

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, March 19, 2018 – Regular Meeting

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

Members present: Mr. Futrell, Ms. Pitone, Ms. Palmer, Mayor Curtatone (7:15 p.m.), 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 7:01 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 – 7 – Futrell, Pitone, Palmer, Ballantyne, O'Sullivan, Ackman, Normand, and Green and ABSENT – 1 – Curtatone and.

I. REPORT OF STUDENT REPRESENTATIVES – Our two student representatives were not able to attend this evening's meeting, but forwarded their remarks. Dr. Ackman read the report in their absence.

- On March 16 the Harlem Wizards played against Somerville city personnel in the High School gym.
- The SHS Boys Track Team competed at the New Balance Nationals and placed 5th overall in the 4x200meter at the merging elite level.
- Unable to participate in the National School Walkout on March 14 due to two snow days, many students still rallied at the state house with peers from around the state and met with speakers and representatives to discuss safer schools and gun control.
- Sophomores are currently preparing to take the ELA MCAS at the end of the month.
- Students taking AP science classes took their mock exam on Saturday, march 17 at Somerville High School.
- Students are also encouraged to sign up to lead tours for SHS alumni on this Saturday, March 24. Anywhere from 100-500 alumni are expected to attend.

II. PUBLIC COMMENT – there was no public comment this evening.

Mr. Green announced that we would have several presentations this evening and that agenda items would be taken out of order and that we would start with the District Report and the presentation by the Principal of the Capuano Early Childhood Center.

**IV. REPORT OF SUPERINTENDENT
DISTRICT REPORT**

1. School Improvement presentations:

Capuano Early Childhood Center

Principal Cheryl Piccirelli stepped to the podium and went through her presentation, which included the following:

- Boston University Science Grant
- STEM focus and projects
- Beautiful Stuff Project
- Kindergarten Family Partnership efforts
- Goals, Theory of Action and Action Steps
- Data – DIBELS, Phonemic Awareness, Theory of Action and Action Steps

Following the presentation, discussion ensued that included the following:

- Thanks for presentation, time and hard work
- How does monitoring phonemic awareness work in PreK? What activities are used?
- How is SEL measured? (state standards used to develop rubrics)
- Request for rubrics to be shared with School Committee
- Question on percentage of students in sub-separate kindergartens. (actual number is quite low as there are only 7 children in total. Students practice inclusion whenever possible.)

Arthur D. Healey School

Principal Bridget Dowling stepped to the podium and reviewed the Healey's presentation which focused on the following:

- Offsite Learning experiences
- STEAM
- Project-based learning
- Running Club
- Staff Yoga and Mindfulness
- Measuring students' joy
- Student Growth – with focus on ELL, FLEP, Gen Ed, etc.
- Wellness – including PBIS, Sensory Room implementation, decreasing office referrals

Following the presentation, discussion ensued that included the following:

- Focus on joy is lovely
- Explanation of what SST (Student Support Team) and CPT (Common Planning Time) are for audience members who may not know.
- How do students/staff access the sensory room?
- A member has noticed that there seems to be an air of positivity and joy permeating the school
- What has changed to lessen the number of referrals?

PERSONNEL REPORT

Dr. Abeyta announced the retirements of Kathleen Houghton, Recreation Specialist and Shirley Dedrick, Principal Clerk in the After School Program and wished them well.

Dr. Abeyta continued with her District Report:

Congratulations to Mariana MacDonald and the Human Resources Department for another outstanding **Somerville Public Schools Career Fair**. More than 260 interested educators stopped by the East Somerville Community School last Saturday to learn about career opportunities in our District. Representatives from every school and district department were on hand to talk with applicants and share a little information about their respective school or department. We're very pleased about the level of interest from young and seasoned educators looking to join our district and eager to be part of this dynamic community.

