



Turnaround Plan Template

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Turnaround Plan Cover Sheet

District: New Bedford
School: Hayden McFadden Elementary School
Level 4 School Turnaround Plan

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Superintendent's Signature: _____

Date of Submission to Local Stakeholder Group: Friday, April 22, 2016

Date of Submission to School Committee: Friday, April 22, 2016

Date of Submission to ESE: Friday, April 22, 2016

Year of Designation: 2011 (first turnaround plan) 2016 (new turnaround plan submitted)

Year Eligible for Exit: _____

SECTION I: Executive Summary

The Hayden McFadden Elementary School is currently in its fourth year of turnaround. Over the past four years, the school has struggled to make academic gains remaining at the first percentile for the school performance rating. This turnaround plan is focused on key levers of change that will result in accelerated growth for all students. Each aspect of the new turnaround plan will be carefully monitored by the Superintendent and Chief Academic Officer (CAO). Monthly meetings will be held with Hayden McFadden's leadership to ensure the plan is being executed and adapted as necessary. Both internal assessment and progress monitoring data will be reviewed monthly, and a deep data dive will be conducted during the district interim benchmark assessment periods (they are listed in each MAG as Beginning Of the Year (BOY), Middle Of the Year (MOY) and End Of the Year (EOY)). These review sessions will allow for a deep discussion regarding student progress and any necessary additional supports to the school. Below are four major levers for change that will be the foundation for turning the Hayden McFadden School into a school of excellence with accelerated achievement for all students.

I. Leadership shared responsibility & professional collaboration:

Teacher Development

Teacher leadership, instructional development, and collaboration are the cornerstone of building a highly effective team at the Hayden McFadden School. Embedded in the school day will be various intentional opportunities for teachers to collaborate and share best practices via collaboration time and professional development work sessions. Developing teachers' capacity to deliver high quality effective instruction will be an essential component of the school's turnaround efforts. Embedded in the Hayden McFadden schedule will be time for weekly visits from the Superintendent, CAO and members of the Office of Instruction to observe and provide feedback and recommendations on the effectiveness of teacher collaboration time.

II. Intentional Practices For Improving Instruction

Cycle of Self-Reflection, Feedback and Growth

The Hayden McFadden School must embrace a culture of self-reflection, feedback and growth in order to improve core instruction for all students resulting in increased accelerated student achievement. Unlike previous turnaround efforts, school leadership will employ and facilitate a consistent continuous cycle of announced and unannounced classroom observations, staff reflection of their instruction, and growth producing feedback to all educators and support personnel. School administration, including the principal and two assistant principals, will be responsible for conducting staff evaluations. The evaluation cycle will include classroom observations focused on key elements outlined in the educator/SSIP evaluation rubric, facilitation of timely feedback sessions with individual staff members, specific feedback and next steps for instructional improvement, and follow up classroom observations to determine level of feedback implementation and its impact on student growth and achievement. The central office team will provide support by developing the capacity of Hayden McFadden administrators in the areas of curriculum content, instructional practice and data analysis. Direct support will be given to ensure the learning, execution and adaptation of the district's 8 tools for improving teaching and learning for every student. The eight tools include professional development, Office of Instruction learning walks, educator evaluation, planning, teaching, & learning framework, CEIJ

feedback (Claim, Evidence, Impact, and Judgement), coaching cycle work plans, tiered supports for teachers, and buckets and schedules for school administrators.

III. Student Specific Supports & Instruction to All Students

Differentiated Instruction

The Hayden McFadden School recognizes that students have varying needs and abilities, and the “one size fits all” teaching approach will not result in accelerated student growth and achievement. Therefore, it is essential that teachers plan for instruction that is differentiated to meet the needs of all students within their classrooms and within lessons throughout the school day. Tailored instruction will occur for all students, both, those students requiring intervention as well as for those students that need to be challenged through enrichment activities. Teachers will use data from various assessment points to determine students’ ever changing needs as reflected in flexible student groupings. Specialized programs, instructional supports, and staff training will be provided for SEI teachers and teachers of students with special needs by the Offices of English Language Learners and Special Education. Additionally, content directors will partner with the building leadership and teaching and learning specialists to ensure teachers have the tools necessary to design lessons that reach students with various strengths and opportunities. The schedule will be maximized to provide the professional time needed for this work.

IV. School Culture & Climate

Building Community

The Hayden McFadden School community includes students, parents, school staff, and strategic community partners. Building and maintaining a positive school culture is an essential component of a successful and high achieving school. The Hayden McFadden School will redefine its culture to one where students are excited about coming to school to learn, families feel welcome and connected to the school, and parents and teachers communicate regularly to discuss students’ academic and social growth. Developing this type of culture will take commitment and consistency from the entire school community. In order to achieve this type of school culture, it is essential to build and maintain strong relationships between all groups. The district has seen success in turnaround practice 4 in many of its other elementary schools. To assist in creating a thriving school climate and culture, the central office team will coordinate opportunities for collaboration across schools so that the Hayden McFadden team can learn, implement, and adapt promising practices from other district schools.

