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**New Bedford Public Schools**

**Roosevelt Middle School**

**Sustainable Improvement Plan - Annual Renewal**

**School Year 2020-2021**

**Executive Summary**

**Goals and Benchmarks**

**Submitted October 15, 2020**

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# Section I: Executive Summary

## Executive Summary Contents:

1. Rationale for turnaround
2. An overview of the key strategies used to accelerate improvement within each practice
3. A brief explanation of how our proposed strategies and approach will be different from previous improvement efforts.

## 1. Rationale for Turnaround:

Last year the New Bedford Public Schools was notified of a grant opportunity that would help to spur integral changes to Roosevelt Middle School that would allow for student and staff success. In the year 2018, the school received data from a third party organization, the Panorama Survey, that identified problems within Roosevelt affecting both student and staff success. With this new data coming to light and the incentive of the grant, the leadership team at Roosevelt along with 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 Daniel Bossolt, along with a leadership team, codified a coherent vision for rapid school-wide improvement, outlined in this sustainable improvement plan. Ambitious goals for achievement are driven by three distinct priorities:

- 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.

As we wrote this plan, we continued to go back to these priorities to ensure that our strategic objectives and initiatives/action steps kept these 3 things in focus. This plan goes beyond words on paper as it is, in layman's terms, a pledge that the staff of RMS 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.

*During the '19-'20 school year, we made gains in several key areas and developed real momentum in our work toward our collective goals and benchmarks. However, our year was significantly disrupted by the Covid-19 pandemic, which closed our doors on March 13<sup>th</sup>. We were fortunate to have numerous laptops and devices that we could lend out to students along with already utilized online platforms running, so that we could provide some remote instruction and support. But with this unprecedented challenge, the connection with our kids was greatly impacted negatively and we struggled to keep up our traction. We concluded the year with only a fraction of the data points that we were counting on to gauge our progress. Despite this, we did engage and complete the MSV process with the AIR group from DESE. The results of the MSV report did validate much of what we are working toward, and the table below shows this.*

Roosevelt Middle School Summary Table of Average Ratings for Each Dimension by year

|                          | 2016-17<br>Average | 2017-18<br>Average | 2018-19<br>Average | 2019-20<br>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 |

*The overall approach that we will take to sustain and increase our improvement efforts are rooted in our primary turnaround priority of fostering a culture of trust so that all stakeholders are united. We will strategically plan to add to this culture of trust in every action we take while working with teachers, support staff, specialists, students, families, district leaders, and community members. Additional details are below under each turnaround practice strategic objectives.*

## **2. 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 have hired for this year. We were able to increase the rate of highly qualified and licensed candidates and reduce 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 icebreakers for all PDs and staff meetings. We have built in time to our master schedule to allow for regular collaboration among core teachers and their SpEd and/or EL co-teachers. 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. Finally, we will link sections of our sustainable improvement 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 are 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 bought into the UDL model. 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 model 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

- 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 the school leadership 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.*
- 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 and equitable access. 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 are 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

- 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.*
- 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 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 an attendance officer that will spearhead these efforts with the goal of higher amounts and deeper levels of family support.*
- 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 the 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 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.*

### **Initiatives and Action Steps**

Last year, we articulated within the comprehensive Turnaround Plan many initiatives and action steps that we commit to implementing. Our original Turnaround Plan, Section V, provided numerous Initiatives/Action steps for how we will implement these strategic objectives, (some which may be more granular than an outside reader needs to know, but helpful to our staff who will implement the plan). Here, we take the balcony view to name the most critically important, high leverage action steps essential to the success of our full Sustainable Improvement Plan, across all practices. The action steps detailed in the plan fall within these bigger initiatives:

- **Build capacity of leaders and staff.** We will prioritize collaboration and professional learning as a means to improve teacher and student learning outcomes and school culture. Through the formation, reconfiguration, and re-purposing of many school teams and new leadership positions, we will give teachers, students and families more opportunities for leadership and voice in important school matters. We will train leaders to facilitate high-functioning, high-impact teams that help us reach our goals. (Such teams include: Teacher Collaborative Teams (TCTs), Culture and Climate Committee, PTO and School Council, Student Council, Principal Leadership Team and expanding the responsibilities of the Instructional Leadership Team to include learning walks and the routine examination of progress monitoring tools that trigger data analysis, school-wide teacher feedback and action planning.) We will further 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 and understand the unique needs of our population.
- **Strengthen core instruction.** We will build-upon the practices teachers and teacher teams have developed by working in departments to develop a rigorous curriculum aligned to MA frameworks, by developing consistency in instructional practices across grade levels and content areas - practices that honor student discourse, analysis and inquiry and carrying the cognitive load in the classroom, and develop a regular practice of giving and analyzing formative assessments so that we know how every student is doing, and can work together to swiftly advance students academically. We will hire strategically in a way that permits the principal and curriculum instructional leaders to strengthen core instruction.
- **Expand academic, social and emotional opportunities and supports for students.** Partner with key providers. Partner with local agencies and other NBPS schools to expand offerings to RMS students that meet their academic, social, emotional and physiological needs. Restructure schedules and opportunities for time on learning. (Examples include but are not limited to: Summer and vacation academic support programs, after-school enrichment, language courses, exploring partnerships with City Year and local colleges.) These and other opportunities will allow us to target supports to our high needs populations, specifically our ELs and students with special needs. We will hire and adjust staffing

