

**CITY OF SOMERVILLE, MASSACHUSETTS
SCHOOL COMMITTEE**

Monday, May 21, 2018 – Regular Meeting

7:00 p.m. - Central Office Conference Room – 8 Bonair Street

Members present: Mr. Futrell, Ms. Pitone, Ms. O’Sullivan, Ms. Ackman, Ms. Normand, and Mr. Green

Members absent: Ms. Palmer, Alderman Ballantyne and Mayor Curtatone

I. CALL TO ORDER

Mr. Green called the meeting to order at 7:10 p.m. with a moment of silence followed by a salute to the flag of the United States of America.

Mr. Green asked the Superintendent to call the roll, results of which were as follows: PRESENT – 6 – Futrell, Pitone, O’Sullivan, Ackman, Normand, and Green and ABSENT – 3 – Palmer, Curtatone and Ballantyne.

II. AWARDS AND CITATIONS

A. Massachusetts Association of School Superintendents’ Awards

Mrs. Skipper announced that she was honored this evening to present certificates from the Massachusetts Association of School Superintendents to this year’s Valedictorian and Salutatorian from Somerville High School. Mrs. Skipper provided information, as follows:

Nicolas Ragusa

- Valedictorian
- 9 AP classes
- 4.78 GPA
- National Honor Society member
- Science and Spanish National Honor Society member
- Soccer referee since 2013 and also representative referee at Massachusetts Tournament of Champions
- Vice-President of Biogen Bio-Builders Club
- Co-President of the SHS Culture Committee
- Captain of SHS Science League
- Participant in Summer Adventures and Advanced Adventures in Biotechnology program through Biogen
- Volunteer at Somerville Hospital since 2016
- Will be attending Tufts University

MeiMei Collins

- Salutatorian
- Will be attending Harvard University to study Environmental Engineering
- 11 AP classes earning 4’s and 5’s
- National Honor Society President
- High honors all four years
- Dual enrollment classes at Bunker Hill, taking Calculus 1 and 2
- Tufts Regional Science Fair 4th place
- Boston GLOW Leadership award two times
- New England Chinese Dance Competition first place
- Dance Team Captain and Co-choreographer
- Ultimate Frisbee Captain
- Green Club Vice President

The meeting recessed at 7:15 so that members could congratulate the students and their families. The meeting resumed at 7:20 p.m.

III. REPORT OF STUDENT REPRESENTATIVES

The student representatives provided the following report:

- AP tests are complete
- Final projects are now underway, rather than test prep.
- SAT’s were held on May 5 at Somerville High School
- Last week seniors participated in Sprit Week

- The CTE student of the year is Sophia West
- The Girls Ultimate Frisbee Tournament
- The Boys & Girls Track Teams both placed second in the Northeast Conference
- Ms. Pitone asked if the students could provide any updates on the initiative regarding the March for Our Lives and walkouts. The students did not have any information to share.

IV. APPROVAL OF MINUTES

- May 7, 2018

MOTION: Ms. Normand made a motion, seconded by Dr. Ackman, to approve the minutes. The motion was approved via voice vote.

V. PUBLIC COMMENT

There was no public comment this evening.

VI. REPORT OF SUPERINTENDENT

A. PERSONNEL REPORT

This report was deferred to a future meeting.

B. DISTRICT REPORT

- MCIEA Update (slides at end of these minutes)

Superintendent Skipper explained how the **Massachusetts Consortium for Innovative Education Assessment**, in conjunction with **Center for Collaborative Education** have been working with nine founding districts to develop Project Based Learning Assessments.

Various staff members presented on their experiences with this work. Karen Woods, introduced the presenters were:

Margaret Green, Next Wave/Full Circle Principal

Marian Hosking, Science Department Chair

Lisa Machnik, World Language Supervisor

Kathleen Seward, West Somerville Neighborhood School Principal is also part of the group, but was unable to attend this evening.

