

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, January 22, 2018 – Regular Meeting

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

Members present: Mr. Futrell (7:10 p.m.), Ms. Pitone, Ms. Palmer, Mayor Curtatone (7:12 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 7:02 p.m. with a moment of silence a salute to the flag of the United States of America.

Mr. Green made the following statement prior to beginning the meeting:

Since the election of 2016, this Committee has, on two separate occasions, unanimously affirmed our support for our immigrant communities. Under that guidance SPS has worked to support all of its students and their families. So we are dismayed by the recent actions and rhetoric coming out of Washington. Hundreds of Somerville children will be affected by recent changes to TPS. We want everyone to know that Somerville continues to stand with them and will continue to fight for all our residents. Further, the divisive and frankly racist rhetoric attributed to the President in recent weeks stand in contrast to Somerville Public Schools' values. On behalf of my colleagues, let me be clear: Somerville Public Schools stand for the dignity of all its students and condemn hate speech, no matter how highly placed its source. School Committee members and district staff are working together to develop concrete ways this body can further stand in support of our immigrant communities, and I look forward to seeing their ideas on future agendas.

Mr. Green asked the Assistant Superintendent to call the roll, results of which were as follows: PRESENT – 7 – Pitone, Palmer, Ballantyne, O'Sullivan, Ackman, Normand, and Green and ABSENT – 2 – Futrell and Curtatone.

Mr. Green announced that we have several presentations this evening and that agenda items would be taken out of order and asked Dr. Abeyta to proceed with her District Report.

II. REPORT OF SUPERINTENDENT

A. PERSONNEL REPORT

Dr. Abeyta announced that there is one new retiree on this month's report. Carol Tripoli, a Lunch Attendant, is retiring after 11 years of service. Congratulations and best wishes to Ms. Tripoli.

A. DISTRICT REPORT

MLK Celebration. Among the many highlights of the city's annual Martin Luther King, Jr. celebration are performances by our student musicians and essayists. Every year, a number of students participate in the Martin Luther King essay contest, submitting essays focused on that year's theme. This year's theme was "Growing Our Community." A special shout-out to all the outstanding performers, every student who participated in the essay contest, and to the four winning student essayists who had the opportunity to share their winning essays with the community at the event. These students also received a citation from Mayor Curtatone. These year's student essayists were:

- Madeleine Hansen (grades K-2)
- Arielis Nunes (grades 3-5)
- Isra Khan (grades 6-8)
- Tayara Romero (grades 9-12)

Parent-Teacher Conferences. A quick reminder that parent-teacher conferences are coming up again starting next week. Please check our website calendar for a list of upcoming conferences. We look forward to continuing to work with parents on supporting their student(s) toward success.

DiscoverE Future City Competition. Congratulations to the Argenziano School's Future City Competition team for an outstanding win this weekend. Under the guidance of Argenziano science teacher Michael Coughlin and MIT AgeLab's Alea Mehler, Argenziano claimed the top prize at this weekend's DiscoverE Future Cities Competition held at the State Transportation Building in downtown Boston. Somerville's "Imagine Cambridge" model presented a futuristic vision of an "Age-Friendly City"

and beat out a dozen other teams. Teams were tasked with creating scaled model cities using a simulation program, and submitting an essay describing an issue that the aging community faces. Entries were judged on how well their model city would promote civic engagement and cater to an aging population. Somerville advances to the Future City national competition in Washington, D.C. in late February.

Massachusetts Art Education Association Student Awards

Massachusetts Art Education Association awards students each year for their outstanding work in the arts. This year three SHS students are being recognized. They are as follows:

Davis Publications Awards

Student: Tinka Gaffney, Teacher: Jessica Tatara

Drawing

Student: Ben Hazel, Teacher: Dorothy Contos

Sculpture

Student: Daniella Mendoza, Teacher: May Chau

Reception ceremonies are being held on 2/11 and 3/04 at the MA Transportation Building in Park Square

Best of Somerville 2017, Readers' Choice Awards

We had several educators who were voted as the Readers' Choice Awards for the Best in Somerville 2017

Best Teacher: Mario Sousa, Somerville High, CTE

Best Principal: Dr. Holly Hatch, East Somerville Community School

Best Nurse: Lynne Lenoir

Best Coach: Indira Evora, SHS Girls JV Basketball

Steve Simolaris, our K-12 Supervisor of Health and Wellness was featured in Scout Somerville for his leadership in taking an education-centered approach to substance abuse education and prevention.

1. **School Improvement presentations:** (Slides at end of these minutes)

Argenziano School

Principal Lex Mathews thanked members for inviting him and his speakers to the meeting and asked some student representatives to speak about their feelings about the AFA. Students spoke re: focus groups, diversity, sports, extra-curricular and the feeling of community at the school and how much they love being at AFA. Most students have been at AFA since Kindergarten and are currently in grade eight. Mr. Mathews reported that he is in his second year as principal of the school and spoke about the various areas of focus of staff this year which were dually identified student performance, common planning time, accommodations and differentiation. He went through some slides of the PowerPoint presentation, but not all as he wished the focus to be very specific this evening.

Discussion and questions among members included:

- Commended staff for work done outside of the classroom
- Asked how connections have been made with the addition of so many various school populations. Staff try to get to know the people in their building – students, parents, etc. and that helps to engage the community.
- Praise at efforts made by administration and others on being a strong presence with families.
- Compliments on including student leaders at this meeting.
- Praise at collaborating with the Winter Hill. Mr. Mathews stated that Mr. Mazza is easy to talk to and very humble and that the teachers, some with 20-plus years, knew a ton and were happy to share!

