

**CITY OF SOMERVILLE, MASSACHUSETTS  
SCHOOL COMMITTEE**

**Monday, February 6, 2017 – Regular Meeting**

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

**Members present:** Mayor Curtatone (7:17 p.m.), Mr. Futrell, Ms. Palmer, Mr. Roix, Ms. O'Sullivan, Ms. Normand, Alderman White, Mr. Green and Ms. Pitone

**Members absent:**

**I. CALL TO ORDER**

Chairman Laura Pitone called a Regular Meeting of the School Committee to order in the aldermanic chambers at 7:04 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 – 8 – Futrell, Palmer, Roix, O'Sullivan, Normand, White, Green and Pitone and Absent – 1 –Curtatone.

**II. STUDENT ADVISORY COUNCIL –** Mr. Domond was not able to attend this evening.

**Presentations:**

- A. School Improvement Plans**
- Arthur D. Healey School

Ms. Pitone announced that, without objection, we would take the next item out of order – Presentation of School Improvement Plans - and turned the meeting over to Superintendent Skipper. Mrs. Skipper reported that the School Improvement Plan process is in the line of schools working hard to determine what needs work. Tonight, we will see presentations by the Healey School and Next Wave/Full Circle School. First up was the Healey and Mrs. Skipper introduced Dr. Jill Geiser, Principal of the Healey School. Dr. Geiser stepped to the podium and began her presentation.

After a few minutes, Dr. Geiser was asked to stop presenting as we were told that there was a problem with the audio portion of our broadcast. While the problem was investigated, Ms. Pitone announced that the School Committee would take care of other business in the meantime.

**III. APPROVAL OF MINUTES**

- A. January 23, 2017 Regular Meeting**

MOTION: Ms. Normand made a motion, seconded by Mr. Roix, to approve the minutes January 23, 2017.

The motion was approved via voice vote.

**IV. REPORT OF SUBCOMMITTEES**

- A. Powderhouse Studios Innovation Committee** (Ms. Normand)

Ms. Normand provided the following report on recent meetings of the Powderhouse Studios Innovation Committee:

The Powerhouse Studios Innovation Plan Committee continues to meet weekly. We have had two meetings since my last report, January 26<sup>th</sup> and February 2<sup>nd</sup>. We further discussed the staffing carve out and student enrollments. The decision making process step are 1) The Innovation Plan Committee votes on the plan, if approved 2) the applicant, unions and superintendent negotiate an employment agreement for Powderhouse Studios, and then 3) the School Committee holds multiple information sessions, formal and informal, including a public hearing and a vote. The Innovation Plan Committee acknowledged the likelihood that negotiations with the unions would result in something different than what we discussed and agreed that we were comfortable forwarding what we agreed to pass along the staff carve out and move on to student enrollment.

Powderhouse Studios is committed to have a student body reflective of the SHS student body. To achieve this goal, there will be a weighted lottery to work towards this goal. Powderhouse Studios will create an open source algorithm which will vetted by an independent body. The Innovation agreed that the intent and mechanics of the weighted lottery needed to be easily understood by the community and the algorithm accessible to those who wanted a more detail understanding of the process. We discussed how Somerville's student body may change and the need to revisit student enrollments at the very least during the "every five-year" review of Powderhouse Studios' charter by the School Committee. We discussed filling open seats at times other than the annual lottery and the difference between the initial years versus once the school is established.

We also discussed student schedule including how much time a student will spend in at Powderhouse Studios, how much time learning in the community, and the possibility of student time spent doing something else while the school was open. We discussed how decisions about how and where a student spend times will be made. A lively conversation ensued around students developing the ability to manage their own time while still being kids and the district's responsibility during the school day.

We are scheduled to meet every week through February. Committee members are to send their questions and concerns to the group to be addressed. The applicant will write one document incorporating changes since the original plan for the Committee to vote on at the end of the month.

I welcome any questions and urge my colleagues to read up on innovation schools in general and Powerhouse Studios in particular.

Mayor Curtatone arrived at 7:17 p.m.

Following the report, discussion ensued relative to budget impact (2018-2019), March 2<sup>nd</sup> vote and the enrollment process.

The meeting recessed from 7:21 – 7:25 so that the audio issue could be investigated and resolved.

- A. School Improvement Plans - *continued***
  - Arthur D. Healey School

Upon returning from the recess, Dr. Jill Geiser continued her Healey School presentation – (slides included at the end of these minutes).

The presentation included

- A history provided by two current grade 8 students
- A focus on wellness
- Occurrences of referrals and the reasons for them
- A demographic review of those students being referred
- Action steps
- A review of the Math MCAS scores from 2013 to present by Bryant Amitrano
- A review of the ELA MCAS scores from 2013 to present by Colette Connolly
- Goals and Action Steps

Discussion ensued following the presentation which included the following:

- Members' appreciation for a great presentation
- The great job done by the two students
- Achievement gaps and resources and support to reduce
- Data analysis and goals
- Chronic absences and its effect on achievement
- Growth of specific populations and the need to review the impact
- Appreciation of the bravery exhibited to provide such depth of analysis

*Mayor Curtatone left at 8:16 p.m.*

Following the Healey's presentation, the School Committee recessed at 8:25 p.m. to thank the attendees and presenters.

The meeting resumed at 8:30 p.m.