- Congratulations to the **Somerville PTA** for hosting an outstanding family and fundraising event this past Friday. A team of Somerville educators and city officials teamed up as the Somerville Schoolsters, and took on the **Harlem Wizards** in a friendly game of basketball in front of a sell-out crowd at the Somerville High School Field House. Funds raised from the event benefit the Somerville High School PTA Scholarship Fund. A sincere thanks to Mary Lou Carey-Sturniolo and the entire PTA team for their great work in coordinating this event and for their commitment to raising scholarship funds for our students. Also, a sincere thanks to everyone who purchased tickets and participated in this fun event!
- The District Management Group and Somerville Public Schools will be co-hosting an interactive roundtable discussion this Thursday morning (3/22) at the Armory, on the topic of **Innovating with Impact: Moving from Bold Ideas to Sustainable Results**. The workshop will include representatives or teams from districts throughout MA who will (1) explore best practices for innovating in school districts, (2) analyze and share lessons learned from innovations, and (3) examine the sustainability, program evaluation strategy, and overall impact that disruptive innovations have on student outcomes and operational efficiency. Mayor Curtatone and John Kim (DMG's CEO/Founder) will be the keynote speakers that morning. We look forward to an informative and productive morning of sharing, listening, and learning.
- The annual **Career & Technical Education Fair** takes place this Saturday, March 24th, from 9:00am to 1:00pm at Somerville High School. All members of the Somerville community are invited to stop by, explore, and learn about Somerville High School's CTE programs. This is a family-friendly event; we encourage you to bring your kids for a morning of exploration and learning. Visitors will have an opportunity to tour each of the shops and participate in hands-on activities. CTE student ambassadors will provide guided tours for those who would like a guided tour. CTE students and faculty members will also be on hand to answer questions. This event is FREE and open to the general public. We hope you'll stop in and learn some of the ways in which Somerville High School helps prepare students for college and career success, and some of the ways in which SHS connects students to the outside world.

V. REPORT OF SUBCOMMITTEES

A. Rules Management Subcommittee: March 5, 2018 (Ms. Palmer)

The Rules Management Subcommittee met on March 5, 2018 at 5:30 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, Ms. Marques, School Committee Chair Green

Meeting began at 5:30pm and adjourned at 7pm.

There were six agenda items, which we took out of order.

Item 3 "Recycling in Schools grant review and policy development" We heard from special guests Caitlin Kelly, Wellness Direct for the district, and Vithal Deshpande, Environmental Coordinator for the City, who shared more details about the MassDEP's School Recycling Assistance Grant the City received last fall, an award of \$30,000 over three years (though the money can be used sooner). This grant will support the implementation of expanded district-wide recycling of paper, cardboard, bottles and cans at each school in SPS. The program goals of the grant are (1) develop and adopt a district recycling policy, (2) standardize and expand the existing recycling program, and (3) track the amount of materials recycled to quantify the savings in disposal costs annually. Each school has hired, or will hire, a "Sustainability Champion" to help lead their school's recycling efforts, and all staff will be expected to support the recycling efforts throughout the district. In addition, educators are encouraged to include lessons on recycling in the curriculum where appropriate.

Ms. Kelly and Mr. Deshpande presented a draft recycling policy to the Committee. We voted out a final version, as amended, for consideration by the full Committee.

Item 4 "Review of communications procedures" – Committee reviewed a summary from Ms. Hernandez-Morgan on current practices related to distribution of information in the SPS. We then discussed the current lack of uniformity across the district in regards to what information/materials get backpacked or otherwise distributed to families from schools. Dr. Abeyta expressed a strong desire for a policy to be created so there is equity, uniformity, and a clear answer on what is permissible. Currently it is decided on a case-by-case, which is inefficient and potentially unfair. Ms. Pitone offered to research what other districts have done on this issue and will report back at next meeting.

Item 5 "Continued discussion of next steps to develop a Transgender Support policy for staff" Discussion and conclusion that Committee would like to develop a policy and directed administration to confer with Human Resources staff for input on specifics and a reasonable timeline for drafting and implementation.