Winter Hill Community Innovation School (Slides at end of these minutes)

Winter Hill Principal Chad Mazza reviewed his PowerPoint presentation with members and focused on the student survey questions, the responses and the actions taken as follow-up.

He also discussed staff professional development on Mindfulness, which the School Committee was quite interested in learning more about.

Lastly, he spoke about the academic focus on literacy and the work staff and students are undertaking to make improvements. He commented on his happiness that, this year, returning students had not shown as much regression from being out of school for the summer.

Discussion and questions among members included:

- Thanks for the school's analytical approach to student surveys
- Question about how the "summer slide" was avoided. Mr. Mazza responded that there is strong family collaboration thanks, in no small part, to their wonderful family liaison, Mary Lou.
- Request for some examples of mindfulness trainings with staff, which Mr. Mazza was happy to detail and he also shared that he was able to use funding from the Pozen Prize for some of that PD.
- Questions about topics of Wildcat Chats (immigration, Special Education/IEPs, for example)

- Availability of survey information in Student Insights (not yet, but eventually)

The meeting was recessed at 7:57 p.m.

The meeting resumed at 8:01 p.m.

2. **Somerville High School Building Committee Update** (slides at end of these minutes)

SHS Building Committee Chair, Tony Pierantozzi, introduced himself and turned the program over to Alex Pitkin, the architect from Symmes, Maini, and McKee Associates (SMMA) who is overseeing the project.

Mr. Pitkin reviewed the PowerPoint slides which showed the progression (phases) of demolition and construction. Key information included the following:

- First year is the most intense
- The main entrance will be relocated to what is now the atrium area
- The remodeled auditorium, which will be located in what is currently the SHS library, will feature the seats that are in the current auditorium, as they were purchased fairly recently and are in great shape.
- There will be solar shading, green houses, outdoor spaces and lots of daylight availability
- The last 10% of the project equals 90% of the intensity
- The last MSBA submission will be in the next few months
- Bids should go out as soon as possible, particularly for the steel needed for the construction
- PMA reports are always on the website and include milestone dates.

Discussion and questions among members included:

- Appreciation for the presentation and information.
- Full completion will be done by 2021 with classrooms ready at the start of 2020
- Our student representatives were asked how their experiences during the initial phase has been and stated that things are fairly normal.
- Questions about the security of our students, safety procedures, where students can go with concerns, etc.
- Are there time contingencies built into the timeline?
- How does/will the work being done impact the students' day? A typical day in April will not be terribly different than now other than using the modular units. Athletics will be moving off-site and arrangements are being made for alternative sites.
- Communications? Road show, etc. Communications to all city, not just families of students
- Development of a "one-pager" to provide key information using simple, straightforward language. For instance, year-by-year – what are the key projects being done? Basically, a document that someone could look at and say, "Oh, when my student is in 10th grade, this will be going on."
- Conducting tours of the modular units once they are no longer construction sites.

III. **REPORT OF STUDENT REPRESENTATIVES**

Our student representatives, Emily and Aislinn reported on the recent College Alumni Panel and shared that students appreciated the honesty of the presenters regarding their struggles and adaptations that were needed to adjust to life at college.

Also, on last Saturday, students participated in a mock AP English exam. Although this exam helped students to prepare for the test, it was difficult getting physically and mentally prepared for the test as it was given early on a Saturday morning at the end of the week when these same students had just taken mid-term exams.

Lastly, today was the last day of the second quarter.

IV. **APPROVAL OF MINUTES**

B. December 18, 2017 and January 8, 2018

MOTION: Mr. Futrell made a motion, seconded by Ms. Pitone, to approve the minutes.

The motion was approved via voice vote.

V. **PUBLIC COMMENT**

There was no public comment at this evening's meeting.

VI. **REPORT OF SUBCOMMITTEES**

A. **Rules Management Subcommittee:** January 8, 2018 (Ms. Palmer)

Rules Subcommittee convened at 6:05pm 1/8/18 with Ms. Palmer, Ms. Pitone, Ms. Ackman, Superintendent Skipper, Assistant Super Abeyta, Superintendent fellow Jeff Curley, Board of Alderman President Ballantyne, Ms. Normand, and Chair Green in attendance.

Reviewed Clarendon Hill Apartments language to amend File JCA-E1 "Assignment of Students to Schools - Non Residents" to accommodate SPS students who may be relocated out of the City of Somerville during the reconstruction of their apartment building. Motion to approve amended language by Ms. Palmer, seconded by Ms. Ackman, approved unanimously with the agreement to double check and later insert the correct name of the development into the policy for consideration by the full body.

Public Complaint MASC draft language reviewed and tabled for next meeting. Ms. Palmer will work with Attorney Long to bring a new draft to February meeting. Consensus that a policy could be helpful to reinforce the current practice. Discussion of updating graphic of flow chart for "communication protocol" for more broad use and distribution by School Committee members.

Discussion of items for future Rules agenda and made a plan for the Chair to work with the administration to (1) consolidate spreadsheets/create one google doc of policy files to update - separated out by substantive consideration v. compliance language updates, (2) prioritize the list of updates w/draft calendar for Rules agendas for 2018 (3) create system for documenting policy changes

Meeting adjourned at 7PM.

MOTION: to accept the report of the Chair of Rules for the meeting of January 8, 2017.

