

Executive Summary –Normandin

Normandin's redesign framework was built upon our universal commitment to our mission: *We are committed to developing a community of learners who are academically proficient, demonstrate strong character and exhibit self-confidence.* Our three redesign pillars are

- Community of Learners,
- Academic Proficiency, and
- Self-Confidence.

Sustaining a vibrant, welcoming community of learners, our team proposes to include an Advisory Program, incorporating this instruction into our expanded homeroom and universal breakfast program weekly. Our Guidance and student support counselor service delivery will also change to facilitate greater student access to group and individual counseling. The introduction of teacher leaders will guide content and interdisciplinary collaboration, professional development, responsibility and communication school-wide. The introduction of Normandin Spirit-Wear will bring our entire community together giving each member pride, a sense of belonging, and equity in our redesign success.

District and school-based review of conditions impacting student achievement at Normandin Middle School revealed several baseline deficiencies that must be addressed as a prerequisite for change in our redesign. After reflection, honest examination, and intense discussion in collaboration with the Normandin school staff, the team identified two primary conditions as impediments to the success of the school—current classroom instruction lacks sufficient rigor, and, support services for struggling learners are not remediating quickly enough the conditions undermining student academic success. Our plan targets:

- Data driven and flexible academic support to meet the needs of our students
- Literacy focus across all content areas, inclusive of tiered professional development to address reading support needs
- Restructuring the service delivery model for Special Education
- A deeper understanding of content and related instructional strategies particularly in Math and English Language Arts
- Summit Base Camp for grade 6
- Advanced Learning cohort for grades 6 & grade 7
- New Bedford High School Dual Enrollment for grade 8 students(Algebra)
- Options for Expanded Learning Time

Student Self-Confidence will remain a cornerstone of our redesign effort, relentlessly messaging to our entire community our commitment to the Growth Mindset, *"that we are not born smart, we get smart!"* and that this is a direct result of our perseverance in pushing through difficult and rigorous learning. Our students will expand the ability to pursue their personal and learning growth goals as they prepare themselves for high school as a next step in their educational journey

Glossary of Terms

Intake

Intake is the percent of students who enroll in the school after the start of the school year.

Churn

School-level churn the percent of students who enroll after the school year begins and/or withdraws prior to the end of the school year.

Panorama Survey

The Panorama Survey is an instrument that gathers feedback from students about their classroom experience. We pull specific items from this instrument to identify student interest in subjects, grit (perseverance), and sense of belonging and connection. Data indicates the percentage of students reporting positively about a given indicator. The descriptors for each of these domains are as follows:

Sense of Belonging

How much students feel they are valued members of the school community.

Interest in Subject

How much students feel that an academic subject is interesting, important and useful.

Grit

How well students are able to persevere through setbacks to achieve important long-term goals.

Attendance

The MA DESE captures school attendance in multiple ways including attendance rate (the average percentage of days in attendance for students enrolled as of the end of the school year), percent of students absent 10 days or more, and percent chronically absent (the percentage of students who were absent 10% or more of their total number of student days of membership in a school).

Monitoring Site Visit (MSV)

In February of 2017, the American Institute for Research(AIR) conducted an on-site extensive observation of classroom instruction using the Classroom Assessment Scoring System (CLASS). The AIR tool rates classroom instruction along three larger domains— Emotional Support, Classroom Organization, and Instructional Support. Within these domains are 11 specific classroom dimension indicators as well as an indicator for

engagement. Ratings are disaggregated into low range (1-2), middle range (3-5), or high range (6-7). This plan incorporates the following classroom dimension indicators:

Analysis and Inquiry

Analysis and Inquiry assesses the degree to which students are engaged in higher level thinking skills, such as inquiry, analysis, reasoning, and creating, through the application of knowledge and skills to novel and/or open-ended problems, tasks, and questions.

Instructional Dialogue

Instructional Dialogue captures the purposeful use of content-focused discussion among teachers and students that is cumulative, with the teacher supporting students to chain ideas together in ways that lead to deeper understanding of content. Students take an active role in these dialogues, and both the teacher and students use strategies that facilitate extended dialogue.

Content Understanding

Content Understanding refers to the depth of the lesson content and the approaches used to help students comprehend the framework, key ideas, and procedures in an academic discipline. At a high level, this dimension refers to interactions among the teacher and students that lead to an integrated understanding of facts, skills, concepts, and principles.