positions to allow students access to the school leaders (i.e., interventionists, guidance counselors), they need to be successful.

- **Strengthen our culture.** We know that school culture will make or break any plan. We have had very honest conversations about the strengths and challenges within our school culture. We have put forth initiatives/action steps that will strengthen relationships and trust between and among principal, school leaders, teachers, staff, families and students so that all mutually cultivate a caring community and a culture of trust. We put forth many family engagement actions so that Roosevelt can become the HUB to families and students that we envision.

### **3. A brief explanation of how our proposed strategies and approach will be different from previous improvement efforts.**

#### A Look at RMS's Previous School Improvement Efforts

In the fall of 2016, The RMS Principal met with the former Deputy Superintendent and the other two middle school principals to review a range of data sets for our schools. The data showed low levels of growth and achievement in a number of areas historically over the past five years. Based on the concerning data, the decision was made that we would begin the process of changing our three individual schools into an Innovation Zone similar to those that had been implemented in comparable cities like Brockton, Fall River, and Springfield. The process included forming a small team of teachers, visiting Innovation schools in these cities mentioned above, and meeting multiple times with members of the Innovation group and NBPS school committee members. Traction was made early on, but as we got deeper into the process, the IZ group and district could not come to an agreement, and the plan stopped in that form. We changed course to still work toward a school redesign, and worked with the district and union to make some minor adjustments and opportunities for educators. The results of this process mainly were the creation of stipended teacher leadership roles, a slightly extended day of 15 minutes with an advisory curriculum offered as a guide for this time, and a few new UA course offerings. The redesign was implemented in the SY '17-'18, but based on numerous data points like benchmark assessments, MCAS scores, and an MSV report by the group AIR, this redesign produced only marginal improved student outcomes.

#### A Look at How This Plan is Different

This current Sustainable Improvement Plan for 2019-2022 differs from attempts during previous academic years in its process and its proposed implementation. The process for this year's Sustainable Improvement Plan creation began with genuine excitement and an organic development. The new district leadership reviewed the past few year's data, budget, and support structures by school, and it was evident to them that the middle schools urgently needed to improve outcomes. The middle school principals met with district leaders to discuss the need to turn around the schools more aggressively and at a more accelerated rate than had been achieved through the historical school improvement and redesign efforts. After Roosevelt Middle was selected to enter into this School Redesign Grant (SRG) turnaround application, much more time, collaborative effort and meaningful reflection and analysis has gone into this planning process by a wider group of stakeholders than ever before. We held meetings with school and district leaders and educators. We met with parents one on one and in larger meetings to share information and gather their feedback on what they want to see improved in Roosevelt for their children. We held meetings with existing and new community groups and partners for their input and potential future collaboration. The district hired a consultant to help lead the work of the Turnaround Team comprised of school administrators, district leadership, and a representative group of 11 teachers from Roosevelt. We have met for dozens of hours formally as whole groups as well as with organized subgroups that included additional teachers from RMS to deepen our work on the plan and generate more buy-in while regularly sharing drafts of this plan with RMS staff as a whole in order to show transparency and elicit feedback.

This plan differs from past improvement efforts as well in its proposed implementation. This plan already has more shared understanding, input, and support from stakeholders than before, stemming from well-attended, multi-stakeholder sessions where we envisioned our future and conducted root-cause data analysis to identify high-priority, high-impact focus areas. This plan brings with it more targeted PD, additional student learning supports, enrichment, and extracurricular opportunities. It takes a much-needed approach to developing teachers' mindsets as well as practices, with a focus on understanding what our student population needs. This plan empowers RMS educators to take on leadership positions that will deepen levels of collaboration among teachers. This plan has garnered high levels of district support through ongoing monitoring, a commitment to building administrators' and educators' capacities now and in the future, and agreements to invest in our future to address curricular and staffing needs. We believe that this current plan -- given the specificity of its delineated goals and action items -- will lend itself to effective progress monitoring and to the implementation of well-executed systems that will foster high-quality instruction, engaged student learning, and high levels of student achievement, all within a culture that promotes the health and wellness of staff and students. Finally, this plan aggressively addresses areas of need within more clearly defined high-impact turnaround practices that focus on teaching and learning, culture and climate, and data driven collaborative practices that we are confident will result in significantly improved student outcomes.