VII. UNFINISHED BUSINESS

A. 2018-2019 School Calendar

MOTION: Ms. Normand made a motion, seconded by Ms. Pitone, to approve the 2018-2018 School Calendar.

Discussion ensued relative to:

- Special Days for Seniors designation on calendar
- Has there ever been Community feedback on the calendar?
- Was there much pushback from parents/guardians when school moved to starting before Labor Day?
- The need for communication with our partners in the attempt to increase childcare options for the first week of school in August.
- Discussion of the possibility of early summer programming given the earlier end of year date.

Following discussion, the motion passed via voice vote.

VIII. NEW BUSINESS

A. 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
Monetary – grant	Reebok Foundation	Canton, MA	\$4,400	BOKS program
Monetary	Committee to Elect Mark Niedergang	Somerville, MA	\$100	SHS Costa Rica Trip
Monetary	Mark Niedergang and Marya Axner	Somerville, MA	\$100	SHS Costa Rica Trip
Monetary	John and Mary Ann Kersten	Littleton, CO	\$100	SHS Costa Rica Trip
Monetary	Beverly Mosby	Lowell, MA	\$100	SHS Costa Rica Trip
Monetary	Federal Realty Investment Trust	Rockville, MD	\$1,000	SHS Culinary Arts
Monetary	Ruth Palombo	Arlington, MA	\$100	El Sistema

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

B. Somerville Public School Policy Manual

The following policy was being presented this evening for first reading, as amended:

- File: JCA-E1 – Assignment of Students to Schools

At our next meeting, the policy will be brought for second reading and vote for approval.

IX. ITEMS FROM BOARD MEMBERS

Ms. Palmer

Request for a further look at the Legislative Program and how to convene a meeting. Is not currently a subcommittee, so a request was made to put a discussion of process, etc. on a future meeting agenda. Ms. Pitone remarked that there really was no full plan or direction for next steps when the Legislative Program was first discussed and that it makes sense to bring it back for further discussion. Mr. Green stated that he is looking into how a board can create a new subcommittee and will report back.

Mr. Green

Thanked the District for moving forward with the search for the new Healey School principal and for hosting focus groups. Mr. Green and others felt that the people who attended the focus groups was not truly representative of the Healey School Community and announced that HR Director Mariana MacDonald has agreed to host another focus group on Thursday, January 25 at 6:00 p.m. at the Mystic Learning Center and that the Welcome Project would be sponsoring the event.

Ms. Normand

Thank you to Tufts University for hosting the recent Somerville vs. Medford basketball event where the Somerville and Medford High School boys' and girls' basketball teams played on the Tufts court in the "Battle of the Borders". It was a great event that was very well attended and, even better, both Somerville teams were victorious!

Ms. Pitone

Thanked the members of Teen Empowerment student leaders program for inviting members to their recent meeting. Also thanked Danny McLaughlin for facilitating the meeting.

X. ADJOURNMENT

Prior to adjourning, Ms. Normand offered condolences from the School Committee to the following staff members who have recently lost family members.

- Barbara Koty, retired Technology Aide from the Somerville Public Schools. Barbara is also the mother of DPW Commissioner Stan Koty and mother-in-law of School Nurse Supervisor Gay Koty.

The meeting was adjourned at 9:15 via voice vote.



2016: Low Performance for DI Students

	2016 ELA CPI			2016 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

Academic Focus:

Improving results for dually identified (DI) students

2017 MCAS Performance (Scaled Scores)

	ELA (District)	Math (District)
All Students	499.1	500.2
English Learners	488.5	489.6
Student w/Disabilities	472.6	473.1
Dually Identified	462.7 (489.5)	460.6 (471.9)

2017 MCAS Growth

	ELA (District)	Math (District)
All Students	58	55
English Learners	--	--
Student w/Disabilities	49	47.5
Dually Identified	53 (56)	39 (50.5)

5

What did we do about it?

6

Investigated the relatively low performance of DI students, April 2017

Teacher Study Group

- Teacher team met bi-weekly beginning April, 2017, with approximately 10 faculty members voluntarily met before school for about an hour
- Team studied the problem and tracked students through their day (we used a clipboard that followed the students) to better understand the experience of dually identified students

7

We Found...

Based on the findings of the dually identified group, we noted a lack of collaboration and planning time between faculty, likely resulting in less coherent instruction.

8

We took action...

- Used August and September PD time to study and plan for specific student IEPs and to provide some limited collaboration time
- Implemented bi-weekly meetings 8:00-8:30 with pilot team, administration and grade three teachers, together with ELL and special education teachers
- Two additional teams want to implement a similar meeting format
- Teacher team visited Winter Hill (Nov '17) to learn about collaborative approaches. Debriefed in December
- Professional development has focused on differentiation for over 75% of our discretionary PD time

9

We Took Action (continued)...

- Frequent progress monitoring for dually identified students
 - Academic Progress
 - Attendance Rates
 - Risk Level
 - Special education Services

10

How will we track progress?

- DIBELS, F&P and ACCESS by June 2018
- We will determine whether the major change, collaboration time, improved performance among dually-identified students

11

Where are we now in the process?

1. Identified a problem during school year 2016-2017
2. Took action in regard to the problem starting April, 2017
3. We'll further refine our action steps as we gain additional information

12

Action steps added based on what we've learned

We learned -- teacher collaboration that gives special education and ESL specialists regular planning time with their mainstream teacher colleagues is viewed as helpful and effective.

Action -- we will expand it into additional grades this spring.

