



Turnaround Plan Template

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Turnaround Plan-Annual Renewal Cover Sheet

District: New Bedford
School: New Bedford High School
Turnaround Plan-Annual Renewal
School Year 2020-2021

Superintendent's Signature: _____

Date of Submission to Local Stakeholder Group:

Date of Submission to School Committee:

Date of Submission to ESE:

Year of Designation: _____

Year Eligible for Exit: _____

SECTION I: Executive Summary

In 2015 New Bedford High School embarked on a 3-year school turnaround effort focused on the following four priority areas:

1. Improve the Quality of Instruction
2. School Structure and Time on Learning
3. Use Data to Monitor Student Progress, Provide Support and Challenge Students
4. School Community and Family Partnerships

During school year 2017-2018, New Bedford High School and New Bedford Public Schools partnered with District Management Group (DMG) to engage in a year-long visioning process to identify areas of focus based on the original turnaround plan. The DMG findings identified areas of success and areas for growth. As a result, DMG and the New Bedford High School Visioning Committee, comprised of parents, community leaders, school and district employees, students, and others outlined three priority areas: (*#Addendum attached*)

- Teaching and Learning
- Attendance and Mobility
- Culture and Climate

Beginning School Year 2018-2019, the Vision Committee met regularly to develop specific high leverage goals to achieve growth in areas noted by the DMG report. Sub-Committees were formed under each priority area and the three committees developed a series of action steps to meet targeted goals. The *Teaching and Learning* Vision team, based on data from the Monitoring Site Visit (MSV), developed a plan for meeting MSV high range scores in the areas of analysis and inquiry, instructional dialogue, and student engagement. (*addendum attached*) The *Climate and Culture* Vision team focused on developing a plan that would address the public's negative perception of NBHS. The *Attendance and Mobility* Vision team determined that Advisory curriculum revisions and more frequent Advisory sessions would increase students' connections to school thereby improving attendance. In addition to a change in Advisory, the NBHS leadership team is re-introducing portions of the Engaging Schools protocols which were developed earlier in the turnaround process. NBHS leadership continues to reinforce the expectation that consideration to meeting the social emotional learning needs of all students must be an integral part of planning for learning. Professional Development has been centered around growth mindset, equity, professional accountability, high expectations, building relationships, and providing a safe and supportive environment especially for children of trauma.

A data team was formed to closely study the new Massachusetts accountability system and will be facilitating a workshop to help all staff understand New Bedford High School's Accountability Data and our next steps. The New Bedford Public Schools Instructional Guide and District Curriculum Accommodation Plan (DCAP) will be utilized when planning lessons, curriculum and assessment with an expectation that all curriculum be housed in the ATLAS platform. The table below outlines the specific goals and action steps created by the vision committee groups.

School Year 2019-2020

Priority Area of Focus	Goal	Action Steps	Timeline
Teaching and Learning	Develop a set of skills-based standards which create academic environments that bolster analysis and inquiry-based learning	Utilize feedback from the 2019 MSV to inform PD	SY 2018-19
		Increase engagement by using skills-based standards to develop H.O.T. skills through analysis and inquiry and instructional dialogue	SY 2019-20
		Utilize ATLAS Rubicon to update and house curriculum	
		Curriculum, Instruction and Assessment will be further developed using both the district Instructional Guide and District Curriculum Accommodations Plan (DCAP)	
		Engage in DESE sponsored Tiered-Literacy Academy	SY 2019-22
Priority Area of Focus	Goal	Action Steps	Timeline
Attendance and Mobility	Build stronger connections to school for students.	Redesign Advisory and increase meeting frequency	SY 2019-20
		Implement Engaging Schools protocols and strategies	SY 2019-20
		Conduct Professional Development with Social Emotional Learning focus	SY 2019-20
		Develop two-year plan for connecting Advisory to extra-curricular clubs and implementation of One-Card system	SY 2019-21
		Engage in DESE sponsored SEL/MTSS Academy	SY 2019-22
Priority Area of Focus	Goal	Action Steps	Timeline
Culture and Climate	Empower students to lead, represent, and be the voice of NBHS telling our story and increasing public awareness of all the positive things happening at NBHS.	Draft project proposal, outline curriculum, recruit student ambassadors, and implement program.	SY 2020

