Needham Public Schools

Needham School Committee

March 24, 2020

5:30 p.m.

Meeting Live on
The Needham Channel
From Powers Hall
Needham Town Hall

A school and community partnership that creates excited learners, inspires excellence, fosters integrity

Needham Public Schools

SCHOOL COMMITTEE MEETING AGENDA

March 24, 2020 5:30 p.m.

Meeting Live on The Needham Channel from
Powers Hall
Needham Town Hall
1471 Highland Avenue

5:30 p.m. **School Committee Chair and Subcommittee Updates**

5:40 p.m. **Superintendent's Comments**

5:50 p.m. Consent Items
1. Minutes of the Meeting of January 21, 2020
2. Authorize Disposal of Surplus Items

Discussion Items

5:50 p.m. Portrait of a Needham Graduate: Reporting on FY20 District Action Plan

6:05 p.m. Naming Sunita L. Williams School Sensory Garden

Action Item

6:10 p.m. Vote Student Opportunity Act Plan SY2021-2023

6:15 p.m. **School Committee Comments**

Information Items

Broadmeadow School Improvement Plan

Needham Public Schools

Needham School Committee

March 24, 2020

Agenda Item: **School Committee Chair and Subcommittee Updates**

Background Information:

- The Chair and subcommittee members may offer brief updates on issues not on the agenda.

Members of the School Committee available for comment:

Michael Greis, Chair
Andrea Longo Carter, Vice-Chair
Connie Barr
Heidi Black
Susan Neckes
Aaron Pressman
Matthew Spengler
Aidan Michelow, Student Representative member of School Committee

Needham Public Schools

Needham School Committee

March 24, 2020

Agenda Item: **Superintendent's Comments**

Background Information:

Superintendent Daniel E. Gutekanst will apprise the School Committee of events, information, and matters of interest not on the agenda.

Needham Public Schools

Needham School Committee

March 24, 2020

Agenda Item: **Consent Agenda**

1. Minutes of the Meeting of January 21, 2020
2. Authorize Disposal of Surplus Items

Chair: "Does anyone wish to remove any item from the consent agenda?"

If none removed:

"There being no objection, these items are adopted by unanimous consent."

Needham School Committee
Minutes of the Meeting
January 21, 2020

Michael Greis, Chairman of the Needham School Committee reconvened the meeting at 7:00 p.m.

Members of the School Committee present were:

Michael Greis, Chair	**Susan Neckes**
Andrea Longo, Vice-Chair	**Aaron Pressman**
Connie Barr	**Matthew Spengler**
Heidi Black	

Aidan Michelow (non-voting student member)

Members of the Central Administration present were:

Dan Gutekanst	**Mary Lammi**
Terry Duggan	**Alexandra McNeil**
Anne Gulati	

Public Comments — **Public Comments**

Chairman Greis offered the opportunity for the public to speak to the School Committee on issues, not on the agenda.

There were no comments.

School Committee Chair and Subcommittee Update — **School Committee Chair and Subcommittee Updates**

Chairman Greis stated that the Substance Prevention Alliance in Needham (SPAN) Coalition has asked for a School Committee member to work with one of their committees, the Community Action Team. Chairman Greis encouraged members to consider volunteering and serving on the SPAN coalition and to let either he or Andrea Longo Carter know.

Superintendent's Comments — **Superintendent's Comments**

Superintendent Gutekanst expressed his appreciation to all who attended the annual Martin Luther King, Jr., celebration at the Pollard Middle School on Monday, January 20, 2020. Superintendent Gutekanst thanked Needham High School students as well as students from the Eliot Elementary School who performed and helped make the program as successful as it was. Superintendent Gutekanst stated that the event is supported by the Needham Diversity Initiative, Inc., Needham Public Schools and the Needham METCO program, Needham Human Rights Committee, and the Needham Clergy Association. Superintendent Gutekanst expressed his appreciation to David Summergrad, President, Needham Diversity Initiative for his leadership in guiding this event every year.

Superintendent Gutekanst stated that the latest edition of Needham Schools Spotlight is available online and on the Needham Channel. He stated that this edition focuses on nutrition services and key topics such as the meals that the students and staff get to enjoy at a reasonable price and the new policy that was implemented this year that ensures all students have an opportunity to have lunch without worrying about an insufficient balance in their account. Superintendent Gutekanst also stated that the Needham Schools Spotlight will also share information on two new initiatives, organics recycling and partnering with organizations in Boston to feed the hungry. Superintendent Gutekanst encouraged the community

to tune into the latest edition of the Needham Schools Spotlight. Superintendent Gutekanst stated that the Future School Needs Committee will meet on Tuesday, January 28, 2020, at the Broadmeadow Elementary School at 5 pm. He stated that Jerome McKibben, of McKibben Demographic Research, LLC will be on hand to share the latest enrollment projections for the next fifteen-year period.

