

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, March 5, 2018 – Regular Meeting**

7:00 p.m. - Board of Aldermen's Chambers – Somerville City Hall

**Members present:** Mr. Futrell, Ms. Pitone, Mayor Curtatone (7:23 p.m.), Ms. Palmer, Alderman Ballantyne, Ms. O'Sullivan, Ms. Ackman, Ms. Normand, and Mr. Green.

**Members absent:**

**I. CALL TO ORDER**

Mr. Green called the meeting to order at 7:04 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Mr. Green asked the Assistant Superintendent to call the roll, results of which were as follows: PRESENT – 8 – Futrell, Pitone, Palmer, Ballantyne, O'Sullivan, Ackman, Normand, and Green and ABSENT – 1 – Curtatone.

Before starting the meeting, Assistant Superintendent Abeyta read a letter on behalf of Superintendent Mary Skipper, who was unable to join us this evening.

*To the School Committee and students and staff from Somerville High School here this evening... I very much wish I could be there tonight in person to see our students. Give them each a hug and tell them how proud I am of them and their advocacy. The events last week in Florida and every school shooting that has happened over the past several years shakes those of us whose job it is to protect and educate our students to the core. To see and feel the passion of our students and educators to bring continued attention to this issue and commit their energy to demand the change that is needed as part of a national movement is powerful and humbling.*

*In the Somerville Public Schools, we take pride that we prepare our students during their time with us to make positive and significant contributions to the local community and to the global community. Our students are attempting to do just that, and it is my hope that as leaders in the Somerville Public Schools, we can provide support and help ensure their safety in doing so.*

*Headmaster LaGambina and Associate Headmaster De Simone, along with district staff have and will continue to meet with the students to see how we can best support their plans for March 14<sup>th</sup>. District and student leaders have also been working closely with our state congressional delegation, which is similarly supportive of student engagement on this important issue.*

*March 14<sup>th</sup>, which is the day being proposed nationally for students to walk out, happens to be an early release day at Somerville High School. We would like to work with our students around planning for that day and logistics that would include: gaining parent permission for students who choose to leave Somerville High School to participate in the walkout; safe passage to the transit by Somerville Police; and making acoustics available for use in front of Somerville High School, for student leaders to speak before they begin their walk to the State House. We will also help students with communication to local and state elected officials in the event they are interested and able to attend.*

*Having been charged with supervision during multiple walkouts in the Boston Public Schools' high schools over the years, I know how important the partnership and communication between the students, the educators and local law enforcement is in order to ensure that students have safe passage and a clear plan of why they are walking; where they are walking to and who is participating. For this reason, we are encouraging our students to put their efforts toward March 14<sup>th</sup> and other constructive avenues such as letter writing to elected officials, an organized assembly with elected officials, and the creation of Public Service Announcements to express their feelings and give healthy outlets toward their advocacy.*

*We certainly understand the passion of our students over this critical issue and why they may think walking out often and more regularly is a better solution than galvanizing around one specific date and event. However, such a frequent walk out plan, although grounded in a positive civic spirit, would be impossible to support logistically, would mean a tremendous loss of teaching and learning time, and*

*would present many students with the extremely difficult choice of whether or not to honor their prior commitments, such as athletic practices and games, planned extracurricular activities and out of school field trips, and arts and music rehearsals. Our decisions impact not only ourselves but others, and an important part of the learning process is finding a balance between our decisions and actions, and their consequences. It does not have to be an either-or proposition.*

*We hope that the state and national efforts planned for March 14<sup>th</sup>, and other student-led efforts planned for March 24<sup>th</sup> and April 20<sup>th</sup> will offer further coordinated opportunities to make change.*

*Again, I strongly commend our students who are here tonight and those who have been meeting and planning, for their passion and student advocacy, and I hope that all of us—School Committee, City leadership and agencies, District leadership, and Somerville High School staff—can and will support our student as they explore a variety of ways to lift their voice and use their advocacy to ensure our schools are safe and welcoming communities for teaching and learning.*

*We are truly blessed to have such amazing students in the Somerville Public Schools.*

## **I. REPORT OF STUDENT REPRESENTATIVES**

Our Student Representatives provide an update regarding the walk-outs and the meeting of the Community Action Club that was held last Thursday. The meeting topics included Monday Teach-in's, community outreach and collaboration with staff and events other than walk-outs that would allow all students and staff to participate.