Student Engagement

Student Engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive engagement and active engagement is reflected in this rating.

Out of School Suspension (OSS)

The OSS rates indicate the percent of students suspended out of school for one or more days. It does not account for the number of days a given student is suspended for multiple or long term offenses.

MCAS 2.0

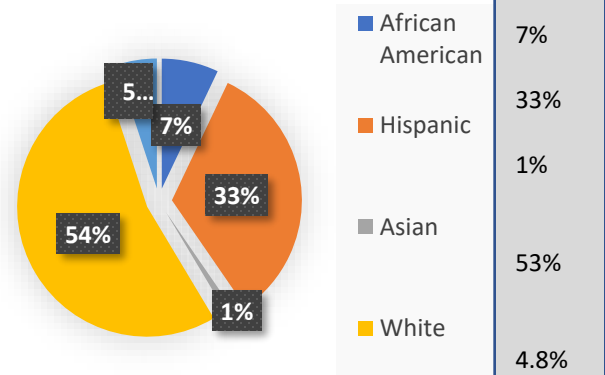
Annual statewide testing is in a transition. In 2016, New Bedford chose to participate in PARCC. This is no longer an option this year and all Massachusetts districts will participate in MCAS 2.0, which merges design features from PARCC and MCAS assessments.

I Developing the Mission

A. Who are our students?

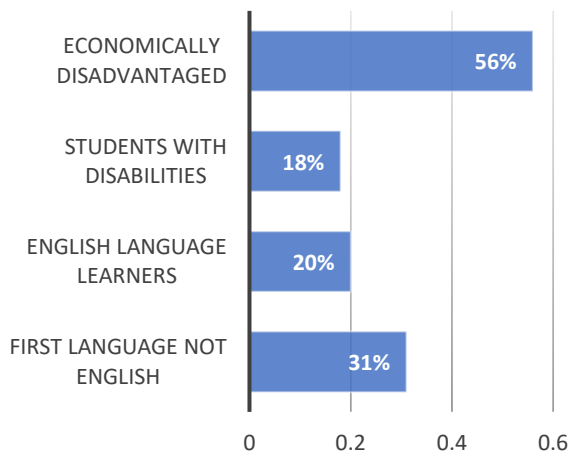
The students of Normandin Middle School are diverse. Although more than 50% of our students are White, one-third are Hispanic. One-fifth are English Learners with an almost similar percentage of students with disabilities. However, more than half of our students face economic challenges. These diverse students share the same values in terms of positive peer interaction, a sense of belonging, and increasing their independence.

Culturally Diverse



* Not shown on graph is Native American (0.4%) and Native Hawaiian, Pacific Islander (0.1%)

Diverse Learning Needs



NMS 2016	Intake (Transfer in during school year)	Churn (Transfer in or out during school year)
All	7%	13%
Econ Disad	9%	16%
ELL	20%	25%
SWD	9%	18%

See Glossary for details on **Intake and Churn**.

B. Our Vision/Mission Statement



OUR VISION

WE ARE COMMITTED TO DEVELOPING A *COMMUNITY* OF LEARNERS WHO ARE ACADEMICALLY *PROFICIENT*, DEMONSTRATE STRONG CHARACTER AND EXHIBIT *SELF-CONFIDENCE*.

OUR CORE VALUES

AT NORMANDIN, WE STRIVE TO EMPHASIZE WITH STAFF AND STUDENTS THREE FOUNDATIONAL CORE VALUES:

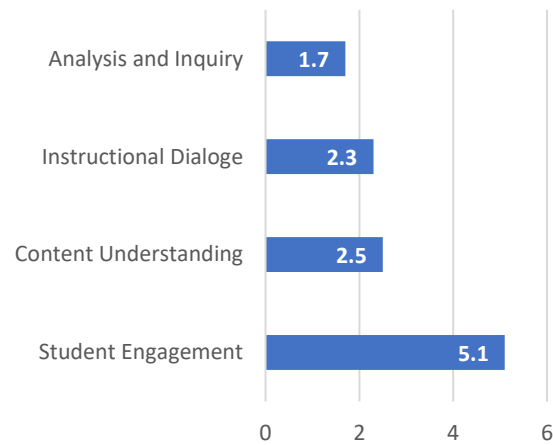
1. WORKING HARD,
2. BEING NICE, and
3. STAYING SAFE

II Where are our Students?