Ms. Pitone thanked the audience members who were present for the next presentation for their patience and the next presentation began.

- Next Wave/Full Circle Schools

Ms. Margaret DePasquale Green, Principal of the Next Wave and Full Circle Schools began her presentation by introducing members of her School Council – Staff members - Jack Haverty, MaryAnn Beaton, Timothy Dunphy, Maureen Robichaux, Thomas Serino, Sheila Freitas-Haley, Erika da Silva, parent- Linda Vines and community member Kristen Nobles. Special Education Department Head Jack Haverty assisted Ms. Green with the PowerPoint (slides included at end of these minutes) which included the following:

- The School Profile
- Supports Available
- PBIS and student/teacher collaboration on matrix development and lesson plans to teach behavior expectations
- The main themes of Safety, Respect and Responsibility and the Matrix detailing these themes

- A video depicting how to carry out these themes
- School Wide Behavior Management

*Ms. O'Sullivan left the meeting at 8:38 p.m.*

- Student Wellness Focus and tracking Face Time – time spent in class
- Data and its analysis
- Student/staff discussions to gather information
- Action steps
- The need for expanded guidance services
- Full strategy and 3-pronged approach
- First semester reflection
- Academic focus and skills assessment
- Targeted skills
- Next steps
- Boot Camps
- Parent groups and community outreach

Following the presentation, discussion ensued that included the following:

- Comments by Superintendent Skipper regarding this school being the “last defense” for many students and Ms. Skipper’s favorite as it is very similar to the school she began in Boston.
- Ms. Skipper expressed her pride in seeing the staff being willing to look at things differently and seeing that a competency-based approach may be the way to go. She has faith that the Boot Camps and other programmatic changes will help students succeed.
- Appreciation for the patience of this group.
- Members being struck by the lack of guidance support
- Question on whether the point system causes more anxiety in a group of students who already may be dealing with anxiety.
- Ms. DePasquale Green responded that it was not anxiety-provoking, but that some students feel it is beneath them! Looking at moving away from the paper point sheet and going to something online instead as this is a decades old tool.
- The change to competency based instruction, which will start with Math.
- A partnership of sorts with Boston Day and Evening Academy with staff members having attended professional development their last summer.
- The current programmatic review of the school by consultant Meg Maccini, a PhD student and former Director of Boston Day and Evening.
- The development of a collegial relationship with the current principals of Boston Day and Evening – Alison Hramiec.
- The participation of NWFC and Winter Hill with the MCIEA

*Ms. Palmer left the meeting at 9:12 p.m.*

- The need for the development of school-specific data and the immense appreciation for Kenya Avant
- Appreciation for exciting and thoughtful work staff are doing and the impactful data that was shared.

The School Committee recessed at 9:18 p.m. to thank the Next Wave and Full Circle participants. The meeting resumed at 9:22p.m.

## **V. REPORT OF SUPERINTENDENT**

### **A. District Report**

Mrs. Skipper provided her District Report which included the following:

- Somerville’s Benjamin G. Brown School was among a select group of schools from across the Commonwealth to be recognized as a Massachusetts Commendation school in a ceremony at the Boston State House on February 1. The Brown School became the district’s first school to be designated a MA Commendation School, a subset of Level 1 schools. Commendation Schools are recognized for their high achievement, high progress, and/or narrowing of proficiency gaps.
- With Kindergarten registration well under way, we are beginning to prepare for our **pre-K registration** process. As you may already know, we are in the third year of an intensive Universal Kindergarten Readiness city-wide process, looking at ways that we can collectively continue to expand opportunities for high-quality pre-K programming for the youngest learners in

our community, while maintaining our commitment to a mixed-delivery system that gives families options. This type of work requires an innovative and collaborative approach to addressing this critical need in our community. Dr. Lisa Kuh, our Early Education Director, has previously presented at our school committee meetings and has outlined some of the exciting progress we have made under her leadership and the guidance of the Early Education Steering Committee, which includes representatives from various early childhood stakeholder groups in the city.

In the last couple of years, for example, the District and CAAS Head Start have partnered on a Pre-K classroom model that blends best practices from the district and from Head Start to offer Head Start eligible and other families a full-day PK classroom experience. We currently have a Head Start classroom at the Healey School and one at the Capuano Center. Other collaborative work such as combined professional development is ongoing. These types of partnerships are critical to ensuring that we continue to move toward our vision of Universal Kindergarten Readiness – making sure every child is ready to learn by the time they enter Kindergarten.

We are excited to be kicking off the pre-K registration process in the next few weeks, and are equally excited to be offering on-line PK registration for the first time. Online PK registration will begin on March 10<sup>th</sup>. Within the next couple of weeks, we'll be sending information home with our PK-grade 8 students about the upcoming PK registration process and timeline. This Thursday's television production of Our Schools, Our City will feature early education in our city and the PK registration process. We hope you can tune in on Somerville Educational Cable Channel 15 at 3:00 this Thursday, February 9<sup>th</sup>. We invite you to keep an eye out for additional information about early childhood initiatives in our city in the next weeks and months.

