

CITY OF SOMERVILLE, MASSACHUSETTS

SCHOOL COMMITTEE

Monday, January 30, 2017 – Regular Meeting

7:01 p.m. - Aldermanic Chambers - City Hall

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

Members absent: Mayor Curtatone

I. CALL TO ORDER

Chairman Laura Pitone called a Regular Meeting of the School Committee to order in the aldermanic chambers at 7:01 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, Green, Pitone, White and Absent – 1 – Curtatone

II. STUDENT ADVISORY COUNCIL

Mr. Domond was absent.

Ms. Pitone stated that unless there was an objection, she would like to take things out of order and jump to number IV, Report of Superintendent.

IV. REPORT OF SUPERINTENDENT

A. Presentations

1. WEST SOMERVILLE NEIGHBORHOOD SCHOOL

The Superintendent stated that they were continuing their series of School Improvement Plans and tonight presenting were the West Somerville Neighborhood School and the Capuano School. Kathleen Seward from West Somerville was first.

Ms. Seward introduced her School Council members and along with several Council members, she presented their School Improvement Plan. (see attached)

Following the presentation, discussion ensued which included the following:

- Appreciated that the focus was on achievement gaps
- What a SPED classroom would look like
- How to move a student from Proficient to Advanced.
- Decline in 2016 6th grade
- Appreciation of starting parent committees within the school for leadership roles

Recessed at 7:38 – Resumed 7:45

2. CAPUANO SCHOOL

Superintendent then introduced the school for our babies, the Capuano School and welcomed Principal Cheryl Piccirelli. Ms. Piccirelli introduced her School Council and stated that she was excited to be focused on social-emotional learning. She then presented the Capuano School's School Improvement Plan. (see attached)

Following the presentation, discussion ensued which included the following:

- SMILE demographics
- Preschool
- Goal is kindergarten readiness
- Previously, no comprehensive skills of kindergartners, but we have now established that
- Understanding the value of ELL students early on
- PK and K have their own individualized testing

Recessed at 8:30 – Resumed 8:35

III. REPORT OF SUBCOMMITTEES

A. Educational Programs and Instruction Subcommittee: Mr. Roix (Dec 12)

The Educational Programs and Instruction Subcommittee met on December 12, 2016 in the Central Office Conference Room at 8 Bonair Street.

The meeting was called to order at 7:35 p.m.

ORDER OF BUSINESS

Members present: Mr. Roix, Ms. Pitone and Mr. Green

Other School Committee members present: Ms. Normand, Mr. Futrell, Ms. O'Sullivan

Also in attendance: Approximately 15 other people including members of the SPS staff presenting to us

- We received a presentation on the College and Career Readiness program from Melanie Kessler, Director of College and Career Readiness, as well as Traci Small, SHS School Counseling Director, Justin LaBerge, SHS School Counselor (Beacon House), Leslie Lartey, West Somerville K-8 Counselor Educator, which included the following:
 - Somerville High School Demographics
 - Roles and Responsibilities of a K-12 School Counselor
 - Middle Grades CCR
 - Grades 9-12 the Personalization of CCR
 - Goals for the Future
 - Increase Dual Enrollment Options, college level classes and other outside learning experiences, giving students additional options for enrichment while still meeting their SHS graduation requirements
 - Build SHS brands with colleges
 - Support Post-Secondary Persistence - a very important focus - I was glad to hear that it's a priority, not just getting our students to college, but making sure they have the ability to persist, and continue to succeed there. This is especially important for many of our students who may be the first in their family to go to college and who may not have family with the knowledge or the resources to give them the kind of support that some other families are able to offer. It is helpful to these students for us to do as much as possible to make sure that when they get to college, they have the ability to be successful there!
 - 11th grade college tours and boot camps
 - It was good to have the opportunity to hear from what is really a pretty new department in Somerville. Of course, Somerville High has always had a Guidance Department, but in order to really give our students the best opportunity for post-secondary success - in whatever venue they pursue it, we realized a couple of years ago that a more comprehensive system was needed, and added funds to the budget for these two new positions. It was great to hear the progress made now that the staff have been in place for a couple of years. It was also great to learn how the new system has taken shape while our District continues to grow and improve in this regard. Hopefully, we will see concrete results over time for our students' success in their college and career experiences.
- Next on our agenda was an annual presentation from SHS staff, led by headmaster John Oteri, on proposed changes to the SHS Program of Studies
 - Sebastian LaGambina, who oversees the SHS Curriculum Committee, presented two changes that were recently passed by the SHS curriculum Committee, that will be included in the 2017-2018 Program of Studies.
 - 1. Fine Arts/Music graduation requirement change: This proposal changes the Fine Arts/Music graduation requirement for non-CTE students from 2.5 credits to 5 credits and fully aligns this graduation requirement with MassCore recommendations. Presented by K-12 Supervisor of Art Dr. Luci Prawdzik and art teacher May Chau.
 - 2. New courses, Resource US History 1 and US History 2: These courses are for students who require specially designed instruction in a small group setting. Presented by Special Education Department Chair Rachel Ziulkowski.
 - Additionally, the following five program/policy changes were presented.
 - **One is the development of an early college options policy:** designed to encourage students to pursue interests and enrichment while still maintaining the integrity of SHS academic requirements. The options also allow students to meet graduation requirements when they are unable to be fulfilled at SHS.
 - **2. AP Biology and AP Chemistry Pilot:** This pilot will increase AP Biology and AP Chemistry class time from four to six blocks per week. This was presented by Science Department Chair Marianna Zimbardo.
 - **3. PATH Program:** The PATH Program offers clinical services to students who require specialized instruction to be successful in school. This was presented by Special Education Department Chair Rachel Ziulkowski and Pathways Clinical Coordinator Dr. Christy Burbidge.