Item 6 "Continued discussion of systems used to efficiently maintain and update our policies" Tabled decision on whether we want to allocate the funds to have our policy manual hosted and maintained by MASC. What more information do we need to make a decision on this?

Item 2 "Review of policies"

File: BIBA - School Committee Conferences – current policy not being followed, desire expressed to have a longer discussion on codifying practices moving forward for how funds get distributed so members can avail themselves of various training and conference opportunities. Discussed referring to finance committee to ensure adequate funds are allocated for next year but also tabled that until a clear policy is identified on what funds we are talking about.

File: GCE - Professional Staff Recruiting – discussed and tabled; may want to expand to include policies that would support diverse staff recruitment.

Policies not reviewed due to lack of time:

File: GBGB - Staff Personal Security and Safety

File: IGB - Support Services Programs

File: IKF - Graduation Requirements

File: JHD - Exclusions and Exemptions from School Attendance

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

The motion was approved via voice vote.

VI. NEW BUSINESS

A. Somerville Public Schools Policy Manual:

- Policy EDE: Recycling Policy is being presented this evening for first reading.

Discussion ensued relative to some amendments suggested by Ms. Normand. Action will be taken relative to this policy, including amendments, at our next meeting.

B. Extended Learning Program

MOTION: Ms. Normand made a motion, seconded by Dr. Ackman, to discuss the Extended Learning Program agreement.

The motion to discuss was approved via voice vote.

Discussion ensued and the plans will be brought up for a vote at our next Regular meeting on April 2.

C. Resolution in Support of House Bill H3610

At the previous request of Ms. Palmer, at our last meeting, the Committee discussed developing a resolution in support of our student leaders regarding eliminating gun violence in schools and elsewhere. A copy of the resolution that was recently adopted by the Board of Aldermen was provided to all members as a point of reference.

Discussion ensued relative to what should be included in the resolution, whether to include reference to House Bill 3610 (Extreme Risk Protection Order) in one resolution or to produce two separate ones. Also, who is the audience the resolution is being geared to?

Further discussion, along with a draft resolution, will be brought to the next meeting for further deliberation.

D. Acceptance of Donations (recommended action: approval)

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

Donation	Donor	City, State	Value	Program donated to
Santha Prima Grinder	Robert Torino, Harvard University	Cambridge, MA	\$400	SHS CTE – Culinary Arts

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

VII. ITEMS FROM BOARD MEMBERS

Ms. Pitone

Requested to provide an update on the Master Planning Working Group at next meeting.

Requested that an extensive enrollment projection report, similar to what was done several years' ago, be created for future planning

Mr. Futrell responded that there will be some enrollment discussion at tomorrow night's Finance meeting.

Ms. O'Sullivan

Gave a shout-out to the Kennedy for their Unplugged Arcade event.

Mayor Curtatone echoed Ms. O'Sullivan's praise for this event and commended students for their creativity in the maker space and perseverance while creating their work.

VIII. ADJOURNMENT

Prior to adjourning, Ms. Normand offered condolences from the School Committee to the following staff member who has recently lost a family member.

- Felix Carballo, father of Felix Carballo, Redirect Counselor at the East Somerville Community School.

The meeting was adjourned at 8:41 p.m. via voice vote.

Capuano Early Childhood Center

Helping each child grow intellectually, physically, emotionally and socially

2017-2018

Capuano School Council Members

Cheryl Piccirelli, *Principal/Co-Chair*
Lisa Caldas, *Parent/Co-Chair*
Shea Whitehead, *Parent/Secretary*
Michael Hoogendyk, *Parent*
Flavio Zanetti, *Parent*
Lindsay Black, *Teacher*
Annmarie Browne, *Paraprofessional*
Ariel Mayer, *Teacher*

What's Happening at Capuano?

