

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, March 20, 2017 – Regular Meeting

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

Members present: Mayor Curtatone, Mr. Futrell, Ms. Palmer, Mr. Roix, Ms. O'Sullivan, Ms. Normand, Alderman White, Mr. Green and Ms. Pitone.

Members absent: Mr. Green (travelling for work)

I. CALL TO ORDER

Chairman Laura Pitone called a Regular Meeting of the School Committee to order in the aldermanic chambers at 7:05 p.m., with a moment of silence and a salute to the flag of the United States of America. Ms. Pitone asked for a roll call, the results of which are as follows: - Present – 7 – Futrell, Roix, O'Sullivan, White, Pitone, Palmer and Normand and Absent – 2 – Curtatone and Green.

II. STUDENT ADVISORY COUNCIL – Mr. Domond was not present this evening.

III. APPROVAL OF MINUTES

- February 27, 2017 Regular Meeting
- March 6, 2017 Regular Meeting

MOTION: Ms. Normand made a motion, seconded by Mr. Roix, to approve the minutes of February 27 and March 6, 2017.

The motion was approved via voice vote.

IV. REPORT OF SUBCOMMITTEES

A. Rules Management Subcommittee: Feb. 6 (Mr. Green) – deferred to the next meeting.

Ms. Normand assumed the Chair so that Ms. Pitone could present her report on Long Range Planning:

B. School Committee Meeting for Long Range Planning: Feb. 16 (Ms. Pitone)

The School Committee met for Long Range Planning in the conference room at 8 Bonair Street on February 16, 2017.

Attendees: Steve Roix, Lee Palmer, Andre Green, Paula O'Sullivan, Laura Pitone, (Dan Futrell called in via phone to listen, but did not participate in discussion)

From the district: Superintendent Skipper, Dr. McKay, Lisa Kuh, Sarah Davila, Christine Trevisone, Regina Bertholdo

The meeting was called to order at 7:35 pm. There were two items on the agenda:

1. Long Range Planning Priorities
2. Enrollment Update

Long Range Planning Priorities:

Prior to this meeting, Ward School Committee representatives were asked to provide input to ideas to consider for 2017 Long Range Planning. The topics included, School Committee Goals (in support of established district goals), SC Operations Improvements, Long Range Priorities, and any additional SC member concerns not currently being addressed. In a future long range meeting, the members of the school committee will review and prioritize the topics to define the scope of 2017 long range planning activities. Although each list had many items, some top ideas that were identified in each area are outlined here. School Committee goals are to focus efforts in SC scope of responsibility to support our district goals and specifically SC members were interested in creating a communication and engagement strategy. Long range concerns included long term school enrollment and programming to support targeted populations, after school programming and a World Language Strategy for our K-8 schools, which includes consideration to the program size of Unidos. Two additional concerns included middle grade programming and school food and nutrition.

Enrollment Update:

Christine Trevisone, Director of Special Education, presented data on special education enrollment. SPS has 1,023 students on Individual Education Plans (or IEPs), which is 20.7% of the student population. Statewide 17.4% of all students are on IEPs. Students are distributed throughout all schools, primarily concentrated in schools with dedicated special education programming, including substantially separate classrooms, programs for medically fragile or students on the autism spectrum. Of students on IEPs the largest populations are those identified with Specific Learning Disabilities (SLD) and Communications.

Over 170 students are currently in self-contained classrooms, from multi-graded general classrooms to those designed to support Autistic students or in our Seek Program (supporting students with emotional and/or behavioral challenges. Currently 81 students have out of district placements.

Lisa Kuh, Director of Early Childhood Programming, presented data on early childhood programming. In support of the district goal to increase kindergarten readiness, administration is continuing plans to increase access to high quality pre-k programs throughout Somerville, through SPS and high quality partner programs. Challenges to meeting these goals include number of seats available, level of outreach, and availability of full day programming (through 5:30 pm)

Sarah Davila presented data on English Language Learner enrollment. There are two components to English language learners' education: English as a second language and meaningful access to grade level content instruction. For K-8, we have three levels of sheltered English immersion classes, integrated classrooms that concurrently teach regular education and ESL students with appropriate supports, SEI special education classes and a two-way Spanish English bilingual program. At the high school we have five levels of ESL, 4 pathways, and Waiver SEI for native language support.

Past increases in K enrollment, what is referred to as a bubble, has curbed. Over the last two years K enrollments have decreased and that level is expected to continue. There is an increase in enrollment in the SEI integrated classrooms in elementary school. Since Sept 2016, there has been an increase new immigrant arrivals in the middle grades. ESCS is the proximity school for most SEI students, however when SEI are ready to transition to gen ed., they generally cannot secure a space in their home school.

Ms. Palmer made the motion to adjourn at 8:54 pm, seconded by Mr. Roix, motion carried.

MOTION: Ms. Pitone made a motion, seconded by Mr. Roix, to accept the report and minutes of the Chair of the Long Range for the meeting of February 16, 2017.

The motion was approved via voice vote.

Ms. Pitone resumed the Chair.

C. School Committee Meeting for Finance & Facilities: March 7 (Mr. Futrell)

On Tuesday, March 7, the Finance & Facilities Subcommittee (comprised of the whole School Committee), met to conduct regular business and to continue work on the FY2018 budget.

The meeting started at 7:10pm, in attendance were myself, Mr. Green, Mr. Roix, Ms. O'Sullivan, Ms. Normand, and Ms. Palmer. Finance Director Gordon and Superintendent Skipper attended, and there was one community member in the audience.

We began by closing out business that spilled over from the Full Committee meeting the night before, by approving new policies in File JRA and File JRA-R, moved by Mr. Roix and seconded by Ms. Palmer, which passed unanimously.