Superintendent Gutekanst stated that the Know Your Schools Night is scheduled for Wednesday, January 29, 2020, at the Broadmeadow Elementary School from 6:30 to 7:45 pm. Superintendent Gutekanst stated that this event if for incoming kindergartners and their families. He added that families will receive a general overview of the Needham Public Schools, the kindergarten philosophy along with information about bus transportation, nutrition services, and health services.

CONSENT ITEMS **Consent Items**

1. Approve Minutes of the Meeting of November 5, 2019, and November 19, 2019.

Chairman Greis asked if members of the School Committee wanted to remove any item from the Consent Agenda. He stated that because there are no objections, the items are adopted by unanimous consent.

DISCUSSION ITEMS

Public Hearing on the FY2020-2021 Budget **Public Hearing on the FY2020-2021 Budget**

Chairman Greis opened this portion of the meeting for the Public Hearing on the FY2020-2021 Budget. He stated that this is an opportunity for the School Committee to hear from the community their opinions, questions, and concerns on the FY21 Proposed Budget Request. He stated that there will be a brief presentation from the Superintendent. Chairman Greis summarized the procedures for the Public Hearing. Chairman Greis encouraged members of the community to comment on the FY2020-2021 Budget, adding that it will help inform the School Committee's deliberations. He stated that the School Committee will vote on the FY2020-2021 Budget on Tuesday, January 28, 2020.

Dr. Gutekanst presented the Needham Public Schools Superintendent's FY21 Operating Budget Request. He reminded the community of the Portrait of a Needham Graduate Strategic Priorities 2020-2025. He stated that the budget is $80,943,833 an increase of 6.5% ($4,938,058) over FY2020.

Dr. Gutekanst outlined the FY21 proposed budget request of $4,938,058: contractual salary increases, level service, and program improvements. Dr. Gutekanst described the budget in the context of enrollment. He stated that over a 15 year period the district has grown by over 800 students. He stated that the FY21 proposed budget includes a request for 16.97 FTEs. He added that this includes grades 1-12 classroom and special education teachers, as well as paraprofessionals, and administrative support. Dr. Gutekanst provided benchmark data from Needham's peer communities for 2019 middle school and elementary class size and 2019 student-teacher ratio. Dr. Gutekanst explained that the proposed middle school and high school staff increases are for grades 7-8 core and elective teachers to address enrollment growth of 60 plus students and grades 9-12 math, English, and social studies teachers for enrollment growth and interdisciplinary teaching. Dr. Gutekanst summarized the request for Assistant Principals. He also summarized increased special education tuition costs and additional staffing

costs. He presented data on special education enrollment, and data on the caseloads for Special Education Liaisons, School Counselors, Speech Therapist, and English Language Learner (ELL) teachers.

Dr. Gutekanst referred to the FY21 Proposed Budget Reductions. He stated that level service budget reductions add up to $177,377 and program improvement reductions add up to $30,015. Dr. Gutekanst stated that when the governor's budget is released on Friday, he is hopeful that the new Chapter 70 funding formula will provide resources that Needham will need to avoid further reductions. He added that if further reductions are necessary, he would propose them to the School Committee prior to their vote on the FY21 School Operating Budget.

Dr. Gutekanst referred to items that had not made it onto the FY21 Proposed Budget and had been deferred in previous years. These items include DaVinci Lab Program Specialist, administrative support for math intervention, Fine and Performing Arts, and World Languages; clerical support at Needham High School; curriculum materials and textbooks; co-curricular stipends for student activities; and finance management systems.

Dr. Gutekanst shared additional benchmark data from Needham's peer communities on 2019 MCAS, ELA and Math percentage of students meeting or exceeding expectations in Grade 10, 2019, as well as Advanced Placement (AP) scores, 2019 average tax bill, and 2018 per-pupil expenditures.

Dr. Gutekanst summarized next steps: December/January-Finance Committee, School Committee & School Administration review budget; December 11-Finance Committee/School Committee budget workshop; January 7-Town Manager consults with School Committee; January 21-Public Hearing on School Budget; January 22-Finance Committee Reviews School Budget; January 28-School Committee Votes School Budget.

At 7:35 pm Chairman Greis opened this portion of the meeting for comments.