ORDER OF BUSINESS

- **4. English Learner Pathways:** The GOAL Program and English Learner Intensive are programs that provide English Learner Pathways at Somerville High School. This was presented by ELL Director Dr. Sarah Davila.
- **5. Mixed Level Courses:** We received an update on mixed level courses being piloted in US History II and English 4. This was presented by Headmaster John Oteri.
- Lastly was an update from Alec Resnick, on the STEAM pilot program at the Healey and the pending innovation school plan for PowderHouse Studios. Always good to hear from Alec - I'm not going to go into great detail on that because whatever I say might be outdated at this point and we will of course be hearing more about that soon, but there wasn't a detailed presentation and we took no action anyway...it was just a brief update.
- The meeting adjourned at approximately 9:30 p.m.

MOTION: Mr. Roix made a motion, seconded by Ms. Normand to approve the minutes of December 12, 2016

The motion was approved by voice vote.

IV. REPORT OF SUPERINTENDENT

B. Personnel Report

Members received the January 2017 Personnel Report in this week's packet. There were no changes to report.

C. District Report

Superintendent Skipper provided her District Report, as follows:

Before I offer my update, I want to take a minute to address the concerns that many in our wonderful community, myself included, are feeling following the executive actions that President Trump signed in his first week in office, regarding Sanctuary Cities and immigration. I sent a letter out on Thursday to our community that we will continue to fulfill our legal and moral obligation and do what is **right** and **just**. We will continue to support EVERY student in our district, without regard to their immigration status and without fear of discrimination. We are 100% committed to all of our students and families, and will not waver in our commitment.

- Congratulations to the Argenziano School for their **FIRST PLACE** finish in the **Future Cities competition** – New England Regional Finals! Argenziano's team of 6th, 7th, and 8th grades students competed against 14 teams from across New England in this project-based competition where they imagine, research, design, and build their "city of the future." Next stop for this talented team of students and their teacher/mentor, Mr. Cahill, is Washington, D.C. in mid-February where they will compete against other regional winners in the competition Finals. Congratulations, good luck, and thank you for representing Somerville with such great distinction!
- **Kindergarten registration** is in full swing and going well. As of this morning, 181 registrations have come in so far on our new online registration system. The online process has gone smoothly, with most people completing the registration process independently. Regina Bertholdo and her team are continuing to offer one-to-one assistance at the Parent Information Center. We do ask that anyone needing online registration assistance please call the PIC at 617-629-5670 to schedule an appointment. The PIC will also be offering a full day of online registration assistance on Tuesday, February 7th, from 8:00AM to 6:00PM.
- The Somerville High School Guidance Department will host the first **Course Planning Night** for students who will be transitioning to Somerville High next year, and their parents or guardians. All parents and guardians of current 8th grade students in the district are invited to Course Planning Night on Wednesday, February 1st. The event will be at the SHS Auditorium, from 6:00-7:00pm. This is an opportunity for families to learn about and be involved in their student's course selection process for high school, and to meet their student's high school counselor for next year.
- Somerville High School will host their **Open Houses** on Thursday and Friday, February 2nd and 3rd. The community is invited to stop by for a tour of the school each day from 8:15 to 10:00am or from 12:15 to 2:00pm. Open Houses are a great way to see first-hand the culture of a school, and to have an opportunity to meet and talk with students, teachers and administrators, and parents of current students.
- **Parent-Teacher Conferences** kick off this week:
 - Thursday, February 2nd, 2:45-5:00pm: Brown School
 - Thursday, February 2nd, 2:45-4:15pm: Next Wave/Full Circle
 - Monday, February 6th, 2:45-4:15pm: Argenziano School
 - Tuesday, February 7th, 2:45-4:15pm: Healey School
 - Wednesday, February 8th, 2:45-4:15pm: Somerville High School