- This year's **Somerville High School Musical** is a production of "Bring it On – The Musical!" Show times are Thursday and Friday, February 9<sup>th</sup> and 10<sup>th</sup> at 7:00pm, and Saturday, February 11<sup>th</sup> at 2:00 and 7:00pm. The production features SHS Highlander cheerleaders, and takes audiences on a high-flying journey filled with the complexities of friendship, jealousy, betrayal and forgiveness. Tickets are on sale now. Visit [www.somerville.k12.ma.us/musical](http://www.somerville.k12.ma.us/musical) for a link to the online ticket site, sponsorship opportunities, and more information. Please note that due to high school themes and language, parental guidance is suggested. We hope you'll join us for Somerville High's annual musical production.
- The Somerville Family Learning Collaborative is offering a **Community Resource and Legal Services Clinic** this Thursday, February 9<sup>th</sup>, from 5:00 to 7:00 p.m. at the Cummings School Building (42 Prescott St.). If you have questions about community resources, need legal consultation around immigration issues, or if you're looking for childcare, this Clinic might be for you. Representatives from the SFLC, City of Somerville Health and Human Services Department, and from SomerViva will be available to provide information and resources. To make an appointment for a free legal consultation with representatives from the Harvard Immigration and Refugee Clinical Program, please call Maura Mendoza at (617) 615-6600, x 6958 or email her at [mmendoza@k12.somerville.ma.us](mailto:mmendoza@k12.somerville.ma.us). The SFLC Community Clothing Closet at the Cummings Building, a resource offering free clothing for families in need, will be open during that time.
- **Parent-Teacher Conferences** continue for the next few weeks:
- I've had the pleasure of celebrating our students at **Student of the Quarter** events in our schools. I visited the Argenziano School and the East Somerville Community School today. Additional celebrations coming up this week include:
  - Wednesday, February 8<sup>th</sup>: Kennedy @ 8:30am
  - Friday, February 10<sup>th</sup>: Healey @ 8:30am

## VI. UNFINISHED BUSINESS

### A. 2017-2018 School Calendar

MOTION: Mr. Roix made a motion, seconded by Mr. Green, to approve the calendar.

Discussion ensued which included requests for some minor edits.

The motion was amended to approve the calendar with minor edits. Mr. Roix and Mr. Green accepted the motion with the friendly amendments.

The motion was approved via voice vote.

A request was made that efforts be made to inform high school parents via robo-call regarding mid-term exams and other early release dates and also that, once Somerville High School finalizes their calendar that it be posted on the website along with the District Calendar.

**VII. NEW BUSINESS****B. School Committee Legislative Program – representation**

This item was tabled.

**C. 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>
Dental Supplies	Dentsply International, Inc.	York, PA	TBD	SHS CTE Dental Program
Computer Equipment	Harvard Business Publishing	Brighton, MA	\$10,000	SHS CTE ISSN/Computer Principles Program

MOTION: Ms. Palmer made a motion, seconded by Mr. Green, to accept the donations, as listed, with gratitude.

The motion was approved via voice vote.

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

Tomorrow night is the kickoff for the FY18 budget process at the School Committee meeting for Finance and Facilities. Mr. Futrell requested that all budget documents be posted on our website.

**IX. ADJOURNMENT**

Prior to adjourning, Ms. Pitone expressed the School Committee's condolences for the following family of staff member who recently passed away:

- Mary Lynch, mother of Mary Ripley, former Housemaster/current paraprofessional at Somerville High School. Mrs. Lynch's late husband Robert was a retired Math teacher from Somerville High School and her grandchildren, Meaghan McDevitt and Denise Harney are teachers at Somerville High School.
- Sarina Grammas, sister of Sibby LaGambina, Housemaster at Somerville High School.
- Gary Studley, father of Nora Studley, teacher at the Healey School.
- Veronica Barbour, mother of Kenya Avant, Data Specialist for the Somerville Public Schools.
- Ruth Derfler, wife of Christine "Chi Chi" Canavan, SCALE Chief HISET Examiner. Ms. Derfler was a former SCALE employee, as well.
- Mary Prior, retired secretary from the Winter Hill Community School

The meeting was adjourned at 9:37 p.m. via voice vote.

**RELATED DOCUMENTS:**

1. Agenda
2. Minutes of January 23, 2017 for approval
3. PowerPoint presentation for the Healey and Next Wave/Full Circle School Improvement Plans
4. A draft 2017-2018 school calendar
5. Two (2) donation acceptance forms

# Healey School Improvement Planning

2016 - 2017

## Student Wellness Focus Area: Student Engagement / Time-on-Learning

### Time-Off-Learning: Suspension and Referral Rates 2013 - 2016

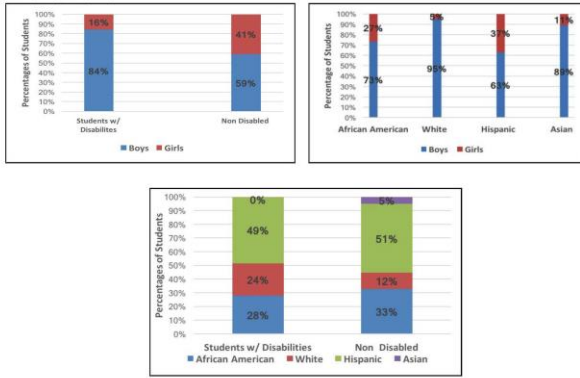
Year	Number Referrals	Number In-House Suspensions	Number Out-of-School Suspensions
2013-2014	476	32	12
2014-2015	862	46	25
2015-2016	452	27	16