SECTION II: Turnaround Practices for the School and District – MSV/AIR

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

School Year 2019-20 Updates

Progress

1.1 Use of Autonomy

- Content Instructional Leaders – conduct interviews, hire, and are involved in onboarding
- Additional Mentors Trained – various content areas
- Waiver Candidates – progress toward licensure monitored
- New Teacher Orientation

1.2 High Expectations and Positive Regard

- Quarterly progress report data monitored in both content area and guidance PLC

1.3 Vision/Theory of Action and Buy-In

- PD focused on planning for rigorous learning through analysis, inquiry, and instructional dialogue
- PD included sequenced sessions allowing for implementation, feedback, and reflection on application of professional learning to practice
- School-based and district-lead learning walks conducted with ‘look fors’ and non-evaluative feedback provided individually and, in the aggregate
- Coaching and resources provided to teachers by CILs and mentors

1.4 Monitoring Implementation and School Progress

- Accountability Data PD – Data Team developed and facilitated PD on new DESE Accountability Measures
- District STAT Meetings – CILs, Support Staff, and Leadership Team members analyzed accountability data, presented findings, and developed plans for improving
- Attendance Officers – Closely analyzed attendance data and coordinated responses with Building-Based Support Teams to improve attendance
- STAR Progress Monitoring – PLC

1.5 Trusting Relationships

- Number of co-taught classes increased to provide more inclusive model classrooms (eg. General Educator and Special Educator, and General Educator and English as a Second Language Educator)
- Increased number of mentors utilizing release time to observe mentees

1.6 Time Use for Professional Development

- Quarterly YOG team meetings conducted
- ESL/ELA co-teach pilot classes
- Microsoft teams used as collaboration space
- ATLAS Rubicon used by Social Studies for curriculum review, revision, and sharing

1.7 Communication with Staff

- ASPEN journaling feature used more extensively
- Microsoft Teams used
- NBHS Website reworked

- Content area teachers involved in NAF PD for interdisciplinary work
- Weekly Whaler REaD with updates from all areas for entire staff

1.8 Sustainability

- Waiver candidates closely monitored for progress toward licensure

Potential:

- Professional Development: effective school-wide execution of NBPS Instructional Guide and DCAP
- Standardized Protocols for and scheduling of learning walks
- Consistent utilization of ATLAS digital curriculum platform for review, revision, and development of course curriculum
- Consistent monitoring of instructional practices with clearly established protocols for reporting findings, providing feedback, and planning follow-up
- Visioning Team; Teaching and Learning Sub-Committee monthly meetings
- Consistent norms and protocols for PLC
- Release time for mentor teachers to observe mentees
- Solicit subject matter coach to maintain 25-hour mentoring requirement to support licensure advancement for year 2 waiver candidates
- Continue with YOG Team time meetings
- Implement regular staff survey in forms
- Cross-Curricular collaboration opportunities
- ASPEN training; Journaling and Gradebook use

Benchmarking Progress:

Leadership, shared responsibility and professional collaboration

Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Educator Evaluation System 2. Analysis of Student Work resulting from administration of common formative assessments 3. Math, ELA, and Science Benchmark BOY, MOY, EOY
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Math, ELA, and Science Benchmark BOY, MOY, EOY 2. Common Formative Assessments 3. 21st Century Learning Expectations around analysis and inquiry, higher order thinking

Turnaround Practice #2:
Intentional practices for improving instruction

School Year 2019-20 Updates

Progress

2.1 Instructional Expectations

- PD aligned to increasing analysis and inquiry, student engagement, and instructional dialogue – content specific relevance
- PD introducing MTSS, the SEL framework, culturally responsive teaching, and Trauma Sensitive School

2.2 Instructional Schedule

- Semester scheduling

2.3 Identifying and Addressing Student Academic Needs

- Teacher-centered, Teacher-Led PLC partially implemented
- Teams used for collaboration
- Student Support Team

2.4 Classroom Observation Data Use

- Learning walks conducted with focus of observing PD application

2.5 Student Assessment Data Use (school-wide decision making)

- Data team facilitated “new accountability” PD
- CILs and Leadership Team analyzing bottom 25% data, presenting findings, and planning responses
- STAT meetings

2.6 Student Assessment Data Use (for classroom instruction)

- SST Meetings
- PD on ASPEN journaling feature and protocols
- STAR 360 data and School City data used to adjust practices
- Analysis of student work and benchmark data to plan interventions and address gaps

2.7 Structures for Instructional Improvement

- PD on access and use of the Instructional Guide and DCAP
- Learning Walks
- Educator Evaluation