SECTION II: Turnaround Practices for the School and District

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

Leadership and shared responsibility is a cornerstone of any effective educational setting. It is the responsibility of school leadership to set forth a common vision of high expectations for both, students and staff at the Hayden McFadden School. In addition, district/school leadership will exercise all the autonomies agreed upon to create the systems needed to turn around the Hayden McFadden School. Exercised autonomies will include staffing, calendar, a career ladder and curriculum. It should be noted that such autonomies were not afforded to nor sought by the district leadership at the time to the extent needed in the first turnaround plan. The Superintendent and CAO will work closely with the Hayden McFadden administration to ensure the flexibilities of the autonomies are maximized using them to make mid-course corrections when needed. Regular reviews of student performance data, teacher observations, and non-academic data points (such as attendance, discipline, poverty rates etc.) will be used to determine how and when action steps need to be adjusted.

Staffing:

The Hayden McFadden School will restructure and realign existing staff to better meet the needs of the school and students. Additional positions will include a special education clerk, Wrap Around Coordinator, an additional student adjustment counselor, an additional 4.6 ESL teachers, and an additional assistant principal. An additional assistant principal position will allow for more frequent, targeted, and continuous classroom observations focused on teacher development and improving instruction. In addition the Wrap Around Coordinator and additional school adjustment counselor will provide the much needed social/emotional support to students, provide them with assistance in the implementation of a social/emotional curriculum, and ensure that students' all around needs (both academic and non-academic) are being met.

Calendar:

Unlike previous years, the Hayden McFadden School will restructure the school year to include 190 days of instruction with a total of at least 1330 hours of instruction during the school year, specifically an eight hour school day for students. The staff calendar will include an additional 15 full days of professional development aimed at developing and building teachers' capacities focused on curriculum, instruction, and assessment. Professional development will be highly focused and tailored to the needs of the staff as determined by the School Instructional Leadership Team (which is currently serving as the School Redesign Team). Job embedded and ongoing professional development will enable the Hayden McFadden staff to apply new skills learned during PD sessions and the opportunity to adjust their practices through reflection and

collaboration. Although many PD offerings will be focused on the whole school, there will need to be intense and ongoing monitoring of the taught practices to assess level of implementation and adjust accordingly. This type of long term PD plan and PD accountability and monitoring was not part of any previous turnaround efforts.

The Hayden McFadden staff recognize that every educator has unique talents and specific skill sets that can be valuable and worthwhile to share with colleagues. Teacher-led PD will offer peers the opportunity to share best practices with colleagues which has not happened in previous turnaround years. The creation of this professional development model will support the establishment of a strong culture of leadership, shared responsibility, and professional collaboration.

Career Ladder Compensation System:

In previous turnaround efforts, the traditional salary system based on a series of steps and lanes aligned to the number of years in education coupled with the level of degrees/credits attained was used for all Hayden McFadden School employees. In this turnaround plan, all Hayden McFadden School Unit A employees' salaries will be based on a Career Ladder Compensation System grounded in students' academic growth and achievement, years of experience, educator evaluation system, classroom observations, professional development, and degree of professional responsibilities. The goal of the Career Ladder Compensation System is twofold. One, to attract highly qualified staff to the Hayden McFadden School as the level of pay is considerably higher than that of the traditional salary systems and two, to offer those teachers that consistently yield accelerated student growth and achievement a way to earn a competitive salary that is significantly higher than one would earn in a traditional salary system

Professional Collaboration:

Prior to the start of school, school administration will develop a master schedule to include at least four administrative directed periods per week for the purpose of common planning, data analysis and action planning, grade level meetings, vertical teaming, professional meetings, etc. Daily teacher collaboration time will be embedded in the school day for all teachers including ESL teachers, transitional resource special education teachers, and specialists teachers (art, music, physical education, technology). Unlike previous turnaround efforts, this time will be structured and standardized in order to maximize the effectiveness of collaboration. Established protocols will be put into place including, but not limited to, the use of pre-determined agendas, norms, roles, and expectations. Teacher collaboration time will follow the cycle of effective instruction and will include such topics as data, curriculum, instruction, assessment, and social emotional supports. These professional development themes and topics will be driven by the district's school improvement and targeted professional development planning process. In place of the district school improvement plan, the Hayden McFadden School will use this turnaround plan and create a targeted professional development framework to define how it will build the

necessary teacher capacity.

School Instructional Leadership Team (SILT):

The SILT is a cross-section of the Hayden McFadden staff and will meet twice monthly throughout the school year unlike previous turnaround efforts where the SILT met only once during the year. The team’s responsibility will be to ensure that the turnaround plan is being implemented and strategies outlined in the plan are producing accelerated student growth and achievement. The SILT will be tasked with making on-going adjustments to maintain a positive trajectory towards the clearly defined benchmarks.

