



## Turnaround Plan Template

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### Table of Contents

<b>Turnaround Plan Cover Sheet</b> .....	2
SECTION I: Executive Summary.....	3
SECTION II: Turnaround Practices for School and District.....	4
SECTION III: Financial Plan.....	14
SECTION IV: Local Stakeholder Group Roster and Recommendations .....	15
SECTION V: Changes in Policy and Strategies to Consider under State Law .....	16
SECTION VI: School Redesign Grant (SRG).....	17



# Turnaround Plan Cover Sheet

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**District:**

**School:**

## Turnaround Plan

Superintendent's Signature: \_\_\_\_\_

Date of Submission to Local Stakeholder Group: \_\_\_\_\_

Date of Submission to School Committee: \_\_\_\_\_

Date of Submission to ESE: \_\_\_\_\_

Year of Designation: \_\_\_\_\_

Year Eligible for Exit: \_\_\_\_\_

## **SECTION I: Executive Summary**

### **Section I Executive Summary**

#### **Section II District Redesign Plan**

- 1. Analysis of key district needs**
- 2. Key strategies and theory of action**
- 3. District redesign and planning**
- 4. Policies and strategies to support school-level redesign**

#### **Section III – Part A**

**1 – school-level redesign team**

**3. Redesign approach**

#### **Section III – Part B**

- 1. Overview/Three-year vision**

## SECTION II: Turnaround Practices for the School and District

### Turnaround Practice #1:

#### **Leadership, shared responsibility and professional collaboration**

##### ***Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support***

Priority Area 1: Increase Time on Learning and Re-organize School Culture

##### **1a: Reorganize school structure and leadership**

- Appoint Content Instructional Leaders
- Appoint a Turnaround Manager
- Build Leadership Capacity for turnaround
- Convene school leadership retreat
- **Appoint Lead Learners** -Lead learners have been designated in each of the core content areas and will provide coaching support and facilitate professional development around technology integration, EL strategies, and evidence-based teaching and learning.
- **Appoint Manager of Educator Quality**- This position is responsible for management and development of teachers and improvement of instructional practices in collaboration with instructional leadership team.
- **Appointed ESL Teaching and Learning Specialist**-This position provides coaching support to NBHS ESL teachers through coaching cycles and professional development
- **Revise Administrative structure**- The administrative structure is converted to four-year, grade-level teams led by Assistant Principals coordinating student support along with Guidance Counselors and School Adjustment Counselors, following students as a four-year cohort.
- **Revise Principal Responsibilities**- One principal has been dedicated to oversee student support and one principal dedicated to oversee Curriculum & Instruction,
- **Appointed Data & Assessment Manager**- This position facilitates the administration of state standardized assessments and provides data to the Instructional Leadership Team
- **Establish Content Area Data Teams**- Teams have been established in math and ELA to consistently review and act on data points impacting curriculum and instruction.

##### **1b: Revise the schedule and program of studies to create opportunities for support and acceleration**

- Revise the school schedule
- Revise graduation requirements
- Establish elective learning clusters (pathways/academies)
- Maximize AP enrollment and develop a student identification system
- **Extend academic blocks to allow for extended ELA**
- **Implement an Honors Academy school**- within a school model supporting students in developing research, writing, persuasive discourse, collaboration, and communication skills.
- **Implement Over-age Under-credited program**- This program provides accelerated learning opportunities for 9th grade students who are over-age and at-risk of not graduating with their cohort.
- **Expand Dual Enrollment opportunities**- The expansion of this programming included access to accelerated learning opportunities for grade 8 students to earn high school science course credits in advance of promotion to grade 9
- **Implement SLIFE programming**- The implementation of this program is for English Language Learners with limited and/or interrupted formal education needing specialized support to prepare them for English as a Second Language curriculum
- **Implement Newcomers Program**- This program provides newly emigrated EL students with specialized support to assist with transitioning

- Implement Afterschool Extension Program- This program provides afternoon academic opportunities for students who need individualized learning pathways.
- Expand online/virtual coursework- use current access to APEX Learning Software and Virtual High School Courses to increase credit recovery opportunities, MCAS remediation services and accelerated learning.