## Section VII: Goals, Benchmarks, and Progress Monitoring

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 RCM's teacher teams and various task forces and committees will unleash the resourcefulness of RMS'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.

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).

**The tables below articulate RMS’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.

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| <p><b>Measurable Annual Goals (MAGs) for Student Achievement</b></p> | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p>   |
| <p><b>Interim Benchmarks for Teachers/Practitioners</b></p>          | <ol style="list-style-type: none"> <li>1. By June 2020 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 STAR 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:             <ol style="list-style-type: none"> <li>a. By faculty orientation 2019, the staff calendar will be developed and distributed to include such dates as the monthly Star 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.</li> <li>b. By faculty orientation 2019, the SILT will increase in membership to include teachers from each content area, SpEd, EI, and UA as well as various leadership represented and will have established protocols for the teachers’ collaboration time.</li> <li>c. By the end of September ‘19, we will establish and/or 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</li> </ol> </li> </ol> |

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|  | <p>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 '19-'20 SY, we expect to see continuous increases in the percentage of teachers that consistently showing RMS Instructional Focus best teaching practices as evidenced through systematic learning walk and data sharing as well as formal observation and coaching cycles.</p>  |
| <p><b>Interim Benchmarks for Students</b></p> <p>From BOY to MOY in SY '19-'20, ALL RMS students will show an SGP of at least 50 on ELA and Math STAR benchmark assessments. From MOY to EOY in SY '19-'20, ALL RMS students will show an SGP of at least 60 on ELA and Math STAR assessments. This will remain the goal through the '21-'22 SY.</p> | <p>On 2018 ELA MCAS, the mean SGP for ALL students was 46.9 falling short of the target score of 50 by 3.1. On 2018 Math MCAS, the mean SGP for ALL students was 40.4 falling short of the target score of 50 by 9.6.</p> <p>On the current 2019 ELA and Math MCAS, the target is, again, going to be 50. We plan to make a 3-4 point SGP increase in ALL student in our first turnaround year. We will average this over the next three years resulting in at least an overall increase in for ALL students' mean SGP to level 60 in ELA and Math after three years.</p> <p>From BOY to MOY in SY '19-'20, ALL RMS students will show an SGP of at least 50 on ELA and Math STAR benchmark assessments. From MOY to EOY in SY '19-'20, ALL RMS students will show an SGP of at least 60 on ELA and Math STAR assessments. This will remain the goal through the '21-'22 SY as reflected through iReady assessments.</p> |

**Turnaround Practice #2: Intentional practices for improving instruction**

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

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| <p><b>Measurable Annual Goals (MAGs) for Student Achievement</b></p>  | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.</p>   |
| <p><b>Other MAGs</b><br/>3 required by statute:<br/>1. Student acquisition of twenty-first century skills<br/>2. Development of college readiness<br/>3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable</p> | <p>1. In SY '19-'20, at least 20% of all RMS students who 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 RMS 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 '20-'21 and '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</p> |

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|   | <p>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 RMS students is; In SY '19-'20, at least 20% of all RMS students who performed at the “partially or not meeting expectations” on BOY “college readiness” tests like in ELA and Math STAR/CFA assessments will improve to “meeting expectations” on MOY Math and ELA STAR/CFAs. Additionally, at least 20% of all RMS students who still performed at the “partially or not meeting expectations” on MOY Math and ELA STAR/CFA assessments will improve to “meeting expectations” on EOY “college readiness” tests like ELA and Math STAR/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 '20-'21 and '21-'22.</p>   |
| <p><b>Interim Benchmarks for Teachers/Practitioners</b></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 &amp; STAR student growth data, evaluation recommendations, and BOY STAR 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 January 2020, 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 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.</p> |
| <p><b>Interim Benchmarks for Students</b></p>               | <p>1. On 2018 ELA MCAS, the mean SGP for students with disabilities was 43.5 falling short of the target score of 50. On 2018 Math MCAS, the mean SGP for students with disabilities was 38.0 falling short of the target score of 50.</p>  |