Ms. Bayliss stated that she is a parent of a second-grader who is on an IEP (Individual Education Plan) at Mitchell Elementary School and Co-Chair of the Needham Special Education Parent Advisory Council. Ms. Bayliss expressed her appreciation to the Superintendent and his team for the extensive work that has gone into the preparation of the FY21 budget. She stated that experience, thoughtfulness and a measured approach is very evident. Ms. Bayliss read a statement expressing an appreciation for the IEP process, communication, and support as well as the importance of ensuring staff has the resources they need. Ms. Bayliss stated that she supports the student services budget request.

Ms. Jenn Scheck-Kahn stated that she is a parent of two children who attend the John Eliot Elementary School, she is Co-Chair of the Needham Special Education Parent Advisory Council and a Town Meeting Member. Ms. Scheck-Kahn stated that she supports the FY21 School Operating Budget and that the increases she sees in the Student Support Services portion demonstrate a commitment to the teachers and all the students. Ms. Scheck-Kahn read a statement expressing her appreciation for the Speciation Education Department and its staff.

Deena Moreschi stated that she is a Needham native, and she, her siblings as well as her parents have attended Needham Public Schools, K-12. She spoke about her experience in the schools as a student receiving special education services. Ms. Moreschi stated that she is proud of her accomplishments through special education in Needham. She stated that she now has two daughters who are in special education classes at the Pollard Middle School and the John

Eliot Elementary School. She stated that she is proud of the work the schools have done for her children and that she is a huge a supporter of the FY21 Proposed School Operating Budget Request.

Caren Firger stated that she is the president of the Needham Education Association (NEA) and a fifth-grade teacher at the Broadmeadow Elementary School. Ms. Firger expressed support for the FY21 Proposed School Operating Budget Request. She read a statement expressing the concerns of teachers. She stated that teachers need the staff as proposed in this budget. Ms. Firger stated that although teachers would like to see a more substantial increase in special education and student support services, this is a small step forward that will allow teachers to more adequately provide services to some of the most fragile and at-risk students.

Alisa Skatrud stated that she is a parent of three students in the Needham Public Schools. She also stated that she is on the Board of Citizens for Needham Schools and Needham SEPAC as well as a member of the Portrait of a Needham Graduate project. Ms. Skatrud expressed her support for the well developed thoughtful and reasonable proposed budget request developed by the Superintendent and his team. She stated that she encourages the School Committee, the Finance Committee, and the Town to resist any cuts or reductions to this budget. She expressed her concerns about the rising class sizes and caseloads. She stated that the school's strengths are directly tied to the strength of the staff and we need to make sure they are supported.

Maggie Charron, Assistant Principal of the Broadmeadow Elementary School stated that she has worked in the school system for eleven years and this is her second year as a .06 Assistant Principal. Ms. Charron expressed her support for increasing the part-time Assistant Principals to more FTE. She shared some of the challenges of being in the role of Assistant Principal part-time. Ms. Charron stated that having the right support for all students is impactful.

Chairman Greis closed the Public Hearing at 8:00 pm. Chairman Greis thanked everyone for their attendance and their feedback on the FY21 proposed budget request. Chairman Greis encouraged members of the community to contact the School Committee with any questions or additional commentary at schoolcommittee@needham.k12.ma.us.

FY21 Budget Discussion

FY21 Budget Discussion

Dr. Gutekanst led the discussion on this item and continued the conversation on proposed reductions. He stated that the Town Manager believes that reductions as outlined in this proposed budget, as well as additional reductions, could be necessary depending on the Governor's budget proposal which will be released on Friday when he addresses the Mass Municipal Association. Dr. Gutekanst stated that he does not have a prepared list of additional reductions and that he is not in the position to recommend more than this because it would take away from work of the Strategic Priorities and it would not meet the needs of students adequately. Dr. Gutekanst stated that depending on the Governor's budget, the School Committee may need to consider additional reductions. He added that if this is the case, he will be prepared to recommend additional reductions before the School Committee vote on the budget, Tuesday, January 28, 2020. Discussion followed.

School Committee members expressed their appreciation for the thoughtful comments from the participants of this Public Hearing.

School Committee Policies — School Committee Policies

There was no discussion on this item. This item will be discussed at the next School Committee meeting.

2020 Annual Town Meeting Warrant Article Requests — 2020 Annual Town Meeting Warrant Article Requests

Dr. Gutekanst led the discussion on this item. He stated that he and Anne Gulati, Assistant Superintendent for Finance and Operations have identified two possible warrant articles for School Committee consideration. He stated that the first warrant article request is Foster Care Transportation Reimbursement. He explained that the Executive Office of Health and Human Services (EOHHS), in a partnership with the Department of Children and Families (DCF) and the Department of Elementary and Secondary Education (DESE), has developed a methodology that could reimburse a share of these transportation costs through Title IV-E, a section of the Social Security Act administered by DCF that provides federal reimbursement to states for services provided to children in foster care and other child welfare services. This voluntary program allows Local Education Authorities (LEAs) such as the Needham Public Schools to report their eligible transportation expenditures for children in foster care to the state to be claimed for federal reimbursement. Dr. Gutekanst stated that Town Meeting needs to approve this before the account can be established.