**1c: Improve the use of technology in the classroom**

- Implement technology improvements
- Provide technology to promote student engagement
- Purchase a more efficient student information management system
- Implement 1:1 NB-KNECT program- This program provides laptops and internet access to all students grades 9-12 and NBHS staff.
- Provide access to Microsoft Office 365 - All NBHS students & faculty receive access to instructional and collaborative tools such as Teams, OneDrive, and OneNote
- Enhance student information management system- provide opportunities for students, staff and families using ASPEN gradebook access.
- Appoint Lead Technology Teachers- These teachers facilitate PLCs in Science, Math, ELA, and History for the purpose of demonstrating how teachers can integrate technology into classroom instruction
- Expand Online textbook and resource access

**1d: Increase learning time for all students and provide targeted supports for grades 9-10**

- Design a high school orientation
- Establish a summer acceleration academy
- Implement a student advisory program
- Establish and Implement Research to Intervention model
- a.) Create Common intervention blocks and progress monitoring every five weeks for ELA and Math
- b.) Identify small group interventions based on STAR data
- Establish Student Shadow Protocol

**1e: Design and implement aggressive talent recruitment and retention strategies**

- Aggressively recruit talented teachers
- Develop a leadership pipeline
- Establish a NBHS interviewing & onboarding protocol
- Enhance Mentor/Mentee NBHS Program – NBHS Specific New Teacher Orientation, In-House Content-Specific Certified Mentors, Monthly Mentor Meetings

**Benchmarking Progress:**

**Leadership, shared responsibility and professional collaboration**

<b>Measurable Annual Goals</b>	We will meet our student achievement accountability targets as set by ESE.
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<b>(MAGs) for Student Achievement</b> (set by ESE)	
<b>Interim Benchmarks for Teachers/Practitioners</b>	<ol style="list-style-type: none"> <li>1. STAR Progress monitoring every 4-6 weeks between Beginning of year, Middle of Year and End of Year benchmarks by class/cohort</li> <li>2. Educator Evaluation System</li> <li>3. Analysis of Student Work resulting from administration of common formative assessments</li> </ol>
<b>Interim Benchmarks for Students</b>	<ol style="list-style-type: none"> <li>1. Star Progress Monitoring every 4 to six weeks and 360 Benchmark Data by student</li> <li>2. Common Formative Assessments</li> <li>3. 21<sup>st</sup> Century Learning Expectations around analysis and inquiry, higher order thinking</li> </ol>

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

***Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support***

**Priority Area #2: Improve the Quality of Core Instruction**

*(Strategy 2a moved to Leadership)*

**Strategy 2a: Implement a high-quality curriculum and provide teaching tools to implement**

- Align curriculum to Common Core State Standards
- Purchase rigorous textbooks, curriculum and software
- **Implement ATLAS Rubicon digital curriculum platform-** This platform is used for posting course curriculum in common format and facilitate revision work collaboration in addition to use of Microsoft Teams as a lesson sharing platform and public place providing opportunity for sharing content between and across-disciplines
- **Implement AP Capstone Diploma Program-**develops increased opportunities for students engaged in Advanced Placement coursework at NBHS
- **Develop School-Wide 21<sup>st</sup> Century Learning Expectations-** and analytic rubrics aligned with district, whole-school and classroom objectives used to assess student performance in literacy, problem solving, collaboration, respect, and civic participation
- **Develop 21st Century Guidance Curriculum-**
- **Enhance Library/media center-** personnel and resources available to staff and students
- **Create Vertical Alignment opportunities-** Secondary (6-12) Curriculum Committee Meetings priority learning standards focus for Math, ELA, Science, and History facilitating curriculum coordination and vertical articulation
- **Learning Cycle & Planning for Learning guide Professional Development** with focus on engagement, complex tasks, academic discourse and continual formative assessment to inform daily instruction.
- **Review Science Curriculum-** Pearson curriculum, instruction, and assessment tools implemented in Science