Benchmarking Progress:

Leadership, shared responsibility and professional collaboration

<p>Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)</p>	<p>We will meet our PPI targets for 2016-17, including targets for low-income students, English Language Learners, and students with disabilities.</p>
<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. By July 1, 2016 100% of the Hayden-McFadden staff will be hired as a result of a rigorous application process to include interviews and model lessons. 2. By August 8, the staff calendar will be developed and distributed to include such dates as the monthly SILT meetings, professional development days, individual data meetings, and professional collaboration times. 3. By September 1, the SILT will have established a protocol for professional collaboration time, including but not limited to TCT and individual data meetings.
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. The % of K-2 students scoring strategic/intensive on DIBELS will decrease by at least 20% from BOY to MOY and by at least 40% from BOY to EOY. 2. The % of 2-5 students scoring LEVEL 1-3 on district benchmarks will decrease by 20% from BOY to MOY and by at least 40% from BOY to EOY . 3. At least 80% of students will demonstrate high growth from BOY to MOY as measured by district assessments.

Turnaround Practice #2: Intentional practices for improving instruction

The Hayden McFadden School administration and staff will embrace and utilize specific tools for improving and strengthening the core instructional program in all content areas (ELA, math, social studies, science, and co-curricular classes-art, music, physical education, and technology). Administration will utilize the following tools to build teachers' instructional capacity including, but not limited to, professional development, educator evaluation system (cycle of observations, reflection, and feedback), the planning, teaching, and learning framework (including the gradual release model), coaching cycle work plans, tiered support for educators, and the Office of Instruction and school learning walks process to include the Superintendent, Chief Academic Officer and other central office administrators. In addition, a full day preschool program for 3 and 4 year olds will be implemented in order to better prepare students for success in kindergarten.

Professional Development:

The 2016-2017 school year staff calendar will include a total of 18 professional development days as well as 10 additional hours of professional development scheduled throughout the school year. The initial professional development for the launch of the school year will be mapped out in the Spring of 2016 in collaboration with the principal, Chief Academic Officer and Manager of Curriculum, Data and Assessment. The SILT, in collaboration with the principal, will assist in prioritizing the on-going professional development needs that will be outlined in the school's targeted professional development plan. This professional development will be focused on improving the teaching and learning at the Hayden McFadden School, specifically building teachers' capacity to plan and deliver rigorous high quality engaging instruction that will be differentiated to meet the needs of all students. The SILT will be charged with the task of assessing staff needs and developing a long term PD plan that will span the school year which was not done in previous turnaround years as PD topics varied from session to session with no clear focus or opportunities to revisit specific topics. Topics may include Standards Based Planning, the Gradual Release Model, Utilization of the Data Cycle, and differentiated instruction as outlined below:

Standards Based Planning: Standards based planning is the core of effective instruction. The district has set forth guiding questions to develop high quality plans. It is essential that all teachers have the following framework when developing their weekly lesson plans for all core subjects (ELA, math, social studies, and science):

- What do you want students to know and be able to do by the end of the lesson? (Specific Standard)
- What is the plan for getting students to standard mastery? (Instruction)
- How will you know when students have met the standard's objective? (Assessment)

- What will you do for students that have not met/met the objective yet? (Reteach and extension planning)

Teaching and Learning Framework (Gradual Release Model): The district implemented this model that will allow students to learn the Massachusetts frameworks and grade level standards through modeling, practicing new skills in a safe supportive environment, and applying new skills independently to demonstrate deep understanding. This will allow teachers to assess student mastery, collect data, and respond accordingly (intervention and/or enrichment).

Phonetic Based Reading: The Hayden McFadden School's DIBELS data revealed that phonemic awareness and fluency are areas in need of improvement. Poor phonetic skills have resulted in students that read significantly below grade level. In order to address this area of weakness, the Hayden McFadden School will implement an agreed upon Phonetic Based Reading program for all K-2 students. Through the implementation of a systematic and explicit phonetic-based program which was not afforded to students in previous turnaround years, K-2 students will build the early literacy skills needed to become fluent readers by Grade 3. Direct support and training will be provided by the Director of Literacy.

Differentiated Instruction: While Hayden McFadden's primary focus is to strengthen core instruction, school administration and staff recognize that the one-size fits all approach does not meet the needs of every student. All teachers will structure the literacy and math blocks to include whole group and small group instruction which was not an identified practice in previous turnaround years. During small group time, teachers will plan to differentiate instruction based on data collection and analysis. As a result of this analysis, the teacher will group students accordingly in order to plan specific lessons that meet the needs of individual students. Student groupings will be revisited and adjusted on a regular basis to allow for reassessment of standards mastery. Small group instruction will be aligned to the targeted needs (intervention and/or enrichment) of the students.

In addition to the whole/small group structure, students will have a weekly a technology class. Students will learn basic computer skills and integrate those skills within the core curriculum using various software programs, online applications and the production of grade level projects. In addition, students will be afforded the opportunity to build their academic skills via the use of an agreed-upon instructional based computer program that will differentiate the learning levels for students based on their needs.

