



**Next Wave Junior High School
Full Circle High School**

SCHOOL IMPROVEMENT PLAN

September 2016 - September 2018

SCHOOL INFORMATION

School Name: Next Wave Jr. High & Full Circle High School

Grade Levels: 6 - 12

Principal: Margaret DePasquale Green

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Web Site: <http://www.somerville.k12.ma.us/next-wave-full-circle>

NCES ID:

School Title I: Title I School (SW)

SCHOOL COUNCIL MEMBERS

Margaret DePasquale Green, *principal/Chair*

Jack Haverty, *Special Education Department Head*

MaryAnn Beaton, *Clinical Coordinator*

Timothy Dunphy, *Teacher Counselor*

Maureen Robichaux, *Teacher Counselor*

Thomas Serino, *Teacher Counselor*

Erika da Silva, *Parent Liaison*

Linda Vines, *Parent*

Kristen Nobles, *Community Member*

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2016-2018 School Committee Goals

1. **Increase achievement and access for all students. Reduce all performance gaps by half.**
 - Reduce/eliminate gaps in college admittance and persistence
 - Increase Advanced Placement/Honors access
 - Reach an SGP of 60 in the aggregate and for subgroups: Special Education, ELL, Black
 - Increase graduation rate

2. **Develop and implement a comprehensive PreK-12 social-emotional learning framework that provides students with the skills they need for social and academic success.**
 - Student Initiated (self) referrals for counseling
 - Second Step consistency
 - Decrease dropout rate
 - Progress measure students receiving intensive social/emotions service
 - Decrease suspension rates, increase attendance rates

3. **Increase engagement with the community to reflect the community in which we live.**
 - Increase diversity of parent participation in decision-making processes at school and district levels (participation on committees and their roles)
 - Strategic plan to increase opportunities for parent/family engagement and leadership
 - Parent guardian attendance at teacher conferences and ongoing communication, including use of technology-based tools

4. **Continue to develop and implement innovative ways of measuring student academic performance and school quality such as formative assessment, performance-based tasks, and whole quality indicators.**
 - Creation of a cohesive targeted use of blended learning to address gaps and promote academic enrichment and performance-based tasks using best practice and online learning
 - Further development and implementation of broad-based whole school quality instrument

5. **Develop a comprehensive plan for Universal Kindergarten Readiness that supports intellectual, physical, and social/emotional growth from birth to Pre-K.**
 - Early intervention services and outreach (number of referrals and subsequent number of children served, timeliness of referrals, parents feel like can get more info and services if they need it)
 - Increase in percent of outside providers/partners calibrating with SPS standards/program
 - Data tracking for birth-3 and playgroup participation
 - Successful implementation of online registration

6. **Develop and implement a strategy to recruit, develop, and retain a diverse and talented staff.**
 - Trends in HR entry data relating to licensure, experience, race, ethnicity, language
 - Data on retention and from exit surveys
 - Staff climate surveys

About Next Wave Jr. High & Full Circle High School

Mission

Next Wave/Full Circle High School's mission is to provide an emotionally and physically safe learning environment. This is accomplished through a highly structured school routine including: behavior management, consistent limit-setting, and by providing an accepting approach to student concerns, both school- and home-related. Opportunities for students to express concerns are provided throughout the day by the school's teacher/counselor model, counseling groups, two crisis counselors, and clinical coordinator. Through interpersonal relationships and a strong counseling component, NW/FC aims to foster a therapeutic milieu and to build a sense of community and support between students and staff that encourages acceptance and respect for all.

Next Wave/Full Circle offers students a chance to experience success in an academic environment. Classes are highly structured and the curriculum is geared to individual students' levels, pace, and interests. The academic success which students experience at FC/NW increases self-esteem, which contributes to their willingness to take responsibility for their learning process. Decision-making and problem solving skills are emphasized.

The Full Circle High School diploma is a concrete goal the students can work towards, which represents the successful completion of a high school program. Students who aspire to a Somerville High School diploma and who are capable of succeeding are mainstreamed. Others need this type of school on a longer-term basis and look forward to earning their diplomas at FC. Whether students complete their high school requirements at Full Circle or Somerville High School we hope they are able to take the academic and social skills they have learned into furthering their educational and career goals.