**Strategy 2b: Provide embedded and ongoing professional development that reflects a common understanding of and common language for high-quality instruction**

- Provide summer workshop training
- Provide targeted and embedded professional development:
- Provide growth-producing feedback
- Establish School Learning Walks and other systems of monitoring the quality of instruction
- **Identify Evidence Based Teaching and Learning (EBTL), English Learners (EL) & Technology Lead teachers -** providing coaching and targeted professional development
- **Align Professional Learning Communities (PLC) and Professional Development (PD) –** PLC focus on student data in order to inform PD
- **Coaching model implemented** with focus on observation, debrief, feedback, and follow-up
- **Develop PD Plan based on feedback from American Institute for Research (AIR) Site Monitoring Visits -** content developed with emphasis on instruction that promotes analysis and inquiry, higher order thinking, and instructional dialogue
- **Implement New Bedford High School specific PD and PLC training in Pearson tools in Science**

**Benchmarking Progress:**  
**Intentional practices for improving instruction**

<b>Measurable Annual Goals (MAGs) for Student Achievement</b> (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
<b>Other MAGs</b> 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. 60% of students will increase from one level of mastery to the next in 21 <sup>st</sup> century skills between first and second semesters. 2. 60% of students grades 9 through 11 will access MEFA Pathways 3. n/a
<b>Interim Benchmarks for Teachers/Practitioners</b>	1. Learning Walks to determine effectiveness of key instructional practices supported through professional development. 2. Educator Evaluation System performance ratings 3. Content area review of 21 <sup>st</sup> Century Learning Expectations student work samples
<b>Interim Benchmarks for Students</b>	1. Quarterly progress and grade reports 2. 21 <sup>st</sup> Century Learning expectations self-assessment and teacher assigned performance rating 3. Application of Growth Mindset theory through self-monitoring and academic performance data tracking



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

*Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support*

**Priority Area #3: Use Data to Monitor Student Progress, Provide Support, and Challenge All Students**

**Strategy 3a: Use data to drive instructional practices**

- Implement the data cycle across all content areas:
- Develop common formative assessments in all core courses
- Establish Teacher Collaboration Teams (or move to Leadership?)
- Use available data on incoming students
- Utilize early warning indicators (EWIS (or move to Student-Specific Supports?))
- **Align PLCs across content - producing next steps for improving curriculum and instruction practices based on item and performance data analysis from ACCESS, MCAS, STAR 360 benchmarks and progress monitoring, course-specific common formative assessments, implementation of data walls**
- **Implement RTI model- 3- tier targeted instruction planning and scheduling**
- **Implement SILT- to guide school-wide instructional practices responding to learning needs identified through implementation of research-based data analysis procedures and protocols proven to be effective**
- **Establish Curriculum Committees- NBHS participation in secondary level (6-12) curriculum committee for History, Math, Science, and ELA, ACCESS Computer-Based Assessment, student feedback surveys, participation in NBPS data-defense meetings, K-12 cross-grade level learning walks, school-based learning walks**
- **Review and Revise 21<sup>st</sup> Century Learning Expectations- assessment, data analysis and reporting to inform students and families and inform the ongoing review and revision of 21<sup>st</sup> Century Learning Expectations**
- **Utilize EWIS Data- delivered to grade level teams for student support team meetings and data analysis**
- **Establish Graduation Data Meetings- using a developed tiered individual student monitoring system**
- **Examine SEL Data points- such as withdrawal, attendance and behavior data to initiate appropriate responses**
- **Review Cohort data - analyze data based on individual student indicators making appropriate and continued timely adjustments to meet needs.**
- **Review of Pathways Data- to inform and establish appropriate pathways to increase student achievement and graduation rate.**
- **Establish Special Education Student Support Team protocols.**