ORDER OF BUSINESS

- Thursday, February 9th, 2:45-4:15pm: Kennedy School & Winter Hill School
- Wednesday, February 15th, 2:45-4:15pm: East Somerville Community School
- Wednesday, February 15th, 2:45-4:15pm AND 6:00-7:30pm: Capuano EC Center
- Thursday, March 9th, 4:00-6:35pm: West Somerville Neighborhood School
- This year's **Somerville High School Musical** is a production of "Bring it On!" Show times are Thursday and Friday, February 9th and 10th at 7:00pm, and Saturday, February 11th at 2:00 and 7:00pm. Please note that due to high school themes and language, parental guidance is suggested. Visit www.somerville.k12.ma.us/musical for ticket prices, sponsorship opportunities, and more information. We hope you'll join us for Somerville High's annual musical production.
- I'm looking forward to celebrating our students at upcoming **Student of the Quarter** events in our schools in the next couple of weeks:
 - Thursday, February 2nd: West Somerville @ 8:45am and Brown @ 1:30pm
 - Monday, February 6th: Argenziano @ 8:30am and East Somerville at 1:30pm
 - Wednesday, February 8th: Kennedy @ 8:30am
 - Friday, February 10th: Healey @ 8:30am
- Senator Jehlen set up a panel with MCIEA that we launched with six other district. We presented at the State House today. The Superintendent spoke about the trust we have with our teachers, whole school quality, whole child. She is very appreciative for our progressive School Committee.
- February 1st, the Brown School will be receiving the Commendation Award as a Commendation School at the State House, 11:00 a.m.
- February 1st, Paul Reville will be visiting the Somerville Public Schools with 35 Harvard Education students.
- February 3rd, the Superintendent will be on a panel for Learn Launch. We were a founding member for MAPLE, a consortium of districts in Massachusetts.

School Committee members then thanked the Superintendent for her message that was sent out to everyone.

V. UNFINISHED BUSINESS

A. 2017-2018 School Calendar

- Ms. Palmer stated that would like to add field trips on the calendar
- Mr. Futrell stated that he reached out to parents and would like to share their feedback: strong reaction to only a 1.5 day of school before Labor Day, could it be 2.5 days instead, why do we need a four-day Labor Day weekend, positive reaction to religious days being listed but why no Christian holidays, Jewish holidays start a day prior to what is listed
- Ms. Normand stated that days are contractual and right now we have no flexibility. Something to keep in mind when negotiations happen
- Suggested to put all revision dates on the calendar throughout the school year
- Mr. Roix asked if there was an education benefit to have the first week of school with only 1.5 days – is it important to start school before Labor Day
- Superintendent Skipper stated that there was some discussion on all of this – important to log all of this when finalizing new contracts – mixed feelings on start date
- Mr. Green understands why there were no students in school on election day this year, due to the presidential election, but why next year too
- Superintendent Skipper suggested we ride out the calendar through 2018, when the union contracts will then run out – in negotiations, discuss new calendar
- Ms. Normand stated school is ending early this year, keep in mind when summer school will begin, rec programs, etc. We don't want a gap in-between.
- Dr. McKay stated that summer school will start before July 4
- Ms. Palmer asked that Community Schools be available on Friday, September 1

B. Educator Evaluation Proposal Response to DESE

Dr. McKay stated that several weeks ago, Superintendent Skipper and Ms. Lawrence, at the School Committee's request, refashioned content of a letter into a resolution to the DESE, for your consideration. Ms. Pitone read the draft of the resolution.

ORDER OF BUSINESS

MOTION: Mr. Futrell made a motion, seconded by Alderman White to approve the resolution

The motion was approved by voice vote.