### Time-off-Learning by Subgroup 2015 - 2016

Ethnicity		Gender		Program	
White	<b>28.5% of Population</b>	Boys	<b>51% of Population</b>	Students w/ Disabilities	<b>27% of Population</b>
	17% Suspensions		88% Suspensions		60% Suspensions
	18% Referrals		73% Referrals		55% Referrals
	32% Redirect Time*		87% Redirect Time*		61% Redirect Time*
Asian	<b>6.5% of Population</b>	Girls	<b>49% of Population</b>	Non-Disabled	<b>73% of Population</b>
	4% Suspensions		12% Suspensions		34% Suspensions
	1% Referrals		27% Referrals		45% Referrals
	7% Redirect Time*		13% Redirect Time*		39% Redirect Time*
African American	<b>13.5% of Population</b>				
	37% Suspensions				
	30% Referrals				
	32% Redirect Time*				
Hispanic	<b>47.7% of Population</b>				
	42% Suspensions				
	51% Referrals				
	29% Redirect Time*				

\*Redirect Time: Percentage of students who spent 360 minutes or more in redirect (equivalent to 3 school days)

### Percentage of Referrals Combining Subgroups 2015-2016



### Time-off-Learning: Chronic Absences

**In 2015-2016, there were 24 students who missed at least 10% of school days.**

### Teacher Focus Groups - General Trends and Implications

- PBIS is working and helpful for teachers.
- Staff has found some PD about challenging behaviors helpful and want that continued (especially new teachers).
- There needs to be continuous messaging of the referral process to remind staff of the process that outlined in the operations plan.
- Provide more guidance on how teachers can follow up with students once they return to redirect (a plan to integrate back in classroom as outlined in the operations plan).
- Provide professional learning opportunities for teachers to further develop their toolbox of engagement strategies to help avoid student removal as the only response to misbehavior with the goal of increasing engagement.
- Continue messaging around PBIS as an interactive process that keeps building and improving based on data and requires everyone to pull in the same direction.
- Provide teachers with more clarity about the role of redirect and how that interacts with their classroom (e.g. How to help students integrate back into the classroom having reflected on and learned from their misbehavior.)

### Action Steps for Wellness Area

- Positive Behavior Intervention and Support (PBIS)
  - Responsive Classroom Techniques
- Analyze RIDES Equity Data to understand perspective on the role of diversity in various school areas.
- Bring engagement data to Student Support Team and highlight student demographics in all Student Support Team meetings.
- Continue attendance interventions through SST

### Action Steps and Timeline For Wellness Area

- Professional Development/Training:
  - Developing and implementing behavior support plans.
  - Cultural Proficiency (gender gap)
  - Targeted instruction for specific learning needs/profiles to increase engagement
  - Engaging lesson design
- Further Data Analysis: Absence Reasons

### Student Engagement / Time-on-Learning Goals

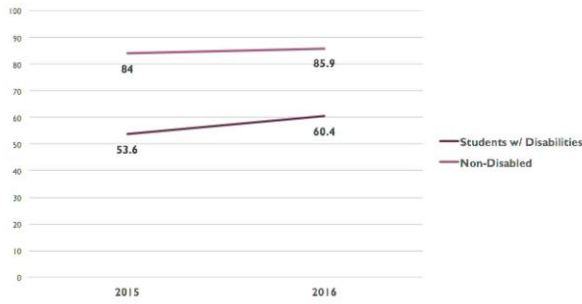
In quarter 1 of 2016-2017, 28 students were chronically absent (at least 5 absences, at least 10% of the school year). By June 2017, the number of chronically absent students will be reduced by 30% looking at absences for the whole school year.

By September 2018, the gap between subgroups' (African Americans, boys, students with disabilities) rates of referrals, suspensions and redirect time and their whole school representation will be decreased by at least half.

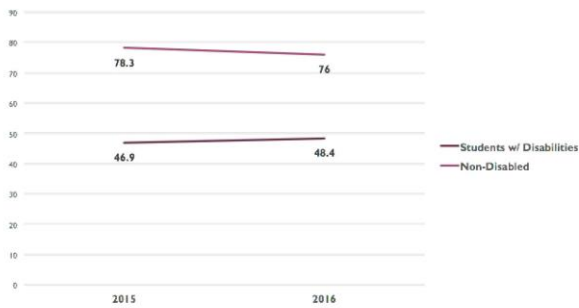
**Academic Focus Area:  
Special Education Math**



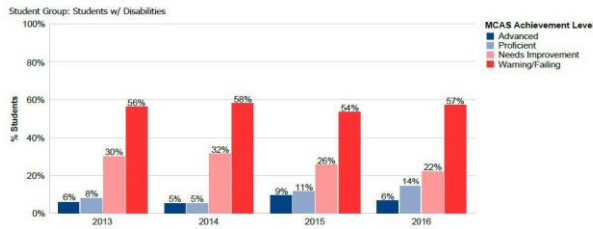
### Students w/ Disabilities and Non-Disabled Students CPI in ELA- MCAS 2016



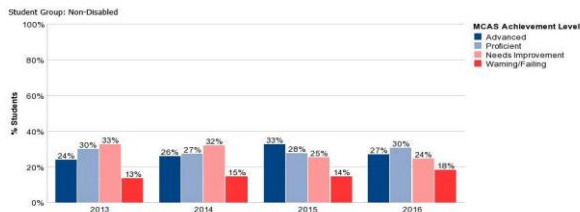
### Students w/ Disabilities and Non-Disabled Students CPI in Math - MCAS 2016