A. Proficiency

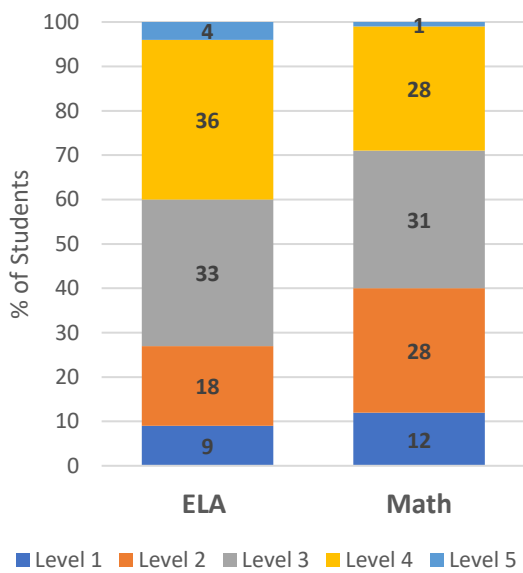
The correlation between the MSV instructional observation data and the PARCC/MCAS data paints a dire need to ensure that students experience rigorous learning environments that emphasize critical thinking skills. While there may be a need for tiered interventions to meet the needs of our most struggling learners, we have approximately one-third of our students scoring just below proficiency (Level 3 in PARCC) for ELA and Math. Science performance data is even more dire with approximately 80% of our students not meeting the proficiency benchmark.

Instructional Support and Engagement (MSV)

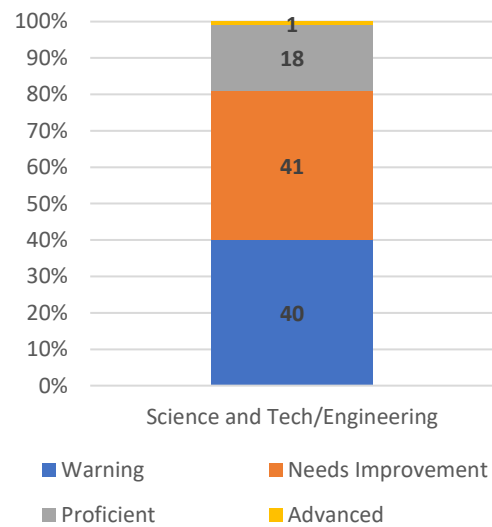


Low Range: 1-2 Middle Range: 3-5 High Range: 6-7
See the Glossary for descriptions of the four indicators.

NMS: PARCC 2016



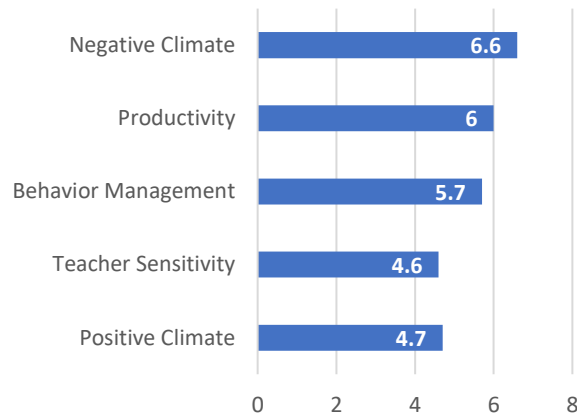
NMS: 2016 Grade 8 Science MCAS



B. Community of Learners

The data on this page points to some positives and challenges. MSV observational data indicates that for the most part, our students are experiencing well managed classrooms with minimal disruptions. Despite this, a majority of students do not feel connected to other adults or feel understood. This latter finding may be reflective of the middle range ratings in the MSV around teacher sensitivity and positive climate. Lastly, we have some gaps in our suspension data. Students with disabilities, and those from economically disadvantaged homes are more likely to get suspended than our general population.