Utilization of the Data Cycle: The data cycle will be instrumental in ensuring that Hayden McFadden students are on track to meet end-of-the-year standards and benchmarks. The data cycle will encompass both, progress monitoring and data meetings. Unlike previous turnaround efforts, every 4-6 weeks, teachers will be responsible for progress monitoring their students to ensure that students are making academic progress and growth. Students' progress or lack of

will be the focus of individual teacher data meetings held every 4-6 weeks and facilitated by the Teaching and Learning Specialist and/or school administration. During these data meetings, students' data will be reviewed and discussed and instructional decisions will be made about next steps to better meet the needs of students. Next steps may include adjustments to instruction through scaffolding supports or depth of topic development, flexible student groupings, and the development of reteach plans for standards not yet mastered. In addition, teachers will also develop systems for students to track their own data via student data binders. Through the use of student data binders, students will be able to set their own academic goals and show evidence of their growth and achievement. Although student data binders were implemented during school year 2015-2016, there were neither systems in place to monitor the effectiveness of this practice nor systems in place to hold teachers accountable for the quality of student data binders.

Educator Evaluation System:

The Hayden McFadden School administration will use the educator evaluation system as a tool to improve teaching and learning at the Hayden McFadden School. School administration including the principal and two assistant principals will be responsible for conducting all staff evaluations. Unlike previous turnaround efforts, school administration will engage staff in a continuous cycle of observations, feedback sessions, reflection, and application so staff members understand and embrace ownership of improvement of their own practice so that the evaluation system is viewed as one that is done with them as opposed to being done to them. It is this continuous cycle of growth producing feedback that will improve teachers' abilities to meet the needs of all students resulting in accelerated student growth and achievement. The Superintendent and Chief Academic Officer have done extensive work coaching on the content of growth-producing feedback. The Executive Director of Human Capital Services has worked closely with building administration training on the proper execution of the process. This training and support will continue to ensuring appropriate implementation and maximizing the use of the educator evaluation system.

Coaching Cycle Work Plans:

Unlike previous turnaround efforts, the Hayden McFadden School and district administration utilized full autonomy in the hiring/rehiring of staff. Similar to students, the "one size" fits all approach will not meet the needs of a dynamic staff. Teachers will need tiered levels of support to improve their capacities around curriculum, instruction, assessments, relationship building and classroom management. Based on the continuous cycle of classroom observations and feedback sessions, school administration will determine the level of support that will be provided to each educator. The Teaching & Learning Specialists, in collaboration with school administration, will develop coaching plans for teachers needing varying levels of support, which had not been done in previous turnaround years. The coaching cycle will be instrumental in increasing teacher's capacities to deliver high quality instruction that will result in accelerated

student growth and achievement. Every 4-6 weeks, school administration in collaboration with the TLS will reassess teachers' levels of support. The Directors of Mathematics and STEM and Literacy will provide direct support for the Hayden McFadden Teaching and Learning Specialists providing feedback on their coaching cycle work plans and effective coaching practices.

Co-curricular Subjects:

All students in grades K-5 will be afforded the opportunity to participate in weekly physical education, health, music, art, and technology. Unlike previous turnaround efforts, it will be essential for co-curricular teachers to collaborate with grade level teams every 4-6 weeks for planning purposes. This type of collaboration will allow co-curricular teachers to plan instruction in a way that integrates music, art, physical education, and technology standards with core content standards (ELA, math, social studies, and science). This type of planning and integration will support accelerated student growth and achievement and student mastery of grade level standards.

Benchmarking Progress:
Intentional practices for improving instruction

<p>Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)</p>	<p>We will meet our PPI targets for 2016-17, including targets for low-income students, English Language Learners, and students with disabilities</p>
<p>Other MAGs 3 required by statute:</p> <ol style="list-style-type: none"> 1. Student acquisition of twenty-first century skills 2. Development of college readiness 3. Developmentally appropriate child assessments from pre-kindergarten through third grade, if applicable 	<ol style="list-style-type: none"> 1. All students grades K-5 will participate in a weekly a technology class where they will learn basic computer skills and integrate those skills within the curriculum using various software programs, online applications and the production of grade level projects. 2. At EOY, at least 80% of students will report reading texts at home not required in school as measured by a school reading incentive program. 3. 100 % of teachers K-2 will utilize DIBELS assessments to measure students Basic Early Literacy Skills and will progress monitor those students falling below benchmark monthly.
<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. School administration in collaboration with the Teaching and Learning Specialists will determine tiered levels of support needed for all teachers by October 1 and meet every 4-6weeks to reassess the tiered levels of support provided by the TLS via the coaching cycle. 2. By November 15, 2016, school administration will provide evidence of growth producing feedback given to 100% of teachers focused on rigor of instruction, high expectations, and student engagement. Throughout the school year the frequency of announced and unannounced classroom observations will be based upon the level of differentiated support needed for each teacher. 3. By October 1, at least 80% of teachers will frame their literacy and math

	<p>blocks to include a whole group/small group component. During small group instruction, students will be grouped by needs to differentiate instruction for intervention and enrichment. Student groupings will be reassessed every 4-6weeks and adjusted as needed.</p>
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. The % of K-2 students scoring strategic/intensive on DIBELs will decrease by at least 20% from BOY to MOY and by at least 40% from BOY to EOY. 2. The % of 2-5 students scoring LEVEL 1-3 on district benchmarks will decrease by 20% from BOY to MOY and by at least 40% from BOY to EOY. 3. At least 80% of students will demonstrate high growth from BOY to MOY as measured by district assessments.