Next we discussed the Expenditure Report and the Bill Rolls for February 2017. Of note, Finance Director Gordon informed us that he expects that there will be a surplus of funds this year, largely due to efficiencies and personnel moves. No figure was given as an estimate of that surplus, but we will revisit this in our next meeting.

In reviewing the Bill Rolls, we found no expenses out of the ordinary and in addition to discussing a few personnel positions, we discussed the Superintendent's professional development through Harvard University. She described the program, it's attendees, and the value she gained from it. Additionally, she discussed a few different programs that she's learned about that Somerville could participate in. One of these was the Public Education Leadership Project that could provide an opportunity for in depth strategic planning for our district, but that would also require a commitment of resources and significant time.

Ms. Normand moved and Mr. Green seconded approval of the Bill Rolls, which passed unanimously.

Next we spoke about the proposed adjustment to how the state measures poverty in public school districts, and how the new approach would significantly under-represent the number of struggling families in districts like ours, as well as similar districts of Everett, Revere, Chelsea, Lynn, among others. The new formula seeks to determine a family's poverty status through their application for other low-income social benefits, which excludes any families that may not be able to or have not applied for those programs. For example, any undocumented children in our district currently are counted as low-income but would not under the new formula because they are ineligible for state-administered benefits. The same applies for undocumented students who aren't applying for the ELL program. Additionally, the new formula does not automatically count a child that lives in low-income housing.

The state, acknowledging that this is a resulting outcome, unintended or otherwise, adjusted funding per pupil in such a way that masks the total negative funding impact for a school district. The risk for our school district, in depending on this new formula that is meant to account for the difference in low-income families no longer represented, is the same risk in depending on the state to fully fund the foundation budget which represents the amount per pupil that the state legally must contribute to public school districts. In the history of the foundation budget, it has never been fully funded, and the delta is a cost that is acknowledged by the state but born by the city.

Cities and school districts were not consulted in the formulation of this new model, on its face meant to simplify the funding model. The impact on Somerville would under-represent our low income students, driving down our 66% figure to 44%, and decreasing our funding by \$1.86M.

On March 14, after the meeting of this subcommittee, cities across the Commonwealth met to offer input to the state, fully describing the negative impact this new approach has on children, schools, and municipalities.

Lastly, as the Superintendent continues her work to present a budget to the School Committee in May, we discussed two memos - one from the Assistant Superintendent for Curriculum, Instruction, and Assessment, and the other from the Special Education department - meant to guide decision making throughout the formulation of the FY18 budget. The Superintendent informed us that we should expect additional documents that outline long term directional priorities that will inform this year's budget.

The second budget collaborative meeting was to take place the day after this subcommittee met, March 8, which is the final step before the committee is able to review all budget requests from every Principal and Department head.

At a high level, the Superintendent forecast need for supporting wellness in the district, middle school programming, partnerships, 'out of school time' opportunities, a registrar for the High School, our Student Insights tool, and support for our students with autism.

We ended with a proposal to add an additional Finance & Facilities Subcommittee meeting to the calendar by the end of March, which will tentatively be on Wednesday March 29 from 7:00-8:30, following a 30-minute executive session.

MOTION: Mr. Futrell made a motion, seconded by Ms. Normand, to accept the report and minutes for the School Committee meeting for Finance & Facilities of March 7, 2017.

- President White, who was unable to attend the Finance Meeting, reported that, initially, he had concerns relative to language around sign-offs on the release of student information. After speaking with the Superintendent, he has been assured that this has been taken care of.
- Mrs. Skipper reported that we are working on separating out the different sign-offs/opt-outs to make them clearer.
- Ms. Normand appreciates having Ms. Viele and Ms. Lathan at the April 4th meeting to discuss field space.
- Ms. Pitone announced that there is also a plan to take a look at outside space, city-wide, later in the month in conjunction with City planning and other relevant departments.

The motion was approved via voice vote.

V. REPORT OF SUPERINTENDENT

A. Presentations:

- School Improvement Plans
 1. East Somerville Community School

Ms. Pitone turned the meeting over to Mrs. Skipper who welcome Dr. Holly Hatch to the podium to make her presentation on the East Somerville Community School. Presenting with Dr. Hatch were Assistant Principal Laura Bonnell, Redirect Counselor Felix Caraballo, and parent Glenda Soto.

Mrs. Skipper announced that there is always a full house when the East Somerville presents due to the large enrollment and the varied amount of programming. Dr. Hatch introduced council and staff members, along with several students, who were in the audience.

Dr. Hatch began her presentation which included the following information:

- 719 students with approximately 77% having a home language that is not English
- Good news on the 2016 MCAS
- Three Focus Areas
- Trauma Sensitive School – creation of a trauma sensitive school
- Health Survey and other data regarding risk factors
- Teacher referrals
- Coping skills – good and bad
- Theory of action regarding student trauma and stress
- Trauma Sensitivity
- How students treat each other
- Social emotional curriculum
- Additional data to be collected
- Student Relationships and Classroom Community
- Academic focus - Guided reading instruction – Reading comprehension
- MCAS performance 2016, including ELL and Students with disabilities and achievement gaps

Following the presentation, School Committee members had the following questions/comments:

- Pleased at the focus on trauma
- Questions regarding whether there is enough counseling available for all that need it
- What causes the trauma? Immigration issues, housing instability, and other big, outside forces
- Steps are being take to assuage fears and to help in developing coping strategies
- Friendships are important and there is work being done to help these friendships develop
- A question on the fluidity of the school's population (quite stable, in fact) but housing costs are the main reason families leave
- Question on the criteria for the Phoenix Award spoken about by the students (quarterly)
- Attendance is consistent and very good at the East Somerville
- Comments regarding the gathering of data through multiple means and the need to use the right analytical tools to go deeper
- Linking all data through Student Insights software

The meeting recessed from 8:17 – 8:23 so members could thank and interact with the ESCS audience members.