Emotional Support and Classroom Organization (MSV)

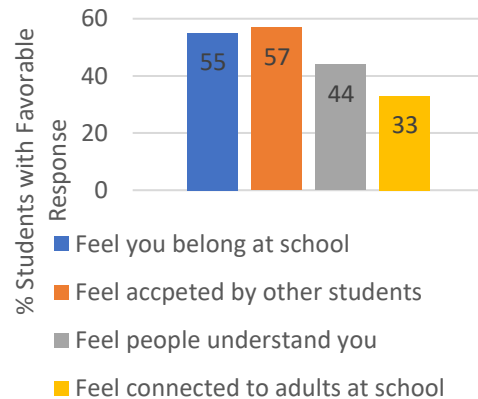


Low Range: 1-2 Middle Range: 3-5 High Range: 6-7
See the Glossary for descriptions of the five indicators.

Student Group 2016	% In-School Suspension	% Out-of-School Suspension
All Students	0.0	10.0
ELL	0.0	10.8
Economically disadvantaged	0.0	13.2
Students w/disabilities	0.0	18.8
High needs	0.0	12.6
Female	0.0	7.4
Male	0.0	12

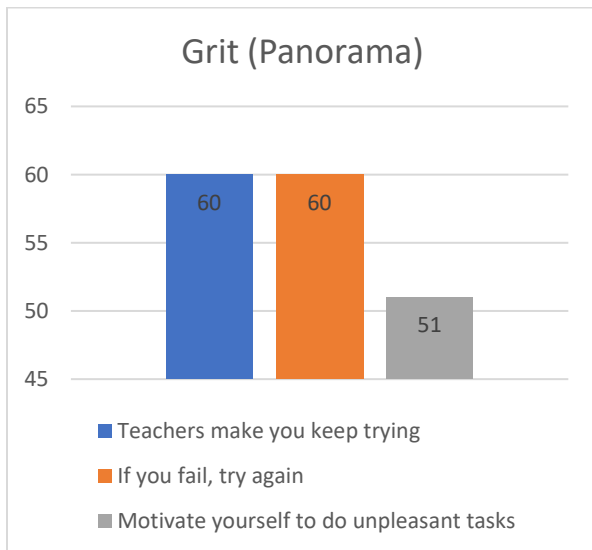
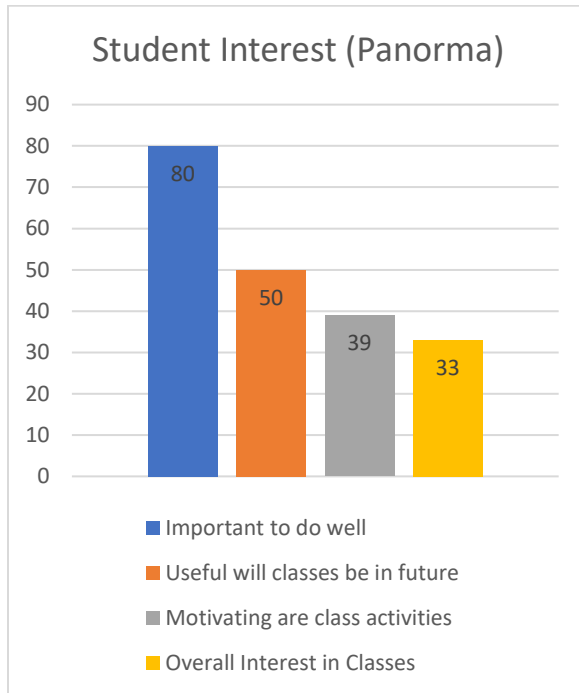
In-School and Out-of-School suspension rates are calculated as the percent of students enrolled in a given school (as of October 1) who received one or more suspensions.

Sense of Belonging (Panorama)



C. Self-Confidence

In this data set, we highlight the discrepancy between 80% of students acknowledging the importance of doing well in school against the low interest (33%) in classes. The data paints a picture of learning spaces that are not engaging to our middle school students. While not telling a complete picture, this lack of interest could be one factor that contributes to poor attendance. More than 40% of our students miss two full weeks of schools or more. Approximately, 18%, almost one-fifth miss 10% of school days or more. This translates in a full school year to missing 18 days or more.



NMS Attendance	2016
Attendance Rate	94
Absent 10 days or more	41.7
Chronically Absent (10% or more)	17.6
Unexcused absences greater than 9	34.3

III How do we get them there?