### Math Performance Categories (A, P, NI, W) of Students with Disabilities - MCAS 2013 - 2016



### Math Performance Categories (A, P, NI, W) of Non-Disabled Students - MCAS 2013 - 2016



### Math CPI of Substantially Separated and Inclusion Students - MCAS 2016

Program	CPI
Substantially Separated	16.7
Inclusion / Resource Room	56.6

### Items with Largest Differences between Disabled and Non-Disabled Students 2013-2016

Grade 3	<ul style="list-style-type: none"> <li>• Multiply and divide within 100.</li> <li>• Solve problems with 4 operations; identify and explain patterns in arithmetic</li> </ul>
Grade 4	<ul style="list-style-type: none"> <li>• Solve problems with measurement and conversion of measurements from larger to smaller unit.</li> <li>• Use place value understanding and properties of operations to perform multi-digit arithmetic</li> <li>• Build fractions from unit fractions, applying and extending previous learning of operations on whole numbers</li> </ul>
Grade 5	<ul style="list-style-type: none"> <li>• Convert like measurement units within a given measurement system</li> <li>• Geometric measurement: understand concepts of volume; relate volume to multiplication and addition</li> <li>• Understand place value system</li> </ul>

### Items with Largest Differences between Disabled and Non-Disabled Students 2013-2016

Grade 6	<ul style="list-style-type: none"> <li>• Reason about and solve one-variable equations and inequalities</li> <li>• Solve real-world and mathematical problems involving area, surface areas, and volume</li> <li>• Apply and extend previous learning of multiplication and division to divide fractions by fractions</li> </ul>
Grade 7	<ul style="list-style-type: none"> <li>• Analyze proportional relationships and use them to solve real-world and mathematical problems</li> <li>• Draw informal comparative inferences about two populations</li> <li>• Use random sampling to draw inferences about a population</li> </ul>
Grade 8	<ul style="list-style-type: none"> <li>• Understand the connections between proportional relationships, lines, and linear equations</li> <li>• Work with radicals and integer exponents</li> <li>• Understand and apply the Pythagorean theorem</li> </ul>

### Action Steps For Academic Area: Special Education Math

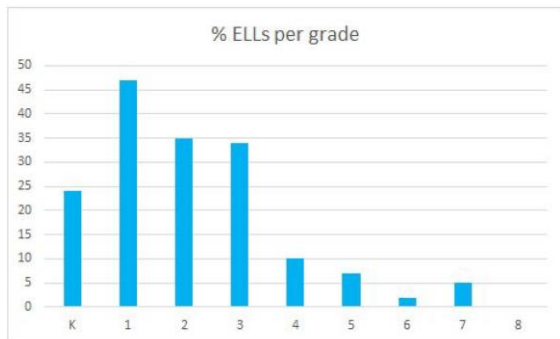
- Professional Development
  - Behavior Planning
  - Specialized Instruction
  - Analyze strand math data
- Curriculum
  - Alignment between general education teachers and special education teachers
  - Collect information and research modifications of the curriculum for special education students
- Refine criteria for readiness for math inclusion from a sub separate setting.
- Collect data around Students with Disabilities learning profiles/disability types

### Special Education and Math Goals

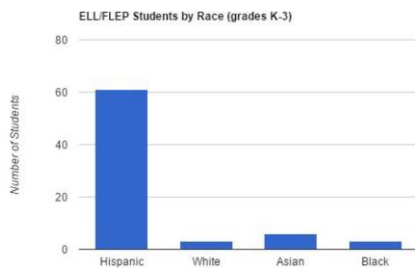
In 2016, students with disabilities had a CPI of 60 on Math MCAS with 57% of students at warning. By September 2018, students with disabilities will reach a CPI of 65 in Math and will reduce the percentage of students performing in *warning* by at least 10%.

## Academic Focus Area: ELL Literacy

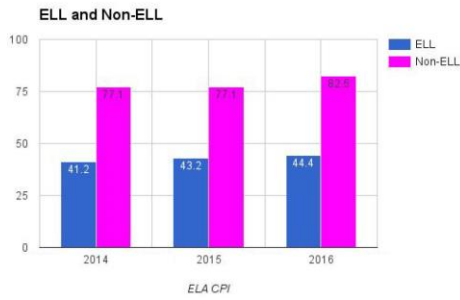
### Percentage of English Language Learners by Grade Level 2015-2016