13

Student Wellness

14

2016 My Voice Survey Results

15

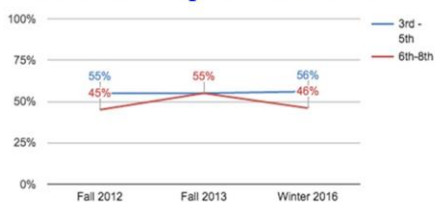
I feel important and valued.



- 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

16

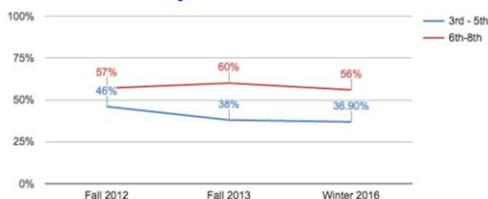
Students respect each other



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

17

I see myself as a leader



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

18

What did we do about it?

- PAWS -- In common areas, outside of classrooms and in students' homes
- Student Expectations -- ILT, shared with faculty and students
- Student Government -- Weekly meetings with agenda the students choose
- Student Government for younger students (grade 3-5) which starts in March 2018
- First grade family engagement project through SFLC -- Engaged in free after-school program. Needs check-in family by family.

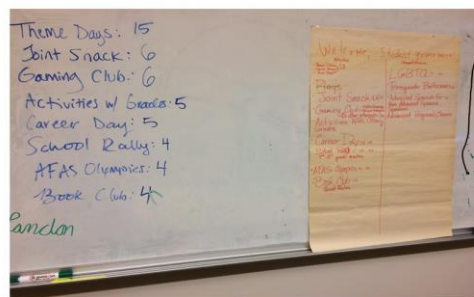
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22

What progress do we see?

23

Winter 2017 Elementary Survey

How Staff Engage with Parents and Treat Students

- Over 70% of students reported that when school staff talk with their parents it is usually or always about something good that they did
- Only 7 students reported that parent teacher communication was "never about something good"
- 90% of students reported that teachers are always or usually nice to them and care about their feelings
- 80% of students reported that other staff members (aside from their teachers) are always or usually nice to them and care about their feelings

24

Winter 2017 Elementary Survey

How Teachers View Students as Decision-Makers

- About 70% of students reported that their teachers think what they have to say is important
- 57% of students feel that their teachers usually or always ask before making an important decision in the classroom
- 36% of students said that their teachers sometimes ask them about making an important decision in the classroom
- 74% of students reported they either "always or mostly help make decisions about school and improving the school"

25

Winter 2017 Elementary Survey

How Students Treat One Another

- 75% of students reported that their peers are either "always or usually nice to them and care about their feelings"
- Around 4% of students reported that their peers "never are nice to them or care about their feelings"

26

Winter 2017 Middle School Survey

How Students Feel at School

- 77.5% of students reported always or usually feeling safe at school
- 7% of students reported never feeling safe at school
- 69% of students report that other students are nice to them and care about their feelings always (20.9%) or usually (48.1%)
- Only 3 students (about 2%) reported feeling that students are never nice to them

27

Winter 2017 Middle School Survey

- 85% of students reported feeling that teachers are "always" or "usually" nice to them and care about their feelings; 5.5% of students say that they "never" felt that way
- Almost 83% of students said that "all" or "most" of the adults (staff and teachers) in the building care about them and are nice to them. Only 2 students said that adults in the building are "never" nice to them

28

Winter 2017 Middle School Survey

How Teachers View Students as Decision-Makers

- 78.5% of students said that teachers "mostly" or "always" find what they have to say important; 18% of students said that adults "sometimes find what they have to say important"
- Almost 75% of students said that teachers "usually" or "always" make decisions that are best for them
- 5% of students said that students "always" help make decisions about improving the school 33% of students said that students "mostly help make decisions"; 47% said that students "sometimes help make decisions"; 15% of students said they "rarely/never help make decisions"

29

Focus Group Results

Students are nice to me and care about my feelings

- Most students reported that other students were nice and generally caring
- Students perceived behaviors such as being physical and saying mean things about others as "not nice"
- 2nd grade students said that crowding during recess contributes to fights and altercations since there can be accidental shoving while trying to get in line
- Students said other students tend to be meaner during lunch period
- Older students pointed out that having "friend groups" can contribute to an unfriendly atmosphere "When your friend doesn't like someone, then you can't like them either"

30

Focus Group Results

Teachers care about what I have to say

- Students said that most teachers care about what they have to say most of the time
- Students recognized that teachers sometimes feel as though they have to rush through the material resulting in lack of student contribution
- Students identified several ways they could tell when teachers did not care about what they had to say
- Older students observed differences in teacher behavior depending on the student
- Most students had experienced feeling like a teacher did not care what they had to say and reactions to this included anger, checking-out, frustration, yelling out, and feeling sad or unimportant

31

Where are we now in the process?

1. Identified a problem during school year 2016-2017
2. Took action in regard to the problem starting April, 2017
3. We'll further refine our action steps as we gain additional information

32

WHCIS Building on Wildcat Success

2017-2018



Student Wellness

Current Student Wellness Initiatives

- Responsive Classroom (Year 5)
- Second Step (Year 2)
- Trauma-Sensitive (Year 3)
- Mindfulness Professional Development (Year 1)
- Partnership with Home For Little Wanderers (Year 3)
- Canine Therapy through Bonnie Collins and B.O.N.E.S (Year 4)

Our Own Follow-up Survey

We created a five question survey targeting three specific areas: belonging (2), connection (1) and rigor (2). The survey was translated into our target languages for more accurate student data.