Student Felix Brody provided a brief update on last week's student walk-out, as follows:

- Walkout on February 28 was extremely successful
- Over 40 students participated
- 17 minutes outside of school
- 200 students continued on to Trum Field where they worked on emailing, phoning legislators to encourage support of House Bill 3610 – ERPO - Extreme Risk Protection Order

## **II. PUBLIC COMMENT**

We had one resident provide public comment at this evening's meeting – Mr. Chris Austill.

Prior to Mr. Austill presenting his comment, Mr. Green took a moment to review the guidelines for public comment.

Mr. Austill's comments, which were centered around the student walkouts in support of eliminating gun violence, included the following:

Appreciation for strong adult allies – including parents, guardians, legislators and other adults, including staff members

Using parents in a supportive role while students are off campus, if there is not a liability issue in doing so.

This could be done when students are travelling to the State House. He and others are willing to organize parent/adults to "chaperone".

Concern about students not facing consequences for their actions and the attendance policy ramifications, if any.

These students are leading adults where things have failed.

Please think flexibly. Perhaps, have students make oral presentations about their experiences in lieu of punishment. Use creative ideas.

Please support, not punish.

Mr. Green thanked Mr. Austill for his comments and commented that members may respond to Mr. Austill, as appropriate.

## **III. REPORT OF SUPERINTENDENT**

### **A. DISTRICT REPORT**

#### 1. School Improvement presentations:

- West Somerville Neighborhood School

Principal Kathleen Seward went through the slides on her PowerPoint presentation, providing additional details as she went along. Her presentations included the following:

- Metrics
- Family engagement
- Academic focus on gaps between general education students vs. students on education plans
- Introduction of council members, including, for the first time, a student representative

- Efforts to have parent leadership match the demographics of the students.
- A change to the way conference time is scheduled by chunking time to allow for longer conferences, but fewer conference dates, which has improved the amount of conference time for parents/teachers by 72%.
- The focus on safety
- Growth goals and review of achievement

*Mayor Curtatone arrived at 7:23 p.m.*

Members commented on Ms. Seward's presentation. Comments included the following:

- Interest in the restructure of conference time.
- Focus on closing the gaps
- Shout out to the West Somerville for their work with the MCIEA
- Wellness and number of office referrals since the Redirect Counselor started in the fall
- Excitement of work to establish a more diverse school council

- East Somerville Committee School

Principal Holly Hatch took the audience through her presentation and provided the following information:

Introductions of members present

The work of folks from Citizen Schools

Following the presentation, members had the following comments:

- Questions regarding parent outreach and the use of surveys
- Review of the playground
- How the focus on reading is accomplished – small group instruction by level – very flexibly
- X-block
- Reciprocal teaching
- Avoidance of stigma for those students who need more assistance.
- "Everybody gets what they need" mantra at the school
- Schedule of Citizen School staff with students and teachers – five fellows who work with fifth and sixth graders and go to X block. These fellows also work with students and teachers after school
- Thanks to Dr. Hatch and her staff for their efforts and hard work in managing the largest of our K-8 schools.

#### DISTRICT REPORT (cont'd)

- Last Wednesday, February 28, our high school students organized a walk out. Our students were respectful, well-behaved, and organized. We applaud them for their efforts and advocacy to demand change. March 14 is the day being proposed nationally for students to walk out. We will continue to work with our staff and students around planning and logistics to ensure the safety of all our students.
- As you know, in October, we began the search for the next Somerville High School Headmaster (SHS) position. In October we held focus groups for parents, staff, and teachers to learn about what attributes the new Headmaster should possess. At the end of October, the job and job description, which included the attributes from the focus groups, were posted online. 57 applications were received and reviewed by the search committee for this position. Ten candidates were invited to interview; the candidates were interviewed February 7- 12. The committee forwarded the names of two finalists, Amy McCleod and Sebastian LaGambina, to the Superintendent. On February 27-28, SHS staff and students had an opportunity to meet each candidate during staff and student forums. Superintendent Skipper interviewed both candidates this past week and will be making a final decision on Somerville High School's next Headmaster within the week. We will inform you once the final selection has been made.
- Educators from Somerville Public Schools participated in panel at the Harvard Graduate School of Education Alumni of Color Conference; the topic of this panel presentation was: Integrating the RIDES Framework for Equity and Inclusion in SPS.
- Congratulations to **Somerville High School senior Brittney Gedeon** for earning a full-tuition Presidential Scholarship to Boston College! BC awards only 15 Presidential Scholarships in each class, typically to the top 1-2% of all early action applications at the College. Brittney plans to major in Biology.
- Congratulations to the SPS Music Department for an outstanding showing at the **MA Music Educators Conference** this past weekend. Somerville was well-represented at the All-State