**Strategy 3b: Implement new practices to provide high-quality education to English Language Learner students.**

- Identify a Sheltered English Immersion (SEI) Instructional Leader
- Ensure ELL program alignment with state guidelines
- Develop ELD curriculum maps
- Provide ELL-specific professional development
- Integrate ELL students into the full school community
- Enhance ELL student registration and counseling (or move to Student-Specific supports? Or Leadership/school restructuring?)
- **Appoint ESL Teaching and Learning Specialist- providing coaching and professional development**

- to ESL teachers and content area teachers
- Appoint SEI Teachers in Math, Science, History, and ELA
- Establish protocol for EL Student Case Studies
- Provide targeted SEI strategy PD for electives teachers not required to obtain SEI endorsement
- Implement ESL curriculum Unit Development plan based on Model Curriculum Units
- Create ESL School Specific Action Plan – collaborate with ELA department to support EL in meeting state standards
- Establish ESL learning walk protocols and follow up

**Strategy 3c: Improve and expand supports to ensure the academic success of students with special needs.**

- Hire a Special Education Instructional Leader
- Provide professional development and common planning time
- Establish Integrated PLCS- ELA, Math, Science, and History PLC with SEI, SPED & General Education Teachers integrated
- Appoint SPED Compliance Manager
- Implement SPED Facilitators and Case Manager Model
- Enhance Student Support Team Meetings using the new team structure
- Establish Alternate Learning Center
- Create Culturally Responsive training opportunities - Building-based professional development to build staff background on culturally responsive practices, student growth mindset, understanding how the brain works, and trauma's impact on learning.
- Develop SEL PD- School Adjustment Counselors to develop the zones of regulation curriculum and present to NBHS staff
- Align IEP goal and progress reporting with the School Adjustment Counselors.

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

<b>MAGs for Student Achievement</b> (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
<b>Interim Benchmarks for Teachers/Practitioners</b>	1. Every 4 to 6 weeks, teachers will participate in individual data meetings for the purpose of analyzing student data to ensure students are making

	<p>progress and adjust and plan instruction for those students not demonstrating growth and evidenced by STAR progress monitor data, and common formative assessments.</p> <ol style="list-style-type: none"> <li>2. Learning Walks following Professional Development on SEI strategies to ensure practices are incorporated into daily lessons.</li> <li>3. Monthly SILT meetings to review data and schedules ensuring needs of all students are being met</li> <li>4. Review ACCESS test data to inform scheduling and interventions.</li> </ol>
<p><b>Interim Benchmarks for Students</b></p>	<ol style="list-style-type: none"> <li>1. 100% of students will achieve growth on unit and end of unit common formative assessments.</li> <li>2. 60% of students will advance in proficiency levels in STAR 360, understanding the correlation between their STAR scaled score and MCAS proficiency levels.</li> <li>3. Quarterly grades and progress report reviews through the ASPEN student portal with quarterly goal setting through Advisory.</li> </ol>

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

***Narrative: Data Analysis and Challenges, Strategies and Rationale, District Monitoring and Support***

**Priority Area #4: Develop School, Community, and Family Partnerships**

**Strategy 4a: Bolster family and community engagement**

- Improve school-community communication
- Establish an ELL Advisory Committee
- Update web-page – providing timely and relevant information to students and families.
- Appoint NBHS Family Welcome Center Parent Support Specialist
- Establish Case Management protocols - provided by the Immigrants Assistance Center counselor and Northstar Learning Centers counselor
- Create Cultural Fairs

**Strategy 4b: Increase student engagement and ownership over their own learning**

- Create a culture of achievement and growth
- Provide a tiered approach for non-academic student supports:
- Focus efforts on student attendance
- Implement Growth Mindset Advisory and department goal setting related to growth mindset application
- Provide access to ASPEN Student Portal- providing students access to grades and coursework assignments
- Establish 21<sup>st</sup> Century Learning Expectation and Core Values- providing performance criteria for success
- Establish Advisory Grade Reflection and Goal Setting- in Advisory at progress report and grade report distribution
- Develop YOG Teams organizational structure- to ensure smaller groups of students are closely monitored by a team of administrators and support staff
- Enhance Graduation Planning- increase graduation and remediation strategies developed in partnership with students and parent/guardian.