Dr. Gutekanst stated that the second warrant article request is the establishment of a Special Education Stabilization fund. He stated that the Municipal Modernization Act of 2016 allowed for communities to establish a Special Education Stabilization fund that Town Meeting would authorize and appropriate money to the fund. He stated the money could be withdrawn from the fund under conditions set by the School Committee to meet extraordinary special education tuition costs, and by a vote of the School Committee to request the Select Board to withdraw funds to meet a need. Dr. Gutekanst described what extraordinary costs could potentially look like. He stated that he would like the School Committee to consider setting up the Special Education Stabilization fund for emergency purposes and establish a maximum limit. Dr. Gutekanst described past practices in Needham using contingency accounts as well as practices of other communities on how special education emergency costs are managed. Dr. Gutekanst stated that the time is right to ask Town Meeting to set up such a fund and use it if extraordinary special education costs prevent the implementation of other services. Dr. Gutekanst stated that Town Meeting would have to appropriate money into the account but that is a later discussion, for now, he is proposing to set up the account and deposits could be discussed a subsequent meeting. Discussion followed. Dr. Gutekanst summarized the next steps.

School Committee Comments — School Committee Comments

There were no School Committee comments.

A list of all documents used at this School Committee meeting is available at: — A List of Documents
http://www.needham.k12.ma.us/district_info/school_committee/packets 2019-2020

At approximately 9:00 p.m., a motion was made to adjourn the School Committee meeting of January 21, 2020. — Adjournment

A motion was made: The motion was moved by Connie Barr and seconded by Heidi Black.
The vote was 7-0-0

Respectfully submitted by Cheryl Gosmon, Note Taker

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____ **Date:** March 24, 2020

Item Title: **Disposal of Surplus: Information Technology Center**

Item Description: This request is to dispose of the following equipment which are either obsolete, non-functioning, or the repair cost exceeds the value of the equipment. The method of disposal will be a public auction held on April 23, 2020 at the Broadmeadow School and offer to other Town Departments.

From Information Technology Center:

- 250 Obsolete Computers

Issues: Chapter 30B Section 15 of the Massachusetts General Laws requires a governmental body to dispose of a tangible supply (excluding real property), no longer useful to the governmental body, but having resale or salvage value of $10,000 or more, through competitive sealed bids, public auction or established markets. In accordance with this statute and Needham School Policy #DN, a supply having a net value of less than $10,000 may be disposed of through the exercise of sound business practices by the School Procurement Officer. A governmental body may, by majority vote, dispose of a supply at less than the fair market value to a charitable organization that has received a tax exemption from the United States by reason of its charitable nature. The disposal of supply to other governmental agencies or departments of the same city or Town is exempt from MGL Ch30B.

Recommendation/Options: That the Needham School Committee approve of the aforementioned disposal via auction on April 23, 2020 at the Broadmeadow School. If items are not purchased they will be disposed of, in accordance with MGL 30B Section 15.

Rationale:

Implementation Implications:

Supporting Data: None.

School Committee (circle one)

Action Information Discussion Consent Calendar

Central Administrator Town Counsel Sub-Committee: _____

Will report back to School Committee (date): _____

Respectfully Submitted,
Anne Gulati
Director of Financial Operations

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____ **Date:** March 24, 2020

Item Title: **Disposal of Surplus: Hillside Furniture to Swampscott Public Schools**

Item Description: This request seeks approval to dispose of old desks, chairs, tables and storage cabinets from the Hillside School to the Swampscott Public Schools. Swampscott has elementary schools that can use this classroom furniture.

The estimated value of the furniture is less than $1,000.

Issues: Chapter 30B Section 15 of the Massachusetts General Laws requires a governmental body to dispose of a tangible supply (excluding real property), no longer useful to the governmental body, but having resale or salvage value of $10,000 or more, through competitive sealed bids, public auction or established markets. In accordance with this statute and Needham School Policy #DN, a supply having a net value of less than $10,000 may be disposed of through the exercise of sound business practices by the School Procurement Officer. A governmental body may, by majority vote, dispose of a supply at less than the fair market value to a charitable organization that has received a tax exemption from the United States by reason of its charitable nature. The disposal of supply to other governmental agencies or departments of the same city or Town is exempt from MGL Ch30B.