Information presented included the following:

- District Team – Year 1 (NW/FC and Winter Hill), Year 2 (NW/FC, SHS Science, World Language and West Somerville Neighborhood School)
- Development of Project Based Assessments (PBAs) and Rubrics
- Timeline
- What has been working
- Professional Development
- Looking ahead to next year
- Connection to envisioning the future of SHS Project
- Next steps for the schools and departments participating

Following the presentation, discussion ensued which included the following:

- Curriculum or assessment ... which is developed first? Rubric and alignment are challenges.
- Please define "PBA": 8 thing checklist.
- Possibility for figuring out a repository for this work? Yes
 - Are there student complaints? Margaret: hasn't had complaints about this
- Applauds the district for this work. Do you see patterns on whether students do good on MCAS and poor on MCIEA? Or vice versa? Margaret: not a lot of data on this to know.
 - Might there be a good more disadvantaged by this?
- Update in Fall on whole school quality and any data on this collected by that time.
- TechBoston did a senior portfolio day which included standardize test scores, apprenticeships, OST work, etc.
- 3-4 places in the country moving towards meaningful ways to assess students — MCIEA is one of the most promising. Commend district and teachers.
 - How can we help ... resources, policy, advocacy?
 - MS: support teachers with time, resources. State is funding these.
 - "Sea of changes are about tipping points" — Mary

District Report (continued)

Congratulations to all of the SHS Career and Technical Education seniors! Last week's CTE Senior Awards Banquet was a reminder of the outstanding work that our students, teachers, and staff do every day to

prepare students for success not only while they're with us, but as they move on to college or careers. My heartfelt appreciation for your hard work and dedication, and a special thanks to the many community partners who support our students through scholarship awards, internships, volunteer time, and in other ways. Special congratulations to the **2018 Most Outstanding CTE Student of the Year**, Sophia West (Metal Fabrication and Welding). Best of luck to all of you in your future endeavors!

We hope you will join us at many of the upcoming end-of-year celebrations. Please check our website calendar of events for a complete list. Here are a few of the events that are coming up:

- The **SHS Scholarship Awards Night** takes place on Wednesday, May 23rd, 7:00-9:00pm at the Somerville High School Auditorium. Please join us in recognizing and celebrating this year's scholarship award winners, and in thanking the many sponsors and supports of our graduating students.
- The SHS Chorus and Guitar Ensembles host "**An Evening of Song**" on Thursday May 24th from 7:00-9:00pm at the SHS auditorium.
- **SHS Class Day** is Friday, June 1, starting at 9:00am at the Somerville High School Auditorium. This special traditional event celebrates the graduating SHS Class of 2018, as well as the incoming senior class and the rising freshman class.
- **SHS Graduation** ceremony will take place on Monday, June 4, 5:30pm at Dilboy Stadium (weather permitting)
- Schools throughout the district are also planning their Moving Up Ceremonies and spring concerts. Please check our website calendar for **additional event listings**.

VII. REPORT OF SUBCOMMITTEES

A. Educational Programs & Instruction Subcommittee: April 23 (Ms. O'Sullivan)

The Education Programs & Instruction sub-committee held a meeting April 23, 2018. Sub-committee members in attendance were Paula G. O'Sullivan, Emily Ackman, and Dan Futrell. Participating district staff included Superintendent Mary Skipper, Assistant Superintendent Almi Abeyta, Director of Early Education Lisa Kuh, Elementary Curriculum Coordinator Uri Harel, Innovation Project Specialist Jason Behrens, and Interim Math Department Chair Trish Murphy-Sheehy. School committee chair Andre Green, vice-chair Carrie Normand, and member Laura Pitone also attended. In addition, there were 8 audience members.

Ms. O'Sullivan called the meeting to order at 6:03pm. Mr. Futrell made a motion to accept the meeting minutes from March 19, 2018, seconded by Dr. Ackman. The motion passed unanimously.

The next item on the agenda, an update on early childhood learning, was taken out of order. Ms. Kuh presented a report, *Ready to Learn, Ready for K: Somerville's Early Education and Care Plan, A Plan for our Children's Future*, that reviews the progress to date and sets a bold vision and strategic direction for the next three years. Sub-committee members were asked to review the report in preparation for a more detailed discussion at a future meeting (potentially May 21, 2018).