Survey

Name _____ (first and last)	Grade _____	Agree	Disagree	Sometimes
1. I have friends at the Winter Hill School		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I like coming to the Winter Hill School		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. If I am having a problem, I can talk to a teacher or principal		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teachers make me think in school		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teachers make me explain my answers		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

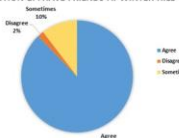
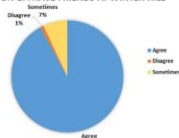
Question 1: I have friends at Winter Hill

1st Survey - January 2017

2nd Survey - October 2017

QUESTION 1: I HAVE FRIENDS AT WINTER HILL

QUESTION 1: I HAVE FRIENDS AT WINTER HILL



Current progress:

- Agree 2.79% decrease
- Disagree 0.46% increase
- Sometimes 2.34% increase

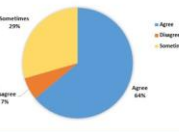
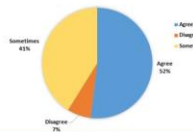
Question 2: I like coming to Winter Hill

1st Survey - January 2017

2nd Survey - October 2017

QUESTION 2: I LIKE COMING TO WINTER HILL

QUESTION 2: I LIKE COMING TO WINTER HILL



Current progress:

- Agree 12.04% increase
- Disagree 0.38% decrease
- Sometimes 11.66% decrease

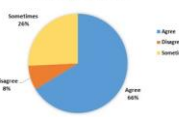
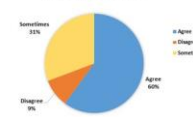
Question 3: If I am having a problem, I can talk to a teacher or principal

1st Survey - January 2017

2nd Survey - October 2017

QUESTION 3: IF I HAVE A PROBLEM, I CAN TALK TO A TEACHER/PRINCIPAL

QUESTION 3: IF I HAVE A PROBLEM, I CAN TALK TO A TEACHER/PRINCIPAL

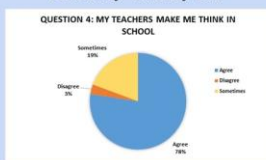


Current progress:

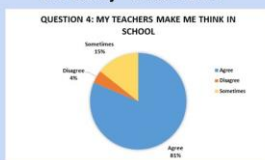
- Agree 6.22% increase
- Disagree 1.23% decrease
- Sometimes 4.98% decrease

Question 4: My teachers make me think in school

1st Survey - January 2017



2nd Survey - October 2017



Current progress:

- Agree 3.95% increase
- Disagree 1% increase
- Sometimes 4.95% decrease

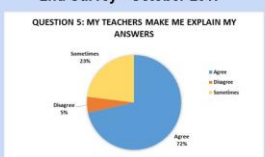
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Question 5: My teachers make me explain my answers

1st Survey - January 2017



2nd Survey - October 2017



Current progress:

- Agree 12.82% increase
- Disagree 3.25% increase
- Sometimes 16.07% decrease

10

Student Focus Groups

After analyzing the results from our survey we created focus groups to dig deeper and gain useful information to develop our wellness goal.

Student focus groups were created by grade level and met with school counselors to share their insights to specific questions around statements in which students answered disagree or sometimes.

11

Focus Group Student Feedback

I like coming to WHCIS

*Focus groups-second round

- After conducting several focus groups it was learned that some students report they answered "disagree" or "sometimes" to this questions because they were new to the school this year, having just transferred from the Argenziano SEI program. The students discussed that there isn't anything they dislike in particular about coming to Winter Hill, it was more about their feelings around switching schools and saying goodbye to friends and teachers. Winter Hill staff have already started discussions about a transition program to help these students transfer from Argenziano.
- Some students in report they answered "disagree" or "sometimes" to this question because the playground is under construction and play space is limited during recess and morning drop off.
- Some students who answered this question negatively report they feel like they don't have any friends in their class.

12

Wellness Goal

By June 2018 90% of students in grades 3-8 will respond with "agree" to questions 2 and 3 as measured by our Wellness Survey.

13

Next Steps For Wellness

- Continue Responsive Classroom, Second Step, Canine Therapy and Mindfulness Professional Development
- Continue *Wildcat Student Mentor Program* through Student Council
- Pilot *Student Advisory Program with grade 6*
- Redesign of *Redirect Counselor*
- Pilot *Best Buddies* program

14

Mindfulness

Research indicates that students who are best able to regulate their reactions to their emotions fare better in measures of long term success. Two years ago Jennifer Miller began using the practice of mindfulness to teach students self regulation and self awareness.

The process begun with push in classes and small and large group activities. Noticing the efficacy in the practice the district and the school wanted to expand the practice. This school year (2017-2018) has begun the process of bringing awareness of the practice to staff through a group of teachers who created. We had a full day professional development to teach educators about the process. The next stage in the roll out of mindfulness is bringing it to the lunchroom to encourage mindfulness. Including it in morning meeting, quiet mindful break in the middle of the day, and Mindful exit at the end of the day.

15

Wildcat Chat

This year WildCat Chat is a collaboration between families, counselors, and family liaison to create community and space to connect and establish supports to our student who have IEP's, specifically our students on the spectrum. We are collaborating with community volunteers to create organic social experience with students. During this time parents have a meeting to share resources, collaborate and create community.