Treble Chorus, a select chorus for students in grades 4-6. The Chorus included 19 SPS students. Students performed two concerts to a standing room only audience, under the direction of conductor Dr. Janet Gallivan, an internationally celebrated choral conductor. Special congratulations to Will Houchin, music specialist at the Brown and Capuano schools. Mr. Houchin won the prestigious Young Music Educator Award from Berklee/Boston Conservatory of Music!

- An estimated 450 Somerville parents, guardians, and youth stopped by the East Somerville Community School last Thursday night for the **2018 Somerville Summer Camps & Activities Fair**. More than 40 vendors representing a wide variety of programs and interests were on hand to share information about their summer programming. We are excited at the opportunities that youth in our community have to stay active and engaged throughout the summer in Somerville and the surrounding area. A special thanks to all the community partners who came out to support this event and share information with Somerville families and youth.
- This Friday, March 9<sup>th</sup>, is **Pi Night in the Somerville Public Schools**. All students in grades 6-8 and their families are invited to a fun evening of technology, arts, engineering and problem-solving with a variety of Pi activities. Sponsored by the Somerville Mathematics Fund, this year's event will be held from 6:00-8:30pm at the East Somerville Community School.
- The 2<sup>nd</sup> annual **Somerville Public Schools Career Fair** will be held this Saturday, March 10, from 10:00am-1:00pm at the East Somerville Community School. Learn more about career opportunities in our district. Administrators and staff from school and departments throughout the district will be on hand to answer questions. Please help spread the word about this great opportunity to learn more about our dynamic educational community!
- Also, this Saturday, March 10<sup>th</sup>, Somerville High School will be hosting the 2018 **MA Region IV Science & Engineering Fair** at the SHS Field House. The six Regional Science Fairs serve as qualifying competitions for the Massachusetts State Science Fair, which will be held at MIT in May. Forty (40) students representing 26 projects from the SHS Science & Engineering Fair held this past weekend advanced to the Region IV competition. All Region IV projects will be on display to the public from 1:00-3:00pm, and an awards ceremony will follow. Please join us and help students celebrate their work.
- The Somerville PTA invites you to enjoy an evening of family fun that will also support a great – the PTA SHS Scholarship Fund! On Friday, March 16<sup>th</sup>, the **Harlem Wizards** are coming to town to take on the Somerville Schoolsters featuring Somerville teachers and city officials, in a friendly game of basketball. Tipoff is 7:00pm at the Somerville High School Field House; doors open at 6:00. Tickets can be purchased through your school PTA, or online at [www.harlemwizards.com/schedule-tickets](http://www.harlemwizards.com/schedule-tickets). Proceeds from this PTA district-wide fundraiser benefit the Somerville High School PTA Scholarship Fund.

#### **IV. REPORT OF SUBCOMMITTEES**

##### **A. Rules Management Subcommittee:** February 5, 2018 (Ms. Palmer)

The Rules Subcommittee met on February 5 at 6:00 p.m. in the Committee Room at City Hall.

Subcommittee members present: Chair Lee Erica Palmer, Laura Pitone and Emily Ackman.

Also present, Dr. Abeyta, Mr. Curley, Ms. Marques, School Committee Chair Green

Meeting began at 6pm and adjourned at 7pm.

##### **Review of policies -**

We passed the following proposed changes to 7 policies and tabled the GBGE DV Leave Policy, pending advice from counsel, and GCJ Professional Teacher Status, to revisit if the Superintendent saw it as a priority to add.

File BDD SC-Superintendent relationship: we liked the MASC language, thought it was helpful to have

File BBA SC Powers and Duties: accepted proposed changes to reflect Somerville practice

File CBD Superintendent's Contract: accepted proposed change to reflect current practice

File CBI Evaluation of Superintendent: accepted proposed language changes, committee saw proposed new language as more reflective of current practice in regards to goal setting and standards

File CHA Development of Regulations: made word change to "procedures" to be consistent with MASC recommendation

File GBGF Family Medical Leave: accepted change to word procedures in place of regulations

File JII Student Complaint and Grievances: committee accepted proposed changes because we felt the language was friendlier, more accessible and more clear.