MOTION: Alderman White made a motion, seconded by Mr. Green, to amend the resolution from Somerville School Committee does not support the proposed amendments, to, Somerville School Committee opposes the adoption of the proposed amendments

The motion was approved by voice vote.

Ms. O'Sullivan stated she understands the spirit of the resolution, but it has a lot of detail, a lot of language. Can they have more time to go through it all – mostly it is about what we do not like about the amendment – what IS the district thinking about in terms of a strong evaluation system – Superintendent Skipper stated that what we believe an education evaluation system to be is to look at one as formation, working in partnership with teachers – Dr. McKay stated that we could possibly wait one week to approve and responded to what constitutes a good system; this aspect adds a new layer onto existing system that we feel works – Dr. McKay

MOTION: Mr. Futrell made a motion, seconded by Ms. Palmer, to table the resolution

The motion was approved by voice vote.

Dr. McKay then stated, although they could wait a week, the sooner the better to get the resolution in their hands.

MOTION: Mr. Futrell made a motion, seconded by Mr. Green, to pass the resolution with the amendment as described previously by Alderman White.

The motion was approved by voice vote.

V. NEW BUSINESS

A. Donations

MOTION: Ms. Palmer made a motion, seconded by Mr. Roix to accept the following donations:

The motion was approved by voice vote.

Donation	Donor	City, State	Value	Program donated to
Monetary	Ira Roschelle Foundation	West Orange, NJ	\$5,000.00	Brown School STEM Education
Misc. Media Equipment	Jack Hawkins	Somerville, MA	TBD	Media and Technology Dept.
3D Printer	Daniel Taub	Somerville, MA	\$400.00	Argenziano School

B. Field Trips (recommended action: approval)

May 5, 2017

Next Wave/Full Circle students to Mount Monadnock.
Transportation via school van at a cost of \$10 per student. w

May 31 – June 2, 2017

Healey School grade 4 students to Red Gate Farm.
Transportation via bus with a cost of \$200.00 per student.

MOTION: Mr. Futrell made a motion, seconded by Ms. Palmer to waive the readings and approve Next Wave/Full Circle field trip to Mount Monadnock and Healey School Grade 4 to Red Gate Farm.

The motion was approved by voice vote.

VI. ITEMS FROM BOARD MEMBERS

Ms. Palmer

- Would like to acknowledge the SIP presentations in this forum and how valuable that is – Provide link on website to video stream and put link in Connections newsletter
- Would like to add to next week's agenda; legislative liaison as that is what is in our rules policy

Mr. Green

- Last week, State Department of Education released highlights of their proposed draft accountability plan. I will have copies for you in next week's packet. Encourage colleagues to take a look at the highlights.

The meeting was adjourned at 9:30 p.m., by voice vote.

Maryann Coulombe, Administrative Assistant

ORDER OF BUSINESS

RELATED DOCUMENTS:

1. Agenda
2. West Somerville Neighborhood School - School Improvement Plan
3. Capuano School – School Improvement Plan
4. January 2017 Personnel Report
5. Resolution Opposing the Proposed Amendment to the Educator Evaluation Regulations (draft)
6. Donations
7. Out of State Field Trip

West Somerville Neighborhood School Improvement Planning

September 2016-June 2018

Student Wellness Focus, 2016-2018

Representative Family Engagement

- Data tells us that parent engagement is a key to student success.
- Makeup of our School Council, PTA, and participants at various school events is not fully reflective of our school community
- Our school will be better for all students if there is a wider range of voices at the table.
- We want to support students' academic and social/emotional growth by partnering effectively with all parents and guardians at a systemic level.
- There are currently families who wish to be more involved with the school than they currently are, and we need to continue working on finding meaningful ways to tap into the skills, talents, and interests of our entire parent body to support the learning of all students.

Parent/Guardian Survey, June 2016

- 45 electronic responses (274 families in the school)
- Although we do not know the exact demographics of who replied, it is most likely not representative of the school population
- 70% of survey respondents report an interest in learning more about social/emotional learning
- 50% of families would like to deepen their involvement in school

Parent Leadership Body Membership and Student Population, SY2016-2017

	% Students	% PTA Board	% School Council
African American	14.2%	0%	10%
Asian	3.9%	0%	0%
Hispanic	19.5%	0%	0%
Native American	0.0%	0%	0%
White	58.2%	100%	90%
Native Hawaiian, Pacific Islander	0.0%	0%	0%
Multi-Race, Non-Hispanic	4.2%	0%	0%