2.8 Planning for Incoming Students

2.9 Systems for College and Career Advising

Potential:

- Professional Development: culturally responsive teaching pedagogy, SEL framework integration, DCAP, Instructional Guide
- PD: Integration of Technology (classroom instruction, support staff, administration, operations, clerical)
- Monitoring instructional practices and providing feedback; informal learning walks, formal observation, peer-to-peer coaching, peer observations

- Whole Child Building-Based Support Teams: Tier 1 DCAP interventions and SST protocols
- Advisory curriculum selection, execution, monitoring, and follow-up
- Transition planning in collaboration with sending schools
- K-12 Vertical Alignment
- Student assessment data: Collaborative Inquiry Data Cycles in PLC; Data Wise
- Utilize Teams and ATLAS consistently across all content areas
- Monitor PLC; execution of protocols and outcomes
- School-Wide Evaluation SMART Goals Alignment
- Data Walls
- 21st Century Learning Expectations Committee; review of 21st century learning expectations assessment and reporting with next step recommendations
- Coaching, PD, Mentoring
- MEFA and/or MyCAP for students' college and career planning
- Continue with participation in MTSS DESE Literacy Academy
- TIMs and Librarian effectively promoted and utilized as instructional supports

Benchmarking Progress:
Intentional practices for improving instruction

Measurable Annual Goals (MAGs) for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Other MAGs 3 required by statute: 1. Student acquisition of twenty-first century skills 2. Development of college readiness 3. Student attainment of National Academy Foundation certification indicating career readiness	<ol style="list-style-type: none"> 1. 60% of students will increase from one level of mastery to the next in 21st century skills between first and second semesters. 2. 60% of students grades 9 through 11 will access MEFA Pathways 3. The number of students achieving NAF certification upon graduation will increase by 30%.
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Learning Walks to determine effectiveness of key instructional practices supported through professional development. 2. Educator Evaluation System performance ratings 3. Content area review of 21st Century Learning Expectations student work samples
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Quarterly progress and grade reports 2. 21st Century Learning expectations self-assessment and teacher assigned performance rating 3. Application of Growth Mindset theory through self-monitoring and academic performance data tracking 4. Advisory survey administered BOY, MOY, EOY to demonstrate increase in student connectivity to school

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

School Year 2019-20 Updates

Progress

3.1 General Academic Interventions

- Improved curriculum for MCAS intervention and remediation classes
- Closer analysis and monitoring of student progress in MCAS intervention and remediation classes
- More structured environment

3.2 Teacher Training to Identify Student Needs

- PD on introduction to MTSS, SEL, Safe and Supportive Schools, Trauma Sensitive Schools, District Instructional Guide and DCAP
- Learning walks and evaluation feedback reinforce professional learning
- Sequenced PD sessions with time for application, feedback and reflection between sessions

3.3 Systematic Determinations of Student Interventions

- Engaging Schools Tiered Behavior, Responses, and Referral Protocols Implemented
- Consistent expectations messaging to students and staff through Whaler REaD, PLC, PD, Daily PA announcements
- Hallway duty
- Training and implementation of ASPEN journaling feature
- MTSS, SEL, Culturally Responsive, Safe Schools, DCAP, Instructional Guide PD

3.4 General Enrichment and Advanced Learning Opportunities

- Finance Lab
- New Electives
- BCC – On-Site after school course

3.5 Academic Supports for English Language Learners

- ESL/ELA co-taught classes
- SEI co-taught classes (science, math, history)

3.6 Academic Supports for Students with Disabilities

- General education and special education co-teaching pairs
- Move to more inclusive model with increased number of co-taught classes
- In-district SEI Endorsement courses offered to teachers
- Core-content curriculum development in collaboration with special educators

Potential:

- Intervention Class Curriculum Development
- Progress Monitoring and Program Efficacy Evaluation
- DCAP implementation at general education classroom level (Tier 1)
- Close monitoring of standardized test data with focus on bottom 25% and proficiency level growth
- Professional Development; Instructional guide, SEL framework, Equity, Safe Schools, Trauma Sensitive, MTSS, Whole Child Building-Based Support, Culturally Responsive Teaching
- Lesson study, planning, reflection, and feedback
- Tiered behavior and referral process review and implementation
- Select and administer Social Emotional Learning and Mental Health screening assessments and Advisory curriculum
- Continue with participation in MTSS DESE SEL and MH Academy
- Consistent use of ASPEN journaling feature
- Continue with move toward inclusive classroom model with co-teaching pairs
- ATLAS digital curriculum platform use; cross-curricular collaboration and access to curriculum for special educators
- TIMs and Librarian effectively promoted and utilized as instructional supports
- Participation in COIIN school-based mental health grant
- Highpoint grant participation to support underinsured/uninsured