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

In order to meet the diverse needs of the student population, the Hayden McFadden Elementary School will need to develop and implement a set of student supports that result in accelerated student growth for all students including supports for ELL and special education students.

A student-specific support model will be developed to address the varying needs of the student population at the Hayden McFadden School. The support model will not only meet the needs of the students requiring intervention, but will also provide enrichment to those students needing to be challenged with activities that will extend their thinking and provide deeper application of standards in increasingly more complex contexts using more advanced materials. Through the analysis of multiple data points (DIBELS, district benchmarks, CCR/enVisions assessments, etc.), students will be grouped in a way that meets their specific needs. Tiered supports will be monitored and adjusted as needed during Professional Collaboration time including, but not limited to, teacher collaboration time and data meetings.

A Reading Specialist will be responsible for developing, scheduling, and implementing a designed student-specific support model for those students requiring intense reading interventions. Students placed in these interventions will be identified using data points including reading levels, district benchmarks and district assessments. Interventions will be based on the four major components of reading including phonics, vocabulary, reading comprehension, and writing. The Director of Literacy has created a research-based RTI model, and will provide upfront and ongoing training and support for Hayden McFadden administration, classroom teachers and reading specialists.

New Bedford Public Schools has a comprehensive screening process for identifying ELL students. Due to the large number of English Language Learners attending the Hayden McFadden School, school administration in collaboration with district administration will increase the numbers of ESL teachers from 1.4 FTE to 6.0 FTE. This will allow for multiple pathways of ESL support for all levels of English Language Learners. For students that have both an identified disability and who also require services for English as a second language, both levels of support will be provided including special education support via the special education teacher and ELL support via the ESL teacher.

The first pathway of ESL support will be the implementation of a Newcomers' Kindergarten Program which is a classroom solely for ELL kindergarten students identified as level 1. This classroom will have no more than 20 level 1 ELL kindergarten students that will receive their core instruction (ELA, math, social studies, and science) from a teacher with a dual license in ESL and early childhood education. In addition, the ESL instruction will be conducted by an ESL certified teacher (Push-in or Pull-out model). This classroom will also have a classroom bilingual

paraprofessional. Kindergarten students will remain in this classroom all year and parents of the selected students will be notified before schools starts.

The second pathway of ESL support will be for ELL students identified as level 1 (high 1, e.g. 1.9, 1.8, 1.7 only in case we have more than 20 students level 1) through level 5 in kindergarten and levels 1-5 in first through fifth grade. This cohort of ELL students will be placed in general education classrooms and receive their core instruction (ELA, math, social studies, and science) from teachers licensed in early childhood or elementary education with Sheltered English Immersion (SEI) Endorsement certifications. These students will receive ESL instruction from a certified ESL teacher on a pull-out/push-in basis in accordance with the DESE regulations and guidelines.

The third pathway of ESL support will be the implementation of an intermediate grade level (grades 3-5) Newcomer/SLIFE (Students with Limited or Interrupted Formal Education) Transitional Program for students that may not have had any schooling in their native country and need intense language instruction to be able to access the grade level curriculum. This pathway will serve as a bridge for grades 3-5 Newcomer/SLIFE students transitioning from their native countries into formal schooling in America. Newcomer/SLIFE students will be placed in this “transitional” classroom of no more than 15 students. The Newcomer/SLIFE students will receive their core instruction from a teacher that holds a dual license in, both, ESL and elementary education. Students will remain in this program for a minimum of six months and up to a maximum of one year. In addition, the ESL instruction will be conducted by an ESL certified teacher (Push-in or Pull-out model). As these Newcomer/SLIFE students begin to develop their English Language Proficiency and academic capacity, they will transition into the general education classroom where they will receive their core instruction from a general education teacher with an SEI Endorsement certification and their ESL instruction from an ESL certified teacher on a pull-out/push in basis. This classroom will also have a classroom bilingual paraprofessionals. Parents of the selected students will be notified before schools starts and will attend a Newcomer/SLIFE program orientation.

In previous turnaround years, preschool students attended school three hours a day, four days a week. Three-year-old students attended school Monday, Tuesday, Thursday, and Friday mornings and four-year-old students attended school Monday through Thursday afternoons. This type of schedule did not adequately prepare students with the skills needed for success in kindergarten nor assist families with an organized scheduled routine for their children, particularly in the morning sessions as classes were not scheduled on consecutive days during the week. In an effort to better prepare students for kindergarten success, a full day preschool program will be implemented for three-year-old and four- year-old students. Full day preschool will be offered to only those students residing in the Hayden McFadden neighborhood and preference will be given to those students that have siblings currently attending Hayden McFadden School. By developing a full day program, students will develop their social skills as

well as build their academic foundational skills needed to be successful in kindergarten.