Attendance at Sample School Events Compared to Student Population, 2016-2017

	Students	Classroom Events	Potlucks	Winter Concert	Parent-Teacher Conferences
African American	14.2%	15%	3%	12%	11%
Asian	3.9%	2%	3%	4%	3%
Hispanic	19.5%	13%	17%	18%	14%
Native American	0.0%	0%	0%	0%	0%
White	58.2%	65%	67%	61%	66%
Nat Hawaiian/Pac. Isl.	0.0%	0%	0%	0%	0%
Multi-Race, Non-Hisp.	4.2%	4%	11%	5%	6%

ORDER OF BUSINESS

Partnership with SFLC and Urban Leaders Network (ULN)

- Survey, January 2017
- 61 responses as of 1/26; goal of 200 responses
- Responses are not representative of the school population (over 80% of respondents are white)
- High quality survey
- Data comparability/opportunity to collaborate with other schools doing this work.

Next Steps

Action	Person(s) Responsible	Timeline
Add smaller format music concerts on a monthly basis in the second half of the year.	Principal, Music Teacher	Monthly from January-June
Recruitment of more diverse parents for the 4 open seats on School Council in 2017-2018.	Principal/School Council Members/SFLC Liaison	January 2017-May 2017
Implement Responsive Classroom and share this work with parents and guardians, focus on "Knowing students and their families well."	Principal/classroom teachers	Began in September 2016
Establish Committees and small groups to address areas of need in the school.	Principal, Liaison, School Council	Winter 2017 and ongoing
Learning spotlight addition to weekly memo.	Principal	January 2017
Develop a robust program of events/initiatives that are tied to school goals and needs as well as parent interests and strengths to support student learning based on data from 1/10 survey.	ILT, School Council, Grade level teams	Ongoing, complete in
Share family survey data with staff to plan for 2017-2018 activities.	ILT	Spring 2017

Theory of Action

- Some success with increasing representative family engagement at West Somerville, changes have been made.
- Need to develop a comprehensive and clear definition of what parent engagement means for our diverse school population.
- Survey data and partnership with the Urban Leaders Network will enable us to define engagement and create a robust and responsive set of events and initiatives to support this engagement.
- Goals
 - having representative leadership on parent committees
 - a high percentage of families reporting that they are satisfied with their level of involvement in school and that they have adequate information to support student learning at home.

SMART Goals

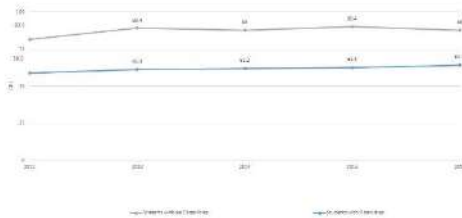
- **Goal(s) for September 2016 – September 2018**
- By the end of the 2017-2018 school year, attendance at school events will reflect, within 5 percentage points, the demographic make-up of the school.
- At the end of the 2017-2018 school year, the percentage of families (a representative sample) who report that they are happy with their level of involvement in the school will increase by 10 percentage points as compared to the results of the 2015-2016 school year survey.
- At the end of the 2017-2018 school year, the percentage of families (a representative sample) reporting that they have adequate information from school to support student learning at home will be improved by 10 percentage points as compared to the results of the 2015-2016 school year survey.
- At the end of the 2017-2018 school year, the make-up of parent boards will more closely reflect the demographic make-up of the school.

Academic Focus, 2016-2018

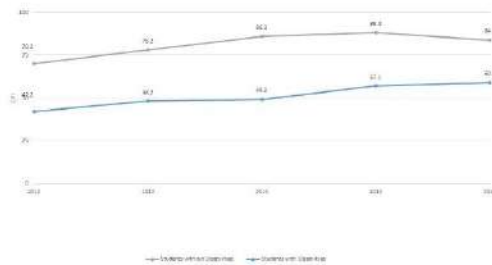
Drastic reduction of our special education achievement gap while ensuring that all sub-groups and grade levels maintain an SGP of 60 or higher.

