



**Somerville Public Schools**

# **Next Wave School / Full Circle High School**

Resilience · Empathy · Responsibility · Collaboration · Excellence

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## **MEMORANDUM**

To: Dr. Rubén Carmona, Superintendent of Schools  
CC: Somerville School Committee  
From: Margaret DePasquale Green, Principal  
Date: March 18, 2024  
Subject: School Improvement Plan Update

### Mission Statement

Next Wave / Full Circle is a tight-knit school community for students who have experienced academic setbacks and benefit from a personalized approach to learning. In order to meet the needs of our students we emphasize Trusting Relationships, Authentic Learning Experiences, Growth Mindset and Student Voice and Choice, as essential components in our daily work. Our students graduate with the skill set needed to adapt to challenges and lead meaningful and productive lives.

### Core Values

- **Resilience:** We are a community of resilient learners. We believe mistakes, challenges and setbacks are opportunities to grow and improve.
- **Empathy:** We embrace each other's unique experiences and perspectives, understanding our differences in order to build healthy relationships.
- **Responsibility:** We continually work on our goals and assume ownership for our actions, work and attitude.
- **Collaboration:** We work together in a safe learning environment to share ideas, and utilize each other's strengths.
- **Excellence:** We strive for excellence by knowing ourselves and using that knowledge for both intellectual and social-emotional growth.

### Instructional Vision

To fulfill our mission, students at Next Wave/Full Circle:

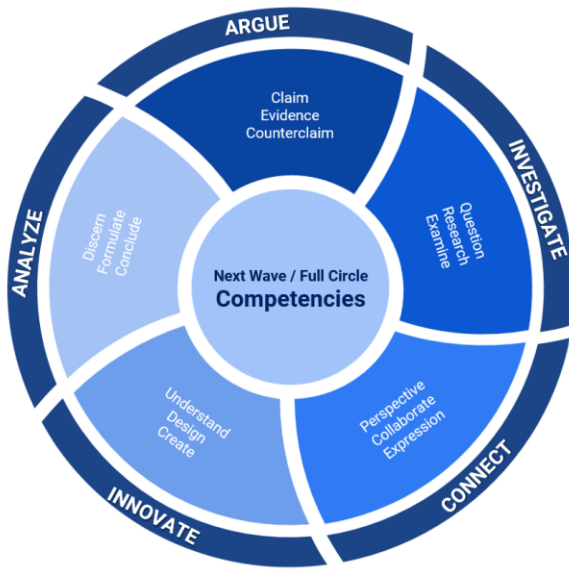
- Engage in a **competency-based** learning system
- Create **personalized pathways** to graduation and beyond
- Participate in **project based learning**
- Provide opportunities to expand **emotional intelligence** by integrating social emotional learning.

### Design Priorities

- Demonstrates achievement of **competencies** embedded in **project based learning**
- Centers experiences and perspectives of students to develop **personalized pathways**
- Draws upon **trusting relationships** to strengthen student social emotional growth



# 2022-2023 Competency Rubric



**70** Full Circle Students

**22%** English Learners

**75%** Special Education

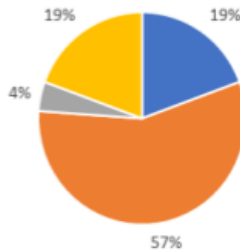
**Enrollment**  
[January 2024]

**19** Next Wave Students

**6%** English Learners

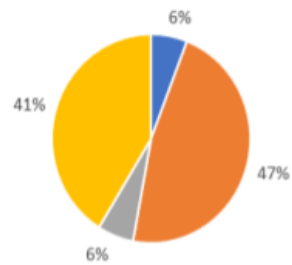
**95%** Special Education

Race and Ethnicity of Full Circle Students  
(n = 67 students)



■ Black or African American ■ Hispanic or Latino ■ Mutliracial ■ White or Caucasian

Race and Ethnicity of Next Wave Students  
(n = 17 students)



■ Black or African American ■ Hispanic or Latino ■ Mutliracial ■ White or Caucasian

## Equity Focus Areas

1. **Multilingual Learners:** The number of students needing MLE support increased by 100% during the 2022 school year. This increased again by another 50% in 2023

**Goal 1:** By June 2025 we will have increased the number of MLE students to match the district MLE population and have the personnel to match the needs.

- Hire Full time MLE teacher is needed to meet the needs of the growing population

2. **Career Technical Education:** Develop a system for Full Circle students to access the appropriate CTE course. Currently 0 students are enrolled in a CTE course (*prior to pandemic 5 FC students were enrolled in a CTE course*).

**Goal 1:** By June 2024 we will have at least 4 Full Circle students enrolled in a CTE program. By June 2025 increase CTE enrollment to match the SHS percentage.

## **January 2024 Update:**

1. Hired full time MLE teacher for the 2023-24 school year, which allows us to provide services consistently. Our MLE teacher co-teaches alongside the content area teacher to provide support within the content area as well providing additional support during our WIN blocks.
2. As of January 2024, we have 15 Full Circle students participating in a CTE class. Five students are ninth graders taking Exploratory and the other half are 10th/11th graders taking the next level course. We are projecting that this number will increase by at least 9 students next school year for a total of 24 students. Though this is still below the 50% of SHS students that participate in CTE, to increase from zero to fifteen to potentially 24 students in two years is an accomplishment given the fluid movement of the student population at Full Circle.

## Academic Focus Area:

1. Using feedback to improve student achievement & increase student independence.
  - Using a variety of feedback styles, students will be able to use the feedback to edit and improve their work
2. Increase student independence and ownership of the learning process.
  - All teachers will present clear and consistent rubrics utilized in classes
  - Students will present final projects each quarter to demonstrate their mastery of the competencies and receive authentic feedback.