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|  | <p>2. On 2018 ELA MCAS, the mean SGP for our lowest performing students was 37.2 falling well short of the target score of 50. On 2018 Math MCAS, the mean SGP for our lowest performing students was 38.5 falling short of the target score of 50.</p> <p>On the current 2019 ELA and Math MCAS, the target is, again, going to be 50 in each sub-group. We plan to make a 3-4 point SGP increase in EVERY SUBGROUP (including those above) in our first turnaround year. We will average this over the next three years resulting in at least an overall increase of 10 mean points in EVERY SUBGROUP's SGP to level 60 in ELA and Math after three years.</p> <p>3. From BOY to MOY in SY '19-'20, 100% of RMS students with disabilities and lowest performing students will show an SGP of at least 50 on ELA and Math STAR benchmark assessments. From MOY to EOY in SY '19-'20, 100% of RMS students with disabilities and lowest performing students will show an SGP of at least 60 on ELA and Math STAR assessments. This will remain the goal through the '21-'22 SY.</p> |
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**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.

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| <p><b>MAGs for Student Achievement</b></p>                  | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing student group.</p>  |
| <p><b>Interim Benchmarks for Teachers/Practitioners</b></p> | <ol style="list-style-type: none"> <li>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).</li> <li>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)</li> </ol> <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"> <li>3. Through a robust safety net (multi-tiered system of supports), 100% of</li> </ol> |

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|   | <p>students who need instructional support to demonstrate their knowledge and skills (to demonstrate meeting learning objectives) will receive targeted instruction during class time, enrichment time and/or after school time for extra help sessions. By EOY in '20, 60% of students will have met all academic expectations. By EOY in '21, 80% of students will have met all academic expectations. By EOY in '22, 90% of students will have met all academic expectations.</p>  |
| <p><b>Interim Benchmarks for Students</b></p> | <ol style="list-style-type: none"> <li>1. On 2018 ELA MCAS, the Scaled Score (SS) for ALL students was 483.9 falling short of the target score of 487.6 which was a decline rating.<br/><br/>On 2018 Math MCAS, the Scaled Score (SS) for ALL students was 483.6 falling short of the target score of 486.9 which was a decline rating.<br/><br/>On 2018 Science MCAS, the Scaled Score (SS) for ALL students was 46.4 falling short of the target score of 56.5 which was a decline rating.</li> <li>2. On the current 2019 ELA and Math MCAS, the targets are <u>485.8 and 485.2</u> respectively, and Science target is 49.5. We plan to meet or exceed our subgroup targets at a rate of 3/10 each year over the next three years. After three years, we will have met/exceeded in 10/10 subgroups in all tested content areas.</li> <li>3. In SY '19-'20, at least 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 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.</li> </ol> |

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

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

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| <p><b>MAGs for Student Achievement</b></p>  | <p>We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.</p>  |
| <p><b>Other MAGs</b><br/><u>7 required by statute:</u><br/>1. Parent and family engagement<br/>2. Building a culture of academic success among students<br/>3. Building a culture of student support and success among school faculty and staff</p> | <ol style="list-style-type: none"> <li>1. By the end of SY '19-'20, 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 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</li> </ol> |