ORDER OF BUSINESS

Special Education Achievement Gap, ELA



Special Education Achievement Gap, Math



All Students ELA SGP over Time

	2013	2014	2015	2016
4 th grade	55	52	43	57
5 th grade	68.5	72.5	64	48
6 th grade	56	53	47	23.5
7 th grade	66	49	40.5	79
8 th grade	65.5	61	72.5	54

All Students Math SGP over Time

	2013	2014	2015	2016
4 th grade	55	80.5	62	61
5 th grade	60.5	94	89	67.5
6 th grade	41	73	28	22.5
7 th grade	77	76	57	58.5
8 th grade	63	64	78	57

Additional Information

- Open Response Questions
- Developing and strengthening inclusion model

ORDER OF BUSINESS

Current Special Education Staffing Model

	Students serviced	Hours of Pull-out Services Called for in Current IEPs	Hours in Inclusion Services called for in Current IEPs	Estimated Time Needed for Testing and Meetings
PK-2 Teacher and Para	29	50	8	4
3-5 Teacher and Para	20	14.5	46	4
6-8 Teacher	19	10	25	3

Next Steps

Action	Person(s) Responsible	Timeline
Align work in coaching cycles and ongoing professional development with the need to improve success with open response.	Coaches/teachers/supervisors	Ongoing
Continue to focus on writing in 1-5 grade PD to have a cohesive and unified approach to how we are teaching writing. (Open response was a relative weakness in all grades)	ILT	Monthly professional development meetings to learn strategies and share results
Identify the most appropriate specially designed instruction for Inclusion classrooms.	Principal/ILT/Spec. Education Dept.	Spring 2017

Work to develop and implement an inclusion model to ensure that special education and regular education staff are able to plan and teach together to best meet the needs of all students.	Administration/ILT/Staff	Monthly PD meetings; bi-weekly team planning meetings, 16-17, A&R meetings
Monitor growth of special education students in relation to non-disabled peers on DIBELS, STAR Review interventions and instructional approaches	Principal Grade level teams	February 2017, June 2017, September 2017, January 2018, June 2018
Assess current staffing levels relevant to student needs and make budget requests/staffing adjustments for 2017-2018	Principal/Assistant Principal	January 2017

Theory of Action

We believe that by developing a model for effective inclusion and co-teaching, we will be able to better meet the needs of our special education students and support the continued growth of our regular education students. Having special educators included in planning and data meetings for the grade levels that they work with will build continuity and capacity.

SMART Goals

- **Goal(s) for September 2016 – September 2018**
- By the end of the 2017-2018 school year, the composite performance indicator (CPI) gap between non-disabled and disabled peers will be reduced by at least 10 points in all tested areas.
- By the end of the 2017-2018 school year, WSNS students at all grade levels and in all sub-groups will have an SGP of 60 or higher.

Michael E. Capuano Early Childhood Center

School Improvement Plan

2016-2018

January 30, 2017

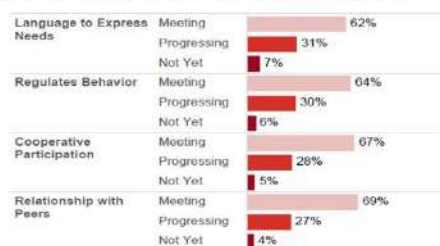
Capuano School Council Members

Cheryl Piccirelli, *Principal/Co-Chair*
Jayashree Patel, *Parent/Co-Chair*
Julie Melgar, *Parent/Secretary*
Tina Lu, *Parent*
Lindsay Black, *Teacher*
Laura Peura, *Library Media Specialist*
Christianna Morgan, *Counselor Educator*
Michael Hoogendyk, *Parent*

Our Focus on Social Emotional Learning

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

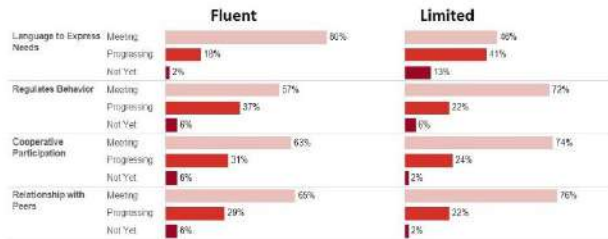
All Students Fall 2015 SEL Results



The four social emotional learning items on the fall 2015 kindergarten KESI assessment shows comparable scores for each of the four standards with a range of 61.7% to 69.2% of children meeting the standard, 27.1% to 30.8% progressing, and 3.7% to 7.5% who are not yet meeting the standard. A fewer percentage of students met the Uses Language to Express Needs and Regulates Behavior standards.