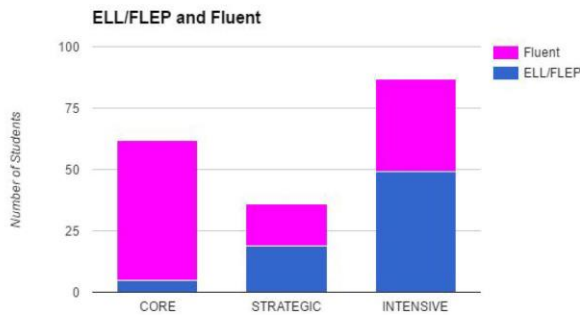
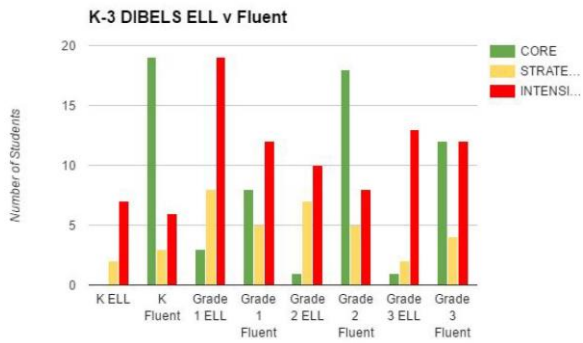
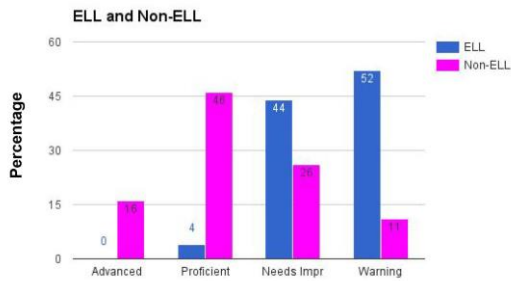
### ELL Breakdown by Race



ELA CPI for ELL and Non-ELL Students - MCAS 2014 - 2016



ELA Performance Levels of ELL and Non-ELL Students - MCAS 2016 - Percentage



**Next Steps For Academic Area: ELL Literacy**

- Administer F&P for all students K through grade 2;  
Assess ELL performance relative to non ELL
- Track literacy progress of ELL students using benchmark assessments (e.g. STAR, CA's, F&P, DIBELS)
- Provide PD opportunities for teachers around language supports and accommodations for ELL's.
- Provide Planning time for ESL, reading, and classroom teachers to work on curriculum alignment.
- Teachers hold A&R meetings to analyze student learning data of ELL's in reading and writing.
- Increase the number of dually-certified teachers.

**Action Steps For Academic Area: ELL Literacy**

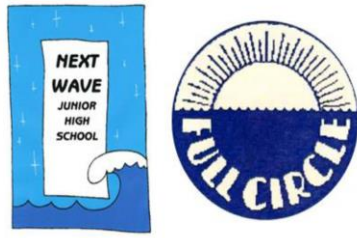
- Administer and analyze RIDES Equity Data to site council and school leadership teams and staff to understand perspective on the role of diversity in various school arenas.
- Use Systems for Student Success grant to provide wraparound services to families of ELL students.
- Gather information around the impact of family engagement on academic achievement of ELL's

**ELL Literacy Goals**

In 2016, English language learners had a CPI of 44.4 with 52% of ELL students at *warning* (compared to 11% of non-ELL's at proficient / advanced) on ELA MCAS. By September 2018, English Language Learners in grades 3 - 8 will achieve a CPI of 50 in ELA and the number of ELL's performing at *warning* will reduce by 10%.

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

\*\*\*\*\*



## School Profile

Special Needs: NW 62.5% FC 67.2%

Economically Disadvantaged NW 62.5% FC 73.8%

Reasons for Referrals:

- Not making progress, continued school failure
- Anxiety, Depression
- Need access to counseling and therapeutic supports in order to access the curriculum
- Need smaller class size for academic and/or social emotional supports

## Supports Available @ NWFC

- Teacher/Counselor Model
- Small class size 8:1
- In school counseling - 3 Clinical Counselor, drug and alcohol counseling & embedded counseling through Riverside
- School-wide Behavior Management: Daily behavior point sheets, incentives
- Process Room: space for students who need to be out of class for behavior or emotional needs. Staffed by Clinical Team

## Positive Behavior Interventions and Supports

2015-2016:

- Introduction of PBIS to staff at PD and to Students.
- Students and Teacher/Counselors collaborate to develop Matrix, and Lesson Plans to Teach Behavior Expectations

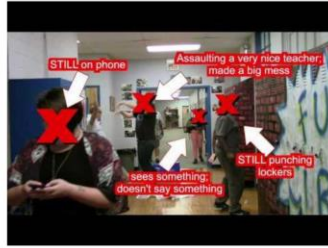
2016 - 2017: First full year of implementation of PBIS

- Explicit Teaching of the Behavior Expectations,
- Daily Point Sheets
- Data Collection using SWIS (School-Wide Information System)