A. Describing the Experience

What will a typical day will look and feel like for our students?	What will a typical day look and feel like for our educators?
<p>The goal of our redesign is to reshape our classrooms into thriving learning environments. From a student perspective, you will see students engaged in authentic learning experiences which will be supported by community based learning experiences. In addition, students will be learning and practicing newly developed skills on goal setting, mindfulness, self-efficacy, and restorative practice resolutions. As students learn and grow both academically, socially, and emotionally, they will be guided by staff that supports their individual needs and help them develop habits of success that they will take with them on their journey beyond Normandin.</p>	<p>An outcome of our redesign is enhanced professional culture where the school draws on the individual strengths of teachers to improve outcomes. Teacher collaboration will be the driver for school improvement as we learn with and from each other. This teacher leadership model will also improve communication between teachers and school administration. In short, collectively, we will become a true professional learning community that is driven by improving our craft for the sake of enhancing the outcomes of the students we serve.</p>

B. Our Design Pillars and Priorities

Community of Learners

A group of people who share the same values and beliefs:

- Normandin Pride
- Spirit Wear
- Mentoring Groups
- Teacher Leaders

Proficiency

Students demonstrating that they have learned the knowledge and skills as they progress through their education:

- Closing learning gaps through targeted support classes
- Reading classes to target students in need
- Pre-Advanced Placement strategies for all and implementation of standards of math practice
- Advanced learning classes to move students beyond proficiency
- Summit base camp for individualized learning

Self-Confidence

A student's ability and capacity to accomplish a task or deal with challenges.

- Instilling a growth mindset
- Teaching students to persevere
- Learning through community service and partnerships

C. Additional Needs of the Redesign Plan

Changes to Bargain	Rationale
Add an Advisory Period	Adding an advisory period is a key strategy for our 3 rd Design Pillar: Self-Confidence . Advisory will provide small group support for students' social emotional development through establishing a relationship with a trusted adult. For this model to be successful, we will need an all Hands-on-deck approach where every staff member teaches an advisory.
Flexibility to change existing 7-block 6-day schedule.	As we reflect on the needs of our students, we are asking for flexibility to redesign the length of our existing 7 block period. We are in the process of considering other models such as 6 period block with the flexibility to split the block in half (e.g., 35 min each) for targeted intervention time (see Proficiency Pillar). In addition, we hope to bring in community partners to support enrichment and community service learning with our students (see Self-Confidence Pillar). A 5-day (Monday through Friday) schedule would be more conducive to community partners.
Redesign Teacher Collaboration Time (TCT) to be jointly led by administrators and teachers.	One of the goals of the Community of Learners Pillar is increased communication and shared vision among the entire faculty, including the collaboration between administration and our teaching staff. The already identified TCT time provides the venue for such collaboration to occur. We believe this joint collaboration will lead to greater communication and consistency across the school.
Staff Professional Development	Currently, we embed staff PD into the school day. Our analysis indicates that there are too many disruptions during the school day (e.g., need for subs, testing, meetings) to consistently secure this time for all staff. Hence, we are proposing early release time, once per quarter for three hours to schedule staff PD. We propose an additional one-day of PD during the summer to ensure our staff is prepared to implement the redesign plan as school opens. In order for us to meet our targets in terms of all three Pillars, we, as a staff need time to grow professionally, collaborate, and reflect.

Additional Resources	Rationale
Stipends for Mentor Teachers	Teacher leadership is one of the key design priorities under the Community of Learners . The goals of this priority are two-fold. First, we aim to distribute leadership so that we can

