New Bedford Public Schools

Normandin Middle School

Sustainable Improvement Plan - Annual Renewal

School Year 2021-2022

Executive Summary

Goals and Benchmarks

Submitted October 15, 2021

Section I: Executive Summary

Included in our Executive Summary:

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.

Within the Executive Summary
Black Text = Turnaround Plan & Sustainable Improvement Plan
Red Text = Plan for SY2020-2021
Green Text = Reflections and Plan for SY2021-2022

1. Rationale for Turnaround:

Despite efforts in the past to improve core instruction, Normandin has struggled to help students close gaps and improve growth and proficiency on state tests. After examining various data sources including building-based surveys and surveys from outside entities, classroom walkthroughs, as well as state and local data, the Normandin team identified areas of significant concern:

- Current classroom instruction lacks opportunities for students to grapple with content that allows them to practice analysis and inquiry at their grade level.
- Supports currently in place are not remediating gaps in student learning quickly enough.
- Current supports to help students who have trauma history are not enough to support their needs.

While writing this plan, we reflected upon these concerns and considered how best to address them. The Principal, Sean McNiff, and the Turnaround Team met regularly, discussed these concerns, and came up with three priorities:

1. Provide instruction that fosters **thinking and discussion** while **analyzing complex tasks.**
2. Plan accommodations that **meet the needs of all students** while providing them with grade-level, standards-based instruction.
3. Provide students with a learning environment that gives them a **sense of belonging.**

2. An overview of NMS Strategic Objectives

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

1. **Strategic Objective 1.1**: Develop a system of distributive leadership to build capacity of all staff. During Year 2, we will focus on providing a sustainable School Instructional Leadership team that meets regularly to review the goals and objectives of the SIP, while maintaining the work of the Student Support Teams. During Year 3, this will continue to focus on this objective and the administrative team will be working with the District Office and the Lynch Leadership institute on Professional Development for leadership targeting Instruction. Additionally the Principal will be working with Focused Schools on developing a more robust SILT team, and use that team to make instructional focus decisions.
2. **Strategic Objective 1.2**: Develop a shared responsibility of student academic and behavioral expectations through a collaborative examination of school data. During Year 2, we will sustain data examination in ELA and Math, develop review in Math and Science, and develop in our CFAs

(Common Formative Assessments) cross-disciplinary review of common writing and Mathematical standards. The school will be working with the District office in the implementation of two major curriculum initiatives in ELA and Math. This work will be ongoing throughout the school year and provide more opportunities to utilize shared data during their TCT meetings.

3. **Strategic Objective 1.3**: Maintain a culture of professionalism and shared accountability to support continuous improvement and professional growth. During Year 2, we will sustain our investment in Professional Development focused on UDL and develop practices that are incorporated into our instruction. The focus will be on changing our co-teaching model in Math and ELA; co-teachers will co-plan, co-instruct, and co-assess. Despite the pandemic, we have been able to move forward significantly with our Tier I instruction professional development. We continue working within the MTSS model to focus on Tier 1 instruction, including UDL practices, and particularly in the implementation of co-teaching models and a transition to an inclusive model for all students on IEPs.

Turnaround Practice #2 Intentional practices for improving instruction

1. **Strategic Objective 2.1:** Develop and implement common instructional practices that deepen student understanding of analyzing complex tasks through showing their work and supporting their answers. During Year 2, the ELA team will provide the standards-based instruction, and the Math team will develop the implementation of the Ready program and iReady online platform. Additionally, Science teachers will be receiving training on the Project Lead the Way modules to incorporate in their instruction. The Social Studies team will focus on the revision of DESE curriculum map. We continued to struggle specifically in ELA due to the challenges we faced with creating common lessons and plans. There will be a shift during this year to a pre-packaged ELA curriculum as we identified that our teachers are spending a disproportionate amount of time on developing lessons and plans, and not enough time examining student data and progress.

2. **Strategic Objective 2.2:** Ensure that staff collaboratively develops curriculum that standards-based and rigorous, and through data-analysis develop common lessons that are intentionally designed to assess student knowledge of the targeted standards. During Year 2 will focus on the sustaining of the curriculum based on student performance, and during Year 2 will develop the implementation of the Ready program and the iReady platform for common formative assessments. Upon reflection on Year 2, we have been able to utilize online tools to help us Accelerate students and develop station modeling. During Year 3, we continue to use online resources to assist students to accelerate, but there is a shift to using the iReady My Path program in Math, and extending the school day for students needing acceleration in targeted areas in other disciplines.