Next Wave / Full Circle PBIS Matrix  
Version 1.6.16

	Main Office	Hallway Stairway	Restroom	Cafeteria	Process Room	Neighborhood	Classroom	Library/ Computer Lab
<b>Safety</b> Safe, healthy, enhanced	Quietly exit office end of day	Walk calmly	Wash hands with soap	Wait patiently in line	Focus on you line	Walk on sidewalk	Use classroom supplies	Work quietly
<b>Respect</b> Treat others and self with respect	Keep doorways, pathways clear Ring buzzer tag name clearly	Keep hands and feet to surfaces Use "hold your seat" as toilet intended	Keep toilet area clean Use "hold your seat" as toilet intended	Be seated Keep hand/body to self Keep lights on	Limit peer interaction Check in with process room staff	Use both walks before crossing Be aware of your surroundings	Listen to instructions. Sit in your seat Keep objects safe	Follow school/district policy Sit in your seat Work independently
<b>Responsibility</b> Acting in a way that promotes actively working toward goals doing what you need to do	Use appropriate language Be polite Be aware of your surroundings Be patient when waiting for staff help	Transition and travel with purpose Use appropriate noise level Respect surroundings Put toilet paper in toilet	Keep it neat Clean up after yourself Ask for help Respect surroundings Put toilet paper in toilet	Use headphones when listening to music Use appropriate language Keep noise level low, especially in quiet room	Keep your area clean Use appropriate language Focus on your own business Use polite language with neighbors	Keep volume down Stay on public property Throw trash in bins and recycle time Use polite language with neighbors	Listen to others when listening to music/audio Be quiet and take turns Put phones away Take care of property Use appropriate language	Use headphones when listening to music/audio Follow school/district policy Be courteous with the equipment Keep food and drinks away from computers
<b>Community</b> Acting in a way that promotes actively working toward goals doing what you need to do	Come and go through the appropriate door Orn a point sheet Return to class promptly	Stay to the right Use devices during break/lunch CMLY Return to class promptly	Put paper bins in the bowl Report problems Do your business and leave	Clean up your area Pick a seat to avoid issues Take all personal belongings	Work your way back to class Come to school sober Check in with PR staff	Come to school on time Come to school sober Keep smoke 200 feet away from school Multitask friendly and peers to go to school	Stay attention Do and stay in seat Do your work Ignore distractions	Clean up your workspace Log in and off using your school ID Stay on task Stay in the room

### Hallway video



### School Wide Behavior Management

- Points and Level System
- Points earned in each class following the Behavior Matrix: Respect, Responsibility, Safety
- Level 1-4 is awarded for next week based on the number of points earned
- Privileges and rewards are based on Level achieved.
  - higher the level, the more privileges earned.
  - Ski trips, Plaster Fun Time, Museum of Science, Aquarium.



### Student Wellness Focus - Tracking Face Time

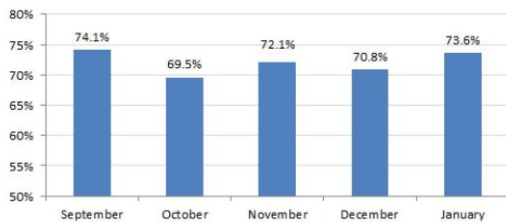
As an alternative program, NWFC has an inherent issue with respect to consistent student attendance. In an attempt to increase the amount of time spent on learning, we have been tracking students “face time” in class. To do so we have taken the maximum amount of time in class and subtracted hours missed for absences, tardies, dismissals and process room time to give students a percentage every month.

### The Absence of Data

Prior to the current school year, there was limited data on NWFC students

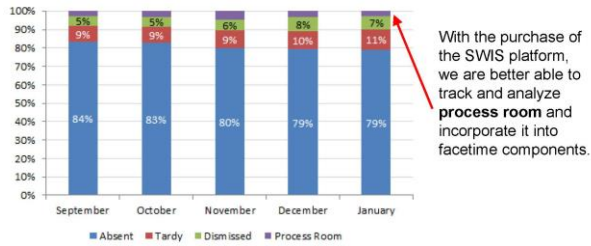
- Attendance data from month to month
- No data on student behaviors
- Notes about process room entries but not systematic and could not be analyzed

### Calculating Facetime and Using Data to Make Decisions

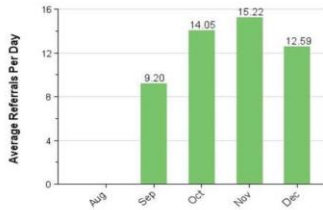


Face-Time was highest during the month of September and lowest in October of 2016.

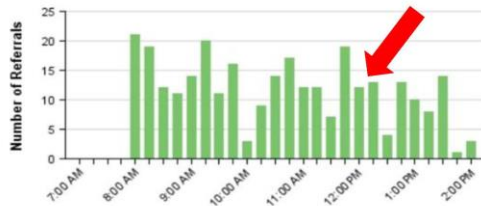
### How We Were Able to Define Face Time



### Visits to the Process Room by Month, Sept - Dec



### Lunch/Process Room Referrals by Time



### Gathering More Information

We talked with staff and students. This is what we found:

- Some students self-selected to attend the process room
  - Providing alternatives for these students
- Other students were sent to the process room for behavior issues
  - Addressing behaviors through PBIS behavior matrix

### Action Steps

Action	Who is Responsible	When
Collect behavior data on SWIS	Clinical Staff	Daily ongoing
Behavior Point Sheets	Teacher Counselors	Daily ongoing
Behavior Recognitions	Teacher Counselors	Weekly
Evaluate SWIS data	PBIS leadership team/all staff	Monthly
Offer Quiet Lunch Rooms	Principal	Daily beginning Sept 2016
Offer Lunch Bunch Group	Teacher/Counselors	Weekly Sept 2016 Daily beginning Feb 2017



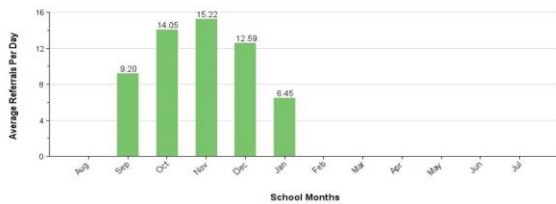
### Lunch Bunch



### After Interventions, A Decrease in Lunch-Time Referrals



### Visits to the Process Room Declined in January

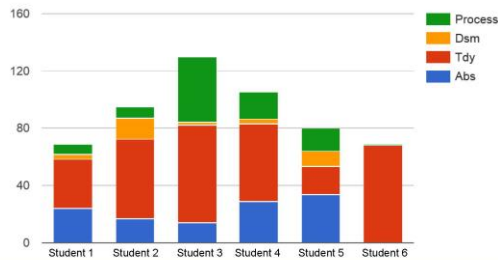


### Our Full Strategy - Our 3-Pronged Approach

In order to maximize student time in class and address the barriers that keep them from getting to or staying in class we will

