<p>agendas and minutes will include data engagement and action, by January, 75%, and by May 100%.</p> <ul style="list-style-type: none"> - By faculty orientation 2020, the staff calendar will be developed and distributed to include such dates as the monthly Ready 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. - By October 1, 2020, 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.
<p>Interim Benchmarks for Students</p> <p>From BOY to MOY in SY 20-21, ALL KMS students will show an SGP of at least 50 on ELA and Math Ready benchmark assessments. From MOY to EOY in SY 20-21, ALL KMS students will show an SGP of at least 60 on ELA and Math Ready assessments. This will remain the goal through the '21-'22 SY.</p>	<p>1. From BOY to MOY in SY 20-21, ALL KMS students will show an SGP of at least 50 on ELA and Math Ready benchmark assessments. From MOY to EOY in SY 20-21, ALL KMS students will show an SGP of at least 60 on ELA and Math Ready assessments. This will remain the goal through the '21-'22 SY.</p>

Turnaround Practice #2: Intentional practices for improving instruction

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

<p>Measurable Annual Goals (MAGs) for Student Achievement</p>	<p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p>
<p>Other MAGs</p>	<p>1. In SY 20-21, at least 20% of all KMS students who</p>

<p>3 required by statute:</p> <ol style="list-style-type: none"> 1. Student acquisition of twenty-first century skills 2. Development of college readiness 3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable 	<p>performed at the “partially or not meeting expectations on BOY CFA assessments on 21st century skill <i>“Collaboration and Academic Discourse”</i> will improve to “meeting expectations” on MOY CFAs. Additionally, at least 20% of all KMS students who still performed at the “partially or not meeting expectations on MOY CFA assessments on 21st century skill <i>“Collaboration and Academic Discourse”</i> will improve to “meeting expectations” on EOY CFAs. Thus, students that achieve levels of meeting expectations” by EOY will increase by 40% from levels at BOY. This will be the same expectation at least through each year of ‘21-’22. This will be captured through a common tool and common scoring rubric.</p> <p>2. College readiness means to us that students enter college without the need to take the remedial Math and/or ELA prep class necessary to enter college programs that meet their entry expectations.</p> <p>Thus, this smart goal below for KMS students is: In SY ‘20-21, at least 20% of all KMS students who performed at the “partially or not meeting expectations” on BOY “college readiness” tests like in ELA and Math Ready/CFA assessments will improve to “meeting expectations” on MOY Math and ELA Ready/CFAs. Additionally, at least 20% of all KMS students who still performed at the “partially or not meeting expectations on MOY Math and ELA Ready/CFA assessments will improve to “meeting expectations” on EOY “college readiness” tests like ELA and Math Ready/CFAs.</p> <p>Thus, students that achieve levels of meeting expectations” by EOY will increase by 40% from levels at BOY. This will be the same expectation at least through each year of ‘21-’22.</p>
<p>Interim Benchmarks for Teachers/Practitioners</p>	<p>1.By mid October of each school year, school administration will determine tiered levels of differentiated support needed for 100% of teachers by reviewing MCAS & Ready student growth data, evaluation recommendations, and BOY Ready data. Specific support and progress monitoring plans will be created, shared and monitored by administration and teachers. Progress monitoring will take place in December and March to determine adjustments and additional supports needed. By EOY, 100% of teachers will receive the appropriate amount and types of support so that all teachers improve practice to at least the proficient level or have their educator plan changed to reflect a more suitable educator plan per the NBPS evaluation system.</p>

	<p>2. By November 2021, the leadership team will conduct learning walks on a weekly basis. Weekly learning walks will collect data and have a set focus aligned to turnaround strategic objectives. Learning walk teams may consist of all admin, admin and district leaders, SILT, teachers, support staff, and students. Learning walk data and feedback will be communicated to all staff members as a section Keith's weekly newsletter. Data will include anonymous, quantifiable evidence of the educators' incorporation of effective instructional strategies that directly align to the school's instructional focus areas. SILT will use learning walk data to determine and plan for differentiated professional development needs. From month to month, demonstrable growth will be made on each instructional measure until 100% of classrooms routinely sustain the incorporation of targeted effective instructional strategies.</p>
<p>Interim Benchmarks for Students</p>	<p>1. On 2018 ELA MCAS, the mean SGP for <u>students with disabilities</u> was 43.5 falling short of the target score of 50. On 2018 Math MCAS, the mean SGP for <u>students with disabilities</u> was 38.0 falling short of the target score of 50.</p> <p>2. On 2018 ELA MCAS, the mean SGP for our <u>lowest performing students</u> was 37.2 falling well short of the target score of 50. On 2018 Math MCAS, the mean SGP for our <u>lowest performing students</u> was 38.5 falling short of the target score of 50.</p> <p>1. From BOY to MOY in SY '20-21, 100% of KMS students <u>with disabilities and lowest performing students</u> will show an SGP of at least 50 on ELA and Math Ready benchmark assessments. From MOY to EOY in SY '20-21, 100% of KMS students <u>students with disabilities and lowest performing students</u> will show an SGP of at least 60 on ELA and Math Ready assessments. This will remain the goal through the '21-'22 SY.</p>