	<p>enhance the professional support and collaboration among teachers. Second, we want to provide continued professional growth opportunities for even our most effective teachers. Mentor teachers will be content specific (ELA, Math, Science, and Social Studies). Their responsibilities will include creating a model classroom, peer observation, delivering PD, facilitation of TCT, attending additional PD, etc. We budget stipends for 30 hours beyond contractual time (summer PD, after school meetings) at the contractual rate of \$35 per hour plus 10 hours of delivering PD at the contractual rate of \$250 for every 5 hours. We hope to have one mentor teacher per grade level per core content area. Hence, we are planning to create 12 mentor teachers at total cost of \$18,600.</p>
Stipends for Team Coordinators	<p>In addition to mentor teachers, we seek to formalize team coordinator roles (Communities of Learners Pillar). The responsibilities of the team coordinator will be to facilitate team meetings, schedule parent meetings, coordinate intervention schedules, and serve as a liaison between the team and school administration. We anticipate 4 hours monthly of additional time at the contractual rate of \$35 per hour. We have a total of 16 teams (8 for grade 6, 4 for grade 7, and 4 for grade 8), and therefore anticipate a budget of \$22,400.</p>
Resources and training to support reading and other intervention classes.	<p>One of our priorities under the Proficiency Pillar is targeted support for struggling students. To close their learning gaps, we need to make sure we are using research-based programs and that we have sufficient training. Hence, we anticipate a need to add additional PD and possibly some resources for this purpose and are budgeting \$5000.</p>
Professional Texts	<p>To ensure our professional growth and enhance our sense of a professional community (Community of Learners Pillar), we plan to engage in school-wide learning through one or more professional texts. For example, if we are to instill a growth mindset in our students (see Self-Confidence Pillar), then we need to ensure that our teachers have the tools they need to create that context for students. For example, Carol Dweck’s text, <u>Growth Mindset</u>, would support that work. We are budgeting approximately \$1000 for professional texts.</p>
Classroom Instructional Technology	<p>To enhance the rigor and relevance of our classroom instruction (Proficiency Pillar), we want to embed instructional technology tools such as document cameras (e.g., annotations for close reading) and digital projectors (e.g., animations in science). In year 1, we are asking for \$10,000 to support these tools (A document camera costs between \$400 - \$500 and a projector costs between \$400 - \$500). We will prioritize how to distribute this technology based on the school-wide instructional foci.</p>

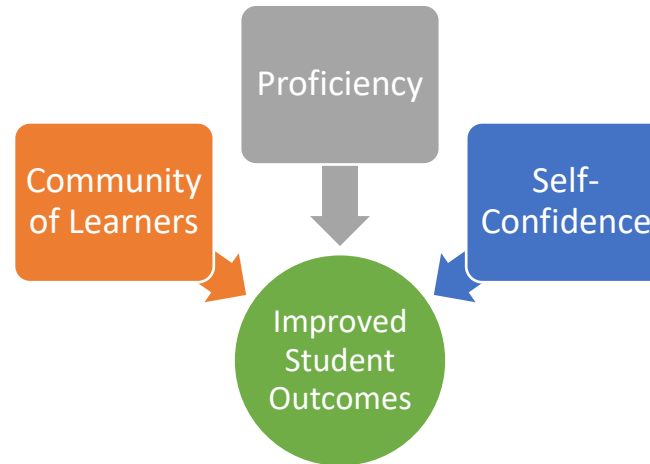
Transportation to support
Community Service Learning

Under the **Self-Confidence Pillar**, we seek to increase the community service learning experiences for our students. In addition to having partners come to Normandin, we want to send students out to the community as well. We anticipate needing transportation one day per month (two busloads) for this purpose. At approximately, \$250 for a bus, the total cost is \$5000.

D. Summary of Needs

To Bargain	Additional Resources	Cost of Additional Resources
Add an Advisory Period	Stipends for Mentor Teachers	\$18600
Flexibility to change existing 7-block 6-day schedule.	Stipends for Team Coordinators	\$22400
Redesign Teacher Collaboration Time (TCT) to be jointly led by administrators and teachers.	Resources and training to support reading and other intervention classes.	\$500
Staff Professional Development	Professional Texts	\$100
Add an Advisory Period	Classroom Instructional Technology	\$10000
Flexibility to change existing 7-block 6-day schedule.	Transportation to support Community Service Learning	\$5000
	Total	\$56,600

IV Setting Student Growth Goals



We believe the synergy among our 3 Pillars will ultimately improve academic, social, and emotional outcomes for students. Hence, we rely on multiple sources of data to measure our success and set goals for students and our practice. These indicators are the same ones used to help us make sense of the status of our students in terms of their current achievement and learning environments (see II Where are our students?). A full description of these indicators is included in the Glossary. Our targets are built across a three-year trajectory, with progress expected annually. The following tables contain these targets, and the rationale for each is as follows:

Panorama Survey

We pull specific items from this instrument to identify student interest, grit (perseverance), and sense of belonging and connection. Data indicates the percentage of students reporting positively about a given indicator. We set long-term three year goals with an overarching goal that the clear majority of our students (at least 80%) report positively in the three domains of interest of subject, grit, and sense of belonging.

Attendance

While it is evident that students cannot learn if they are not in school, the reasons behind poor attendance are complex and include a sense of engagement and belonging to the school. We set a rigorous target in our attendance goals over the course of the next three years and aim to reduce the percentage of students who are missing 2 weeks of school or more (41.7% for School Year 2016) by more than half.