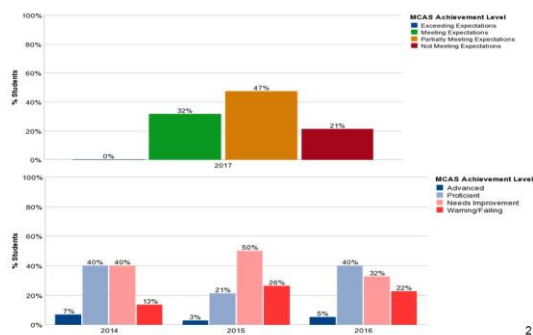
16

Student Advisory Groups

This year at Winter Hill we are piloting student advisory groups. The goal is to build and maintain strong relationships through various activities in a small cohort. Students participate in activities that emphasize mutual respect, belonging and strong sense of community. The 6th grade teaching team in collaboration with student support staff (school Guidance Counselor and Redirect Counselor), began phase one of the program at the start of the 2017-2018 school year. We plan to expand the program to more students next year. Advisory staff are using some curriculum from Project Adventure. Meetings are held each half day Wednesday.

17

Grade 3 MCAS Achievement



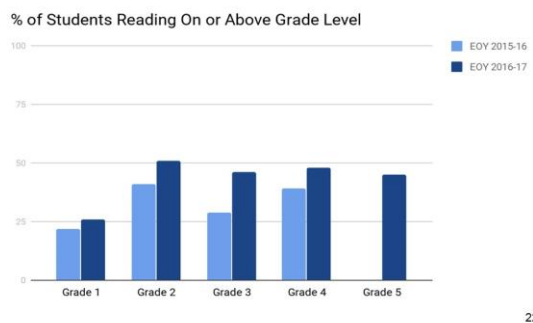
21

Redirect Counselor

The Redirect Counselor is a crucial position that lends itself to being a conduit that bridges support from home, school, and community to best support a child with more challenges. It is an opportunity to oversee systemic supports to help mitigate interventions like, suspensions, and time lost on learning by utilizing the tenants of restorative practices. With a strong system for positive discipline for all students, collaboration and targeted interventions for some students, and open communication and support for teachers and families, students will have more success accessing curriculum and becoming the best version of themselves. This will be measured in less use of more intrusive interventions, like punitive trips to redirect and suspensions.

18

Reading Achievement



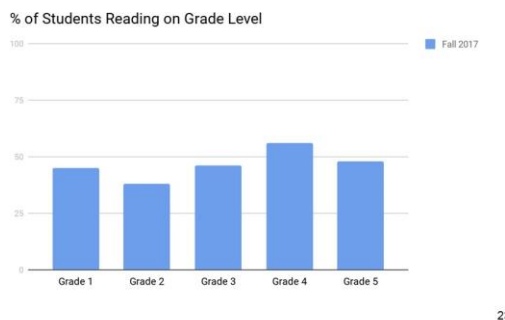
22

Sense of Belonging

WHCIS is working on building a sense of belonging. One method we are utilizing is to work cross discipline and grade level to get middle school students jobs in the school. Currently we have students assisting with the distribution of breakfast in the morning, working with a second grader with movement breaks, reading to our preschool students, handling Bonnie (service dog) to take walks and go outside as needed, and using Bonnie with other children as a calming strategy. This program builds connections to the school as well as relationships with staff, faculty, and other students.

19

Reading Achievement



23

Current Initiatives - Literacy

- Small group instruction implementation, grades 1-5 (year 3)
- Walkthroughs and observations focusing on small group reading (year 2)
- Review and refine expectations document (year 2)
- Wilson Certification - 2 special education teachers in progress
- All school professional development in vocabulary development across all subject areas

Academic Focus Area: Literacy



20

24

Academic Goals

- By June 2018 students will achieve SGP of 65 in both ELA and Math as measured by MCAS assessments.
- By June 2018 90% of students in grades 3 through 8 will respond “agree” to questions 4 and 5 as measured by our Wellness Survey.

25

Next Steps For Literacy

- Continue progress monitoring meetings based on F&P testing
- Development of flexible grouping structure across classrooms in all grade levels
- Expansion of professional development for special educators around intensive reading intervention
- Continuation of professional development around building vocabulary across all subject areas
- Revision of scheduling to increase literacy time and maximize resources for small group instruction
- Coaching focused on high level questioning and independence
- Integrate high level questioning and independence into Common Planning Time
- Professional development around providing feedback to students related to high level thinking and independence
- Observations and Walkthroughs focused on questioning and rigor
- Learning Walks/ Peer Observations around questioning

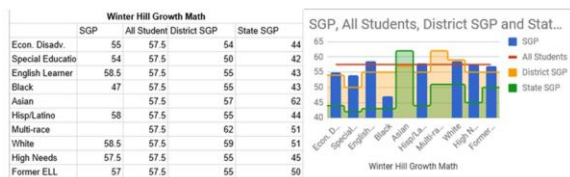
26

MCAS ELA SGP



27

MCAS Math SGP



28



Somerville High School

SBC & School Committee Meeting
January 22, 2018



SMMA

Page 1 of 15

Somerville Students in the News



January 21, 2018 BOSTON GLOBE

Kids build cities of tomorrow

Somerville class tops competition

Agenda

- Overview / Introduction
- Modular Classroom Building
 - Preview of Upcoming Construction Activity
- Design Update
- MSBA Process Update
- Finance Update
- Schedule Update