School Goals (with Theory of Action)

By September 2018 all students will have a post-secondary plan with actions steps that include a timeline and specific supports for implementation.

By September of 2017 we will have at least one competency based course with full implementation by fall of 2018.

By conducting a common assessment of basic math skills and targeted re-teaching through an all school approach, a majority of Next Wave 8th graders and Full Circle 10th graders will receive passing math MCAS scores by September 2018.

School Information

Full Circle/Next Wave has a school-wide instructional focus area on Problem Solving. The school's Instructional Leadership Team (ILT) developed the Problem Solving sequence, ABCDE, which is used in academic class and therapeutic groups.

Solve It! Easy as “ABC”

- A Assess the Problem
- B Brainstorm Methods / Ideas
- C Choose a Method / Idea
- D Do the Work!
- E Evaluate – Does your answer make sense?

Next Wave and Full Circle have adopted a Positive Behavior Interventions and Supports (PBIS) model. The schools are in year two of the implementation and launched new behavior matrix expectations in the fall of 2016. Students and staff developed the following statement purpose on which to focus: “We are a community that values safety, respect and responsibility. We build positive relationships and decision-making skills to support students' academic, emotional, social and personal growth to be prepared for future success.” Student success is monitored using students’ daily point sheets. Points are then tallied weekly and used for a variety of incentives.

Next Wave/Full Circle considers parental involvement absolutely essential in meeting these objectives. Through consistent phone contact and conferences between students, parents and counselors, quarterly parents’ night, and an annual review of a student’s individualized educational plan. NW/FC keeps parents involved and up to date on their child’s progress. Full Circle/Next Wave has available for parents and guardians, a monthly support group available to parents.

Next Wave/Full Circle is in the process of determining its next steps forward. This includes a number of important strategic decisions such as whether NW/FC should be designated as a Public Day Special Education program or an alternative education program for Somerville Public Schools. In order to make recommendations to the Superintendent about the next steps for NW/FC, a consultant will conduct a state of the school review, and a report of the review generated that will address the following questions: What is the school doing well? What could the school be doing better? What should the school’s next steps forward be? The projected completion of the review is April of 2017.

Additional Data

Non-Academic	2013-2014		2014-2015		2015-2016	
	NW	FC	NW	FC	NW	FC
Attendance	79.4	68.8	88.6	68.0	89.1	70.7
% In School Suspension	0.0	0.0	0.0	0.0	2.9	0.0
% Out of School Suspension	54.8	46.3	72.4	27.6	50.0	33.8
Stability Rate	67.9	54.1	75.0	57.9	76.9	67.3

Academic			
PPI (Proficiency Gap Narrowing)	--	--	--
Grade 8 Math Proficiency	0%	0%	0%
ELL % Making Progress	--	--	--

Students

Full Circle by Jake Sylvester

Here at Next Wave/Full Circle Alternative, we have an awesome education system that allows our students the opportunity to graduate at their own pace—whether that's early or after a few additional years. Unlike a traditional public school, where it is pass or fail, we have a credit recovery-based system, which provides students additional chances to gain credit on their own time, such as during Reading or by completing extra credit projects. Also, the staff work with students based on their individual circumstances. Here at Full Circle, from what I've seen, the staffs' overall goal is to make us ready to be successful—in different ways, of course, because all of us have our own visions on how we write our lives.

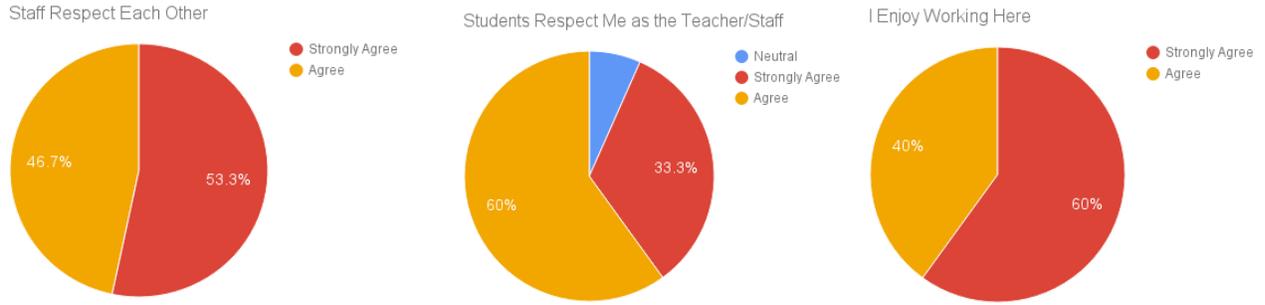
Because we're an alternative school we're more capable in doing so because none of our classrooms have more than 10 students. That allows better connections between teachers and students, which makes for a more successful work environment. Our students, if they so choose, are given additional support—whether that's physical, emotional, or any other problems that are bothering them. Mainly because all our teachers are guidance counselors and mentors, too.