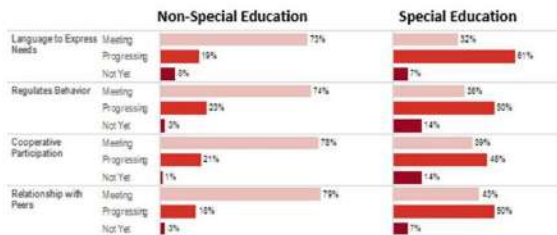
ORDER OF BUSINESS

SEL Results by English Proficiency Status, Fall 2015



ELL students less likely to meet Uses Language to Express Needs benchmark. More likely to meet other benchmarks.

SEL Results by Special Ed. Status, Fall 2015



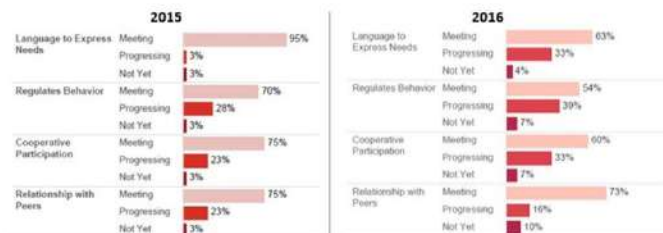
The majority of students in special education did not meet the expectations. Students receiving special education services scored lowest in Uses Language to Express Needs and Regulates Behavior.

Disability Types at Grade K, 2015 and 2016

	2015	2016
Autism	23%	35%
Communication	53%	40%
Developmental Delay	17%	25%
Emotional	3%	0%
Physical	3%	0%

The largest percentage have an identified communication disability. This may explain why a lower percentage of students receiving special education services met the Uses Language to Express Needs benchmark.

SEL Results for Non-SPED/Non-ELL Students



For general education students who are non-English language learners, two-thirds of fewer of all students met the SEL benchmarks. There seems to be room for growth for all students for these SEL standards.

Additional Information

- The Capuano is still working with teachers to ensure that each item on the KESI assessment is interpreted consistently throughout the school. There is still some variation from year to year as teachers learn to implement the new tool.
- Second Step - Social emotional learning curriculum. Adopted fall 2016. A full-year curriculum will be implemented in the fall of 2017 for the 2017-2018 school year. Teachers may continue with the next Second Step lessons through the duration of this school year.
- The variation that we see among students in terms of their social emotional readiness is normal and to be expected because the KESI is an entry skills assessment, measuring students' readiness for kindergarten. It is, however, the role of the Capuano to ensure that each student leaves kindergarten at Capuano prepared for first grade, with or without supports in place, no matter where students begin their kindergarten year.

Theory of Action

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

Next Steps

- Implement Second Step with fidelity
- Develop a new standards based SEL Measure to be used school wide in PK-K
- Second Step training, support, & check-ins
- Provide PK-K teachers with PD:
 - MA Standards for Social Emotional Learning
 - Cross walk of PK/K learning expectations for SEL
 - Focus on Relationships
- Implement SEL Measure to obtain baseline data for 2017
- Implement SEL Measure 3x per year and monitor student progress
- Monitor effectiveness of SEL interventions, tracking behavioral incidents

Social Emotional Learning Goals for PK-K Students

1. Develop a standards based SEL Measure to assess PK and K students in winter and spring of 2017 and fall, winter, and spring of 2017-2018.
2. By spring of 2018, 75% of all Capuano students will meet the targeted (grade-appropriate) standards social emotional learning in the five SEL domains.

ORDER OF BUSINESS

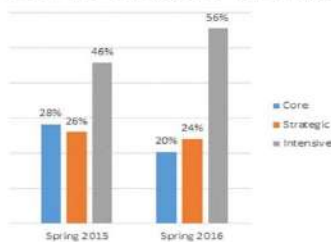
Developing Early Literacy Skills

- Phonological awareness is one of the greatest predictors of reading success or failure.
- We want all our students to be successful readers and writers. Thus, our current emphasis on increasing phonological awareness in our students.

What is the DIBELS Assessment?

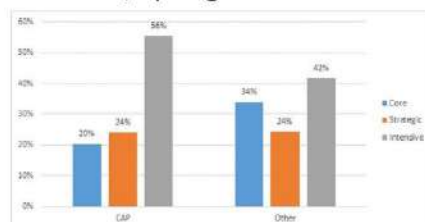
- The DIBELS assessment includes a number of subtests meant to help teachers determine how students are performing on important reading skills, targeting skills which are strong predictors of future reading success.
- In kindergarten, DIBELS assesses the print concept of letter naming, the phonological awareness concepts of isolating and pronouncing the first sound, and isolating and pronouncing all sounds within a provided word.
- Early phonics and word recognition skill, also known as decoding, is measured through the use of nonsense words. Nonsense words are used to measure students' ability to apply their knowledge of letter-sound correspondences to decode novel words (e.g., *vot*) rather than name a real word they may have previously memorized (e.g., *cat*).