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

MAGs for Student Achievement (set by ESE)	We will meet our PPI targets for 2016-17, including targets for low-income students, English Language Learners, and students with disabilities
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Every 4-6 weeks, 100% of teachers will participate in individual data meetings for the purpose of analyzing student data to ensure students are making steady progress and adjust and plan instruction for those students not demonstrating growth as evidenced by data binders and interim reading and math assessments. 2. By the first day of school, 100% of ESL teachers will have developed a schedule to serve all ELL students based on the DESE guidelines and will adjust accordingly based on student performance and enrollment 3. Every month, the SILT will meet for purposes of reviewing the school schedules and staffing to ensure that all students' needs are being met.
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. For those students identified during data meetings as requiring intervention support, at least 80% of the students will demonstrate growth in a specific standard as evidenced by pre/post assessments. 2. The % of K-2 students scoring intensive on DIBELS, will decrease by at least 5% from BOY to MOY and at least 10% from BOY to EOY. 3. The % of 2-5 students scoring at Level 1 on district benchmarks will decrease by at least 5% from BOY to MOY and at least 10% from BOY to EOY. 4. At least 10% of 2-5 students scoring at Level 5 will increase by at least 5% from BOY to MOY and at least 10% from BOY to EOY.

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

Developing and building a positive school culture will be instrumental in the success of the Hayden McFadden School. It will be essential to build a system that is both proactive as well as responsive to students' needs. The district has made strong gains in many of its schools in this turnaround practice. The district's Wraparound Coordinator will be working closely with the school's administration to establish a framework for developing a healthy and thriving school climate, creating a tiered identification and support system for students, and a community coalition of strategic partners. A common vision of high standards and expectations must be shared by all stakeholders including students, families, school staff, and the larger community. In order to develop a culture of excellence, the Hayden McFadden School will develop and implement the following systems:

Social/Emotional Curriculum:

A high priority concern that emerged during the Local Stakeholder's Group (LSG) meetings was the significant social/emotional needs of students attending the Hayden McFadden School that have been under-addressed in previous turnaround years. A proactive social-emotional curriculum will be implemented school-wide. The curriculum will include such activities as daily morning meetings for the purpose of addressing students' needs and concerns as well as to identify a goal for each day. Other social emotional supports will include the implementation of lunch bunches, monthly student recognition (ex. Student of the Month), and extra-curricular programs focused on introducing life skills and promoting social-emotional well-being.

Building Based Support Team (BBST):

A Building Based Support Team (BBST), formerly called the FACTs team in the previous turnaround plan, will be initiated as a proactive system for identifying and responding to students at-risk, be it, academically, socially, emotionally or behaviorally. This multi-disciplinary team will be comprised of no more than ten team members to include representation from general education, special education, ESL, and school adjustment counselors. At-risk students will be identified by a staff member and referred to the BBST through an agreed-upon referral process. The BBST will meet on a monthly basis and documentation will be maintained on the students' needs, goals, plan, interventions, supports utilized, and students' progress. All staff that work directly with the identified at-risk student will be invited to attend any and all meetings regarding the student. Supports may include community agencies, Department of Children & Families, and Child & Family Services.

Home School communication:

In effort to maintain regular and consistent contact with students' families, agendas will be provided to each student to log homework assignments, reminders and serve as a communication tool between teachers/parents on a daily basis. Monthly school newsletters in

multiple languages will also be created and sent home with students to provide families with updates on curriculum, school events and student accomplishments. Other forms of communication will also be utilized to include all-call phone messages, telephone calls, good news phone calls/postcards, emails, texting, parent/teacher meetings, etc.

ESL Parent Advisory Council:

A Hayden McFadden ESL Parent Advisory Council will be established during the 2016-2017 school year. This council will include representation from district/school administration, Hayden McFadden ELL families, ESL teachers, community members, and Wrap Around Coordinator. The purpose of this advisory council will be to assess the ESL programming at Hayden McFadden and make recommendations to school administration and SILT for improving its effectiveness; build a network between Hayden McFadden ELL families; and develop and build relationships between ELL families and Hayden McFadden School.

Student Attendance:

Unlike previous turnaround efforts, the Wrap Around Coordinator will work with the attendance officer to promote regular school attendance via student recognition and incentives such as monthly classroom attendance champions. In addition, it will be essential to determine root causes of chronic attendance issues. In conjunction with teachers, SACs, and others involved with families, a team approach will be used to address chronic absenteeism with the ultimate goal of families working together with each other and with the school staff to ensure their children attend school every day. A clear attendance protocol will be established and communicated to all stakeholders. The attendance officer will regularly collect, disseminate, and analyze student attendance reports for the purpose of identifying those students with attendance issues, including tardies, absences, and early dismissals. The attendance officer will follow the NBPS district procedures for addressing student attendance issues and start the progressive discipline procedures to include, but not limited to, attendance notices mailed home, parent phone calls, home visits, and filing with the court system for chronic attendance offenders. At the school level, teachers will also monitor student attendance. If a teacher identifies a student as having poor attendance, the teacher will submit an agreed upon attendance referral to school administration. In addition, within a monthly newsletter, the attendance protocol will be outlined for parents/guardians with incentives and rewards.