2. Argenziano School at Lincoln Park

Mrs. Skipper introduced Principal Lex Mathews and asked him to step to the podium to present the Argenziano School's Improvement Plan. Mr. Mathews was assisted by Ms. Glenda Soto, the Assistant Principal and several students and their report included the following:

- An Academic Focus with most students progressing well every year.
- The fact that High Needs students do not progress as well and the need to address why and how to fix this.
- A Tale of Two Schools where ELL students start at AFA, but move to other schools beginning now if grade 4, previously in grade 6. This movement of students gives a different look at the middle grade data due to the fact that the high needs students are no longer in the building.
- Dually Identified students are the most urgent population and their progress is significantly below the district average.
- Focusing on the Dually Identified students and assessing the service model and best practices. No action steps until staff determine what steps need to be taken
- The need for coherence and coordination
- The focus on Student Wellness and results from My Voice surveys
- Student life presentation by four (4) students
- Future action steps – "The transitions inherent in our school need to be met with increased efforts in building community within the school."
- One long term idea: a robust, free after-school program with a focus on language

- Effective strategies that provide coherence and collaboration for both instruction and engagement

Following the presentation, School Committee members had the following questions/comments:

- Thanks and appreciation for the honest presentation
- Discussion on differentiated professional development and a Differentiation Coach
- The plan to shadow high needs students to see if there is a gap in service delivery.
- Questions regarding could scheduling be part of the issue; it is not the schedule, but could be the timing of what, in particular, the students are/are not seeing depending on pull-out times.
- Appreciation that staff wants to dig deeper and the idea of the free afterschool program
- The need to do a deep analysis of all data
- Appreciation of high family engagement at the school and the caring nature of all towards everyone

The School Committee took a recess from 9:11 to 9:18 so members could thank and interact with the guests from the Argenziano School.

B. Personnel Report – received and placed on file

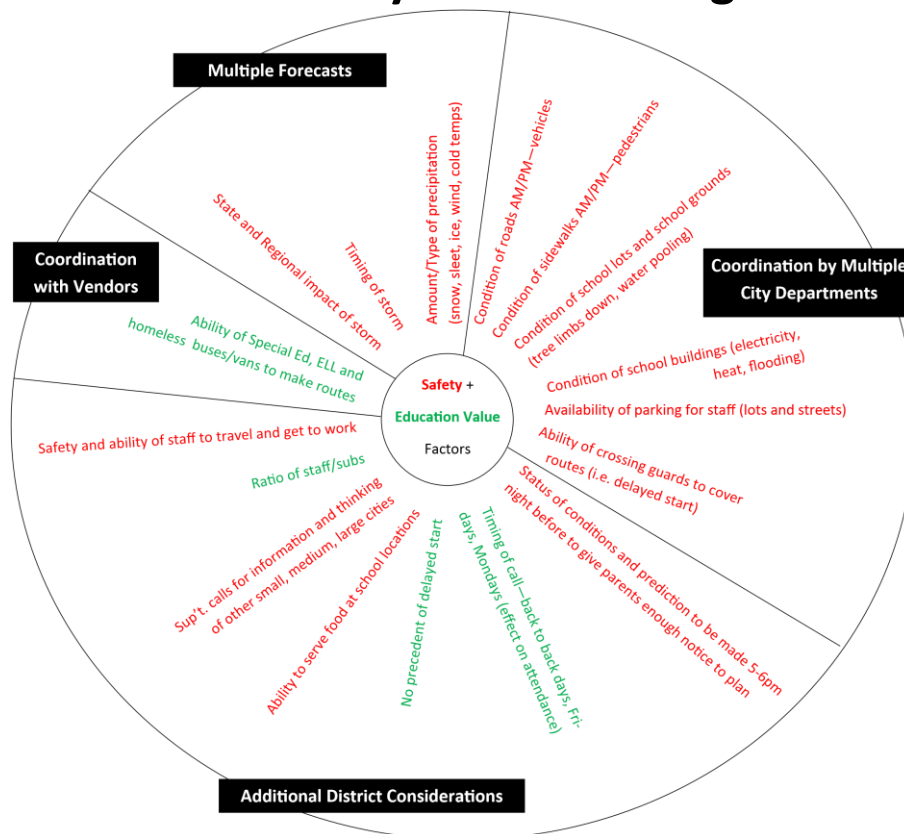
C. District Report

- Mrs. Skipper began her report by speaking about how decisions about weather-related school closures are decided. Mrs. Skipper has been informed that many constituents have reached out to members asking what the process is. To that end, Mrs. Skipper shared a document (see below) that illustrates the different processes that are taken into consideration prior to making the call. Fundamentally, the decision whether or not to cancel school is driven first and foremost by safety.

The decision involves looking at multiple factors and working closely with other city departments and vendors, always keeping safety at the forefront of our decision-making. Every storm presents its own unique challenges and all of the factors identified below must be taken as a whole in order for us to make the best and safest decision possible.

We recognize that cancelling school can present a hardship for families, and therefore do our best to use as much data and information as we have available to make the best decision possible for our students, staff members, and families.

School Closure & Delayed Start Thought Wheel



Mrs. Skipper made it clear that safety and education value are at the center of her decision making. Many factors are interlinked in this process.

