

Fuller Middle School Turnaround Plan

Framingham Public Schools

Where every child can and will reach high levels of achievement

2018 School Accountability Data

Schools without required assistance or intervention
(approx. 85%)

Schools requiring assistance or intervention
(approx. 15%)

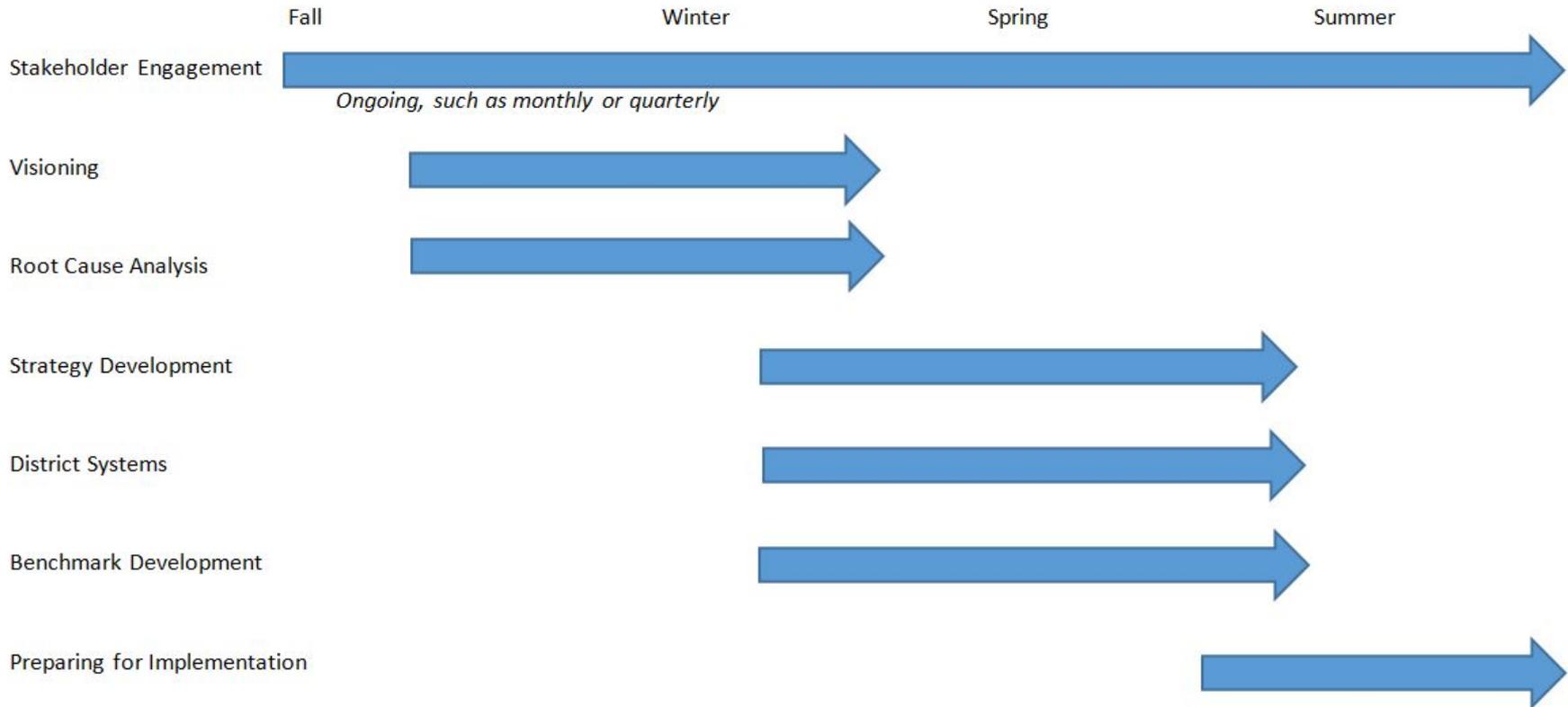
Schools of recognition	Meeting targets	Partially meeting targets	Focused/targeted support	Broad/comprehensive support
<p>Schools demonstrating high achievement, significant improvement, or high growth</p>	<p>Criterion-referenced target percentage 75-100</p>	<p>Criterion-referenced target percentage 0-74</p>	<ul style="list-style-type: none"> •Non-comprehensive support schools with percentiles 1-10 •Schools with low graduation rate •Schools with low performing subgroups •Schools with low participation 	<ul style="list-style-type: none"> •Underperforming schools •Chronically underperforming schools