The next agenda item was the new Somerville Math Challenge Initiative, presented by Mr. Harel. Sub-committee Chair Ms. O'Sullivan is also involved in launching this initiative. The goal of the project is to expand opportunities for all of our students to have a positive experience and learn math at high levels, while ensuring alignment and continuity from grade to grade. The initiative was prompted in part by the number of requests from parents for more challenging, meaningful and engaging content for their students, and by an overall recognition of the need for a more comprehensive approach that is consistent across schools. The work is guided by a set of principles that include attention to equity, social emotional learning, deep math understanding, and growth mindsets. Of note, there are multiple ways for parents, students, and staff to give input on their experiences with math thus far and their hopes for moving forward, including surveys, interviews and planned focus groups. Initial feedback has been varied, with some people (parents and students) reporting very positive experiences, and others reporting frustrations and not so positive experiences. Mr. Harel noted that, of the 176 responses so far, only 1 was from a native Spanish-speaking parent, all others were English, and shared plans to get a more representative sampling.

Parts of the current K-8 math program are working, including curriculum revisions and enhancements, intervention programs, coaching and pilot programs, and there are also issues that need to be explored, such as the need for more intervention services, more extension challenges for all grades, more consistency across schools and support for parent involvement. This project is in the beginning phase of input gathering; further action steps and goals will be outlined and presented at a future meeting.

More information on the Somerville Math Challenge Initiative can be found at:

The last item on the agenda, related to the previous, was an update on the pilot program MX2, which is an out-of-school program in which 8th grade students study HS geometry, primarily online on their own, with a weekly face-to-face class. This was a follow-up to a more detailed presentation to this subcommittee on January 23, 2018. Since January, the enrollment dropped from 22 students to 20 students, which is just over half of the original enrollment of 39 in September. The students who are still enrolled report having a positive experience and having a preference for in-class experiences over the online work. District staff shared lessons learned, including that scheduling is a challenge, and that there should possibly be stricter entry criteria and a mandatory summer commitment. It was noted that the decrease in enrollment of two groups in particular stood out: white, non-Latino males, and students of color.

With no further business, the meeting was adjourned at 6:58pm.

MOTION: Ms. O'Sullivan made a motion, seconded by Mr. Futrell, to accept the report of the Chair of Ed Programs for the meeting of April 23, 2018.

The motion was approved via voice vote.

Ms. O'Sullivan departed the meeting at 8:24 p.m.

B. Rules Management Subcommittee: May 7, 2018 (Ms. Palmer)

In Ms. Palmer's absence, Ms. Pitone presented the following report:

Subcommittee members present: Chair Lee Erica Palmer, Laura Pitone and Emily Ackman. Also present: Jeff Curley, School Committee Chair Green.

Meeting began at 5:40pm.

There were 8 agenda items, which we took out of order.

Motion approved to approve the minutes/report of our last meeting.

Files JIH Searches and Interrogations/JRA Student Records – The Welcome Project contacted Chair Green with a request (from immigration attorneys who had contacted them after having seen our policies replicated in other districts) that we clarify 3 aspects of the changes we made to these policies last year as part of our Sanctuary City Resolution and in the wake of the election and rising fear that ICE might try to enter our schools and/or attempt to access student information. Two of the proposed changes were sent back to Mr. Green to ask TWP for clarification. The 3rd change, the committee approved, which was to amend JIH to clarify that all efforts will be made expeditiously, and then repeatedly, as necessary, to notify parents if ICE has a presence at any of our schools, and is seeking records or demanding to meet with any of our students, within the first 72 hours of ICE presence or contact.

JHD – exclusions and exemptions – new language was proposed and approved to clarify the compulsory education age requirement issue that Ms. Normand raised at the first reading of this policy at the full meeting.

File: BIBA - School Committee Conferences – Chair Palmer proposed that we specify when the Committee will review proposed opportunities for members and that it be a regular part of the budget cycle. Motion to amend as follows was passed (to be inserted at the end of the first indented paragraph): "...but at a minimum the Committee will deliberate on this at the first budget meeting of each calendar year, as a standing agenda item."