Following Mrs. Skipper's comments, Mayor Curtatone added to the discussion by, first, thanking Mrs. Skipper for reigniting his headache! Mayor Curtatone explained that there is a litany of variables that go into managing snow in the most densely populated city in the state. With over 56,000 cars here, it is always a challenge to manage snow emergencies. No two episodes are ever the same and, as the father of four young boys, the Mayor feels parents' pain when there is now school. He reiterated, however, that we are the best snow removal district in the state and the safety of the whole community comes into play when making these decisions. We are not the suburbs where there is an abundance of space for cars to go. There are conference calls and meetings leading up to all decision-making.

Discussion ensued regarding the possibility of holding school during a snow emergency, late starts, dissemination of decision-making process information, the possibility of having one building open during no school days for parents who need childcare and the need for the City and School Department to be sharing the same information because not everyone gets both calls and there is a need to get consistent messaging out to all.

- The **Somerville High School Science & Engineering Fair** took place earlier this month. Thank you to our many community partners who helped judge this year's entries, including Biogen, Brammer Bio, Wolfe Labs, Tufts University, and Harvard University. A total of 55 SHS students representing 37 projects advanced to the MA Region IV Science Fair, which took place at the SHS Field House this past Saturday. Rhedise Bass and the team of Andrew Churchill and Alec Portelli earned first-place honors at this year's SHS Fair. Congratulations to all the participants for another excellent Science & Engineering Fair.
- The **El Sistema Somerville Concert** was rescheduled to this Wednesday, March 22nd. The concert will be held at the East Somerville Community School Auditorium and will feature "Music of the Northern Hemisphere". Concert begins at 6:00pm.
- Mark your calendars for the annual **SHS Career & Technical Education (CTE) Fair** takes place on Saturday, March 25th, from 9:00am to noon at the Somerville High School Atrium. This is FREE and open to the public. We encourage you to stop by for a tour and to learn more about Somerville's outstanding technical/ vocational education programs, available to all SHS students. Guests will also have an opportunity to participate in a variety of hands-on activities. We hope to see you there!
- The **SHS College and Career Day** takes place April 1st, 9:00am-12:30pm at Somerville High School. Students in grades 6-12 and their families are invited to attend the event which will include workshops on a variety of related topics. Expert guest speakers from several partner organizations will be available to provide information and answer questions. Guest speakers from the Somerville community will talk about their careers. Snacks, childcare, and interpreters will be provided. Please join us.
- We will be hosting our first **SPS District Career Fair** on Saturday, April 1st, from 10:00am to 1:00pm at the Somerville High School Atrium. Stop by to meet and talk with representatives from our Human Resources and other departments, and learn about career opportunities and current job openings in our district. Visitors are encouraged to bring a current resume or curriculum vitae. We look forward to meeting you and sharing with you how you can become part of a team dedicated to helping youth explore, learn, and grow.

VI. NEW BUSINESS

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

April 30, 2017

Somerville High School Outdoors Club to Mount Lafayette, Franconia, NH for hiking. Transportation via SHS mini-bus. There is no cost to students

MOTION: Ms. Pitone made a motion, seconded by Mr. Roix, to approve the field trip. The motion was approved via voice vote.

The field trip below was added on this evening and a copy of the paperwork was placed at members' seats.

April 6-8, 2017

Somerville High School First Robotics Team to Durham, NH to compete in the New England Championships. Transportation via bus. There is no cost to students.

MOTION: Ms. Pitone made a motion, seconded by Mr. Roix, 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 donation/grant:

Donation	Donor	City, State	Value	Program donated to
Quarter-size violin, string accessories, office accessories	Inge Thorn Engler	Auburndale, MA	\$950 total	El Sistema
Buescher Aristocrat Tenor Saxophone, Conn Alto Saxophone, Selmer Burdy Flute	Stephanie Busby	Dracut, MA	\$2,900	El Sistema

MOTION: Mr. Roix made a motion, seconded by Mr. Futrell, to accept the donations, with gratitude. The motion was approved via voice vote.

President White announced that the Board of Aldermen will hold a Public Hearing on March 22 at 6:00 p.m. in the Chambers to discuss the authorization of a bond for the new Somerville High School building project.

VII. ITEMS FROM BOARD MEMBERS**Mr. Futrell**

The School Committee will be holding office hours so that community members/constituents may offer input into the budget process and also share questions/concerns on other topics. A couple of sessions have already been held. Mr. Futrell read the schedule aloud and also suggested that members share feedback from their sessions.

Ms. Pitone thanked Mr. Futrell for organizing and is appreciative of his coordination.

Ms. Pitone

The Kennedy School Improvement Council will be meeting, along with Ms. Pitone and Alderman Niedergang, to discuss their front basketball lot. The West Somerville and Brown communities are also interested in work on their playgrounds. Collaboration will take place with City departments for a bigger conversation in the future.

VIII. ADJOURNMENT

Prior to adjourning, President White expressed condolences to the family of Eugene Wawzkiewicz, father of Mary Ann Cloutier, teacher at the Healey School.

The meeting was adjourned at 9:47 p.m. via voice vote.