2018: Performance against targets reported in 2 categories (meeting & partially meeting)
2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)



Fuller (9th) (13% progress toward targets)

Year-Long Turnaround Planning Process



Stakeholder Engagement

- Mr. Noval Alexander, Framingham School Committee member
- Mr. Jose Cruz, Parent Representative
- Mr. Scott Edmund, member of Framingham Families for Racial Equity in Education (FFREE)
- Ms. Kara Fink, Member of Fuller's School Site Council and PTO
- Dr. Larnell Flannagan, Interim Dean of the College of Education at Framingham State University
- Dr. Esta Montano, retired Framingham ESL teacher and former Director of the Office of Equity and Achievement
- Ms. Christine Mulroney, President of the Framingham Teachers' Association
- Dr. Kate Bacon Schneider, Parent Representative

Stakeholder Engagement

Meeting #/Stakeholder Input	Section Where Input Is Reflected in Turnaround Plan
Meeting 1: Portrait of a Graduate	Section III: Envision the Future
Meeting 2: Data Analysis and Priority Concerns	Section IV: Analysis of Assets and Challenges
Meeting 3: High Leverage Goals and Theories of Action	Section V: Strategic Objectives and Initiatives Aligned to the Turnaround Practices
Meeting 4: Review of Strategic Objectives and What Will Change	Section V: Strategic Objectives and Initiatives <i>and</i> Section VII: Goals, Benchmarks and Progress Monitoring

Vision

Our long-term vision of success for Fuller Middle School centers around a sense of pride and unity in the community, both within the classroom and in the school as a whole. This vision includes focusing on standards-based interdisciplinary learning to enhance our identity as a STEAM school. Student learning and services will be asset-, rather than deficit-, based, as will conversations amongst staff about individual students. Our vision will be supported by greater parental outreach and involvement, and increased partnerships with businesses, institutions of higher learning, and organizations within the larger Framingham community.

As a result of this process, the ILT designed the following vision for Fuller Middle School: ***At the core of Fuller Middle School is a sense of pride and unity in our diverse community, where students are innovators and architects of their own learning and future.***

Vision: Students will...

- Display intellectual curiosity and a willingness to take academic risks;
- Use academic language that is consistent from classroom to classroom to express their learning;
- Be able to articulate what they are learning and doing, and why they are learning and doing it;
- Be more invested in and take greater ownership of their academic progress;
- Feel a greater sense of belonging and connection to the Fuller community;
- Be able to name and describe the benefits of skills, behaviors, and attitudes that help them become a good student and a good person;
- Respect the dignity of each person and their rights to be heard, to be valued, and to learn in a safe classroom;
- Accept other viewpoints respectfully and appreciate individual and group similarities and differences; and
- Use restorative practices to resolve conflict.

Vision: Educators will...

- Be supported in work that helps them to confront their assumptions and biases in relationship to students, colleagues, and the community, and in learning strategies to be more cognizant of and responsive to these biases;
- Be supported and empowered through work that shifts leadership and problem-solving to teams of educators;
- Agree on key academic language that supports students in making connections across subject areas and grade levels;
- Agree on, implement and analyze common assessments with fidelity;
- Be supported in making shifts in their unit and lesson planning such that learning opportunities are based on universal design for learning; supported through frequent checks for understanding, feedback, and real-time adjustments to practice; and focus on academic discourse and written communication across disciplines; and
- Be supported in using protocols for looking at data so that meetings, conferences, and decision-making are data based.