File: GCE - Professional Staff Recruiting – we reviewed the following proposed changes to HR director MacDonald draft language to add to our policy to try to increase the diversity of our district staff; moved to approve the language, as drafted, after confirming with counsel how best to define "minority candidates" in this context (i.e. "as defined under M.G.L...):

With the goal of diversifying the district's staff to reflect the district's diverse student population, a Principal and/or Hiring Administrator must interview at least one of any minority candidates meeting the minimum qualification requirements for the position before he/she can forward a recommendation of hire to the Superintendent. Recommendation of hire forwarded to the Human Resources office without this requirement being met will be returned to the Hiring Administrator. The district shall make best efforts to recruit and include at least one minority candidate through and including the finalist stage for each position.

Reviewed draft outline of policy supporting transgender staff – Dr. Ackman agreed to meet with Dr. Curley to bring tightened language for consideration to the June meeting.

Distribution of information district-wide – Ms. Pitone presented information about how several other districts handle this issue and a robust discussion ensued again of why it's important to clarify this and how we might want to do so. This is part of a larger discussion of how parents get information and coordination between the schools and the city regarding communication. Tabled for next meeting.

Meeting adjourned at 7:00pm.

MOTION: Ms. Pitone made a motion, seconded by Dr. Ackman, to accept the report of the Chair of Rules for the meeting of May 7, 2018.

The motion was approved via voice vote.

B. School Committee Meeting for Finance & Facilities: April 26, 2018 (Mr. Futrell)

This report was deferred to a future meeting.

D. School Committee Meeting for Finance & Facilities: May 9, 2018 (Mr. Futrell)

This report was deferred to a future meeting.

E. FY19 Budget Hearing: May 15, 2018 (Mr. Futrell)

On Tuesday May 15 at 6:30pm, the Superintendent and her administration presented her FY19 budget proposal to the Finance and Facilities subcommittee of the whole. In attendance were myself, Mr. Green, Ms. Normand, Ms. Pitone, Ms. Ackman, Ms. O'Sullivan, Ms. Palmer, Superintendent Skipper, Dr. Abeyta, Interim Finance Director Durette, and various department and school leaders across the district.

We reviewed the budget process, talking through the district's collaborative approach to budget development as well as the School Committee's office hours to solicit community input. That process led to a level service budget followed by adjustments, reductions, and additions in staff and programs that resulted in the Superintendent's proposal.

The budget documents were posted online on the Friday before the Tuesday presentation, with minor edits updated on Monday. Superintendent Skipper described the 4 major themes of her FY19 budget as 1) building more deeply on programmatic investments we've made over the last few years, 2) focusing on the continuum of students within differentiated instruction and utilizing all time available such as Out of School Time, 3) specialized programming across SPED, Early Ed, ELL so that we're closing both opportunity and achievement gaps, and 4) social emotional programming that reflects our commitment to the Whole Child and ensures social, emotional, and physical well-being.

Superintendent Skipper talked through our district's vision and commitment to the whole child as well as our six goals. Next, she and her team walked us through major highlights of the current school year which include, but are definitely not limited to: being one of the first district's to develop a comprehensive system of assessment, new grant funding, planning for a new high school, growth in enrollment, expanded online registration, our leadership within the Massachusetts Collaborative for Innovative Educational Assessment (MCIEA), continued development of our proprietary Student Insights tool, and Out of School Time initiatives.

We were recognized for successes in Unidos, at the Future Cities Competition, the All State Treble Chorus, Massachusetts Thespian Festival, Lockheed Martin Generation Beyond Video Challenge, athletic conference championships in football soccer basketball and track/field, as well as Somerville teachers winning Italian teacher of the year, art teacher of the year, and football coach of the week.

In the classroom, we've seen an increase in 4 and 5 year graduation rates to the highest they've been in the last decade (84.2% four year, 85.7% five year) and dropout rates that have been falling for the last 7 years (currently 2.2% overall, 1.5% SHS). Additionally, suspension rates have fallen for the last 6 years and attendance was at 93.9% in 2017.

The district reported that the FY19 budget spends \$19,444 per pupil, which is 21% above the state average of \$15,955 in a high need, very diverse, urban school district with a comprehensive high school.

The district is requesting a full budget of \$85,291,049, of which \$72,593,325 would be funded by the City of Somerville. This represents a 5.86% increase year over year, largely increased by deeper investment in special education, homeless transportation, technology, out of school time, early education, among others. The increase from FY17 to FY18 was 4.78%, which is approximately what the district's request would be for FY19 were it not for increased expenses in transportation and specific out of district placements.