	2015-2016		2016-2017	
	NW	FC	NW	FC
Total Enrollment	26	51	16	61
Students with Disabilities	69.2	70.6	62.5	67.2
First Language not English	57.7	29.4	62.5	34.4
Limited English Proficiency	3.8	0.0	0.0	1.6
Economically Disadvantaged	61.5	58.8	62.5	73.8

Ethnicity	2015-2016		2016-2017	
	Hispanic or Latino	36.4%		45.3%
Non-Hispanic/Latino	63.6%		54.7%	
Race	2015-2016		2016-2017	
	White	61.4%		68.0%
Black/African American	27.7%		29.3%	
Asian	1.3%		0.0%	
American Indian	0.0%		1.3%	

Native Hawaiian	0.0%	0.0%
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Staff



Staff Survey Data 2016-2017

The data above illustrate the strong foundations for collaboration at Next Wave/Full Circle.

There are 19 staff members at Next Wave/Full Circle. Twelve of these staff members are teacher/counselors, which means that in addition to their regular teaching duties, they serve as counselors for the students who attend Next Wave and Full Circle. This allows them to meet the full needs of our students at any given time and to provide each students with the supports they need. In addition, there are two crisis counselors and a clinical coordinator who further support students.

Staff at Next Wave/Full Circle, often go beyond their regular duties to participate more fully in the lives of students and the operation of the schools. Teachers serve as volunteers, coaches, run homework clubs, serve on School Council, are part of the Instructional Leadership Team, and act as liaisons to the schools' partner organizations. Our staff has been working in the Somerville Public School system for an average of 14 years.

Student Wellness Focus for the 2016-2018 School Years

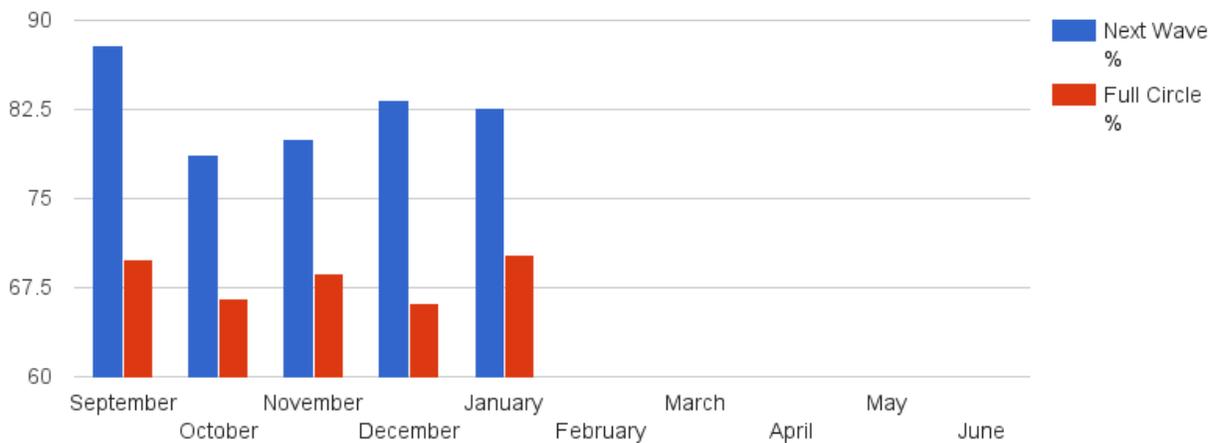
Increasing Student Face Time

As a program, Next Wave/Full Circle believes that an important student wellness focus is increasing student attendance/face-time. This focus is most important to our mission and goal of preparing students for future success. Student attendance in class is critical to academic success and promoting a positive school culture among students at Next Wave/Full Circle. This supports our ongoing goal of preparing students to live empowered lives inside and outside of school.