DIBELS Grade K Overall Performance, 15-16



The percentage of students scoring *Core* decreased from 28% in spring 2015 to 20% in the spring of 2016 while the percentage of students scoring in *Intensive* increased from 46% in spring 2015 to 56% in spring 2016.

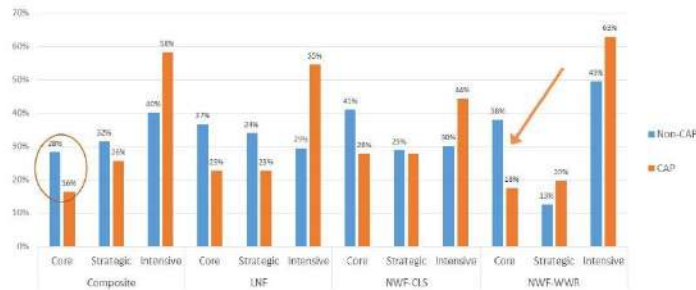
DIBELS Overall for Capuano and Non-Capuano Students, Spring SY15-16



The percentage of Capuano students scoring in *Core* at the end of K was 14 percentage points lower than Non-Capuano students and the percentage scoring *Intensive* was 14 percentage points higher.

ORDER OF BUSINESS

DIBELS Grade 1 Subtest, Cap & Non-Cap, SY16-17



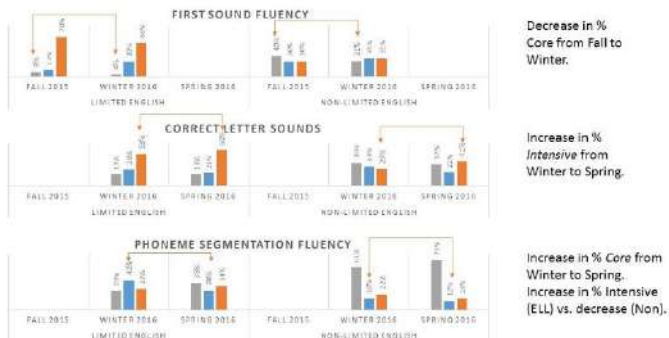
Fewer students who went to Capuano for kindergarten scored Core Overall (16%) than those who went elsewhere (28%). The largest gap, however, is for NWF-WWR. 20% fewer former Capuano students scored Core on DIBELS than students who had not gone to the Capuano.

Demographics of Cap & Non-Cap Students, SY15-16

	Capuano	Non-Capuano
Special Education	25.8%	16.4%
Limited English Proficiency	40.8%	15.7%

The Capuano served a greater percentage of ELL and SPED students at grade K than the district average in SY15-16.

DIBELS Performance for ELL and Non-ELL Students



DIBELS Performance for ELL and Non-ELL Students

- The similar trends within each group above suggests that there is a general instructional issue that if addressed, can positively impact the outcomes of all students, not just those who are fluent English speakers.
- The chart on phoneme segmentation suggests that ELL students are struggling more in this area, falling behind when their fluent English speakers are making modest gains.

Additional Information

- Phonological awareness is currently not an established, systematic, or explicit part of the Pre-K or Kindergarten curriculums. As a result, there are no consistent classroom practices in this area.
- Weak phonological awareness skills contribute to low DIBELS scores. This is especially important for ELLs who are learning the set of sounds used in English and who need to be able to differentiate the sounds used in English to be proficient readers and writers.

Theory of Action

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

Next Steps

- Provide standards-based PD workshop to all PK-K teachers regarding phonological awareness and phonics, including DIBELS-aligned activities and materials to use with children this year
- Provide all PK-K teachers with an overview of the DIBELS assessment, including the timed/fluency aspect as well as the specific subtests, referencing Massachusetts ELA standards for PK-K
- Provide materials to teachers for measuring phonological awareness
- Engage teachers in studying the impact of phonological awareness instruction on student learning
- Develop a preschool curriculum map for English language arts which includes early literacy skills to ensure common teaching and learning experiences
- Select and share with families 1-3 high impact phonological awareness activity/ies that can be used outside of school

Phonemic Awareness Goals for PK-K Students

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