- Last year, we received a BU Consortium Science Grant and partnered with a university consultant, Nermeen Dashoush PhD.
- Four educators formed the Pre-K Science Team that worked to develop a Physical Science Unit using the new Science Standards, and Backward Design and Inquiry Based Models. The consultant worked with the team to design comprehensive lessons and engaging learning experiences that promote higher order thinking.
- This year, the team provided Professional Development to the Pre-K and K staff on the 8 lesson designs that were developed for the Pre-K Force & Motion Unit.
- Kindergarten has developed a Force & Motion Unit that will be implemented in April 2018.



Capuano Force and Motion Ramp Challenge



The Beautiful Stuff Project



Additional Happenings

- Kindergarten Family Partnership Sessions
- ECIP (Early Childhood Intervention Program) Pilot Family Workshops
- EL Coffee Hour & Parent Workshop
- Capuano Kindness Project
- Capuano Flag Celebration
- SFLC Talk Campaign
- Capuano School Gardens
- BOKS for Kindergarten Students/Before School Fitness



Student Wellness Goal: Social Emotional Learning Goals for PK-K Students

1. Develop a standards based SEL Measure to assess PK and K students in winter and spring of 2017 and fall, winter, and spring of 2017-2018.
 - Developed SEL Measure in 2017
 - Baseline data collected in Fall 2017
 - Winter results to be analyzed March 2018
2. By June of 2018, 75% of all Capuano students will meet the targeted (grade-appropriate) standards for social emotional learning in all five SEL domains.

Why Focus on Social Emotional Learning?

- Provides students with a foundation for positive learning and school success
- Young students need resiliency to be successful with the high number of transitions between schools (PK-K)
- Important to learn how to work effectively with others to problem-solve and live together
- Students enter Capuano with varied educational experiences and varied degrees of social emotional readiness
- We need SEL data for all students in order to make informed decisions regarding the implementation of our new Tier 1 SEL program, *Second Step*, and to identify students in need of additional support

Theory of Action

If we implement a social emotional learning curriculum with fidelity across PK-K, **then** students' foundational skills and competencies will become stronger, leading to improved social, emotional, and academic success. Developing a tool to measure progress in social emotional learning will lead to early identification of struggling students as well as the need for possible programmatic adjustments.

Action Steps

- Implementing *Second Step* Curriculum with fidelity
- Developed a new standards based SEL Measure to be used school wide in PK-K
- Providing PK-K teachers with Professional Development:
 - MA Standards for Social Emotional Learning & Approaches to Play and Learning
 - Focus on Relationships, Teacher Language, Environments Ready for All Learners
 - Responsive Classroom, Montessori, and Reggio Approaches
- Developed Sensory and Calm Down Spaces
- Implementing SEL Measure 3x per year and monitor student progress yearly
- Monitoring effectiveness of SEL interventions, tracking behavioral incidents
- Supplementing the *Second Step* Curriculum with texts, online resources, and additional materials

Kindergarten SEL Fall 2017

SEL Domain/Standard	Not Yet	Progressing	Met
Self Awareness: SEL Domain 1 Standard 1	13%	48%	39%
Self-Management: SEL Domain 2 Standard 4	17%	44%	39%
Social Awareness: SEL Domain 3 Standard 5	17%	46%	37%
Relationship Skills: SEL Domain 4a Standard 8 (Build Relationships)	10%	26%	64%
Relationship Skills: SEL Domain 4b Standard 9 (Conflict Management)	17%	53%	30%
Responsible Decision Making: SEL Domain 5 Standard 11	17%	43%	48%

Additional Information

- Cohort – 61% of students who entered kindergarten at Capuano were from our SMILE and ECIP programs. 37% of the Capuano cohort met the benchmark overall compared to 25% of non-cohort students.
- ELL – 52% of kindergarten students are English Learners, 84% of English Learners scored below benchmark overall.
- SPED – 11% of kindergarten students are in a substantially separate program and scored below benchmark overall.