Benchmarking Progress:

Student-specific supports and instruction to all students

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Every 4 to 6 weeks, teachers will participate in individual data meetings for the purpose of analyzing student data to ensure students are making progress and adjust and plan instruction for those students not demonstrating growth and evidenced by progress monitoring data and by common formative assessments. 2. Learning Walks following Professional Development on SEI, SEL, Technology Integration, Instructional Framework strategies to ensure practices are incorporated into daily lessons. 3. Monthly SILT meetings to review data and schedules ensuring needs of all students are being met 4. Review ACCESS test data to inform scheduling and interventions.
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. 100% of students will achieve growth on unit and end of unit common formative assessments. 2. 60% of students will advance in proficiency levels, understanding the correlation between progress monitoring data and MCAS proficiency levels. 3. 60% of students in Grades 9 & 10 will advance in proficiency levels in School City, understanding the correlation between progress monitoring data and MCAS proficiency levels. 4. Quarterly grades and progress report reviews through the ASPEN student portal with quarterly goal setting through Advisory.

Turnaround Practice #4: School Culture and Climate

School Year 2019-20 Updates

Progress

4.1 Safe and Supportive Learning Environment

- Consistent messaging and reinforcement of NBHS CVBLE in Whaler REaD, Website, Social Media, Events, PA Announcements
- School-wide behavior expectations reinforced and messaged
- Ambassador program underway
- SEL PD conducted and application of professional learning reinforced through formal and informal learning walks
- Behavior expectations, Tier 1,2,3 responses, and referral protocols reviewed and reinforced
- NBHS Website revised for ease of navigation for families and more efficient communication
- AIR CLASS Tool criteria used in determining “look fors” in the classroom

4.2 Adult-Student Relationships

- NBHS Website revised for ease of navigation for families and more efficient communication
- AIR CLASS Tool criteria used in determining “look fors” in the classroom
- Professional development
- Educator Evaluation

4.3 Expanded Learning

- Academy of Hospitality and Tourism
- Finance Lab Opening
- New Electives

4.4 Wraparound Services and External Partners

- Parent Support Specialist
- Number of Family Welcome Centers increased
- Network of communication established in employing available resources to support services (Whaler’s Attic and Pantry, community resources)
- Increase in translation services available to schools

4.5 Family and Community Engagement

- ASPEN parent portal promotion
- Website redesign
- Ambassador’s program development
- Social media
- Student field trips

Potential:

- Establish school-wide behavior interventions
- Consistently reinforce NBHS Core Values, Beliefs about Learning, and Learning Expectations
- Whole Child Building Based Support Protocol training and implementation
- NBHS Ambassador Program implementation
- Regular student and staff surveys conducted with review of data and planned responses
- Progress monitoring tools
- SEL and MH surveys and screenings
- Climate and Culture surveys
- SEL Frameworks and MTSS intervention framework implementation
- Website maintenance and more extensive use across school-wide teams
- AIR Class tool used to guide improvements
- Progress monitoring
- Promote parent portal use
- Publicize NBHS programming highlights, events, and accomplishments
- Communicate and promote all resources available to support struggling students and families

Benchmarking Progress:
School Culture and Climate

MAGs for Student Achievement (set by ESE)	We will meet our student achievement accountability targets as set by ESE.
Other MAGs <u>7 required by statute:</u> <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 faculty and staff 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"> 1. Percentage of parents reporting they feel welcomed, valued and connected to each other, to teachers and to what students are learning and doing in class. 80% 2. Percentage of students reporting they feel challenged and held to high expectations 75% 3. Percentage of teachers and staff reporting the school supports the academic success of all students 80% 4. Student attendance 97.5% 5. Out of school suspension 10% In school suspension 5% 6. Percentage of enrolled students repeating a grade 5% Annual dropout rate of less than 2% 7. Annual cohort 4-year graduation rate 75%. Extended engagement rate will increase based on initial baseline data in the fall of 2019
Interim Benchmarks for Teachers/Practitioners	<ol style="list-style-type: none"> 1. Monthly dropout and attendance meetings data review 2. Weekly Student Support Team meetings data review 3. Learning Walks to determine effectiveness of key instructional practices supported through professional development
Interim Benchmarks for Students	<ol style="list-style-type: none"> 1. Quarterly grades and progress reports through student portal 2. Advisory grade reflection and goal setting 3. 21st Century Learning Expectations

Section III: Monitor Progress

What worked and how do we know?