RELATED DOCUMENTS:

1. Agenda
2. Two (2) sets of minutes for approval
3. March 2017 Personnel Report
4. PowerPoint presentations for East Somerville and Argenziano Schools
5. Two (2) out of state field trips for approval
6. Two donations for acceptance

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 - growing enrollment
- ★ 510 Students (71%) with home language other than English
- ★ 45% Limited English and Former Limited English
- ★ 77.3% Free and Reduced Lunch
- ★ 18 Unidos classes, with English language learners (ELL) at all levels and Spanish language learners at all levels
- ★ 8 classrooms – K-3 integrated sheltered English classes
- ★ 8 4th-8th grade homerooms in standard program
- ★ 3 substantially separate special education classrooms
- ★ Will add a classroom in 2017-2018 school year at 6th

Good News for ESCS – MCAS 2016

- ★ In ELA, grades 5th, 7th, and 8th are on or above the District's 55% target (60% for all students).
- ★ We received extra credit in ELA for increasing Advanced and Proficient in 4 subgroups.
- ★ We received extra credit in Math for increasing Advanced and Proficient for all students and in every subgroup.
- ★ Received extra credit for reducing Warning in Math and Science in ELL and Former ELL.
- ★ Received extra credit for reducing Warning in ELA in black and white.
- ★ In Math, grades 5th and 7th are on or above the District's 55% target (53% for all students)
- ★ Overall Math % of students scoring Advanced or Proficient increased from 37% to 42%
- ★ 3rd grade Math % of Proficient and Advanced – 64%.

% of students Proficient or Advanced

When compared to 2015:

- ★ Increased percentage of students in 3rd, 4th, and 7th in MATH.
- ★ Increase of percentage of students in 3rd, 5th, 7th, and 8th in ELA
- ★ School's combined % of students at P or A increased from 37% (2015) to 42% (2016) in Math.
- ★ In ELA, all cohorts increased their percentage of P or A in 2016.

Wellness Focus on Creating a Trauma-Sensitive School

Teachers in June 2016 identified growing mental health needs and need for skills to address student trauma as the highest priority.

Reviewed Student Health Survey 2015 6th-8th and other data on risk factors

From the Health Survey

Family or close friend who has died in last 12 months – 33%
 Separation or divorce in the family– 18%
 Worry about grades or failure - 46%
 Worry about weight problems - 48%

Additional Data

Increase in 51 A filings from 2015-2016 at halfvay point
 Concerns about immigration status – fear of family separation
 Housing insecurity

Additional Data

Teacher Referrals to School Counselor in 2016-2017

208 students referred – 29% of all students;

71% of referrals are for trauma related to suspected abuse or neglect; parent separation or divorce; death or suicide in family; and housing concerns including immigration, eviction, and homelessness. **(10% of which also include self injury and suicidal ideation)**

34% of referrals are for generalized feelings of sadness and anxiety (some of these overlap with above)

Coping Skills --

From Health Survey 2015

6% report no close friends

15% Hurt yourself on purpose in last 12 months

19% Seriously thought about killing yourself

67% At least one teacher or adult in school to talk with

53% Told an adult in school when bullied

Student Trauma and Stress – Theory of Action

- If staff members can identify the signs and causes of student trauma, and know how to support students in trauma, more students will be able to successfully participate in the classroom.
- If staff members create supportive and trauma sensitive classroom environments, then students will report less self-harm and worry. Students will be able to seek out support in a positive manner, when they feel worried or experience trauma.

Goals – Trauma Sensitive School

- Behavior referrals for students' emotional outbursts will decrease by 20%.
- Students will seek out assistance from counselors, Redirect, and other adults when they are experiencing trauma or other concerns, as measured by an increase in self-referral.
- Staff members will report an increase in their ability to respond to students' emotional needs and to establish a safe and supportive classroom environment

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
- Increase opportunities for students to talk through issues with staff in a supportive and ongoing way

Student Wellness Focus 2 How Students Treat Each Other and Feel Valued

There are several important elements of school climate:
 Student-teacher relationships
 Engagement
 Belonging
 Safety
 Leadership
 Efficacy

ESCS has decided to focus on student-to-student relationships because...

High Priority in Teacher Consensus
 Behavior Referrals for Conflict, Bullying and negative peer interactions – 151 out of 440 behavior referrals to Redirect
 Concerning Data Points on the My Voice Survey

How Students Treat Each Other: Focus 2

Student Survey My Voice	Gr. 3-5	Boys	Girls	Grade 7-8	Boys	Girls
2016						
3 rd -5 th Other Students kind to me.						
7/8 th Students are supportive of each other.	39.8%	46.2%	30.2%	54.8%	69.1%	39.1%
Bullying is a problem in the school	62.2%	69.2%	55.3%	37.1%	41.8%	34%
Students Respect each other	35%	40.7%	25.9%	52.4%	65.5%	38.3%
3-5 th Other students listen to my ideas. 6-8 th Other students see me as a leader.	32%	37%	27.6%	27.6%	29.1%	25.5%

Students' Feelings of Value

How Student Feel Valued	Gr. 3-5	Boys	Girls	Grade 7-8	Boys	Girls
3 rd - 5 th I feel important in my classroom	49.2%	53.8%	44.8%	52.4%	65.5%	38.3%
7-8 th I am a valued member of my school community						
I feel comfortable asking questions in class	43.6%	47.8%	39.5%	68.6%	78.2%	57.4%
I only raise my hand if I am sure of the answer.	54.7%	56.5%	50.6%			
I am afraid to try something if I think I may fail.				35.2%	23.6%	48.9%
I see myself as a leader	35.5%	29.9%	41.4%	53%	65.5%	66%
3-5 th Other students listen to my ideas.						
6-8 th Other students see me as a leader.	32%	37%	27.6%	27.6%	29.1%	25.5%
I am a good decision maker	32.6%	37%	27.9%	52.4%	65.5%	40.4%

Action – Implement Consistent Social Emotional Curriculum

Train and Implement Second Step curriculum in classrooms. Assess impact of the curriculum with students, parents, and teachers.

Reinforce common language and approach to problem solving, empathy, skills for learning, and self-calming

Provide training for all non-homeroom staff on Second Step

Provide parent and family workshops.

Create small directed play groups.