## **Discussion of systems to effectively maintain and update our policies -**

Ms. Marques explained that in 2007 there was a complete overhaul of the policy manual, all members took a section and brought recommendations for changes, and many policies were eliminated or updated at that time.

Then again, in the summer of 2013, Ms. Marques reviewed all policies and made recommendations for updates to match current practice.

Last year MASC proposed many changes to current policies and proposed new policies. MASC does not offer red-lined versions of policies, so it can be cumbersome for the Subcommittee to efficiently review and update so many policies at one time.

At the request of the Subcommittee, Mr. Curley researched and presented on options to pay MASC for policy manual service (cost of \$3500 for set and then annual fee of \$1000 for web hosting, with updates we request as included). Members discussed advantages of this option (more easily searchable/usable manual, greater collaboration with MASC by having other communities be able to access our manual more directly as it would be hosted/shared on MASC site) and disadvantages (costs money, still would be cumbersome to create our own changes/updates – not automatic, even with hosting).

**Discussion of Transgender Support Policy for staff** - It was suggested that after we passed our Transgender Student Policy that it would be good to have a parallel policy supporting our staff, though it is not as clear how to solicit input for what should be in this policy as staff doesn't have a GSA. Ms. Marques reported that she couldn't find any MA districts that have such a staff policy, so Somerville would be leading the way on this. Committee is interested in pursuing such a policy.

Dr. Abeyta offered to reach out to the STA and to a district trainer who recently offered PD on this for input. Report back at next meeting. Dr. Ackman also offered to discuss this with some contacts she has for ideas.

MOTION: to forward eight policies to the full School Committee for first reading, approval and inclusion in the Somerville Public Schools Policy Manual:

MOTION: Ms. Palmer made a motion, seconded by Ms. Pitone, to accept the report of the Chair of Rules Management for the meeting of February 5, 2018.

The motion was approved via voice vote.

### **B. Educational Programs & Instruction Subcommittee:** February 26, 2018 (Ms. O'Sullivan)

The Education Programs & Instruction sub-committee held a meeting February 26, 2018. Sub-committee members in attendance were Paula G. O'Sullivan and Emily Ackman. Participating district staff included Assistant Superintendent Almi Abeyta, SHS Interim Headmaster Sibby LaGambina, and SHS Director of College and Career Readiness Melanie Kessler. School committee chair Andre Green, vice-chair Carrie Normand, and member Laura Pitone also attended. In addition, there were two audience members.

Ms. O'Sullivan called the meeting to order at 6:05pm. Mr. LaGambina and Ms. Kessler presented information and data on Advanced Placement (AP) course enrollment and exam results from Somerville High School. In recent years, the district partnered with Mass Insight to increase access to AP courses and steps taken, including the elimination of prerequisite grades requirements, have had a positive impact.

In 2017-18, fifteen AP courses were offered and run at SHS, with a total of 305 students enrolled. Just over half of the enrolled students participated in one course, while the other students took between two to five courses. The enrollment of 305 is an increase from 269 in 2016-17, and looking back five years, 126 students in 2012-13. The number of exams has also increased, in part due to the increase in students, and also due to more students taking multiple courses in the same year. While the increase in enrollment is encouraging, staff and committee members noted that the demographics of the AP students do not closely reflect those of the SHS student body. This was identified as an area for improvement.

All students who participate in the AP courses are encouraged to take the AP exam and nearly all do so. The district subsidizes the exam fee to ensure that cost is not a prohibiting factor for any student. Overall, in 2017, 67% of AP students had at least one passing score, and 58% of AP exams taken received passing scores (i.e. 3, 4, or 5). These rates have been fairly stable in recent years, while

participation in courses and therefore exams has increased. Statewide, 69% of AP students had at least one passing score, and nationally, 60%. Enrollment and exam passing rates vary by course.

School committee members shared that they have heard concerns from parents and students about pressure to take AP courses, in part due to weighted GPA and class ranking. Gathering input from current and former students was identified as a valuable source of feedback. Questions were raised about the impact on enrollment in honors classes and whether "dual enrollment" in college course should be considered as alternative to AP courses. In addition, there was some discussion about whether class ranking should be discontinued, as some other communities have done, and replaced with other options, such as decile reporting. Ms. Normand stated she would propose, at the regular School Committee meeting, that this be explored.

With no further business, the meeting was adjourned at 6:56pm.