A total of 3.5 FTE positions were added, but several positions were removed resulting in a net decrease in staff by 4.55 FTE. New positions include an Assistant Finance Director, Communications/Grant Specialist, Elementary art music PE and library specialists, and increased Spanish language for middle school students, among others. Of the \$4.0M requested increase, \$2.88M derives from contractually committed increases in salaries.

For FY19, the average class size for elementary classes is projected at 19.8 and there is an overall decrease

of one classroom across the district.

This budget presentation was followed by a public hearing where there were over 25 community members in attendance with 16 public comments. For comparison, last year saw only 13 public comments. Community members advocated for more admin and liaison capacity at the East, deeper recycling programming, focus on race and racial inequality, paid internships within organizations like the Somerville Media Center, expanded access at the Kennedy pool, foreign language in lower grades, and computers in lower grades. Additionally, several community members thanked the district for the additional investment in theater arts represented in the proposed FY19 budget.

Mr. Green moved and Ms. Normand seconded adjournment of the meeting, which was unanimously passed, at 8:30pm.

MOTION: Mr. Futrell made a motion, seconded by Ms. Normand, to approve the report of the Chair of Finance and the Budget Hearing.

The motion was approved via voice vote.

F. School Committee Meeting for Finance & Facilities: May 16, 2018 (Mr. Futrell)

On Wednesday, May 16 at 6:33pm, the Finance & Facilities Subcommittee of the whole met to deliberate on the FY19 budget proposed by Superintendent Skipper and her administration the previous evening. In attendance were myself, Ms. Pitone, Ms. Ackman, Ms. Normand, Mr. Green, Ms. Palmer (arrived 6:42pm), and Ms. O'Sullivan (arrived 7:00pm). Superintendent Skipper, Dr. Abeyta, and Ms. Durette represented the district.

First we discussed the expenditure report of April 2018. Previous reporting from the district and from this subcommittee showed an approximate \$230k loss against a \$68M budget (approximately 3 tenths of one percent). In this meeting, the district revised that figure down to a loss of \$33k against a \$68M budget (less than one tenth of one percent) with gains coming primarily from efficiencies in the salary line.

We next reviewed the Bill Rolls with several questions from the subcommittee, approval of which was moved and seconded by Mr. Green and Ms. Pitone respectively, and which passed unanimously.

We then moved forward into budget deliberation for the FY19 budget, talking through requests made during the public hearing the previous night and other budget considerations.

The district is requesting a 5.86% increase in the FY19 budget from \$68.5M to \$72.5M. This budget includes additional investments in special education; academics (both in school and out of school program expansion and electives) which include music, art, language, and STEM, among others; and operational efficiencies. It also represents an effort to maintain our fiscal responsibility, keeping additional programs and people relatively low as the city looks to absorb tax increases due to the high school and other initiatives.

Simultaneously, our costs are increasing as we continually work to serve all of our students, especially those with additional needs in our special education, English-language learner, and homeless populations whose costs have increased significantly in the last year. As we seek to serve all of our children and families, state and federal funding is being significantly decreased, diminishing the district's ability to capitalize on economic expansion in the city. While the Superintendent's budget represents an absolute increase in funds, it does so by covering positions and programs that would otherwise be cut due to decreased Title 1 and Title 2 funding at the State and Federal level. Again, while the budget request shows an absolute increase compared to last year, the number of employees across the district *decreases* by 4.5 between 2018 and 2019. Through this, we're still able to increase services in art, music, theater, Spanish, STEM, and other programs through partnerships, realignments, and more efficient use of funds across the board.

Following is a bulleted list of items we talked through.

- One parent referenced cuts to cello and viola instruction. After review, there have been no cuts and aren't any cuts planned to either in FY19.
- Several parents advocated for an increase in administrative support and liaison support at the East.
 - The East had an opening that the district struggled to fill for a 0.4 FTE liaison capacity. It's understandable that this partial vacancy was felt by our parent community.
 - We want to better understand the administrative need at the East to ensure that our admin isn't being pulled away for translation services, which would decrease the capacity to perform admin tasks.