Monitoring Site Visit (MSV)

The tool rates classroom instruction along three larger domains—Emotional Support, Classroom Organization, and Instructional Support. Ratings are disaggregated in to low range (1-2), middle range (3-5), or high range (6-7). Our goal is to see rapid improvement so all indicators fall within the high range over the course of the next three years.

Out of School Suspension (OSS)

High rates of suspension may indicate that the school is not yet designed to meet the social emotional challenges presented by given students. The data indicates that these needs vary by subgroup. Our goal is proactive in that we aim to change the behaviors that warrant the need for suspensions. That is, we plan to maintain high expectations for behavior, but aim to reduce the need for suspensions by improving the social and emotional skills of our students.

MCAS 2.0

We follow the district's Accelerated Improvement Plan when setting annual targets from now until 2020. In general, we set targets where the percentage of students scoring at the Warning or Needs Improvement Level is reduced by 40% annually, the percentage of students scoring in Warning is reduced by 10% annually, and the percentage of students scoring Advanced increases by 10% annually. The data in the table is based on the latest data available from 2016. Once 2017 data is released we will recalculate the targets through 2020.

Community of Learners																
Class Organization and Emotional Support (MSV)					Sense of Belonging (Panorama Survey)						Out of School Suspension					
	Spr. 2017	Spr. 2018	Spr. 2019	Spr. 2020		Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020		SY 2016	SY 2017	SY 2018	SY 2019	SY 2020
Negative Climate	6.6	6-7	6-7	7	Feel you belong at School	55	TBD	63	72	80	All	10	TBD	10	<10	<10
Productivity	6.0	6-7	6-7	7	Feel accepted by other students	57	TBD	64	72	80	ELL	10.8	TBD	10	10	<10
Behavior Management	5.7	6-7	6-7	7	Feel people understand you	44	TBD	56	68	80	Econ. Disadv.	13.2	TBD	12	11	10
Teacher Sensitivity	4.6	5-6	6-7	6-7	Feel connected to adults at school	33	TBD	48	64	80	SPED	18.8	TBD	16	13	10
Positive Climate	4.7	5-6	6-7	6-7												

Proficiency Goals															
MCAS 2.0 Warning and Needs Improvement to Proficient and Above by 40%										MCAS 2.0 Decrease in Warning and Increase in Advanced by 10%					
	Spring 2016		Spring 2017	Spring 2018		Spring 2019		Spring 2020			Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020
	W & NI	P & A		W & NI	P & A	W & NI	P & A	W & NI	P & A						
ELA	60	40	TBD	37	63	22	78	13	87	Adv	4	TBD	5	6	7
										Warn	9	TBD	12	11	10
Math	71	29	TBD	27	73	16	84	10	90	Adv	1	TBD	3	4	5
										Warn	12	TBD	13	12	11
Science	81	19	TBD	50	50	30	70	18	82	Adv	1	TBD	2	3	4
										Warn	40	TBD	38	34	31

Monitoring Site Visit (MSV)				
	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Analysis and Inquiry	1.7	4	5	6-7
Instructional Dialogue	2.3	4	5	6-7
Content Understanding	2.5	4	5	6-7
Student Engagement	5.1	6	6-7	6-7

Self-Confidence																		
Student Interest (Panorama Survey)						Grit (Panorama Survey)						Attendance						
	Spr. 2016	Spr. 2017	Spr. 2018	Spr. 2019	Spr. 2020		Spr. 2016	Spr. 2017	Spr. 2018	Spr. 2019	Spr. 2020		SY 2016	SY 2017	SY 2018	SY 2019	SY 2020	
Important to do Well	80	TBD	85	90	95	Teachers make you keep trying	60	TBD	70	80	90	Attendance Rate	94	TBD	95	95	95	
Useful classes will be in future	50	TBD	60	70	80	If you fail, try again	60	TBD	66	73	80	Absent 10 days or more	41.7	TBD	34	27	20	
Motivating are class activities	39	TBD	52	66	80	Motivate yourself to do unpleasant tasks	51	TBD	60	70	80	Chronically Absent (10% or more)	17.6	TBD	15	12	10	
Overall Interest in classes	33	TBD	48	64	80													