Create models for grade level community meetings

Additional Data to Collect

- Conduct student focus groups by gender to explore the differences in how boys and girls perceive the school, their value, and how peers treat each other.
- Discuss the student results with the faculty and provide time for them to set priorities with students to create welcoming classrooms where all classmates are valued and students solve conflicts productively.
- Continue to review behavior data on patterns of referrals and how to proactively address conflict

Wellness Area Two: How Students Treat Each other and feel Valued

Theory of Action

- If we implement the Second Step Curriculum with fidelity across the school, then we will see an increase in kindness and problem-solving skills in our students and a decrease in behavior referrals for conflict and bullying.
- We will see an improvement in how students treat each other, including reduced incidents of bullying. Student survey results and focus groups will show increases in positive responses to the following items: “students respect each other; listening to each other’s ideas; and feeling like a valued member of the school community”.

Goal(s) for September 2016 – September 2018

- Student behavior referrals for conflict, bullying and fighting will decrease by 30%.
- Increase in percentage of students who respond positively to the questions about how students treat each other, respect each other, and how they feel valued in the community with an increase of 20% positive responses to these questions on the survey and in focus groups.
- 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.

Student Wellness – How students treat each other

Goal(s) for September 2016 – September 2018

- Student behavior referrals for conflict, bullying and fighting will decrease by 30%.
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- 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.

Academic Focus – Reading Comprehension

- Reviewed MCAS, DIBELS, STAR Data
- Consensus Activity with Teachers June 2017
- Notes from A and R meetings and questions on end-of-unit tests
- Classroom and student observation
- Item Analysis on MCAS

MCAS Performance – 2016

	SGP		CPI	
	ELA	Math	ELA	Math
2011	41.5	40	73.5	62.2
2012	52	53.5	75	62.1
2013	53	61	74.2	65.9
2014	59	60	76.3	64.2
2015	56	58	74.7	65.7
2016	60	53	75.5	68.6

Math Performance: ELL & Students w/disabilities

	2013		2014		2015		2016	
	SGP	CPI	SGP	CPI	SGP	CPI	SGP	CPI
All	61	65.9	60	62.4	58	65.7	53	68.6
ELL	60.5	38.4	49	35.8	58	46.6	44.5	53.4
Disab	34	40.5	60	39.5	51	41.2	44.5	38.9
N-ELL	36		38		39		88	
N-Disab	60		76		85		87	

★ Number of ELL and Students with disabilities have consistently increased.

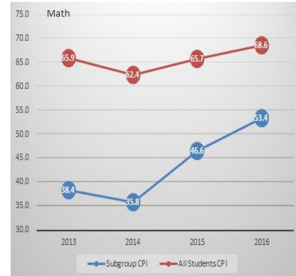
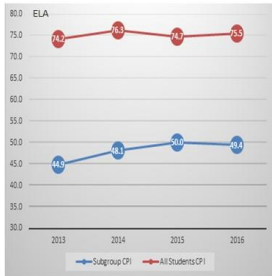
★ Number of ELL students increased 144%; Students with disabilities increased 45%.

ELA Performance: ELL & Students w/disabilities

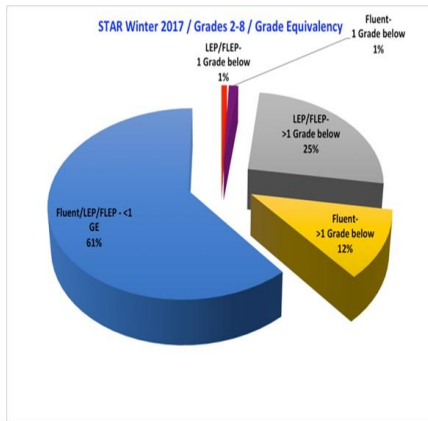
	2013		2014		2015		2016	
	SGP	CPI	SGP	CPI	SGP	CPI	SGP	CPI
All	53	74.2	59	76.3	56	74.7	60	75.5
ELL	50	44.9	43	48.1	42	50	40	49.4
Disab	49	54.8	45	53.4	58	55.8	43	52.1
N-ELL	36		38		39		88	
N-Disab	60		76		85		87	

- ★ Number of ELL and Students with disabilities have consistently increased since 2013.
- ★ Number of ELL students increased 144%; Students with disabilities increased 45%.

Gap between ELL and Fluent on MCAS ELA and Math



STAR Reading Winter 2017



Additional Data on Root Causes

Staff Consensus – Reading Comprehension and Vocabulary

Notes from A and R, observation, teachers' feedback

Student Areas of Struggle

- Have trouble inferring and/or identifying the main idea
- Misinterpretation of the language in word problems
- Pretend to read during independent reading time
- May be unable to explain what they read
- Can't yet master the basics in order to access content and make meaning at a higher level
- Lack background knowledge
- Unfamiliar with vocabulary
- Not reading at home

Root Cause: Instructional Practices

- In the upper grades, minimal reading comprehension instruction
- Vocabulary instruction coordination
- At times focus lessons take up too much class time
- Students are not able to read independently
- Not enough guided reading practice

Improve Reading Comprehension, Vocabulary and Language Development

Theory of Action:

- If we provide research-based professional development then teachers' ability to develop specific reading instruction will be increased and students will improve reading comprehension, vocabulary and language development in all content areas.
- If we provide more direct small group reading instruction, then we will see an increase in student growth percentage and a decrease in student failure on the MCAS for English Language Learners and former English Language Learner subgroups.

Goal:

- On the ELA MCAS, ESCS will experience a 25% reduction in warning for English language learners from the 2016 to 2018.