- The committee discussed the role of Assistant Principals across the district, and whether there's some value in having an additional AP in order to build a Principal pipeline while increasing capacity.
- The Superintendent suggested that a weighted-student budget would assist in identifying need and resourcing across the district. This project was due to start this spring but was put on hold for a year as a result of former Finance Director Gordon's transition.
- While some enrollment bubbles exist in the district, the district has committed to not creating any new enrollment bubbles going forward. This will result in additional stability in planning for staffing and enrollment across the district.
- Theater arts is funded, as advocated for by several parents and students.
- Several parents advocated for additional language programming, which the district is supporting by pushing Spanish down in the middle grades.
 - The district is working to get language instruction to everyone proportionally, then looking forward to increase instruction.
 - There is potential for a 2nd strand of language like Unidos, but the school demographics and community would have to support it. Argenziano and Healey could be candidates, among others.
 - We discussed after-school immersion programming and the difficulty that staffing has played in the past.
- A parent advocated for increased hours and programming at the Kennedy Pool. Due to the pool being a community resource more like a park than a classroom, with similar opportunities to serve all residents during weekdays and weekends alike, the district will engage the Department of Recreation to explore their capacity for increasing hours after school and weekends.
- Several students expressed the value they gained from a paid internship at the Somerville Media Center, and requested more of this kind of programming. There are opportunities available through the City Jobs Program, but one challenge is that the funds are limited to 20 hours a week and as a result, many kids choose other opportunities with more hours.
 - We discussed the idea of a student-run internship and job board for the High School. The district said it would look into this further.
- A community member and Alderman advocated for more recycling across the district, suggesting that the district wasn't doing enough to support recycling.
 - The committee had a rich discussion on this topic. Of note, the district has taken several steps over the last year to advance recycling, including passing a new recycling policy, auditing our recycling program, creating a recycling captain program, among other initiatives.
 - The committee discussed how to better communicate the steps that the district is already taking on this issue. One solution included a new page on the district's websites for Frequently Asked Questions that might include more details on our Recycling initiatives. FAQs might also reference language programming and liaison hours among other things that are commonly discussed.
 - Additionally, the district is continually working with the Department for Public Works and will seek more information on how we're doing on recycling to better understand some of the challenges.
 - The committee also discussed other initiatives that could get to the goal of recycling by other means, for example, reducing the amount of disposable materials offered to kids in the first place. In the short term, the community should expect to hear more about how our current recycling program is working from DPW and more on additional plans from the school committee over the coming year.
- A community member advocated for a Diversity Liaison or lead for the district. The district is already planning to host a Superintendent's Fellow in the coming year who will work on a diversity competency plan. While this is not formally a diversity liaison, we expect to be in a better position a year from now to discuss future plans on diversity after the Fellows work.
- Several parents advocated for an Out of School Time Coordinator. The district looked at the Cambridge model, looked at our services, and is currently working with an out-of-district partner to increase capacity that will add to the OOST role that the city is including next year.

The subcommittee reviewed the amendment made last year on busing to determine if this investment did

what we wanted it to do. The district reported that there was a lot of value in the transportation we added last year, but suggested we could do a better job of communicating to those for whom this would be available. Additionally, the district is working with the city on deeper transportation needs across the district.

Amid this conversation, one committee member requested that we review a detailed breakdown of athletic programming at a future Finance & Facilities meeting.

The subcommittee of the whole then discussed next steps on the FY19 budget, and how we could more broadly communicate our responses by sharing these minutes. Further, we discussed the merit of including school- and education-related email lists in our weekly call that advertises when and where the following week's meetings will be held and on what topics.

Ms. Palmer moved and Mr. Green seconded adjournment, which passed unanimously at 8:17pm.

MOTION: Mr. Futrell made a motion, seconded by Dr. Ackman, to accept the report of the Chair of Finance for the meeting of May 16, 2018.

The motion was approved via voice vote.

VIII. NEW BUSINESS

A. Somerville High School Diploma: (recommended action: approval)

The following student has successfully completed all local and state requirements for a diploma from Somerville High School.

- Quincy West

MOTION: Mr. Futrell made a motion, seconded by Ms. Normand, to approve the diploma.

The motion was approved via voice vote.