- Review SWIS data monthly
- Identify trends: time of day, behavior, student
- Develop interventions (school-wide or individual student) to address areas of need

### Reflecting on Semester 1 Facetime with Counselors



## Our Next Focus Area for Student Wellness - Preview

- Student survey results showing that students not certain that attendance at NW/FC will help them meet their goals after school
  - Post-secondary planning
  - Need for full-time guidance counsel



8th Graders visit SHS

## Academic Focus - MCAS Math

NWFC identified Math MCAS scores to be an area of relative weakness. Further investigation reveals many students lack foundational math skills necessary to access grade level MCAS problems.

## MCAS Math Data

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

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

### Comparable School – ABC School

Proficient or higher on 10<sup>th</sup> grade MCAS

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

2 or Higher on Open Response

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

## Analysis Cont.

- After looking at another school (ABC High) we found that the FC students were performing better on the open response than the ABC
- We need to take a deeper look at this and see where the gaps are.
- Get a baseline of Math Skills

## NWFC Math Skills Assessment

All of the students at NW/FC completed a math skills assessment. The assessment ranged from basic addition and subtraction problems to pre-calculus depending on the student's current level. Below are the lowest and most crucial skill sets from each school, where the student body scored below 50%.

Next Wave

Multiplication/Division  
Manipulating negative numbers  
Isolating variables

Full Circle

Fractions/Ratios  
Order of operations  
Exponents

## Justification for Targeted Skills

The following skills were particularly in need of remediation...

Next Wave

73% of NW students were unable to multiply two digit numbers  
*Prerequisite skill for 30% of 8th grade MCAS exam*

73% of NW students were unable to add negative whole numbers  
*Prerequisite skill for 20% of 8th grade MCAS exam*

82% of NW students were unable to isolate a variable  
*Prerequisite skill for 15% of 8th grade MCAS exam*

Full Circle

61% of FC students were unable to reduce simple fractions  
*Prerequisite skill for 17% of 10th grade MCAS exam*

61% of FC students were unable to apply order of operations  
*Prerequisite skill for 13% of 10th grade MCAS exam*

56% of FC students were unable to simplify basic exponents and square roots  
*Prerequisite skill for 17% of 10th grade MCAS exam*

## Next Steps

Action	Time	Person(s) Responsible
Administer math skills assessment	October 2016	Math teachers
Compile data on skills for each school and math class	October 2016	Special education department chair
Collaborate with math department to look at skill sets in need of remediation	November 2016	Math teachers and special education department chair
Collaborate as a whole school to incorporate basic math skills across curriculums	December 2016	All staff
Plan school wide Math Boot Camp to address key deficits before MCAS	February 2017	All staff
Readminister skill assessment for growth data and future planning	June 2017	All students
Analyze Math MCAS data for future planning	August 2017	Math and administrative staff



Multi digit subtraction  
542-85=?  
Multi digit addition  
556+277=?  
Adding decimals  
8.6+5.42=?

Basic Pemdax  
9-4x2=?  
Adding Negative Numbers  
-6+5=-1

MCAS Open Response/Challenge Problems

Double digit multiplication  
52x41=?  
Double digit division  
144/12

Basic Algebra  
4x+9=29 x=?  
Converting Fractions  
2/5 = 8/?  
Algebra division  
x/9=6 x=?

ROYGBV & P  
Based on the EM spectrum from low to high so kids can be grouped by color and not feel singled out by level

Simplifying Fractions  
Reduce 10/24  
Add and subtract uncommon denominators  
3/4 + 2/5 ...

Substituting and Solving equations  
x=5 y=4 evaluate  
9x-2y/xy &  
3x+4y=4x x=?

## Staff PD - Preparing for Boot Camp





Highlights



Student Recognitions

Parent Group

Parent Support Group meets once a month and is co-lead by Maureen, Erika our Parent Liaison and MaryAnn.

Parents are invited to come and share their experiences, hopes and difficulties with raising a teenager.

It is also a great time to share feelings or ask questions about their child who is a student at NW or FC.

Community Partners

Connection Groups: Weekly groups led by various community agencies

- Teen Health Connection, CHA
- Drug/Alcohol Counselor Groups
- The Career Place
- Riverside
- SHS Guidance

Electives: Mudflats, Parts and Crafts, Saco Bowl Haven (Flatbread), Conway Rink

Clubs: Boston Rescue Mission, Teen Empowerment, Great Boston Basketball

### Leadership

Teen Empowerment: After school Group



WayPoint Leadership Activi



A collage of images and text labels representing various school activities. The labels include: Basketball Team, Shop Class, Roller skating, Bowling, Beyond the Classroom, Golf, Media, Tree Lot, Ski Trips, School Store, Pottery, and Snowshoeing. The images show students participating in these activities, such as a student on a roller skate, a student in a workshop, and a student in a field.