Alignment Between Turnaround Practices and Educator Standards

Turnaround Practice	Educator Standard
<p><u>Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration</u> <i>The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.</i></p>	<p><u>Standard 4: Professional Culture</u> <i>The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.</i></p>
<p><u>Turnaround Practice 2: Intentional Practices for Improving Instruction</u> <i>The school employs intentional practices for improving teacher-specific and student-responsive instruction.</i></p>	<p><u>Standard 1: Curriculum, Planning, and Assessment</u> <i>The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.</i></p>

Alignment Between Turnaround Practices and Educator Standards

Turnaround Practice	Educator Standard
<p><u>Turnaround Practice 3: Providing Student-Specific Supports and Instruction to All Students</u> <i>The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.</i></p>	<p><u>Standard 2: Teaching All Students</u> <i>The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.</i></p>
<p><u>Turnaround Practice 4: School Culture and Climate</u> <i>A safe, orderly, and respectful environment for students and a collegial, collaborative, and professional culture among teachers.</i></p>	<p><u>Standard 3: Family and Community Engagement</u> <i>The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations</i></p>

Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration

High Leverage Goal 1: Our systems and structures ensure the entire Fuller staff has a shared ownership with individual and collective responsibility for improving instruction and monitoring strategies because every student is capable of high achievement and growth.

Theory of Action:

If Fuller Middle School establishes systems and structures to support all staff in meeting their individual and collective responsibilities for improving instruction and monitoring strategies, then we will be able to meet the needs of every student so they are able to learn and grow at a high level.

Strategic Objectives for High Leverage Goal 1

1.1 Systems and structures are refined and streamlined in order to support building operations, progress monitoring, and improved instruction.

1.2 Staff consistently and effectively collaborates, resulting in goal-oriented and actionable outcomes in order to effect greater student achievement and growth.

1.3 Communication at all levels is accessible, clear, consistent, and timely in order to build a shared sense of ownership and collective responsibility.

1.4 Staff participate in job-embedded professional development in order to improve instruction and support our shared vision.

Turnaround Practice 2: Intentional Practices for Improving Instruction

High Leverage Goal 2: Teachers and students are immersed in a culture where data is continuously gathered and analyzed in order to assess student learning, adjust instruction, and optimize growth and achievement for all students.

Theory of Action:

If Fuller Middle School becomes a data-centered culture in which staff continually assess student learning and make adjustments to practice using research-based instructional practices, then teacher instruction and student learning will improve, resulting in optimal student learning and growth.

Strategic Objectives for High Leverage Goal 2

2.1 All students have access to rigorous and engaging learning opportunities in order to optimize growth and achievement for all students.

2.2 Create a culture where teachers, teams, and students employ systematic approaches for gathering and analyzing data to assess student learning and to adjust instruction.

2.3 Teachers and teams design lessons that support checks for understanding and real-time adjustment to practice.

2.4 Students have increased opportunities to engage in academic discourse and written expression across all disciplines in order to optimize achievement for all students.

Turnaround Practice 3: Providing Student-Specific Supports and Instruction to All Students

High Leverage Goal 3: Teachers and staff know students' assets, needs, learning gaps and targets; they match, progress monitor, and adjust interventions and accelerate learning so that all students grow and reach or exceed learning targets.

Theory of Action:

If Fuller Middle School effectively and intentionally matches interventions to student needs, monitors student progress, and adjusts interventions accordingly, then all students will meet or exceed their learning targets every year.

Strategic Objectives for High Leverage Goal 3

- 3.1** Establish a system for Tier 2 & 3 academic interventions in order to know students' assets, needs, learning gaps, and targets.
- 3.2** Students participate in explicit & systematic Tier 2 and Tier 3 interventions as needed in order to reach learning targets and narrow learning gaps.
- 3.3** Students engage in authentic literacy learning in order to accelerate learning in all disciplines and reach learning targets.
- 3.4** Implement a system for Tier 2 & 3 social-emotional interventions in order to know students' assets, needs, learning gaps and social-emotional learning targets and for at-risk students to receive appropriate social-emotional interventions.