Engaging Families:

The Hayden McFadden School will engage families in several ways to include:

Family Welcome Center:

Currently, the Hayden McFadden School leases space in the school to the New Bedford PACE program (People Acting in Community Endeavors). Although several Hayden McFadden families have accessed this resource for such things as assistance with accessing programs for low

income families, it is essential that a stronger partnership be developed between the Hayden McFadden School and PACE thus outreaching more Hayden McFadden families. The Wrap Around Coordinator will be responsible for partnering with the Family Welcome Center to meet the needs of the Hayden McFadden community. This will be done in several ways including, but not limited to, hosting adult education classes for those wanting to learn English, educating the Hayden McFadden staff on the services and supports offered to school families, having PACE present at various school events (open house, family nights, etc.), having PACE flyers available in the school office, and partnering with PACE on jointly hosting family events focused on topics that address identified family needs.

Wrap Around Coordinator:

It is essential that trust be developed, established, and sustained between the Hayden McFadden School and the families of students attending the school. The Wrap Around Coordinator will play an instrumental role in bridging the partnership between home and school. The Wrap Around Coordinator, along with community-based agencies or organizations, will provide wraparound services that enhance student learning and ensure families are partners in their child's progress toward higher achievement. Wrap around services include, but are not limited to, home visits, adult workforce development, wraparound referrals, family literacy development, mentoring, etc.

A Parent Teacher Organization (PTO):

Currently, the Hayden McFadden School does not have an active PTO despite the fact that several staff members are also parents of students attending the Hayden McFadden School. An extensive plan and efforts will be devised to ensure that families become engaged as partners in their children's learning. The 2011 Massachusetts Family, School, and Community Partnership Fundamentals will serve as the foundation for this work. The Wrap Around Coordinator will work toward creating a more welcoming environment in the school that will develop and foster personal relationships for families, developing effective two-way communication pathways, and engaging families in the work of the school as seen through the eyes of families in their children's progress and success. Outreach will be conducted so that a viable and active PTO will be created that will meet monthly at an agreed upon schedule and ongoing communication will take place through monthly calendars and reminders. The PTO will be responsible, with the administration, for organizing events to help build a strong school community supporting both the needs of the school and the needs of the students so that families become truly vested in their child's success and in the ultimate success of the school. Events may include curriculum nights family game nights, candy bar bingo, movie nights, family fitness nights, and other events planned with community partners.

Monthly Assemblies:

Monthly assemblies and other venues will be used to recognize students and families for their

accomplishments and achievements including such awards as student of the month. Families will receive notification if their children are to receive awards and they will be invited to attend the assembly. Partners will be sought to provide food and lunch for families and students so that families can celebrate with their children and become more engaged with the school's efforts.

School Sponsored Events:

The Hayden McFadden School will host a variety of Back to School events including Open House which will be held in early September for the purpose of welcoming all students/families to a new academic year. During Open House, families will have the opportunity to visit the classrooms and meet their children's teachers. In addition, an orientation will be held in August for all students entering preschool and kindergarten. The purpose of the kindergarten and preschool orientations will be to communicate to families important information about school protocols including arrival, dismissal, school hours, etc. as well as provide an opportunity for kindergarten and preschool teaches to share with families academic, behavioral, and social expectations. During such events, community agencies will be invited for the purpose of sharing resources that will be available to families of the Hayden McFadden students.

Unlike previous turnaround efforts, the Hayden McFadden School will host a variety of workshops for parents so they can partner with school staff in supporting their children at home. These workshops will provide parents the opportunity to visit their children's classrooms to observe the type of instruction and learning that is happening daily in school. Parents will then have the opportunity to work with teachers and support staff on creating different resources that they can use with their children at home. Similar workshops will be held after school which will allow families and their children to work together on such resources.

Benchmarking Progress:
School Culture and Climate

<p>MAGs for Student Achievement (set by ESE)</p>	<p>We will meet our PPI targets for 2016-17, including targets for low-income students, English Language Learners, and students with disabilities.</p>
<p>Other MAGs <u>7 required by statute:</u></p> <ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. By January 1, 2017, at least 80% of families will have attended at least one school based event at the Hayden McFadden School. 2. By January 1, 2017 at least 80% of teachers/support staff will maintain excellent attendance as evidenced by 3 or less school absences. 3. By spring 2017, at least 85% of students will report that teachers make what they are learning in class interesting as measured by a school wide survey.