Pre-K SMILE SEL Fall 2017

SEL Domain/Standard	Not Yet	Progressing	Met
Self Awareness: SEL Domain 1 Standard 1	8%	46%	46%
Self-Management: SEL Domain 2 Standard 4	15%	46%	39%
Social Awareness: SEL Domain 3 Standard 5	11%	46%	43%
Relationship Skills: SEL Domain 4a Standard 8 (Build Relationships)	8%	36%	56%
Relationship Skills: SEL Domain 4b Standard 9 (Conflict Management)	17%	53%	30%
Responsible Decision Making: SEL Domain 5 Standard 11	8%	26%	66%

Academic Goal:

Phonemic Awareness Goal for PK-K Students

1. Increase Kindergarten DIBELS Phoneme Segmentation Fluency end of year scores (from 54% Core) to 60% in Core on the Spring, 2017 assessment and to 70% in Core on the Spring, 2018 assessment.

Theory of Action

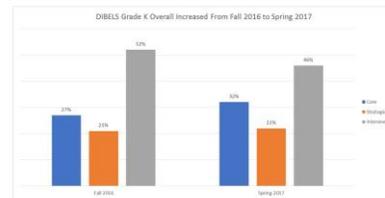
If we promote early literacy skills, including phonological awareness, **then** we will foster a more cohesive learning experience for children across PK and K. If we broaden our focus to include PK teachers in standards-based conversations about the early literacy skills assessed by DIBELS, **then** children's early literacy skills, including phonological awareness, will improve and their kindergarten fall DIBELS scores will increase. If we provide children a stronger footing at the start of their kindergarten year, **then** we will accelerate the growth of children who scored *Intensive* or *Strategic* in the fall.

Why Focus on Developing Early Literacy Skills?

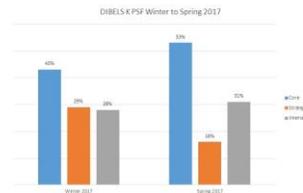
- Phonological awareness is one of the greatest predictors of reading success or failure.
- Less developed phonological awareness skills contribute to low DIBELS scores. This is especially important for ELLs who are learning the set of sounds used in English and must be able to differentiate the sounds used in English to be proficient readers and writers.
- We want all our students to be successful readers and writers. Thus, our current emphasis on increasing phonological awareness in our students.

Phonological Awareness – Awareness of the constituent sounds of words in learning to read and spell. The constituents of a word such as *bake* can be distinguished in three ways: a. by syllables, as /bāk/. b. onsets and rimes, as /b/ and /āk/. c. by phonemes, as /b/ and /k/ and /ē/.

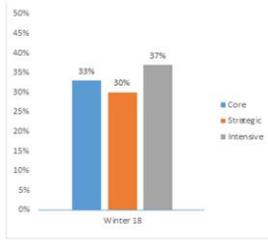
DIBELS Grade K Composite Scores Increased by 5 Percentage Points Fall 2016-Spring 2017



DIBELS K Phoneme Segmentation Fluency Subtest Winter to Spring 2017: Increase falls short of 60% Goal



DIBELS PSF Winter 2018: Progress to Date Our Goal is 70 Percent Core by June 2018



Action Steps

- Provided standards-based PD workshop to all PK-K teachers regarding phonological awareness and phonics, including DIBELS-aligned activities and materials to use with children this year
- Provided all PK-K teachers with an overview of the DIBELS assessment, including the timed/fluency aspect as well as the specific subtests, referencing Massachusetts ELA standards for PK-K
- Provided materials to teachers for measuring phonological awareness
- Engaged teachers in studying the impact of phonological awareness instruction on student learning
- Developing a preschool curriculum map for English language arts which includes early literacy skills to ensure common teaching and learning experiences
- The phonological awareness curriculum, including consistent practices, continues to be developed.
- Selected and shared with families 1-3 high impact phonological awareness activity/ies that can be used outside of school
- Kindergarten Family Partnership Information Sessions