Turnaround Practice 4: School Culture and Climate

High Leverage Goal 4: The Fuller Middle School community fosters a safe and supportive school climate in which all identities and cultures are valued and nurtured, so that all students develop a sense of their own agency and role in local and global communities.

Theory of Action:

If Fuller Middle School builds strong relationships between and among students and staff through a supportive learning environment with consistent expectations informed by culturally-responsive teaching, then students will become invested in themselves as learners and citizens.

Strategic Objectives for High Leverage Goal 4

4.1 Respectful relationships are established between students and teachers based on relational trust in order to foster a safe and supportive school climate.

4.2 Students feel safe to take academic risks and be active participants in their learning in order for all students to develop a sense of their own agency and role in local and global communities.

4.3 Faculty, staff, and administration support each other, take pride in being a part of the Fuller community, and are united in living our vision.

Measurable Annual Goals (MAGs)

1. **Student Achievement:** We will meet or exceed accountability targets as set by DESE for all students and the lowest performing students group.
2. **Student Acquisition of Twenty-First Century Skills:** By January, the school will develop and pilot an academic discourse rubric. By March, evidence of effective academic discourse is present in at least 40% of classrooms. May= 60%.
3. **Development of College Readiness:** Increase the percentage of students meeting/exceeding expectations on the June 2020 MCAS in ELA from 31% to 40%, in math from 19% to 35%, and in science from 10% proficient/advanced to 22%.
4. **Parent and Family Engagement:** By June, 35% of families will complete the Panorama Survey (210 responses). By June, the percent of favorable results on the Panorama survey will increase by 15% in the categories of School Climate and Barriers to Engagement
5. **Building a Culture of Academic Success:** By October, student self-reflection tickets will be developed and translated into high incidence languages. By December, all students will have completed one survey. By June, students will regularly complete the self-reflection survey twice per trimester during Fuller Falcon Time.

Measurable Annual Goals (MAGs)

6. **Building a Culture of Student Support and Success:** By June, students will regularly complete the survey twice per trimester during Fuller Falcon Time AND the percentage of favorable results of the Panorama survey in the categories of School Belonging, Teacher-Student Relationship, and School Engagement will increase by 10%.
7. **Student Attendance, Dismissal Rates, and Exclusion Rates:**
 - a. By October, At least 95% of students are in attendance and on time on average daily.
 - b. By October, student out of school suspension rates per month will decrease by 10% for all students and 20% for Students with Disabilities from the 2018-2019 school year as reported by Aspen X2.
8. **Student Safety and Discipline:** Daily office referrals (major) for August and September will decrease by 10% from the 2018-2019 school year as reported through SWIS (Using the Average Referrals per Day per Month Multi-Year Report in SWIS).
9. **Student Promotion and Dropout Rates:** Fuller will maintain its current rate of 0.2% of students retained.

Professional Development and District Support

- Universal Design for Learning
- Professional Learning Communities
 - Analyzing Data and Looking at Student Work
- Clear Schedule and Expectations for Team Meetings
- Classroom Visit Rounds
- Regular Meetings Between School and District Leadership
- Instructional Leadership Team Planning and Support
- Additional Vice Principal
- Coaching for Department Heads
- New Math and Civics Resources and Teacher Training