Teaching and Learning: Professional Development and Professional Learning Community time focused on development of practices targeted to improve outcomes in areas for improvement as noted by the American Institutes for Research Site Monitoring Visit report, MCAS accountability indicators, the NBPS Strategic Plan. Content Instructional Leaders facilitated professional development sessions designed to engage staff in collaborative reflection on practices which promote rigor, student engagement, analysis and inquiry, and instructional dialogue. The NBPS district's instructional leadership developed an Instructional Guide and District Accommodations Plan which our administrative leadership team used as guides for supporting staff in implementation of best practices and providing targeted feedback. Content areas utilized the ATLAS Rubicon digital curriculum platform.

Attendance and Mobility: The Teams model continues to support improved outcomes for student academic, behavioral, and social emotional success overall. Grade level teams continue to support a goal for improving attendance and mobility by building stronger connections to school for students. Professional Development throughout the school year reinforced the importance and expectation of building positive relationships and supporting students' social emotional learning needs while also recognizing the impact of trauma and need for a safe and supportive school environment. Advisory period met once every week on Friday morning and each Advisory began with broadcast of the student-produced Whaler Show in all homerooms. The Whaler Show highlights NBHS events, offerings, and general NBHS news. Homeroom Advisors were also given more autonomy over the Advisory content. Our enrollment in the SEL and MH Academy provided guidance for establishing goals to address mental health screening concerns and develop a pilot for safely administering mental health assessments. Grade level team administrators reset behavior expectations and consistently messaged the school community through various means of communication. Specific protocols for tier 1, 2, and 3 behaviors were reviewed with all staff, all classroom teachers were assigned hallway duty equitably on an alternating schedule, and the ASPEN journaling feature was reviewed and an expectation set for entering comments as a means of documenting interventions.

Culture and Climate: NBHS launched the 2019-20 school year with professional development reinforcing the concept of trauma sensitive safe and supportive schools. The administrative team consistently messaged expectations to students, staff, and families during interactions. A group of students met regularly and development of the Ambassadors program is well underway. Programming continues to expand with the additions of an Academy of Hospitality and Tourism, NBHS Academy of Finance Lab, shift to semester-length courses, and new elective offerings. Family and community engagement were enhanced by revising content and formatting of the NBHS website, maintaining the NBHS Facebook page, continued use of the ASPEN parent portal, more field trips for students, and more district support with wraparound services.

Overall, it is clear that there are many improvements working at New Bedford High School with the following points of reference:

- MSV
- NEASC 2-Year Progress Report Findings
- Increased Programming
- Increased Graduation Rates
- Increased Attendance Rate
- Decreased Dropout Rate

- MCAS Scores and Assessment Participation
- AP Enrollment Increase
- AP Score Increase
- Increased Enrollment
- Grade 8 Dual Enrollment

What did not work and how do we know?

Teaching and Learning: Professional Development did not include opportunities for teachers to build capacity in integration of instructional technology, implementation of theory and practice outlined in NBPS Instructional Guide, and application of District Curriculum Accommodations Plan as tier 1 classroom interventions. There were few opportunities for cross-disciplinary collaboration and curriculum connections. Review, Revision, and development of curriculum took place in pockets and the ATLAS Rubicon digital curriculum platform was not used systematically across all content areas.

The capacity to shift seamlessly to remote learning upon school closure in March of 2020 varied amongst staff and students. Some staff and students required high levels of support with remote learning during school closure. Tier 1 classroom interventions were evident to some extent in learning walks and many teachers were flexible with expectations in light of many challenges students were facing both before and during school closure. The ATLAS digital curriculum platform continues to be updated with unit plans and lessons for all courses and is referenced and utilized by some content areas.

Immediately upon return in September of 2020, NBHS staff participated in professional development which addressed technology platform use shortfalls. Staff and students will be using our Microsoft Teams platforms for instruction, collaboration, and communication. All staff received training on application of digital platforms and have already noted increased capacity for application and an increase in student’s virtual attendance and engagement in remote learning activities. Additionally, staff received professional development which reinforced expectations for building relationships and providing all students with Tier 1 academic, social-emotional, and behavioral supports.