HEALEY SCHOOL - EXCELLENCE JOY, CREATIVITY, OPENNESS

Bridget Dowling- Interim Principal
Bryant Amilrano - Interim Assistant Principal
Samantha Patton- Grade 5 Science Teacher/ District Data Specialist
Colette Connolly- Reading Specialist
Healey School ILT

KINDERGARTEN FAMILY BREAKFAST/BEAUTIFUL STUFF



OFFSITE LEARNING - GRADE 6 AT QUARRYBROOK



GRADE 6 BRIDGE PROJECT BASED LEARNING



GRADES 7 AND 8 SUSTAINABILITY FAIR- STEAM



RUNNING CLUB AND NEW BALANCE



GRADE 4 STEAM ACTIVITY



MEASURING JOY AT THE HEALEY

Joy

One of our Healey School core values is Joy. Consider this past week at the Healey. Please tell us what your most joyful moment was and why it felt joyful.

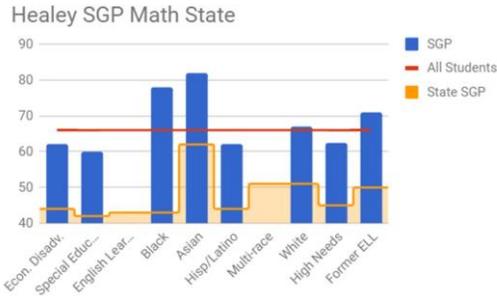
GROWTH AND MOMENTUM



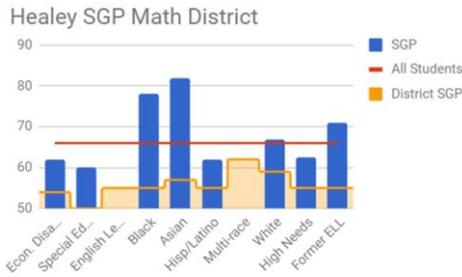
MCAS ELA / DISTRICT



MCAS MATH / STATE



MCAS MATH / DISTRICT

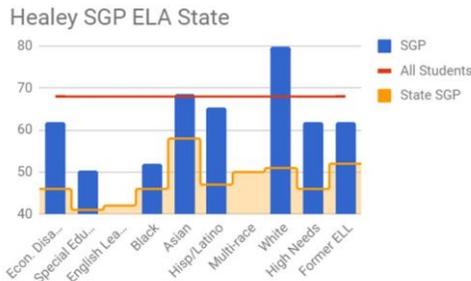


ELL LITERACY GOALS--CLOSING THE GAP

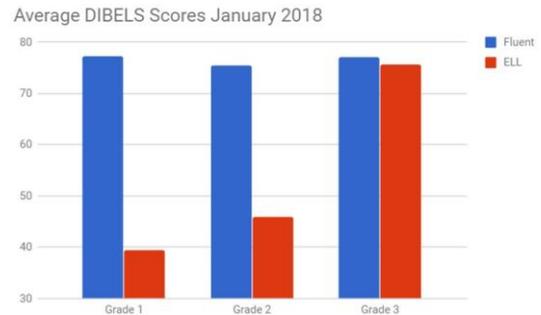
In 2017, 52% of ELL students were in the not meeting category (compared to 11% of non-ELL's at not meeting) on the ELA MCAS. By September 2018, the number of ELL's performing at not meeting will be reduced by 10%.

Maintain students scoring *Core* and reduce the percentage of all students scoring *Intensive*, excluding newcomers (students who arrive from outside the U.S. within 3 months of test administration), to 20%.

MCAS ELA / STATE

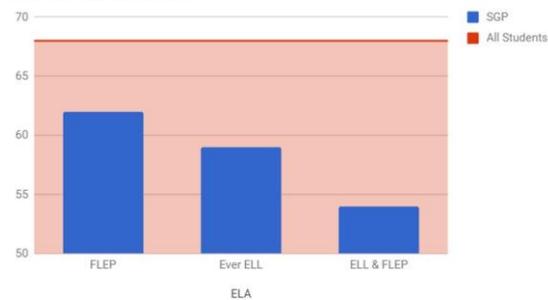


DIBELS GAP NARROWS FROM GRADES 1 TO 3



ELA MCAS SGP - FLEP, EVER ELL, AND ALL STUDENTS

SGP and All Students



WORK TO DO!