MOTION: Ms. O'Sullivan made a motion, seconded by Ms. Normand, to accept the report of the Chair of Ed Programs for the meeting of February 26, 2018.

The motion was approved via voice vote

## **V. UNFINISHED BUSINESS**

### **A. Somerville Public Schools Policy Manual**

The following policies are being presented this evening for second reading:

- File: BDD School Committee – Superintendent Relationship
- File: BBA School Committee Power and Duties
- File: CBD Superintendent's Contract
- File: CBI Superintendent Evaluation
- File: CHA Development of Procedures, as amended
- File: GCCC/GBGF Family and Medical Leave
- File: JII Student Complaints and Grievances

MOTION: Mr. Futrell made a motion, seconded by Ms. Normand, TTo approve the policies listed above for inclusion in the Somerville Public Schools Policy Manual.

The motion was approved via voice vote.

## **VI. NEW BUSINESS**

### **A. Field Trips:** (recommended action: approval)

**May 4, 2018 (rain date 5/10/18)**

Full Circle/Next Wave students to Mount Monadnock, NH. Transportation via school van. Cost to students is \$5.00 each.

MOTION: Ms. Palmer made a motion, seconded by Ms. Pitone, to approve the field trip.

The motion was approved via voice vote.

### **B. Acceptance of Donations** (recommended action: approval)

The Superintendent recommends the acceptance, with gratitude, of the following donations:

<b>Donation</b>	<b>Donor</b>	<b>City, State</b>	<b>Value</b>	<b>Program donated to</b>
Monetary Grant	The Popplestone Foundation	Mineola, NY	\$18,125	Parent-Child Home Program
Monetary	Eleanor Blute	Somerville, MA	\$100	Costa Rica trip
Tools, etc.	Carol Rego	Somerville, MA	\$2,500	SHS CTE - Carpentry

MOTION: Ms. Pitone made a motion, seconded by Ms. Normand, to accept the donations, with gratitude. The motion was approved via voice vote.

Mr. Green asked for an explanation as to why only certain grants need to be accepted by the School Committee. Ms. Marques responded that private grants need to be accepted to allow for documentation to provide to the City's Auditing Department so that the appropriate funding accounts may be established for each grant.

## **VII. ITEMS FROM BOARD MEMBERS**

### **Mr. Futrell**

Reported on his Differentiation Listening Meetings that were held with Ms. O'Sullivan. There were 14 parents in attendance at this meeting. Most of the discussion focused around math education. As this was a listening session, Mr. Futrell made it clear that both he and Ms. O'Sullivan made no promises to those in attendance. Topics of discussion included:

- Parents feeling that their students had lost their love of math because they were not being challenged
- Participants present at the meeting offered a wide breadth of experience
- The request for a statement of prioritization or resolution from the School Committee
- The request to look at the policies, etc. of other school districts to determine if they may have information that we could use. Mr. Futrell will research this.
- The worry about MCAS standards and other elements of high-stakes testing being a driving force or incentivizing instruction.

Mr. Futrell stated that he plans to host another listening session and hopes more will attend. Although 14 people attended, another 11 were interested, but could not attend. He also hopes to hear more teachers' voices as he feels that there is no lack of effort on the teachers' part and their input would be most important to have.

### **Ms. Pitone**

Announced that there will be tours of Somerville High School given on March 24. No admission fee is required; however, donations may be made to the Teachers' Scholarship Fund either that day, or ahead of time via an online account which has been established for that purpose. Tours are from 9:00-1:00 and will be primarily of the wing that is slated to be demolished later in the year in preparation for the new Somerville High School building.

Also, on March 24, the Vocational Fair will be taking place at Somerville High. This is always a great event and Ms. Pitone encourages those on tour, and others, to stop by and see the tremendous work of our CTE students and staff.

### **Ms. Palmer**

Requested that a discussion of a possible resolution in support of our students' organization (walkouts) or the ERPO Bill be included as an item of New Business at our next meeting.

### **Mr. Green**

On March 9, Mr. Green will attend the MASC's Poverty Summit as well as the Division IX meeting to discuss how communities can better amplify their voices in state policy making.