Attendance and Mobility: The shift in Advisory to every Friday presented a challenge with some advisors using the Friday Whaler Show as the main event. Many teachers, in addition to broadcasting the Whaler Show, used the advisory content freedom granted to provide students with meaningful learning experiences. Student experiences varied from advisor to advisor and resulted in inequity and a lack of shared experience. School-wide behavior expectations were not clearly set across all grade-level teams at the start of the school year and traumatic events which occurred at the beginning of the school year created collective anxiety which required a resetting and reinforcement of existing behavior expectations. Plans were set in place for an all-hands-on-deck approach to improving environment. A positive shift in school-wide behavior was noted after resetting expectations and persisted through the March school closure. Advisory will be held virtually on Wednesdays each week during school year 2020-22. All staff received a copy of “*Dr. Adolph Brown’s Championship Habit’s: #Winning in School Work and Life!*” and a team of teachers will be developing short Advisory lessons which will highlight essential soft skills referenced throughout the book.

Culture and Climate: The biggest challenge to the steady increase in the climate and culture of New Bedford High School was the March school closure and continued remote learning start to SY 2020-21.

Overall, New Bedford High School has responded to the challenges presented through the COVID crisis with a sense of urgency and purpose by taking immediate actions to address needs and ensure continued support to

students, families, and staff. The NBHS Headmaster involves all members of the leadership team in the development and implementation of plans which align to our mission, vision, core values, beliefs, and learning expectations. The September 2020 professional development included opportunities for staff to collectively engage in learning about and discussing the concept of social justice in various contexts. Feedback from staff has been largely positive and the school community is working together as a team to ensure ALL members of the Whaler family feel safe and supported despite COVID adversities.

How were stakeholders involved in this reflection process?

The New Bedford High School Headmaster involves stakeholders in the following ways:

- Regularly Scheduled Meetings and Updates: Faculty Advisory Council, School Council, Student Advisory Council, School Committee, NBHS Leadership Team Meetings, Student Support Team Meetings, Professional Learning Communities, Professional Development, MSV Focus Groups, Weekly Whaler REaD, NBPS/NBHS Website and Facebook Pages.

How are district systems actively and meaningfully supporting the implementation of the plan?

The New Bedford Public Schools District Leadership has supported New Bedford High School in the following ways through collaborative structures:

- Literacy Academy Enrollment, Principal's Meetings, SEL & Mental Health Academy, Leadership Institutes, Monthly STAT meetings, Building-Based Leadership Autonomy, Weekly Whaler 180 Communications, NBPS Website Organization, Web-Based data systems

Additionally, the NBPS central administration provides direction by establishing clear goals outlined in the NBPS Strategic Plan:

- GOAL I: High Quality Instruction ~ Increase student achievement by strengthening teaching and learning.
- Goal II: Create an inclusive, culturally responsive learning environment.
- Goal III: Empower families and the community through collaboration.
- Goal IV: Organizational Team Excellence ~ Cultivate and recruit a highly skilled workforce.
- Goal V: Public Confidence and Pride Strengthen the reputation and elevate the profile of the school district.

**** Please see turnaround practices #1 - #4 for SY19-20 updates on areas of progress and potential.

SECTION IV: Local Stakeholder Group Roster and Recommendations

Affiliation (per state law)	Local Stakeholder Group Member Name
Curriculum, Data, and Assessment Manager	1. Brian Turner
World Language Teacher	2. Cristina Goncalves
World Language Teacher	3. Fresia Varela
Assistant Principal	4. Jeffrey Longo
School Nurse	5. Jodi Spencer
ESL Teacher	6. Joseph Jette
NAF Academy Teacher	7. Judith Lima
ELA Teacher	8. Kristen Liming
Science Teacher	9. Lisa Richard
Physical Education Teacher	10. Lisa Thibeault
Mathematics Teacher	11. Mark Rossi
Science Teacher	12. Nicholas LeBlanc
ELA Teacher	13. Rachel Jupin
Theater Arts Teacher	14. Sarah Cadieux
ELA Teacher	15. Takeru Nagayoshi
NAF Academy Teacher	16. Valerie Alves
Social Studies Teacher	17. William Monty
Headmaster	18. Bernadette Coelho
Registration and Pathways Administrator	19. Tara Montembault
Assistant Headmaster	20. Joyce Cardoza
Manager of Educator Quality	21. Donna Guay