B. Acceptance of Donations (recommended action: approval)

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

Donation	Donor	City, State	Value	Program donated to
Monetary	Jae S. Lim Foundation	Wilmington, DE	\$3,000.00	Math and Science Prizes
Monetary	A. Russo & Sons, Inc.	Watertown, MA	\$2,500.00	Scholarships for CTE

MOTION: Dr. Ackman made a motion, seconded by Ms. Pitone, to accept the donations, with gratitude.

The motion was approved via voice vote.

C. SCALE ADP Diploma Request: (recommended action – approval)

Marie Groleau 127 Bridge Street Newton, MA 02458

MOTION: Ms. Pitone made a motion, seconded by Ms. Normand, to approve the SCALE ADP diploma.

The motion was approved via voice vote.

D. Field Trip: (recommended action: approval)

June 15, 2018

Argenziano School grade 8 students to Canobie Lake Park, Windham NH. Transportation via bus. Cost to students is \$25 each.

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

The motion was approved via voice vote.

Future Items of New Business Requests:

- Master Planning Meeting Update
- By All Means Report Out
- June 11 Winter Hill Community School Innovation Plan
- Anniversary Celebration for staff other than three year and retirement

X. ADJOURNMENT

The meeting was adjourned at 8:51 p.m. via voice vote.

MCIEA UPDATE

MA Consortium for Innovative
Education Assessment

May 2018



DISTRICT IMPLEMENTATION TEAM

Year 1 – 2016-2017
• Next Wave/Full Circle
• Winter Hill

Year 2 – 2017-2018
• Next Wave/Full Circle
• SHS Science Department
• World Language Department
• West Somerville



NEXT WAVE/FULL CIRCLE YEAR 1

2016-2017 Team Members: Sarah Blanchard, Tim Dunphy, Maureen Robichaux

Focus:

- Move towards competency based courses for middle and high school grade.
- Develop a common language and agreement on competencies for each academic area

PBA Project:

- Provided increased collaboration among teachers that work in different content areas.
- Created a task that makes moving towards competencies more concrete for teachers

NEXT WAVE/FULL CIRCLE Project Based Assessments (PBA) RUBRIC CATEGORIES

Not Yet Competent	Basic Competency	Competent	Highly Competent
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NEXT WAVE/FULL CIRCLE PBA

Participating students are
in the following classes:

- Middle Grades ELA
- High School Health/
Psychology
- High School History



NEXT WAVE/FULL CIRCLE TIMELINE

Action	Time	Person(s) Responsible
Introduce PBA to staff	Spring 2017	ILT members, Margaret
Summer Institute	July 2017	Identify 2 staff members for cohort 2: Nicole Hazard, Tim Dempsey
Collaborate with MCIEA coach plan PD kickoff	August 28, 2017	Margaret & M. Brownstein (MCIEA coach)
Collaborate with MCIEA coach, ILTs to plan on going PD	Monthly – ongoing 2017/18	ILT members, Margaret, M. Brownstein
Cohort 2 members participate in MCIEA meetings	2017-18 school year	Nicole Hazard, Tim Dempsey
Use curriculum standards to create competencies and rubrics	Monthly – ongoing 2017/2018	All Staff
Share out of rubrics and student work	April 2018	Nicole Hazard, Tim Dempsey, Sarah Blanchard

NEXT WAVE/FULL CIRCLE WHAT HAS BEEN WORKING

Collaboration among the ILT:

- Developing a common language
- Agreement of rubric and tasks

Planning with the MCIEA Coach:

- Met with ILT weekly to help frame ideas for project
- Supported conversations and development of materials
- Leading PD for the entire staff
- Provide guidance and support with resources around competency based education

Teachers are developing PBAs and rubrics in a variety of content areas

- 5/13 teachers have been trained through the MCIEA conferences and each teacher has implement at least one PBA during the 2017-18 school year: History, ELA, Psychology

SHS SCIENCE DEPARTMENT PROFESSIONAL DEVELOPMENT

- **September** – attended MCIEA Workshop #1 on the rationale behind PBAs and how to design one

- **October** – first planning session with MCIEA coach

- **Early November** – attended MCIEA Workshop #2 on how to design a PBA rubric

- **Late November** – MCIEA coach led a tuning protocol with the Science Department, to allow science teachers to provide feedback to the 9th grade teachers about their assessment