**Strategy 4c: Optimize school partnerships**

- Re-assess school partners
- Align alternative programs
- Align afterschool programs and clubs
- Implement NBHS-BCC Partnership with the Workforce Program – provide opportunities for students to earn certifications for employment
- Enhance NBEHS-NBHS Pathways program – providing credit recovery and MCAS remediation
- Implement English Language Learners afterschool language development programming
- Implement BCC Learn and Earn dual enrollment program
- Coordinate Monthly Data Review with District Alternative Programs- to review current student data, including enrollment, attendance and withdrawal data.

**Benchmarking Progress:**  
**School Culture and Climate**

**MAGs for Student Achievement**  
(set by ESE)

We will meet our student achievement accountability targets as set by ESE.

<p><b>Other MAGs</b> 7 required by statute:</p> <ol style="list-style-type: none"> <li>1. Parent and family engagement</li> <li>2. Building a culture of academic success among students</li> <li>3. Building a culture of student support and success among school faculty and staff</li> <li>4. Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items)</li> <li>5. Student safety and discipline</li> <li>6. Student promotion and dropout rates</li> <li>7. Graduation rates (high schools only)</li> </ol>	<ol style="list-style-type: none"> <li>1. Percentage of parents reporting they feel welcomed, valued and connected to each other, to teachers and to what students are learning and doing in class. 80%</li> <li>2. Percentage of students reporting they feel challenged and held to high expectations 75%</li> <li>3. Percentage of teachers and staff reporting the school supports the academic success of all students 80%</li> <li>4. Student attendance 97.5% Dismissal Exclusion</li> <li>5. Out of school suspension 10% In school suspension 5%</li> <li>6. Percentage of enrolled students repeating a grade 5% Annual dropout rate 2%</li> <li>7. Annual cohort 4-year graduation rate 75% Annual cohort 6-year graduation rate 75%</li> </ol>
<p><b>Interim Benchmarks for Teachers/Practitioners</b></p>	<ol style="list-style-type: none"> <li>4. Monthly dropout and attendance meetings data review</li> <li>5. Weekly Student Support Team meetings data review</li> <li>6. Learning Walks to determine effectiveness of key instructional practices supported through professional development</li> </ol>
<p><b>Interim Benchmarks for Students</b></p>	<ol style="list-style-type: none"> <li>1. Quarterly grades and progress reports through student portal</li> <li>2. Advisory grade reflection and goal setting</li> <li>3. 21<sup>st</sup> Century Learning Expectations</li> </ol>

**SECTION III: Financial Plan**

Identify elements of the plan contingent upon SRG funding, their anticipated cost, and the actions that the school and district will take if funds are not available. Add rows as needed.

Strategy/Expenditure	Anticipated Cost	What will you do if SRG funding is not available?
	\$	
	\$	
	\$	
	\$	
	\$	

## SECTION IV: Local Stakeholder Group Roster and Recommendations

Affiliation (per state law)	Local Stakeholder Group Member Name
ESE designee	1. Joan Connolly
School committee chair/designee	2. Dr. Lawrence Finnerty
Union president/designee	3. Christopher Garcia
Administrator from the school (Superintendent choice)	4. Bernadette Coelho
Teacher from the school (faculty choice)	5. David Buck
Parent from the school (parent association)	6. Ellen Poyant
Social service representative (Superintendent choice)	7. Maria Rosario
As appropriate, workforce development agencies (Superintendent choice)	8. Peter Muise
EEC rep or DHE rep (EEC commissioner or secretary choice)	9. Dr. Laura Douglas
Community member (chief executive of town choice)	10. Kevin DaPonte
Other:	11. Judith Lima
Other:	12. Heather Emsley
Other:	13. Andrew O'Leary

Attach or list here Local Stakeholder Group's final recommendations:

## SECTION V: Changes in Policy and Strategies to Consider under State Law

Check all that apply, and attach a copy of the revised collective bargaining agreement or Joint Resolution Committee decision.