- Began administering F&P and for all students K through grade 4
- Assessing ELL performance relative to non ELL by tracking literacy progress using variety of benchmark assessments (e.g. STAR, CA's, F&P, DIBELS)
- Provided Planning time for ESL, reading, and classroom teachers in current grades 1-3 to work on curriculum alignment
- Increased the number of dually-certified teachers
- ESL certified Special educator working with grade 3 dually identified students
- Addition of ESL para to support ESL caseload
- 9/12 special education teachers- Wilson certified
- 4 regular education staff wilson trained



STUDENT ENGAGEMENT AND TIME ON LEARNING GOALS

By September 2018, the rate of chronic office referrals (>5 per quarter) between students with disabilities' and the whole school representation will be decreased by at least half.

CURRENT INITIATIVES- WELLNESS GOALS

- Second Step
- PBIS
- Partnership with Riverside
- Dean of Students Role
- Redesign operations plan
- Sensory Room
- Student Insights
- Staff Wellness activities
- Measuring Joy
- Offsite learning

SENSORY ROOM



PBIS TIER 2

- 4 Staff and 1 administrator being trained in Tier 2 interventions
- Developed School-wide PBIS Incentives around S.O.A.R.
 - First one was for Safe hallway transitions
 - Second was for Independent Reading minutes
 - Third is for Homework Completion
 - Fourth is still TBD
- Implementing Check-in/Check-outs with students



PBIS SCHOOL WIDE CELEBRATIONS



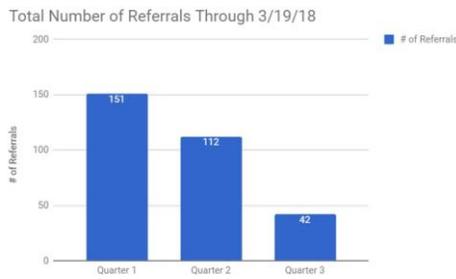
SCHOOL WIDE PBIS READ-A-THON



STUDENT REFERRAL DATA EXPLAINED

- Student referrals have decreased from Quarter 1 to Quarter 2 for all students: 11% to 8%
- Chronically referred students decreased: 3% to 1%
- Students referred on IEP's decreased: 5% to 3%
- Students Chronically referred on IEP's decreased: 2% to 1%

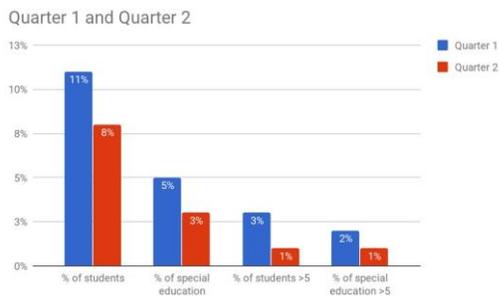
STUDENT REFERRAL DATA FROM QUARTER 1 TO QUARTER 3



STEPS IN ACTION FOR DISCIPLINE

- Weekly SST meetings to provide students with additional supports
- Monthly Student Support Meetings during CPT to discuss high Tier 1, low Tier 2 students
- School Wide PBIS Incentives
- Restructured Operational Plan implemented
- Electronic referral system using Aspen for fast and efficient communication

REFERRAL DATA FOR ALL STUDENTS AND SUBGROUP



equity, and social justice is fundamental to all of our other goals and priorities. I believe we will not get far with our goals for our district and our children if we do not tackle the issue of racial disparity head on.

[example: differentiation - how can this be done when a significant portion of students are seen as possessing inherently less intelligence or potential?] This is about social justice. This is about racial equity. This is about simply doing what is right for all of our children. It is time we put our money where our mouths are.

Thank you for your time and consideration.