Data Story

The evidence that informs the wellness focus area is based on a student daily attendance (including tardiness and dismissals), SWIS data which is used to record behavioral data/use of the Process Room and the My Voice survey students completed in the Spring of 2016 and the Fall 2016.

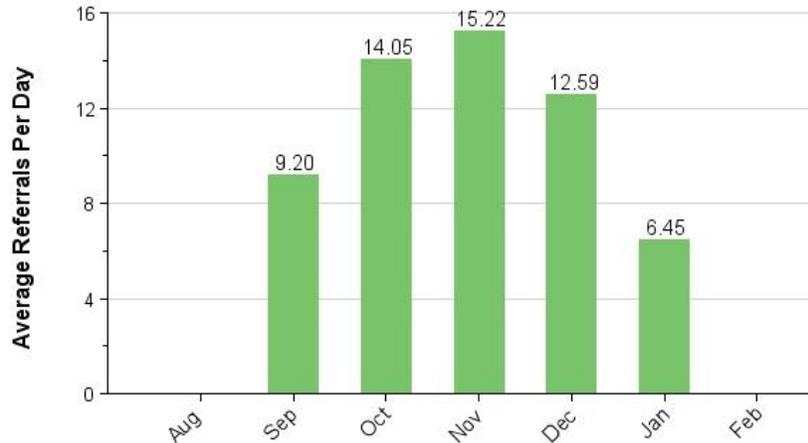
Chart 1: Monthly Face-Time Data for Next Wave & Full Circle Students



The data above show the average face-time for NW/FC students. Face-time is calculated as the percentage of time students are at school and in class. This measure differs from attendance, which only considers whether a student is present in the school building. The Face-time measure above is calculated by estimating the total hours of classroom instruction and subtracting the number of hours students are absent, tardy, leave school early, or visit the Process Room—a room that students use when they are having difficulty participating effectively in the daily life of the school.

The chart above shows that in general, face-time is higher for Next Wave students than for Full Circle students. Face-time was lowest for both groups of students during the month of October.

Chart 2: Average Number of Visits to the Process Room per Month



Although the month with the lowest percent of face-time for Next Wave and Full Circle students was October, the month with the highest number of visits to the Process Room was November. This would suggest that the lower face-time in October...

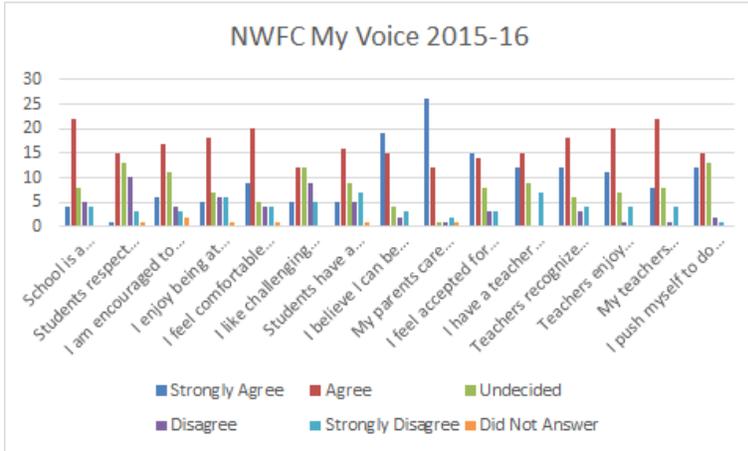
November 2015 21 referrals (baseline taken prior to PBIS launch)

During monthly analysis of the Process Room data we noticed spikes during Lunch time, beginning of the Day and Mondays. Looking deeper into the lunch data we noticed three different groups of students:
(A) those who were sent to the Process Room for behavior reasons and redirection
(B) those who did not want to eat lunch in the cafeteria/self-selecting
(C) those who wanted to come and just hang out with their friends

During the month of December the Process Room was closed at lunch time. Only those being referred for a behavioral redirection were allowed in.