**Goal 1:** By June 2025, 80% of students will demonstrate a clear understanding of the competency-based grading system, as measured by student reflections on their work obtained through teacher-generated surveys, post-project completion discussions and academic case conferencing

**Goal 2:** by June 2025, 80% of Full Circle students will have a post-secondary plan outlining clear goals developed and track with the guidance counselor.

## **January 2024 Update:**

1. Feedback to Improve student achievement - results from 2023 Conditions For Learning Survey:
  - “My teacher gives me meaningful feedback that helps me learn and improve from my mistakes” 26.3%, responded Always, 42.11% responded Usually (only 3 students responded never).
  - “My teachers help me understand what I need to know and be able to do it for each unit or lesson” 36.84% responded Always and 36.8% responded Usually.
  - “I have opportunities to set academic goals and plans with my teacher or advisor” 36.8% responded Always, and 34.2% usually
  - “I have a voice in what I learn and how I learn it” 26.3%, responded Always and 39.5% responded Usually.
  - “My school helps me discover things I am interested in” 15.79% responded Strongly Agree, 63.16% responded Agree
  - “My teachers have high expectations for me - they expect me to do well academically” 26.32%, responded Strongly Agree, 57.89% responded Agree. (only 2 students responded disagree/strongly disagree)
  - End of Term Showcases: At the end of every trimester, students showcase the project they have been working on. This is an opportunity for students to demonstrate what they learned throughout the term. Each student received feedback from the staff and other students they presented. Sample Feedback forms: [Showcase Feedback Form](#) and [Peer to Peer Feedback](#)

## 2. Post Secondary Planning:

Recently awarded the DESE MyCap Grant: \$7,492 to develop college and career readiness planning for students starting in the 6th grade. Over the course of the next year, the NWFC MyCap team will meet with other alternative school MyCap teams across the state to learn, plan and develop what this pathway will look like for students. Below is the beginning of our plan:

- Each student in grades 6 - 12 meet at least once per academic grading period one-on-one with the guidance counselor. In these meetings, students explore topics of college and career planning. These meetings are driven by the structure of the *Passport Workbook*, which the NWFC guidance counselor developed. This workbook was created to give each student a set of activities to complete to become better prepared for college and career. Examples of activities are a “Career Interest Survey,” an “Interview of a Professional,” and a questionnaire about a “post-secondary institution visit.” Students also receive one-on-one support with all aspects of job readiness: résumé writing, completion of applications, interview preparation. Monthly offsite visits are planned to post-secondary institutions, colleges, apprenticeships, training facilities, and job sites.

## **Social Emotional Learning Focus Areas:**

Foster a school climate where student learning and personal growth can flourish by focusing on the following SEL area:

- Restorative Justice training and implementation
- School based and district mediation program
- Go beyond surveys - providing various opportunities to collect student voice and review data
- Explicit instruction & regular celebrations around our 5 Core Values: Empathy, Resilience, Collaboration, Responsibility, Excellence
- Foster a school climate where student learning and personal growth can flourish.

**Goal 1:** By June 2025 100% Teachers & Counselors will have participated in a restorative justice training

**Goal 2:** By June 2025 100% of Teachers will use at least one form of student voice data to inform their practices.

### **January 2024 Update:**

1. Restorative Justice:

Approximately 70% of teachers/counselors have participated in Restorative Justice training. The remaining teachers will participate in future training, this spring and summer. The clinical team and Dean of Students have completed at least Tier 2 training and are actively using restorative practices with students.

2. Student Voice: There are several ways in which teachers are gathering student voice to improve practices:

- Showcase Feedback and Reflection: In preparation for Showcase Day - students complete a reflection of their project which includes what they thought of the class. They also use the feedback they received from their showcase and share with their teachers.
- Student lead Case Conferences: Students meet with their teacher/counselor 3 times each term: beginning, and middle to set goals and track progress and again at the end of term. [Sample Case Conference Form](#). These check-in meetings help students know what is expected of them (connect to our feedback and independence goal) and for teacher/counselors to hear from students about what they need to be successful in their classes.
- Every student at NWFC participates in a Student Government committee. Each committee has a different focus where students are directly involved in making plans to improve or change things around the school. We are partnering with the Harvard Graduate School of Education CPAR team that has been working with our students on a specific topic around school culture and climate that they will be presenting to staff in a few months.

## Next Wave and Full Circle Daily Schedule 2023 - 2024

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	<b>FC Silent Reading</b>				
8:20 - 8:30	<b>NW Homeroom</b>				
8:30 - 9:35	1st	1st	1st	1st	1st
9:35 - 10:40	2nd	2nd	2nd	2nd	2nd
10:40 - 10:50	Break	Break	Break	Break	Break
10:50 - 11:15	LSG Counseling	Committee 10:50 - 11:20	ASM 10:50 - 11:05	LSG Counseling	LSG Counseling
11:15 - 12:00	NW WIN FC Conn	3rd 11:20 - 12:25	3rd 11:05 - 12:10	NW Conn FC WIN	NWFC WIN
12:00 - 12:20	Lunch	12:25 - 12:45 lunch	12:10 Lunch/Dismissal	Lunch	Lunch
12:20 - 1:25	3rd	12:45 Elective		3rd	3rd
1:25 - 2:30	Elective	1:35 Elective		Elective	Elective

NW WIN Mon Fri      NW Connections Thurs  
FC WIN Thurs, Fri      FC Connections Mon

### Trimester Dates:

**T1:** August 30th - November 30th

**T2:** December 1st - March 12th

**T3:** March 13th - June 13th