Construction Phasing & Modular Classroom Building



Page 2 of 15

Central Hill Masterplan



Page 3 of 15

SHS Project Site Scope



Page 4 of 15

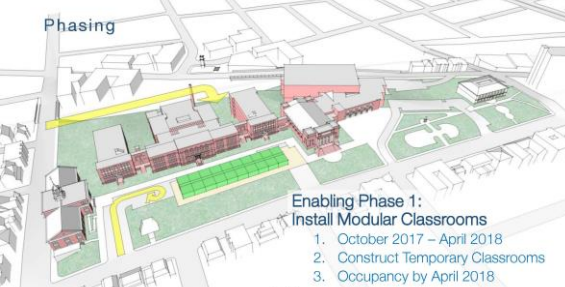
Phasing Plan



Enabling Phase 1: Existing Site

Page 5 of 15

Phasing




Enabling Phase 1:
Install Modular Classrooms

1. October 2017 – April 2018
2. Construct Temporary Classrooms
3. Occupancy by April 2018

Page 6 of 15

Phasing




Enabling Phase 1:
Abatement

1. May 2018 – June 2018

Page 7 of 15

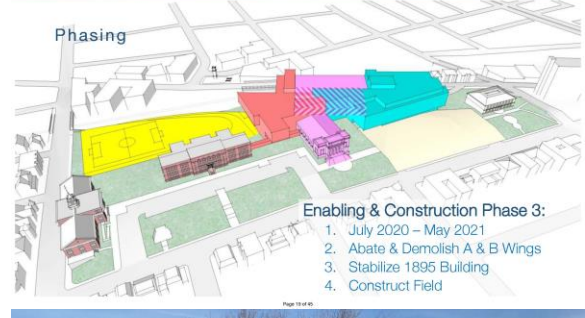
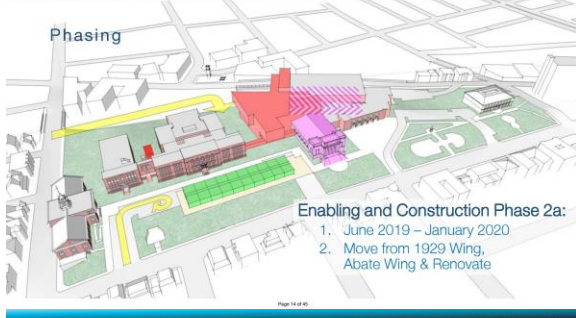
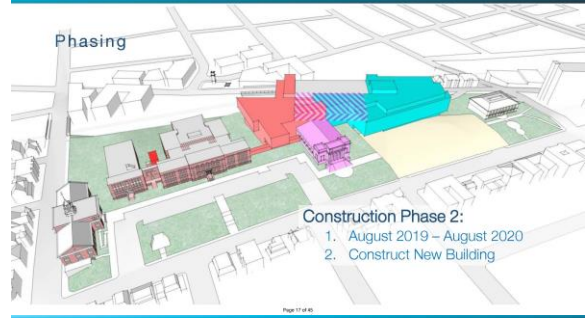
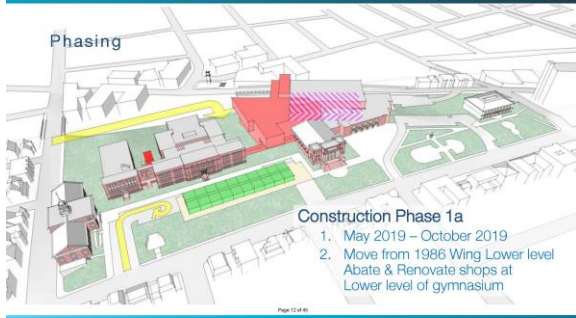
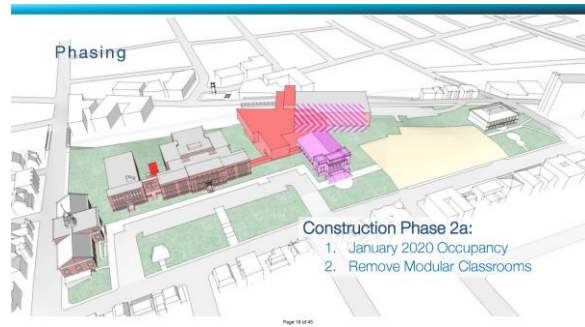
Phasing



Demolition Phase 1:

1. June 2018 – July 2018

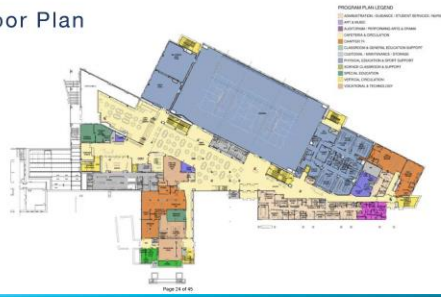
Page 11 of 15



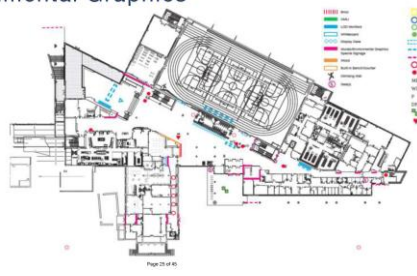


Design Update

1st Floor Plan



Environmental Graphics



Environmental Graphics

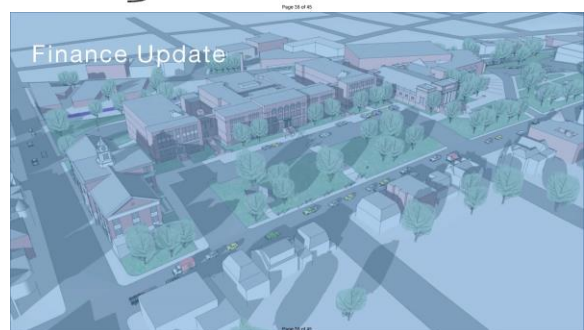
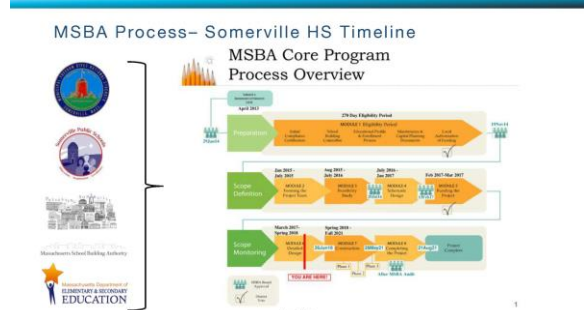


Lower Level Floor Plan



Interior Perspective Views





Reporting & Site Oversight

SOMERVILLE HIGH SCHOOL PROJECT
December 2017 - Monthly Status Report

Project: Somerville High School	Building Size: 377,806 SF	Phase 1 Completion:	August 2019
Current Phase: 90% Design	Project Budget: \$255,982,704	Phase 2 Completion:	August 2020
Construction Type: 78% New / 22% Remo	Design Environments: 1,500	Phase 3 Completion:	May 2021
Phase 1 Start: April 2018	Reimbursement Rate: 75.25%	Day 0 of 1134 to Ph.3 Substantial:	0%

BUDGET STATUS

Total Project Budget: \$255,982,704
Actual Costs Incurred to Date: \$10,940,521 (4.27%)

PROJECT STATUS

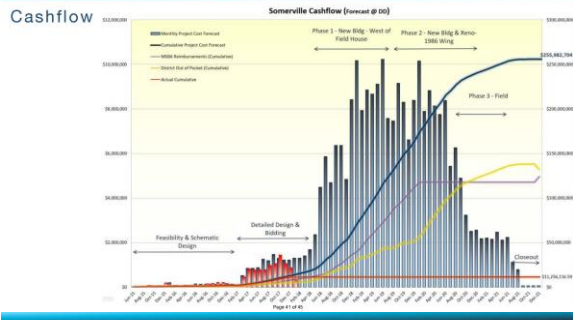
December 2017 Progress

- 60% Design Submission to MSBA on December 8, 2017
- Mobilize Sitework Subcontractor to Complete Modular Classroom Pad Dec 11th through Dec 22nd
- Delivery & Placement of 20 Modular Classroom Trailers: Dec 2nd through Dec 29th
- Design Submission to Massachusetts Architectural Access Board
- Somerville Zoning Board of Appeals on December 13, 2017

January 2018 Forecasted Items

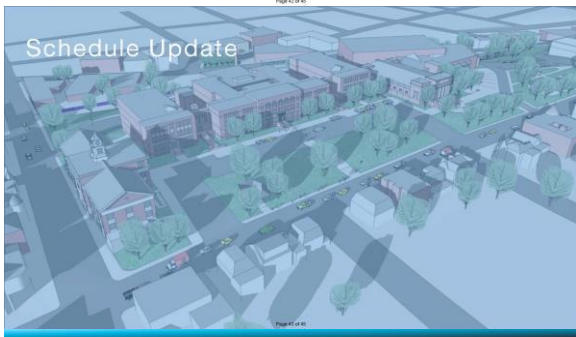
- 90% Design Review by PMA, Suffolk, & WSP
- 90% Design Cost Estimate development and Reconciliation by Suffolk and VI Associates
- Mobilize Modular Subcontractors to Begin Modular Classroom Fit out Jan 2nd, 2018
- Issue Request for Qualifications for Trade Bidders on January 24th, 2018

Page 61 of 65



Cost Control and Bid Protection Alternates

- Bid Alternates must be listed and taken in order
- Add and Deduct Alternates can be used
- **Potential Deduct Alternates:**
 - 1895 Building Abatement
 - Change Linoleum to VCT
 - Reduce Theatrical Lighting
 - GLX Connection Stairs
- **Potential Add Alternates:**
 - New Auditorium & Lecture Hall Seating instead of Re-use
 - Replace Gym Exterior Glazing instead of Replacing Glass Only
 - In-Building Cell Phone Signal Repeater System



Upcoming Schedule

- 19 Feb 2018 – 13 April 2018 - Early Package Buyouts (Steel, Abatement, Demo)
- 02 Mar 2018 – 23 Mar 2018 - 90% Construction Drawing Submission to MSBA
- 30 Apr 2018 - 100% Construction Drawing Submission to MSBA
- 16 Apr 2018 – 20 April 2018 - Relocate "C Wing" Classrooms into Modular Classrooms
- 23 Apr 2018 – 25 Jun 2018 - Abatement and Early Demo
- 03 May 2018 – 30 May 2018 – Trade Contractor Bidding
- 04 Apr 2018 – 26 Aug 2019 - Phase 1 Construction (West of Gym)
- 06 May 2019 – 04 Oct 2019 - Phase 1A Construction (Shops Below Gym)
- 15 Apr 2019 – 02 Jan 2020 - Phase 1B Construction (Gym Renovations)
- 24 Jun 2019 – 01 Aug 2020 - Phase 2 Construction (East)
- 24 Jun 2019 – 02 Jan 2020 - Phase 2A Construction (War Memorial)
- 30 Jun 2020 – 28 May 2021 - Phase 3 Construction (Field)