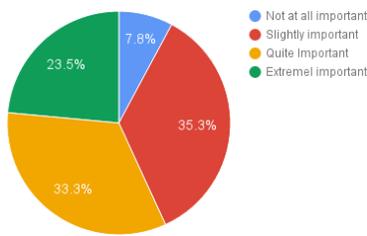
Staff continued to notice a number of students struggling to access the cafeteria and the designated “quiet rooms”.

Summary of My Voice Data – Spring 2016:

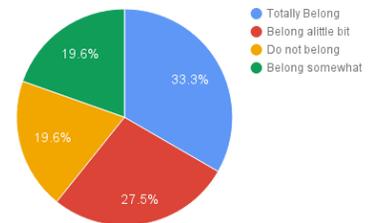


Fall 2016 Student Wellness Data

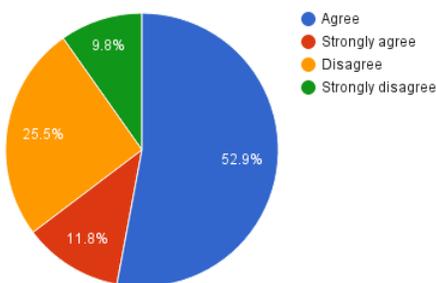
How important is school to you?



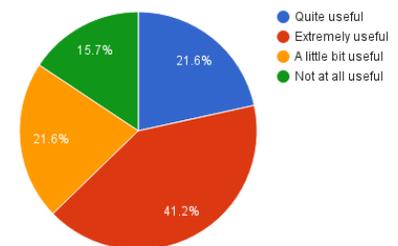
Count of 1) How much do you feel you belong at school?



I am a valued member of my school community.



How useful do you think school will be to you in the future?



Spring 2017 Data: Posted at a later date

Based on the spring 2016 data many students did not see themselves as leaders within Next Wave/Full Circle School. Based on the data some students see themselves as leaders and providing positive leadership, while perceiving that others do not view them similarly. There was only 19% of students that felt other students saw them as leaders within the school. This discrepancy was further illustrated when the data was viewed according to gender, with 0% girls feeling that others perceive them as leaders. Evidence also showed that students did not feel supported by their peers, with 24% of students viewing their peers as supportive of one another.

Next Wave Jr. High & Full Circle High School

The fall 2016 data shows 33% of the students think school is slightly important and 21.6% see it as useful for their futures. The spring 2017 Survey will focus on school importance and how well they think school prepares them for the future.

Next Steps

Action	Who is Responsible	When
Continue to collect behavior data (SWIS)	Clinical Staff	Daily on going
Offer daily “lunch bunch” groups	Teacher/Counselors	Beginning February 2017
9 th Grade Transition Groups	Counselors	Ongoing
8 th Grade Transition Groups	Counselors	Beginning January 2017
Behavioral Point Sheets/PBIS	Teacher/Counselors	Daily beginning Sept. 2016
Career Exploration Day - Develop individual post-secondary plans	Guidance/teacher-counselors	Career Exploration Day 1/21/17
Spring Student Survey	School Council/ Margaret DePasquale Green	Week of 1/20/17
Evaluate PBIS/SWIS Data	PBIS leadership team / all staff	Monthly
Parent Groups	Maureen Robichaux, MaryAnn Beaton, Erika DaSilva	Monthly
Student Leadership Group	Teen Empowerment	Weekly starting Sept 2016
Weekly Student Behavior Recognitions	Point sheets, teacher/counselors	Weekly starting Sept 2016
Monthly Behavior and Attendance Recognitions	Principal, attendance officers	Monthly starting 2016
Intro to Competency Based Education	Principal, ILT	Fall 2016
Ongoing PD Competency Based	Principal, ILT	Nov - June 2016

Theory of Action

Full Circle/Next Wave is aware and focused on student wellness. Full Circle/Next Wave incorporates an emphasis on social-emotional learning throughout a student’s experience. We are starting to implement PBIS into the school culture. Responsibility, respect and safety are the focus that students and staff mutually agreed to work on. Our behavioral expectation matrix reflects these ideals. The PBIS data collection system is being newly implemented. This data is helping us examine behavioral trends and patterns. Our point sheets and level system have been revised to reflect the behaviors in our school culture. Second Step is in the first year of being rejuvenated at Next Wave.