Action Steps – reading comprehension and vocabulary

Professional development in reading comprehension and vocabulary with a lens on needs of English Language Learners.
Reading Comprehension and Vocabulary Focus in all Content Areas
Increase the frequency and effectiveness of small group reading instruction.
Provide targeted small group instruction during X block in first grade across classes Provide additional targeted reading support for upper grades, especially 5 th grade
Parent workshops on reading Send home specific leveled book bags for students to read at home.





Albert F. Argenziano School

School Improvement Plan 2016-2018

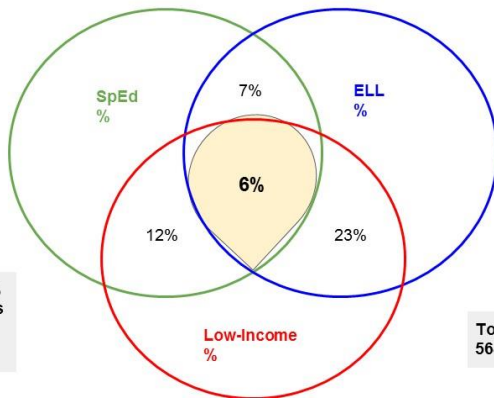
Academic Focus

MCAS RESULTS

Academic Focus Area: High Needs Students

Accountability Information		About the Data	
Accountability and Assistance Level			
Level 2 Not meeting gap narrowing goals			
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)			
All students:		57	
Lowest performing		Highest performing	
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	Less progress	On Target = 75 or higher	More progress
View Detailed 2016 Data			
All students		69	Did Not Meet Target
High Needs		61	Did Not Meet Target
Econ. Disadvantaged		-	-
ELL and Former ELL		67	Did Not Meet Target
Students with disabilities		42	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		58	Did Not Meet Target
Afr. Amer./Black		-	-
Hispanic/Latino		55	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Is.		-	-
White		92	Met Target

Who are our "high needs" students?



Not Closing High Needs Students Gaps

	2012	2013	2014	2015	2016
All Students PPI	51	63	58	55	61
ELL PPI	41	55	55	61	67
Spec Edu PPI	45	55	57	52	42

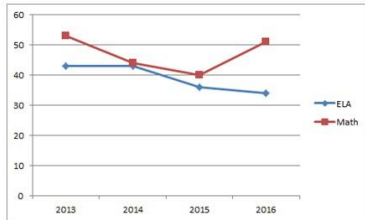


ELL PPI has increased from 2013 to 2016, while SPED PPI fell steadily.

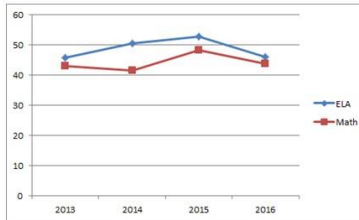
PPI measures the degree to which schools are closing the performance gap between subgroups and all students at the school. A PPI of 75 means that gaps are closing.

Students with Disabilities

Low Growth - SWD SGP



Decline in Performance - SWD CPI



A Tale of Two Schools

ELL students are prevalent in grades 3-5

ELA	% Proficient or Advanced							
	3	4	5	6	7	8	AFA	
2013	34	39	48	57	79	95	54	
2014	37	29	54	67	83	81	53	
2015	37	57	44	69	79	90	60	
2016	46	47	52	63	95	87	61	

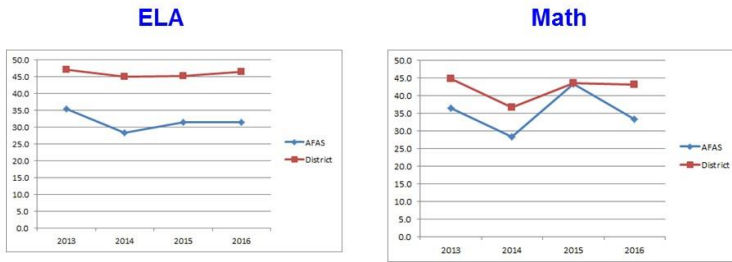
Math	% Proficient or Advanced							
	3	4	5	6	7	8	AFA	
2013	33	48	42	43	46	70	45	
2014	52	28	56	33	38	47	42	
2015	47	48	48	73	40	45	50	
2016	55	44	52	66	68	52	56	

Most Urgent Population: Dually Identified

	ELA CPI			MATH CPI		
	Non-SWD	SWD	Total	Non-SWD	SWD	Total
Non-LEP/FLEP	92.9	68.1	90.9	85.9	60.3	83.9
LEP/FLEP	63.2	31.5	54.9	68.4	33.3	59.2
Total	84.7	46.1	79.3	81.1	43.8	76.0



Dually ID'd Students are Below District Average



The **convergence** of all three groups:

By focusing our efforts on **dually identified students** we will seek to:

Assess our **service delivery model** to ensure that services (ESL/SpEd) for high needs populations are coherent and coordinated.

Identify and implement **best practices** to ensure that our most vulnerable students receive the necessary support to be successful, and also benefit all students.

These are the only students in the school who experience ALL modes of instructional delivery: special education, ESL, and mainstream instruction.