- **January** – second planning session with MCIEA coach after implementing feedback from Science Department

- **March** – attended MCIEA Workshop #3 and used calibration protocol to give feedback to other districts who had already implemented their PBAs

- **May** – third session with MCIEA coach to reflect on completed 9th grade PBAs

SHS SCIENCE DEPARTMENT BIOLOGY PBA

- 9th grade biology students are in the middle of completing children's books that answer the question: *Why do we have different skin tones?*

- Students will synthesize information from the genetics and evolution units to complete the book

- Students have kept journals to keep information about the topic throughout different lessons

- Students attended a workshop during x-block with a local best selling author to learn about writing children's books

- Books will be completed in mid-May

SHS SCIENCE DEPARTMENT LOOKING AHEAD TO 2018-2019

- 9th grade and 12th grade science teachers will begin to implement PBAs - especially works post-MCAS and post-AP exams

- PBAs lend themselves nicely to new spiraled STE standards that emphasize 21st century skills, such as inquiry, analysis, and creative problem-solving

- Will supplement traditional written assessments – not completely replace them

- Aim to send additional 9th and 12th grade science teachers to MCIEA Cohort 3

SHS SCIENCE DEPARTMENT CONNECTION TO ENVISIONING THE FUTURE OF SHS PROJECT

The Performance-Based Assessments Subcommittee has the following goals:

- To increase the use of PBAs in all classrooms and departments at SHS, and utilize the expertise of teachers who attend the MCIEA workshops
- To align PBAs to a "Habits of the SHS Graduate" - a list of skills that all students should be proficient in upon graduation

We are partnering with other subcommittees to help students develop 21st century skills in students

WEST SOMERVILLE NEIGHBORHOOD SCHOOL NEXT STEPS

Build capacity of staff to do this work
8TH grade middle grades project

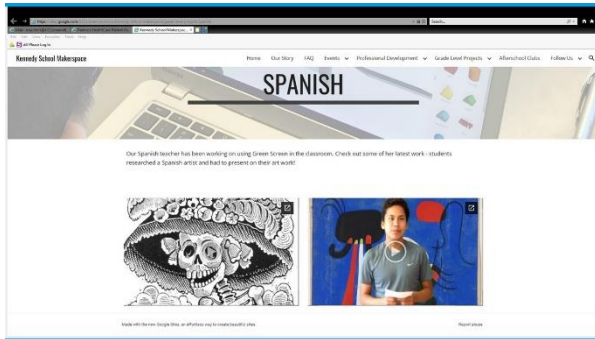
WORLD LANGUAGES DEPARTMENT FRENCH & SPANISH, MIDDLE & HS

Worked with coach, Michael Brownstein

- Brainstormed ideas
- Collaborated to create a Tool 8 protocol
- Gave feedback

Various stages of implementation

- [Susan Olsen's implementation](#)
- Naima Sait will use the Tool 8 Performance Assessment as the French 3 final and has used other performance assessments in French 1. Ms. Sait notes "better results" than traditional tests and more student interest.
- Lisa Machnik will use a Performance Assessment as her Spanish 2 final and the Tool 8 created this year with her current Spanish 2 next year in Spanish 3



WORLD LANGUAGES DEPARTMENT NEXT STEPS

- Susan Olsen, along with other cohort members, will present a district PD module on performance assessments
- Lisa Machnik and Naima Sait, along with other cohort members, will present performance-based assessment work at the Best Practices PD at the high school on June 6th
- The World Language Department will include IPAs* as part of the new curriculum map for each course

*IPA=Integrated Performance Assessment-It integrates the 3 modes of communication: interpersonal, interpretive and presentational-these are the 3 modes assessed on the AP exam

WEST SOMERVILLE NEIGHBORHOOD SCHOOL YEAR 1

2017-2018 Team Members: Leigha Lirette, Danielle Shulman, Marissa Roque

Focus:

- Pilot high quality performance assessments math (3rd and 4th grade), and social studies (7th grade)

PBA Project:

- Provided increased collaboration among teachers that work in different content areas and grade levels
- All three teachers created a task and implemented it
- Marissa Roque asked to present her work at statewide conference