### Curriculum and Instruction

- Expand, alter, or replace curriculum:** The Superintendent may expand, alter or replace the curriculum and program offerings of the school, including the implementation of research based early literacy programs, early interventions for struggling readers and the teaching of advanced placement courses or other rigorous nationally or internationally recognized courses, if the school does not already have such programs or courses
- Expand use of time:** The Superintendent may expand the school day or school year or both of the school
- Add Kindergarten or pre-Kindergarten:** The Superintendent may, for an elementary school, add prekindergarten and full day kindergarten classes, if the school does not already have such classes

### Financial and Asset Management

- Reallocate school budget:** The Superintendent may reallocate the uses of the existing budget of the school
- Reallocated district budget:** The Superintendent may provide additional funds to the school from the budget of the district, if the school does not already receive funding from the district at least equal to the average per pupil funding received for students of the same classification and grade level in the district. (If the school receives funding at least equal to the average per pupil funding, with the approval of the School Committee, the Superintendent can direct additional funds to the school.)

### Human Resources

- Attract and retain leaders and teachers:** The Superintendent may provide funds, subject to appropriation and following consultation with applicable local unions, to increase the salary of any administrator, or teacher in the school, to attract or retain highly qualified administrators, or teachers or to reward administrators, or teachers who work in underperforming schools that achieve the annual goals set forth in the turnaround plan
- Make staffing changes:** The Superintendent may, following consultation with applicable local unions, require the principal and all administrators, teachers and staff to reapply for their positions in the school, with full discretion vested in the superintendent regarding his consideration of and decisions on rehiring based on the reapplications
- Implement new systems:** The Superintendent may establish steps to assure a continuum of high expertise teachers by aligning the following processes with a common core of professional knowledge and skill: hiring, induction, teacher evaluation, professional development, teacher advancement, school culture and organizational structure
- Leadership development:** The Superintendent may establish a plan for professional development for administrators at the school, with an emphasis on strategies that develop leadership skills and use the principles of distributive leadership

### Professional Development and Collaboration

- Embedded professional development:** The Superintendent may include a provision of job embedded professional development for teachers at the school, with an emphasis on strategies that involve teacher input and feedback
- Expanded teacher planning time:** The Superintendent may provide for increased opportunities for teacher planning time and collaboration focused on improving student instruction

### Leadership and Governance

- Change Collective Bargaining and Policies:** The Superintendent may limit, suspend or change 1 or more provisions of any contract or collective bargaining agreement, as the contract or agreement applies to the school; provided, that the superintendent shall not reduce the compensation of an administrator, teacher or staff member unless the hours of the person are proportionately reduced
- Change District Policies:** The Superintendent may limit, suspend or change 1 or more school district policies or practices, as such policies or practices relate to the school

### Additional Strategies

- Study best practices:** The Superintendent may develop a strategy to search for and study best practices in areas of demonstrated deficiency in the school
- Address mobility and transiency:** The Superintendent may establish strategies to address mobility and transiency among the student population of the school
- Additional strategies:** The Superintendent may include additional components based on the reasons why the school was designated as underperforming and the recommendations of the local stakeholder group



## SECTION VI: School Redesign Grant (SRG)

If a school is newly declared Level 4 and, with its district, plans to apply for a School Redesign Grant, please indicate which federal turnaround model is likely be utilized. While confirmation of this will come later, checking a box below will indicate the model the school and district plan to use as of the date of submission of this Turnaround Plan.

- Turnaround
- Transformation
- Restart
- Closure

Potential new SIG models (See *Turnaround Plan Guidance* document for this section.)

- Whole-school reform
- State-Determined
- Early learning