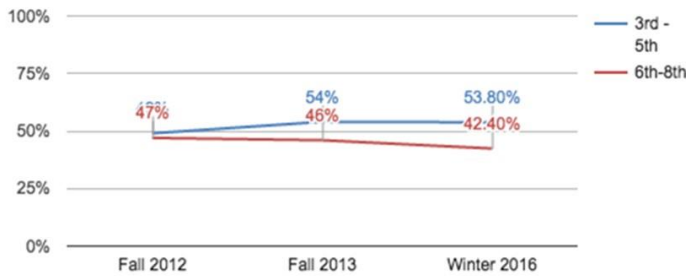
Potential Next Steps

What?	Who?	When?
PD on differentiation	All staff	November 2016 - June 2018
Shadow 3-5 dually identified students for the day to see how their services are delivered and how it impacts their day	Admin or ILT	April - May 2017
Panel composed of service providers and mainstream teacher to find out more about delivery of services	Admins or ILT members asking questions to learn more	Prior to June 15, 2017
Action plan to improve coordination of services using above sources	Admins, ILT and SIC members	Prior to June 30, 2017

Student Wellness

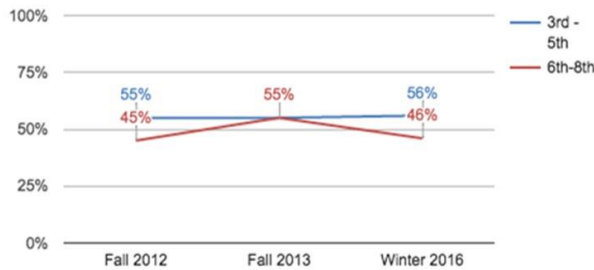
(Quaglia School Voice (My Voice) Survey Results)

I feel important and valued.



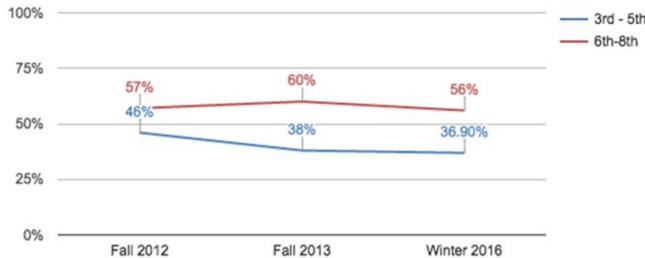
- Only about half, or 53.8% of students in grades 3-5
- Less than half or 42.5% of students in grades 6-8; declining trend

Students respect each other.



- Only about half, or 56% of students in grades 3-5
- Less than half or 46% of students in grades 6-8

I see myself as a leader.



- Only about a third, or 36.9% of students in grades 3-5
- Less than half or 56% of students in grades 6-8

Student Life: What Makes AFAS A Happy Place For Kids?

Cross Grade Level Collaboration & Project Based Learning Opportunities

- *Technology learning in library media class
- *Chromebook Classrooms
- * Gardening in Kindergarten
- * Pre-K "All About Me" Project
- * Middle Grades Project
- * 3rd grade Wax Museum
- * Groundworks (k-5)
- * Students attending lessons in other grade levels for enrichment
- * K and 8th Grade Buddies
- * Reading Buddies
- * STEAM *



Student Life: What Makes AFAS A Happy Place For Kids?

Clubs, Events, Community Connections & Activities

*Book character parades	*Groundworks
*Family potluck lunches	Somerville
*End-of-year awards	*Playworks
*Field trips	*Math and ELA tutoring
*Literacy and Math nights	*Chorus
*Coding events	*El Sistema
*Guest Readers	*Student Council and
*Nutrition Lessons	Yearbook
*STOMP	*Future Cities
Engineering Partnership	*Running Club
with Tufts University	*Math Team
*7th v. 8th Grade Turkey	*Coding Club
Bowl & World Cup	*BOKS
Matches	*Newspaper
*8th Grade Graduation	*Strings & BAND
*Family Breakfasts	*Therapy Dogs
*Talent Showcase	*Girl Scouts
*Author Celebrations	*After-school Clubs
	*Guest Speakers



Student Wellness Focus Areas

- Students respect for one another
- Students feeling important/valued
- Student leadership opportunities

Possible cause:

*We're a school with **unique shifts** in student populations.*

Additional Insight is Needed

1. 2017 Spring School Council created survey

Both families and students

Data analysis will occur in SIC to learn more about trends

1. Develop parent / student focus groups based on the survey

We can learn more/ask follow-up questions

Eliminates language confusions (survey was not translated)

We will **leverage the strong teaming** already present at different grade levels and increase the positive interactions of students across grade levels and among students and staff/administration.

Action Item	How does this initiative address the challenge?	Timeline SY 17-18	Early evidence of change
Consistently implement Second Step. Share those values schoolwide (cafeteria, PA system/announcements/assemblies)	Addresses respect, kindness, bullying	2 lesson per month from Sept- March (Total of 14 lessons)	Decrease in bullying reports, behavioral referrals, mediation referrals

Action Item	How does this initiative address the challenge?	Timeline SY 17-18	Early evidence of change
Organize student government/leadership opportunities for students within grades below middle school	Addresses leadership, sense of value/belonging	Group created in early June 2017. Monthly meetings with group's coach.	Organization of student government, for students G 3-5 together with calendar of meetings, guidelines, yearly action plan

Action Item	How does this initiative address the challenge in the data?	Timeline SY 17-18	Early evidence of change
Organize formal interactions between student government and administration/School Improvement Council	Addresses leadership, sense of value/belonging	Monthly meetings with SIC and Administration	Increased involvement of student council in SIC meetings; regular administrator/student government meetings

Action Item	How does this initiative address the challenge in the data?	Timeline SY 17-18	Early evidence of change
Implement whole-school assemblies and activities and other structures that bring grade levels together	Addresses leadership, sense of value/belonging, as well as FUN	A minimum of one assembly per quarter.	Yearly calendar of assemblies incorporating Second Step skills, along with other whole-school activities

The Bottom Line

The transitions inherent in our school need to be met with increased efforts in [building community](#) within the school.

Summary

Given our diverse school and population shifts, we need the most effective strategies that provide [coherence and collaboration](#) for both instruction and engagement.