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. During Year 2, we will maintain these practices, and develop the utilization of the SILT team, as noted in Strategic Objective 1.1. As part of the reflection of the Year Two goal, and as noted above, we will be working with Focused Schools about how we can do team meetings, particularly with SILT, better so that they become a focused part of our school. Additionally, we will expand this year the cycle of grade-based department teams analyzing common assessment data in their TCTs to identify routine interventions based on the data utilizing station instruction for acceleration.

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-needs student populations, specifically: English learners, students with disabilities, 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. During Year 2, our focus will be developing our co-taught classrooms in Math and ELA, as we have made specific changes to its structure (including single subject SPED teachers, significant PD, and ensuring common planning time). Our 2018-2019 data showed growth in all areas except for our SPED cohort. In reflection on our MCAS data, it is challenging to distinguish what areas was a result of the pandemic teaching, and what gaps might have existed in curriculum. We know that we have a challenge in ELA that we are addressing through the curriculum shift.

2. **Strategic Objective 3.2:** Develop the expertise 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. During Year 2, our goal will be to move from developing to providing these supports to all students as evidenced by an overall reduction of the achievement gap for students. Additionally, during the 2020- 2021 school year, we are developing a push in ESL model with Grade Six Science classes and will be monitoring its impact. During the pandemic, we continue working through an inclusive model, and during this school year we will be eliminating our "Resource" classrooms and implement a Tier 1 model, with Tier 2 and Tier 3 supports for students based on needs.

Turnaround Practice #4 School Culture and Climate

1. **Strategic Objective 4.1:** Establish effective systems, structures, and proactive strategies in order to:
   a. articulate clear, positive behavioral expectations,
   b. strengthen connections and SEL supports between and among adults and students,
   c. Provide opportunities for student leadership.
   During Year 2, we will continue providing these supports, and developing additional opportunities for student leadership. In reflection of Year 2, we felt that our social emotional teams were able to work with students at home, and we continue to prioritize during this school year our support teams with teachers.

2. **Strategic Objective 4.2**: Expand and communicate culturally relevant opportunities for families that encourage participation, develop a collaborative partnership, in order to support the whole child. During Year 2, we will continue providing these communications, while developing the Family Welcoming Center as a more focused drop in location for families, as well as using the Remote Learning time to expand our ways of communicating with families. We continue to expand the reach of our Family Support Team.

3. **Strategic Objective 4.3**: Recruit, select, screen and monitor external partners who understand and can address the needs of Normandin's students and families. During Year 2, we will continue developing these relationships and providing opportunities with our current partners to meet the diverse needs of the students. In Year 3, we continue our work with Project Lead the Way, 21st Century, Gear Up, Youth Court, and others through our Family Engagement Center.

4. **Strategic Objective 4.4:** Provide access and quality enrichment for all students, particularly those identified as needing targeted interventions. During Year 2, we will continue developing our Tier I and Tier II interventions, and reduce the number of students not receiving Tier I interventions. During Year 3, the school culture continues to promote equitable access for all students to Tier I instruction, and the development of Tier II and Tier III interventions that target specific needs of students. The co-teaching Professional Development that we continue to cycle through this school year with some teachers beginning the cohort, while others are in Year 3 highlights this work.

Initiatives and Action Steps

The action steps detailed in the plan fall within these bigger initiatives:

1. **Build capacity of leaders and staff**. Staff positions of leadership currently exist but their roles and how they can help build capacity within staff has not been outlined. These roles will take on more responsibility to build capacity and instill confidence in using new evidence-based strategies. In addition, we will consider staff member strengths when considering how they will deliver information or PD. Staff members will watch their colleagues demonstrate, explain and display how to use high-leverage, evidence-based strategies with students from our own population (rather than watch a consultant talk about how they meet with success with students who may not have the same challenges as our students face). Leaders will help to facilitate departmental meetings to build curriculum and a shared ownership of the work will result.