NWFC staff have started Professional Development to explore competency based education. The staff will develop courses based on completion of competencies rather than “seat-time”. By Fall of 2017 we will have at least one competency based course with full implementation by fall of 2018.

Student Support:

- Teacher/counselors and the clinical team will develop “lunch bunch” groups to address the clinical/therapeutic needs of students. The groups will gather more information about the current barriers that impact their ability to access the cafeteria.
- Create a new survey using a combination of the My Voice questions and the School Wellness Survey to give to students in the spring 2017. We will review results after each time and compare the data. Give the same survey for the 2017-18 school year.
- Use the SWIS data to identify trends, and look for areas to refine and improve.
- Start 9th grade transition group to support the move to HS courses and expectations
- Hire a guidance counselor to support post-secondary plans and goals.

Adult Development:

- Monthly PD to monitor SWIS data and trends. Review of data by students from lowest percent to highest and see what area they fall in – tardy, absent, frequent process room.
- Develop interventions on these focus areas.
- Review time of day when student are out of class the most, notice trends and develop action steps to improve.

Family Engagement:

- Parent/guardians are a part of the decisions and contracts for students to access the daily lunch bunch
- Use behavioral data (SWIS) during parent meetings
- Continue to provide monthly parent groups

Community Resource:

- Continue to collaborate with the Teen Empowerment Leadership Team.
- Continue to provide high interest activities (Parts and Crafts maker space class, Mudflats pottery class, Waypoint Adventure activities, Furniture Trust/Eco Challenge Class)

Goal(s) for September 2016 – September 2018

By September 2018 all students will have a post-secondary plan with actions steps that include a timeline and specific supports for implementation.

By Fall of 2017 we will have at least one competency based course with full implementation by fall of 2018.

Academic Focus for the 2016-2018 School Years

Improving MCAS Math Performance

After analyzing various forms of data in comparison with previous years and comparable districts, NWFC identified Math MCAS scores to be an area of relative weakness. Further investigation reveals open response questions and multi-step problems as two particular areas of focus.

Data Story

On the 2016 10th grade MCAS, 57% of Full Circle students received a failing score as compared to an average of 22% Full Circle failures over the past 4 years. 8th grade Next Wave students had 93% of their students receive a Warning score compared to an average of 64% of the previous 4 years. The relatively small sample from both 10th grade and 8th grade examples is worth noting with 7 and 15 students respectively.

	Next Wave (8th grade)					Full Circle (10th grade)				
Math MCAS	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Failing	60	81	48	67	93	15	19	33	20	50

Due to the small size of NW and FC and the fact that many MA schools took the PARCC assessment in 2016, finding a comparable school to compare data is difficult. We were able to find at least one comparable MA school to compare the FC MCAS data with.

The percentage of students scoring proficient or higher on 10th grade Math MCAS

	2013	2014	2015
Full Circle	31%	33%	26%
ABC High*	41%	39%	42%

*Name changed for anonymity

The percentage of students scoring 2 or higher on Open Response Questions

	2013	2014	2015
Full Circle	--	39%	29%
ABC High	--	28%	20%

According to this data FC is out performing ABC High on the open responses, however they are not in the area of scoring proficient or higher on the 10th grade MCAS.

- deeper review of the Multiple Choice questions: are students leaving them blank?,

7th grade:

8 MC questions that students left blank (only 1 or 2 students answered the question - those that answered, answered correctly)

8th grade:

3 MC questions left blank (only 1 or 2 answered the question, those that answered, answered correctly)

10th grade:

0 MC questions left blank

- how many are students getting wrong?

7th Grade:

21 questions identified as a relative weakness (majority of students answered incorrectly or left blank) and 2 questions identified as relative strengths (majority of students answered correctly).

8th grade :

11 questions identified relative weakness and 9 relative strengths

10th Grade

13 questions identified relative weakness and 10 relative strength.

*6th grade data was not reviewed because there were only 2 6th grade students during the 2016 testing window.