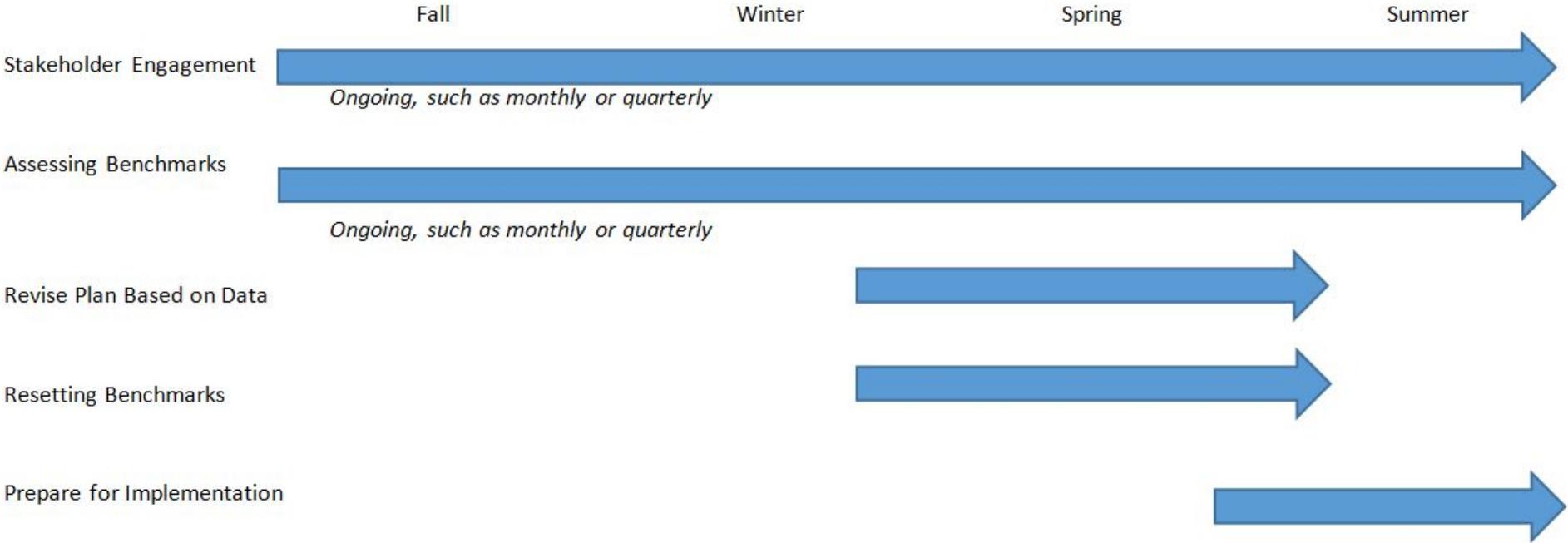
2019-2020 Implementation

- Universal Design for Learning training
- Professional learning communities with focus on analyzing data and looking at student work
- Emphasis on collaboration at all levels
 - Consistently held schedule with clear expectations and outcomes for all team meetings
 - Shared norms
 - Improved communication structures
 - Co-planning
- Classroom visit rounds--all teachers every cycle
- Implement peer observations
- Increase student writing opportunities; embed more academic conversations into classroom lessons

2019-2020 Implementation

- Employ strategies within lessons to check for understanding, incorporate SEI (sheltered English instruction) strategies
- Utilize explicit and systematic interventions in Math and Reading
 - Math: Use of models and structures, focus on mathematical fluency, cumulative review
 - Reading: Individualized interventions for struggling readers, explicit vocabulary instruction, direct and explicit comprehension strategy instruction
- Increase and improve Tier 2 and Tier 3 social-emotional interventions
- Provide professional development in culturally responsive teaching
- Improve structures to ensure equitable responses to student behavior
- Leverage PBIS (positive behavior interventions and supports), restorative practices, and Falcon Time to build relationships between students and adults

Moving Forward



Progress Monitoring

- Approximately every 30 school days:
 - October 23, 2019
 - December 18, 2019
 - January 29, 2020
 - March 18, 2020
 - May 6, 2020
 - June 10, 2020
- Use of protocols to determine progress toward benchmarks, reflection, and adjustments
- Supported by state and district leaders

Questions?

Acronyms

DESE: Department of Elementary and Secondary Education

ELA: English language arts

ESL: English as a Second Language

ILT: Instructional leadership Team

MAG: Measurable annual goal

PBIS: Positive behavior interventions and supports

SEL: Social emotional learning

STEAM: Science, Technology, Engineering, Arts, Mathematics

SWIS: School-wide information system