<p>faculty and staff</p> <ol style="list-style-type: none"> 4. Student attendance, dismissal rates, and exclusion rates (a measure is needed for each of these three items) 5. Student safety and discipline 6. Student promotion and dropout rates 7. Graduation rates (high schools only) 	<ol style="list-style-type: none"> 4. From March 2016 to March 2017, the average daily student attendance rate will increase from 93% in March 2016 to 95% in March 2017 as reported by the DESE SIMS report. 5. The number of student conduct cards will decrease by at least 10% when comparing MOY 2016 to MOY 2017. 6. Hayden McFadden will promote at least 95% of students given the level of student supports including, but not limited to: <ul style="list-style-type: none"> • Phonetic Based Reading Program • A new RTI Reading Intervention Model • An dramatic increase in time on learning and new course offerings • ELL Supports
<p>Interim Benchmarks for Teachers/Practitioners</p>	<ol style="list-style-type: none"> 1. Each month, 100% of teachers will have communicated with at least 85% of their students' families as evidenced by a parent communication log maintained by teachers that documents date, time, type of contact, and topic of conversation. 2. By October 1, the Building Based Support Team will develop and implement a proactive system for identifying and responding to students at risk. 3. By January 2017, Hayden McFadden will have hosted at least two family events focused on math/literacy. 4. By October 1, 100% of teachers will conduct a morning meeting with students in accordance with the implementation of a social/emotional curriculum.
<p>Interim Benchmarks for Students</p>	<ol style="list-style-type: none"> 1. By November 1, at least 80% of our students will participate in Breakfast in the Classroom. 2. From March 2016 to March 2017, the average daily student attendance rate will increase from 93% in March 2016 to 95% in March 2017 as reported by the DESE SIMS report.

SECTION III: Financial Plan

Under the prior Hayden McFadden Turnaround Plan the school was awarded just over \$1 million in a School Redesign Grant. In preparing for the “sun-setting” of the grant dollars the district rolled the stipends for the additional staff time into the FY17 local budget, which totals \$250,000.00. The new Hayden McFadden Turnaround Plan is not eligible to apply for the school redesign grant. The plan in its entirety will be funded through the New Bedford Public Schools local budget. However, the Hayden McFadden School Redesign Team did apply for the 21 Century Expanded Learning Time grant (ELT). The estimated amount of the ELT grant if awarded is \$337,500.00. The hope is that the grant will be awarded to help offset the cost of the much extended school calendar, school day and newly designed schedule.

Below are the newly added positions to help ensure all students’ needs are met. Attached is the career ladder compensation system, for both unit A and B that was negotiated as part of the Memorandum of Agreement (MOA) between the New Bedford Public Schools School Committee and the New Bedford Educators’ Association.

Strategy/Expenditure	Anticipated Cost	What will you do if SRG funding is not available?
(1) Assistant Principal	\$85,000.00	Local
(1) Wrap Around Coordinator	\$50,000.00	Local
(1) Special Education Clerk	\$40,000.00	Local
(1) Technology Instructor/Specialist	\$50,000.00	Local
(1) SAC	\$50,000.00	Local
(4.4) ESL Instructors	\$200,000.00	Local

SECTION IV: Local Stakeholder Group Roster and Recommendations

Affiliation (per state law)	Local Stakeholder Group Member Name
ESE designee	1. Dr. Ventura Rodriguez, Jr.
School committee chair/designee	2. Mr. Bruce J. Olivera
Union president/designee	3. Ms. Patricia Michaud, Teacher
Administrator from the school (Superintendent choice)	4. Ms. Tammy Morgan, Principal
Teacher from the school (faculty choice)	5. Ms. Julie Bosworth, Teacher
Parent from the school (parent association)	6. Ms. Anne Przystarz
Social service representative (Superintendent choice)	7. Ms. Maria Rosario, Executive Director of Northstar Learning Center
As appropriate, workforce development agencies (Superintendent choice)	8. Mr. Steven Beauregard, Executive Director of New Bedford Housing Authority
EEC rep or DHE rep (EEC commissioner or secretary choice)	9. Ms. Pam Kuechler
Community member (chief executive of town choice)	10. Mr. Ari Sky, Chief Financial Officer for the City of New Bedford
Other: Teacher from School	11. Ms. Nikita Higgins
Other: Social Service Agency	12. Ms. Michelle Hantman, President of the Greater New Bedford United Way
Other: Facilitator	13. Dr. Jason DeFalco, Chief Academic Officer

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

The following autonomies were selected:

- New school calendar and schedule with 1330 hours for student instructional time
- Additional 15 professional development days
- Hiring and dismissal of staff (with no bidding or bumping)
- Determination of the school curriculum and programming
- Authority over an agreed-upon budget
- New compensation system
- Working conditions

The following recommendations were made:

I. School Structure and Design

- Lower/upper grade academies
- Instruction: including intervention and enrichment
- High-quality and differentiated professional development
- Calendar for school year and school day
- Support for all levels of ELL students
- Re-branding Hayden-McFadden as a school of excellence

II. Wraparound Services

- Partnerships with community-based service providers to meet social-emotional needs
- Wrap-around coordinator
- Reassign School Adjustment Counselors to focus more on behavioral needs
- Utilize the Family Welcome Center model

III. Early Childhood Programming

- Full day Pre-K program for HM students
- Coordinate with local day care/preschool programs on curriculum development
- Boost programs on “Getting Ready for Kindergarten!”

IV. Parent Engagement

- Parent liaison
- Developing a shared vision that will include “parents as partners”
- Support for translation services
- Home visiting program

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