## **VIII. ADJOURNMENT**

The meeting was adjourned at 8:29 p.m. via voice vote



Somerville Public Schools  
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## West Somerville Neighborhood School 2016-2018 SCHOOL IMPROVEMENT PLAN UPDATE March 5th, 2018



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### West Somerville Neighborhood School Goals, 2016-2018

- By the end of the 2017-2018 school year, attendance at school events will reflect, within 5 percentage points, the demographic make-up of the school.
- At the end of the 2017-2018 school year, the percentage of families (a representative sample) who report that they are happy with their level of involvement in the school will increase by 10 percentage points as compared to the results of the 2016-2017 school year survey.
- At the end of the 2017-2018 school year, the percentage of families (a representative sample) reporting that they have adequate information from school to support student learning at home will be improved by 10 percentage points as compared to the results of the 2016-2017 school year survey.
- At the end of the 2017-2018 school year, the make-up of parent boards will more closely reflect the demographic make-up of the school.
- By the end of the 2017-2018 school year, the composite performance indicator (CPI) gap between non-disabled and disabled peers will be reduced by at least 10 points in all tested areas.
- By the end of the 2017-2018 school year, WSNS students at all grade levels and in all sub-groups will have an SGP of 60 or higher.



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### SCHOOL COUNCIL MEMBERS

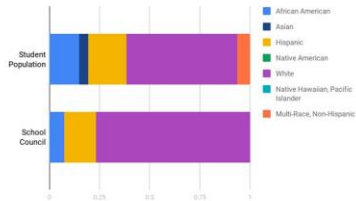
Kathleen Seward, *Principal/Co-Chair*  
Betsy Griffin, *2nd Grade Teacher/Co-Chair*  
Marissa Roque, *7th and 8th Grade Teacher*  
Brenda Williams, *Kindergarten Paraprofessional*  
Leslie Lartey, *Counselor Educator*  
Laura Beretsky, *Parent*  
Lisa Tattersson, *Parent*  
Gladys Pol, *Parent*  
Coleen Cunningham, *Parent*  
Callie Wiser, *Parent*  
Louise Caspiarello, *8th Grade Student*  
Edrick Pacheco, *8th Grade Student*



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### Student Wellness Focus: Representative Family Engagement

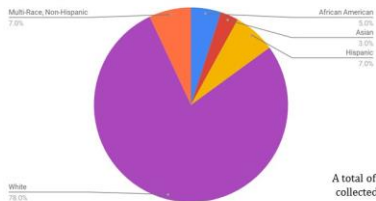
Student Population and School Council Membership, SY2017-2018



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### Student Wellness Focus: Parent/Guardian Survey, 2017

Parent Responses to survey, SY2016-2017

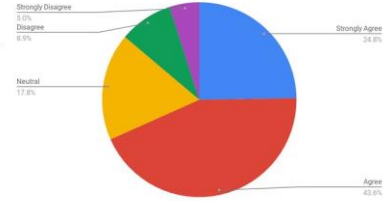


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### Student Wellness Focus: Parent-Teacher Conferences

Survey question asked parents to rate the statement: "Parent-teacher/parent-staff meetings do a good job helping me understand how staff and I can work together to support my child."

Parent Responses



For the November 30th Parent-Teacher conferences:  
-72% of families met with at least 1 teacher  
-79% of families met with at least 1 teacher if you include meetings scheduled outside conference time



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### Student Wellness Focus: New Student Safety Sub-Focus

Added a developed a student safety sub focus for the wellness goal of representative family engagement. Parents are more likely to be positively engaged with the school if there is a clear focus on safety and consistent follow through.

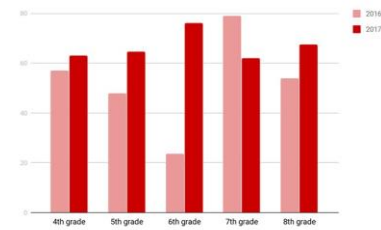
Progress to date, winter 2018

	SY2016-2017 (8/31/16-2/1/17)	SY 2017-2018 (8/30/17-2/5/18)	% Decrease in Office Referrals
Lunch and Recess Office Referrals	173	85	49%
Overall Office Referrals	411	260	63%



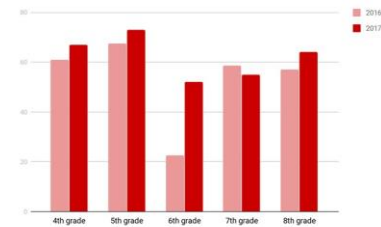
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### Academic Focus: MCAS ELA Student Growth (SGP) Over Time



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### Academic Focus: MCAS Math Student Growth (SGP) Over Time