2. **Strengthen core instruction.** Working with the MTSS Academies, we will create a standards-based curriculum that also utilizes common instructional practices that deepen understanding of analysis and inquiry in the classroom. Common formative assessments will help monitor our progress with the use of these strategies and the method of standards-based teaching. We will also consider how best to utilize scheduling practices to optimize student interventions and allow instruction to meet all student needs.

3. **Expand academic, social, and emotional opportunities and support for students.** Develop structures within our building to better support students' academic and social needs. This includes creating grade-level support teams that will loop with students and be small enough to meet regularly and often in order to look at and address student needs (rather than large groups that may meet less frequently because of members' availability) and work with a smaller group of students that are assigned to their caseload. We will also look at opportunities within the schedule to take advantage of targeted interventions while allowing for students who may not need those interventions to receive enrichment.

4. **Strengthen our culture.** A positive culture and climate is important to allow for the success of the initiatives outlined within this plan. Establishing effective structures and systems within our school and communicating those structures and systems to staff and students is important to ensure a safe learning environment. In addition to doing this it will be important to constantly monitor and evaluate these structures and systems to ensure that they are both understood and evaluated to ensure they remain effective. SEL supports will be part of the strategies and structures in place. Feedback in improving climate and culture will continue to be gathered as part of the monitoring process and student voice will be a part of the feedback gathered. Students will also take part in leadership roles within the culture. We will also enlist help from outside providers to provide our students with enrichment activities, extra help, and SEL services.

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

A Look at NMS's Previous School Improvement Efforts

In the fall of 2016, The NMS 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 stipend teacher leadership roles, an advisory period meant to help strengthen relationships with students, Advanced Learning classes, and the inclusion of a program called Summit Learning and professional development for staff on Growth Mindset. The redesign was implemented in the SY '17-'18, but based on numerous data points like benchmark assessments, MCAS scores this redesign produced only marginal improved student outcomes.

A Look at How This Plan is Different

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 Normandin Middle met with district leaders, 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 Normandin for their children. Normandin created a Turnaround team and consistently met for dozens of hours, inviting staff not part of the team to attend meetings when able to, ask questions, and participate in planning activities. Principal McNiff has, throughout the planning process, invited staff to provide feedback on ideas for Turnaround strategies through various surveys in order to help refine the planning.

This plan is different from past improvement efforts because of the input from staff, parents and families, and other stakeholders. The plan includes well focused and targeted strategies and initiatives that are evidence based as well as structured PD of these strategies that would be led by staff leaders, helping to ensure buy-in and collaborative support. The plan also outlines our participation in the Tiered Academies led by DESE, ensuring that leaders have quality PD to help lead the work we are outlining for them to do. It empowers staff to take on greater ownership of the strategies outlined within and invites them to take on a greater leadership role. It also outlines work that emphasizes the need to change Core instruction and provide students with what they need to learn and improve 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 NMS's teacher teams and various task forces and committees will unleash the resourcefulness of NMS'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.

NMS's Instructional Leadership Team will act as a data team that will routinely analyze data related to NMS'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. 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 Normandin 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 NMS'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.

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 group.

Interim Benchmarks for Teachers/Practitioners	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 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%:
	
	     a. By the end of September 2021, the staff calendar will be developed and distributed to include such dates as the monthly iReady student-assessment windows, professional development days (including PD topics), data meetings, teacher collaboration times, School Instructional Leadership Team meetings.
	
	     b. During the 2021-2022 school year, leadership teams will include representation from all content teams, as well as Special Education.
	
	     c. Professional Development will be provided in areas of Tier I instruction, Universal Design for Learning, and effective strategies for data assessment.

Interim Benchmarks for Students From BOY to MOY in SY 21-22, ALL NMS students will show an SGP of at least 50 on ELA and Math iReady benchmark assessments. From MOY to EOY in SY 21-22, ALL NMS students will show an SGP of at least 50 on ELA and Math /iReady assessments.	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 2021 ELA MCAS, the mean SGP for ALL students was 29.4 (the state average SGP being 30.4%) On 2018 Math MCAS, the mean SGP for ALL students was 40.4 falling short of the target score of 50 by 9.6. On 2021 Math MCAS, the mean SGP for ALL students was 18.9 (the state average SGP being 30.4%) On the current 2022 ELA and Math MCAS, the target is, again, going to be 50. Additionally, 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. From BOY to MOY in SY '21-22, ALL NMS students will show an SGP of at least 50 on ELA and Math iReady benchmark assessments. From MOY to EOY in SY '22-23, ALL NMS students will show an SGP of at least 60 on ELA and Math iReady assessments. This will remain the goal through the '22-'23 SY.