- Item Analysis - After reviewing the item analysis from Spring 2016 there doesn't seem to be a pattern. However students in grades 7, 8 struggled with several Geometry questions and the 10th grade students struggled mostly with Algebra and Function questions.
- Math teachers review instructional practices, student work, formative assessments and exit slips. Determine if students know the information but aren't able to show it on high stakes test (MCAS) or are students not able to demonstrate understanding in class, formative assessments etc...
- Review attendance and behavioral data - are students missing math classes, either coming to school late or being in the process room during the math class period.

Additional Information

Next Steps and Theory of Action

Each student will be given a math skills assessment at the beginning of the school year, or when they enroll. Based on the skills assessment teachers will focus on specific topics in math classes. In addition to classwork, students will participate in monthly Math Boot Camps. Students will be grouped based on the specific math skill they need to work on.

Action	Who is Responsible	When
Administer math skills assessment	Math teachers	October '16 and as new students enroll
Compile data on skills for each school and math class	Special education department chair	October 2016
Collaborate with math department to look at skill sets in need of remediation	Math teachers and special education department chair	November 2016
Collaborate as a whole school to incorporate basic math skills across curriculums	ILT/ All staff	December 2016
Reconvene to discuss effectiveness and problem areas for improvements	ILT/ All staff	January 2017
Reassess targeted skills	Math teachers	January 2017
Plan school wide action steps to address key deficits before MCAS	ILT	January 2017
Implement Math Boot Camp (1) Boot Camp (2)	All Staff	February 2017 March 2017

- **Student Support:** Students will take a math assessment to determine what skills they need the most support with. Students will participate in monthly Math Boot Camps. Students will continue to work in small groups.
- **Adult Development:** Math teachers will provide courses that are structured to meet the needs of the students in their classes. They will make modifications and provided accommodations where appropriate. During ongoing PD, teachers will structure courses the build upon math competencies from 6th grade up to 12th grade. The ILT will provide PD and structured planning time to develop the monthly Math Boot Camps. Teachers will also use PD and common planning time to develop common performance based assessments.
- **Family Engagement**
- **Community Resources**

Goal(s) for September 2016 – September 2018

By conducting a common assessment of basic math skills and targeted re-teaching through an all school approach, a majority of Next Wave 8th graders and Full Circle 10th graders will receive passing math MCAS scores.

Overview of Goals

	SY2015-2016 Data Summary	Sept 2017 Benchmark	September 2018 Goal
Post-Secondary Planning	Attendance and in class “face time” need to increase, Student voice data	Increase student exposure to Guidance, look to hire a guidance counselor to develop post-secondary plans for all students, increase College and Career Readiness	By September 2018 all students will have a post-secondary plan with actions steps that include a timeline and specific supports for implementation.
[Student Wellness Focus #2]			
Math	Math MCAS scores continue to be low.	Students will take a math skills assessment, students will have the opportunity to participate in monthly Math boot camps. The percentage of students passing the 2017 Spring Math MCAS will increase.	By conducting a common assessment of basic math skills and targeted re-teaching through an all school approach, a majority of Next Wave 8 th graders and Full Circle 10 th graders will receive passing math MCAS scores by September 2018.

Appendix

Data Definitions

- **PPI (Progress and Performance Index)** – A PPI of 75 means that a school is considered by the state to be making progress towards narrowing proficiency gaps.
- **Suspensions** – Percentages represent the percentage of disciplinary events that led to a suspension.
Stability Rate – The percentage of students who are enrolled in October 1st of the school year and remain enrolled through June 1st of the school year.
- **MCAS Proficiency** – The percentage of students who scored *Proficient* or *Advanced* on the MCAS Assessment.
- **Making Progress** – Based on performance on the ACCESS Assessment, the percentage of English Language Learners who are making progress towards English Proficiency.
- **Median Growth Percentile (SGP)** – For example, as SGP of 90 would mean that when all students at the school are ordered from highest to lowest scoring, the student in the middle had a 90 SGP. A 90 SGP means that this student scored as well as or better than 90% of students who had a similar achievement record over the past 3 years statewide, indicating very high growth.
- **K-Readiness** – A quantitative measure of overall performance on the Kindergarten Entry Skill Assessment (KESI). Scores fall between 1 and 3.
- **School Culture and Wellbeing** – These data were pulled from the Whole School Quality survey. Scores are on a scale from 0 to 5.