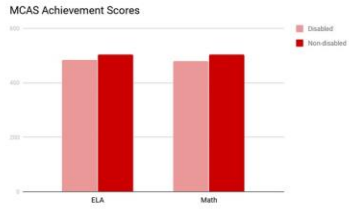






Semerville Public Schools  
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**Academic Focus: MCAS Math and ELA Student Achievement  
Disabled vs. Non-disabled 2017**



Semerville Public Schools  
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**Academic Focus: STAR Growth (Grade level equivalent)  
September 2017-January 2018**

	ELA		Math	
	Disabled	Non-Disabled	Disabled	Non-Disabled
3 <sup>rd</sup> -5 <sup>th</sup> grade	.73	.66	.8	.76
6 <sup>th</sup> -8 <sup>th</sup> grade	.88	.85	.6	1.43
All students	.8	.9	.7	1

September-January is 4 months of school, so .4 would be the expected growth.  
All categories of students are above the expected growth numbers.

East Somerville Community School  
2016-2018

School  
Improvement  
Plan – Key  
Focus Areas



Principal: Dr. Holly Hatch  
Assistant Principal: Ms. Laura Bonnell

Overview of School

- ★ 717 students – added a homeroom (717 currently)
- ★ 510 (520) Students (71%) (72.5%) with home language other than English
- ★ 45% (50%) Limited English and Former Limited English
- ★ 77.3% (80%) Free and Reduced Lunch
- ★ 18 Unidos classes, with English language learners (ELL) at all levels and Spanish language learners at all levels
- ★ 7 classrooms – K-3 integrated sheltered English classes
- ★ 11 4<sup>th</sup>-8<sup>th</sup> grade homerooms in standard program
- ★ 3 substantially separate special education classrooms

Three Focus Areas

- Trauma Sensitive School
- Student Relationships and Classroom Community
- Reading comprehension through small group instruction

Focus 1  
Trauma Sensitive School Goals

- Behavior referrals for students' emotional outbursts will decrease by 20%
- Increase in self-referral to counseling
- Increase staff skills and counseling services  
(data to be reported in June 2018)

Action Steps: Trauma Sensitivity

Resources to create trauma-sensitive classrooms and schools

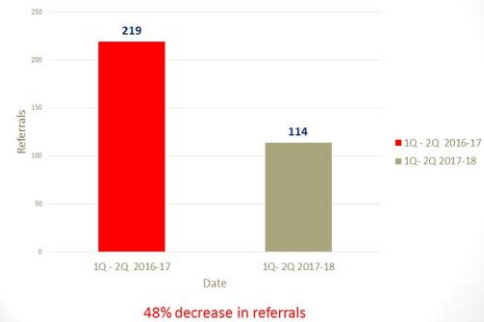
Professional development to identify and respond to students' emotional difficulty

Additional counseling services for students

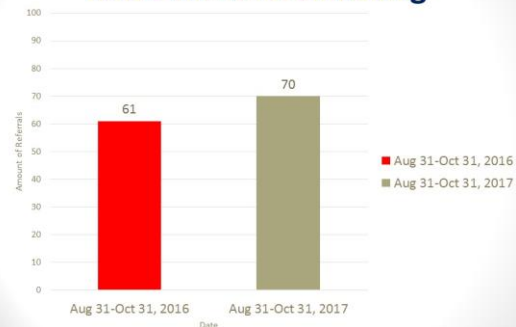
Focus groups with students to learn more about root causes of students' worries and how to address them

More classroom opportunities for students to talk through issues

Redirect Referrals related to emotional outbursts



Referrals to Counseling

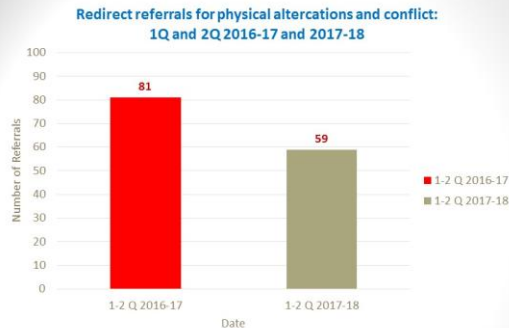


Focus 2:  
Student Relationships Goals

- Student behavior referrals for conflict, bullying and fighting will decrease by 30%
- 20% increase in percentage of students who respond positively to the questions about how students treat each other as measured in a survey by Spring of 2018.
- Students will utilize the language and skills of Second Step in their daily interactions and will be able to solve conflicts more independently, as reported in surveys with teachers, students, and parents in Spring of 2018.