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 student group.

Other MAGs 3 required by statute: 1. Student acquisition of twenty- first century skills 2. Development of college readiness 3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable	1. In SY 21-22, at least 20% of all NMS students who performed at the "partially or not meeting expectations on BOY CFA assessments on 21st century skill "*Collaboration and Academic Discourse*" will improve to "meeting expectations" on MOY CFAs. Additionally, at least 20% of all NMS students who still performed at the "partially or not meeting expectations on MOY CFA assessments on 21st century skill "*Collaboration and Academic Discourse*" 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 '22-'23 and '23-'24. This will be captured through a common tool and common scoring rubric. 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. Thus, this is the smart goal below for NMS students: In SY '21-'22, at least 20% of all NMS students who performed at the "partially or not

	meeting expectations" on BOY "college readiness" tests like in ELA and Math iReady/CFA assessments will improve to "meeting expectations" on MOY Math and ELA iReady/CFAs. Additionally, at least 20% of all NMS students who still performed at the "partially or not meeting expectations on MOY Math and ELA iReady/CFA assessments will improve to "meeting expectations" on EOY "college readiness" tests like ELA and Math iReady/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 and '22-'23.
Interim Benchmarks for	1.By mid-October of each school year, school administration will

Teachers/Practitioners	determine tiered levels of differentiated support needed for 100% of teachers by reviewing MCAS & iReady student growth data, evaluation recommendations, and BOY iReady 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. 2. By January 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 Normandin'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	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. 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.

	On the current 2021 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. 3. From BOY to MOY in SY '20-'21, 100% of NMS students with disabilities and lowest performing students will show an SGP of at least 50 on ELA and Math iReady benchmark assessments. From MOY to EOY in SY '20-'21, 100% of NMS students with disabilities and lowest performing students will show an SGP of at least 60 on ELA and Math iReady assessments. This will remain the goal through the '22-'23 SY.

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 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 Whole Child Support Team (WCST) (e.g. course grades, iReady assessments, common formative assessment results, assignment completion rates). 2. For those students identified during WCST 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 WCST (e.g. office referrals, attendance, assignment completion rate) *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. 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) will receive targeted instruction during class time, enrichment time and/or after school time for extra help sessions. By EOY in '22, 60% of students will

	have met all academic expectations. By EOY in '23, 80% of students will have met all academic expectations. By EOY in '24, 90% of students will have met all academic expectations.
Interim Benchmarks for Students	1. On 2018 ELA MCAS, the Scaled Score (SS) for ALL students was 483.9. On 2019 ELA MCAS, the Scaled Score for ALL students was 490.2. On 2021 ELA MCAS. the Scaled Score for AIL students was 488.9. On 2018 Math MCAS, the Scaled Score (SS) for ALL students was 483.6. On 2019 the Scaled Score was 491.5, and in 2021 the Scaled Score was 479.9. 2. We met or exceeded in every target during the 2019 MCAS in Math and ELA, although it was clear that our Special Education department did not grow at the same rate as the rest of our population. 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. 3. In SY '21-22, at least 20% of all NMS 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 '22-'23 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.

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 student 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	1. By the end of SY '21-22, at least 80% of all NMS families will have accessed the school (in-person or digitally) 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 access school events for these reasons throughout each month of the academic year.

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)	2. By the end of SY '21-22, at least 75% of all NMS 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 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 NMS students will achieve their personal goals regarding academic growth and achievement. 3. By the end of SY '21-22, at least 80% of NMS 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. 4. Normandin 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 '21 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 '21, we will achieve 98.5% attendance rate.

Also, we will utilize the SSC and Acct. Area more so than out of school suspensions. However, with the increase and improvement of our 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 '22, and then this will continue to decrease by 2% each year to follow where by EOY '23, only 7% of students will have an assignment in this area. 5. Student safety and discipline is an area of concern for us. In the last full year 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 student support, 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 '22, and then reduce this by 2% each year after where we will be at a <3% OSS/violence rate at the end of '23.
Interim Benchmarks for Teachers/Practitioners	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. 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.