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

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

<p>MAGs for Student Achievement</p>	<p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p>
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<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. For those students identified during TCT data meetings as requiring academic interventions, 100% will receive quantifiable interventions demonstrated by teacher data reports, with at least 80% of these students will demonstrate growth within the area(s) of concern based on measures that are determined by the BBST (e.g. course grades, STAR assessments, common formative assessment results, assignment completion rates). 2. For those students identified during building-based student support (BBST) meetings as requiring social-emotional supports, 100% will receive quantifiable support; effect is demonstrated through teacher data reports, with at least 80% of the students demonstrating growth within the area(s) of concern based on measures that are determined by the BBST (e.g. office referrals, attendance, assignment completion rate) <p>*Through a robust safety net (multi-tiered system of supports), 100% of students who need time to complete their late academic assignments will receive structured environments within which to do so during class time, enrichment time and/or after school.</p> <ol style="list-style-type: none"> 1. Through a robust safety net (multi-tiered system of supports), 100% of students who need instructional support to demonstrate their knowledge and skills (to demonstrate meeting learning objectives) will receive targeted instruction during class time, WIN time and/or after school time for extra help sessions. By EOY in '21, 60% of students will have met all academic expectations. By EOY in '22, 80% of students will have met all academic expectations. By EOY in '23, 90% of students will have met all academic expectations.
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. On 2018 ELA MCAS, the Scaled Score (SS) for ALL students was 482.1 falling short of the target score of 487.9 which was a decline rating. On 2018 Math MCAS, the Scaled Score (SS) for ALL students was 482.1 falling short of the target score of 488.6 which was a decline rating. On 2018 Science MCAS, the Scaled Score (SS) for ALL students was 41.7 falling short of the target score of 56.6 which was a decline rating. 2. In SY '20-21, at least 20% of all KMS students who were “partially or not meeting expectations on BOY CFA assessments in math, science, and ELA will improve to “meeting expectations” on EOY CFAs. These CFAs will be aligned to the MCAS expectations. We plan to continue this increase by the same margin (20%) each year through SY '21-'22

	resulting with an overall improvement of 60% more students meeting expectations at the end of this three year plan. The scaled score should reflect this increase.
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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.
<p>Other MAGs <u>7 required by statute:</u> 1. Parent and family engagement 2. Building a culture of academic success among students 3. Building a culture of student support and success among school faculty and staff 4. Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items) 5. Student safety and discipline 6. Student promotion and dropout rates 7. Graduation rates (high schools only)</p>	<p>1. By the end of SY '20-'21, at least 80% of all KMS families will have attended an event or meeting (in-person or virtually) for positive reasons that involve their child(ren). We will have numerous new and existing opportunities and events for families to engage in, and we will track family attendance for every event to progress monitor using a shared tool through Google docs. We expect to see a steady increase in the percentage of families that access these events for these reasons throughout each month of the academic year.</p> <p>2. By the end of SY '20-21, at least 75% of all KMS 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 Ready assessments. These goals and progress toward them will be reviewed quarterly through subsequent 1-1 goal meetings between the teachers and each student. Some goals may be revised depending on each student's +/- and we expect to see a steady increase of students' performance each quarter as we progress monitor toward the overall goal of 75% of all KMS students will achieve their personal goals regarding academic growth and achievement.</p>
Interim Benchmarks for	1. Every 4-6 weeks, 100% of team-based teachers

Teachers/Practitioners	<p>will participate in team-based TCT data meetings in order to analyze student data; determine which students are and are not making steady progress academically and/or S/E, and make plans for interventions and supports.</p> <p>2. Every month, the SILT will meet to review data from learning walks and from the students' common formative assessments to determine the school's progress toward meeting school-wide benchmarks.</p>
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