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| <p>4. Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items)</p> <p>5. Student safety and discipline</p> <p>6. Student promotion and dropout rates</p> <p>7. Graduation rates (high schools only)</p> | <p>these reasons throughout each month of the academic year.</p> <ol style="list-style-type: none"> <li>2. By the end of SY '19-'20, at least 75% 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 STAR assessments. These goals and progress toward them will be reviewed quarterly through subsequent 1-1 goal meetings between the teach 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 RMS students will achieve their personal goals regarding academic growth and achievement.</li> <li>3. By the end of SY '19-'20, 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 SY '19-'20, this 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.</li> <li>4. Roosevelt students' attendance has decreased from 93.5% in 2016 to 91.5% last school year. In addition, 52% of students have been dismissed early from school at least once this school year. Finally, 16% of students have been secluded via being assigned at least one class period in the SSC's Accountability Area as an alternative to suspension this year as of April of '19. The two priorities that we will aggressively take on are the attendance issue as well as the seclusion. As the district just recently created a new attendance protocol, we will align with this and have a 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 before any significant time has been missed, and create a bridge to school and services which was not in place in prior years. We plan on increasing the attendance rate +3% by EOY of '20 to a level of 94.5%. Each year of the two years that follow, we plan to increase this rate by an average rate of 2% more where at EOY of '20, we will achieve 98.5% attendance rate.</li> </ol> <p>Also, we will utilize the SSC and Acct. Area more so than out of school suspensions. However, with the increase and improvement of our</p> |
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|   | <p>social/emotional staff and systems, we will decrease both of the percentage of students that must earn that consequence. Specifically to the SSC/ACT, we will reduce the percentage of students that are assigned there by 5% at end of '20, and then this will continue to decrease by 2% each year to follow where by EOY '22, only 7% of students will have an assignment in this area.</p> <p>5. Student safety and discipline is an area of concern for us. Last year, 10.2% of our students at least once, had to be suspended in or out of school. The vast majority of these ISS/OSSs were due to violent acts by students; 9.7% to be specific. Through a strong system of PBIS, student accountability, as well as fostering a community of support for these and all students with more SEL and trauma sensitive training, we will decrease this percentage by 3% by the end of '20, and then reduce this by 2% each year after where we will be at a &lt;3% OSS/violence rate at the end of '22.</p> <p>6. At the end of last year, '18-'19, we had nearly 80% of our 8th graders promoted without any remedial interventions necessary during their 8th grade year. That said, over 16% of students required one of the summer school programs that we offered to remediate skills, content, and language that they did not receive during the regular academic year in order to meet expectations. And we retained around 3% of students which was unfortunate and not a practice this administration believes in, but was necessary because of the lack of foundational skills needed to successfully advance. By EOY '20, we will reduce the percentage of students that require summer school (we will still engage many students in summer programming, but more for support and opportunity purposes) by 3% each year while we reduce the percentage of retained students by 1% each year, so that at the EOY of '22, we will have only 5-7% SS remediation need and a 0% retained rate.</p> |
| <p><b>Interim Benchmarks for Teachers/Practitioners</b></p> | <p>1. Every 4-6 weeks, 100% of team-based teachers 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>   |



## Interim Benchmarks for Students

This Panorama data is historical as well as inclusive of targets for '19 and '20 SYs.

This MSV data includes ratings from 15 domains and categories including those from the Emotional Support domain and related categories. It is here where we have an overall domain score of 4.4, which is low on this scale, reflecting an area requiring urgent attention.

## Panorama Data

| Sense of Belonging (Panorama Survey) |             |             |             |             |             |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|
|                                      | Spring 2016 | Spring 2017 | Spring 2018 | Spring 2019 | Spring 2020 |
| Feel you belong at School            | 49          | 50          | 56          | 70          | 80          |
| Feel accepted by other students      | 55          | 52          | 53          | 72          | 80          |
| Feel people understand you           | 47          | 54          | 58          | 69          | 80          |
| Feel connect-ed to adults at school  | 29          | 30          | 38          | 63          | 80          |

## MSV Data

Roosevelt Middle School Summary Table of Average Ratings for Each Dimension by year

|                                 | 2016-17 Average | 2017-18 Average | 2018-19 Average |
|---------------------------------|-----------------|-----------------|-----------------|
| Emotional Support Domain        | 3.9             | 4.8             | 4.4             |
| Positive Climate                | 4.2             | 4.9             | 4.8             |
| Teacher Sensitivity             | 4.8             | 5.8             | 4.9             |
| Regard for Student Perspectives | 2.8             | 3.9             | 3.5             |
| Classroom Organization Domain   | 6.5             | 6.7             | 6.6             |
| Behavior Management             | 6.4             | 6.5             | 6.5             |
| Productivity                    | 6.4             | 6.5             | 6.3             |
| Negative Climate                | 6.8             | 7.0             | 6.8             |
| Instructional Support Domain    | 3.1             | 4.0             | 3.4             |
| Instructional Learning Formats  | 4.8             | 5.6             | 4.3             |
| Content Understanding           | 3.0             | 3.9             | 3.3             |
| Analysis and Inquiry            | 2.2             | 3.3             | 3.0             |
| Quality of Feedback             | 2.8             | 3.4             | 3.3             |
| Instructional Dialogue          | 2.7             | 3.9             | 2.9             |
| Student Engagement              | 5.5             | 5.7             | 4.8             |

As a staff, despite having a strong Classroom Organization Domain and related categories, we do not have the positive side of this work running at a comparable level. This MSV data is one of a set of data that shows that one does not beget the other. The data and goals are shown above in rating form for the Panorama priority categories. For the MSV S/E domain and categories, we plan to improve one (1) point each year over three years or three (3) points at the EOY '21-'22. We will administer short online surveys with aligned questions to Panorama three times a year to progress monitor. This data will help determine those students who need tiered support around trust and relationships, and what staff need support in connecting, engaging, restorative practices. We can provide better interventions to build and maintain a more positive environment for staff and students.