## Action Steps: Student Relationships

Train and Implement Second Step curriculum in classrooms
Reinforce common language and approach
Provide training for all non-homeroom staff
Provide parent and family workshops
Create small directed recess play groups
Create models for grade level community meetings



- This represents a 27% decrease in Redirect referrals for physical altercations and conflict amongst students.

## Focus 3: Reading Comprehension, Vocabulary and Language Development

- On the ELA MCAS, ESCS will experience a 50% reduction in *Warning* for English language learners from 2016 to 2018 with a median student growth percentile over 60

### Additional Goals

- Increase the growth of ELL students and all students on STAR
- Reduce achievement gap and increase reading performance as measured by the Fountas and Pinnell reading comprehension assessment

## MCAS SGP – 2011-2017

	SGP	
	ELA	Math
2011	41.5	40
2012	52	53.5
2013	53	61
2014	59	60
2015	56	58
2016	60	53
2017	61	53



## ELA SGP: ELL & Students w/disabilities

	2014	2015	2016	2017
All	59	56	60	61
ELL	43	42	40	61
Disab	45	58	43	49
Number, of students by year				
ELL	38	39	88	89
Disab	76	85	87	88

- The number of ELL students and the number students with disabilities have consistently increased since 2013.

- Number of ELL students increased 144%; Students with disabilities increased 45%.

## Action Steps – reading comprehension and vocabulary

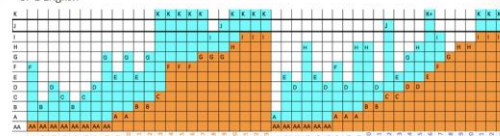
Action Step	2016-2017	2017-2018
Professional development in reading	All school staff participate in study groups	Small group reading instruction
All Content Areas Literacy focus	All School PD and in study groups	How to provide just right reading instruction K-8
Increase small group reading instruction * Targeted in ELA and X block	Study groups coaching 1 <sup>st</sup> grade students regrouped on targeted needs	Focused work by Grade Level Working on all grades Reading block for 6 <sup>th</sup> Redo X block
Home to school link	Roundtable and class visits on reading	Parent workshops, student book bags

## Monitoring Growth in Reading Comprehension

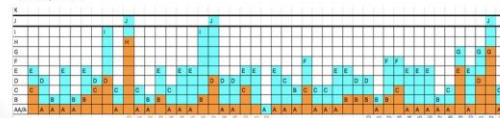
- STAR reading on the computer 3 times per year 3<sup>rd</sup>-8<sup>th</sup> grade
- Fountas and Pinnell authentic reading assessment – levels at least two times a year and progress monitor mid-year for below
- All 1<sup>st</sup> and 2<sup>nd</sup> twice formally and progress monitoring mid-year
- K as reading develops and at end of year

## Growth on the F&P: Gr 1 fall & spring

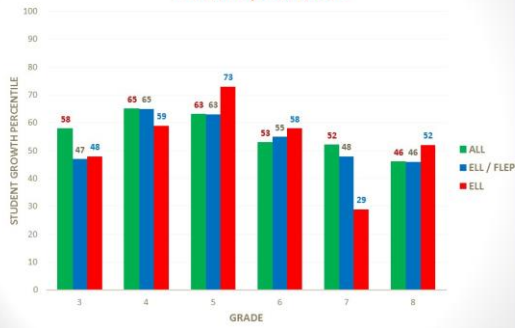
Gr 1 English



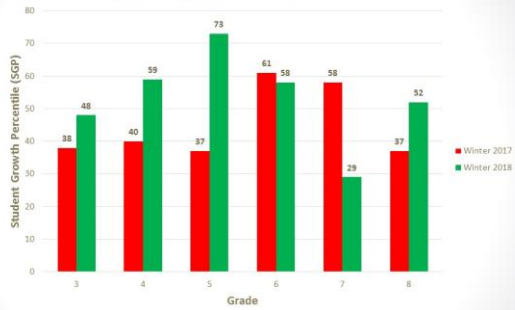
Gr 1 Spanish



**STAR Testing 2017-18 Winter Reading SGP - ALL, ELL/FLEP, ELL**



**STAR - Fall to Winter Reading Growth: English Language Learners - 2017 vs 2018**



***At ESCS – All Students Can Succeed***

By building supportive classroom environments, increasing students' readiness to learn, and providing strong reading instruction – we can close the literacy gap – and ensure that all students succeed.