Recommendation/Options: That the Needham School Committee authorize the disposal of excess classroom furniture to Swampscott Public Schools.

Rationale:

Implementation Implications:

Supporting Data: None.

School Committee (circle one)

Action Information Discussion Consent Calendar

Central Administrator Town Counsel Sub-Committee: _____

Will report back to School Committee (date): _____

Respectfully Submitted,

Anne Gulati

Assistant Superintendent for Finance & Operations

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____ **Date:** March 24, 2020

Item Title: **Disposal of Surplus: Hillside Furniture to Hopkinton Public Schools**

Item Description: This request seeks approval to dispose of old desks, chairs, tables and storage cabinets from the Hillside School to the Hopkinton Public Schools. Hopkinton has elementary schools that can use this classroom furniture.

The estimated value of the furniture is less than $1,000.

Issues: Chapter 30B Section 15 of the Massachusetts General Laws requires a governmental body to dispose of a tangible supply (excluding real property), no longer useful to the governmental body, but having resale or salvage value of $10,000 or more, through competitive sealed bids, public auction or established markets. In accordance with this statute and Needham School Policy #DN, a supply having a net value of less than $10,000 may be disposed of through the exercise of sound business practices by the School Procurement Officer. A governmental body may, by majority vote, dispose of a supply at less than the fair market value to a charitable organization that has received a tax exemption from the United States by reason of its charitable nature. The disposal of supply to other governmental agencies or departments of the same city or Town is exempt from MGL Ch30B.

Recommendation/Options: That the Needham School Committee authorize the disposal of excess classroom furniture to Hopkinton Public Schools.

Rationale:

Implementation Implications:

Supporting Data: None.

School Committee (circle one)

Action Information Discussion Consent Calendar

Central Administrator Town Counsel Sub-Committee: _____

Will report back to School Committee (date): _____

Respectfully Submitted,

Anne Gulati

Assistant Superintendent for Finance & Operations

NEEDHAM SCHOOL COMMITTEE

Agenda Item #: _____ **Date:** March 24, 2020

Item Title: **Disposal of Surplus: Hillside Furniture to Blackstone-Millville Regional School District**

Item Description: This request seeks approval to dispose of old desks, chairs, tables and storage cabinets from the Hillside School to the Blackstone-Millville Regional School District. Blackstone-Millville Regional School District has elementary schools that can use this classroom furniture.

The estimated value of the furniture is less than $1,000.

Issues: Chapter 30B Section 15 of the Massachusetts General Laws requires a governmental body to dispose of a tangible supply (excluding real property), no longer useful to the governmental body, but having resale or salvage value of $10,000 or more, through competitive sealed bids, public auction or established markets. In accordance with this statute and Needham School Policy #DN, a supply having a net value of less than $10,000 may be disposed of through the exercise of sound business practices by the School Procurement Officer. A governmental body may, by majority vote, dispose of a supply at less than the fair market value to a charitable organization that has received a tax exemption from the United States by reason of its charitable nature. The disposal of supply to other governmental agencies or departments of the same city or Town is exempt from MGL Ch30B.

Recommendation/Options: That the Needham School Committee authorize the disposal of excess classroom furniture to Blackstone-Millville Regional School District.

Rationale:

Implementation Implications:

Supporting Data: None.

School Committee (circle one)

Action Information Discussion Consent Calendar

Central Administrator Town Counsel Sub-Committee: _____

Will report back to School Committee (date): _____

Respectfully Submitted,

Anne Gulati

Assistant Superintendent for Finance & Operations

Needham Public Schools

Needham School Committee

March 24, 2020

Agenda Item: **Discussion**

Portrait of a Needham Graduate: Reporting on FY20 District Action Plan

Background Information:

- The district is in its first year of the Portrait of a Needham Graduate Strategic Plan.
- This update provides information about the progress to date.

Persons Available for Presentation:

Dr. Daniel Gutekanst, Superintendent of Schools

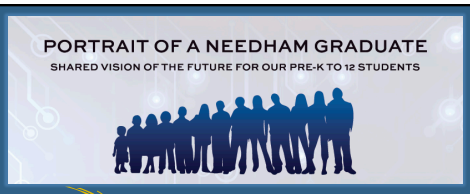
PORTRAIT OF A NEEDHAM GRADUATE

School Committee Update

Reporting Progress on FY20 District Action Plan – March 24, 2020

PORTRAIT Roadmap

FY20-FY25



Three years from now, we will work to **scale and optimize** the Actions for going forward.

FY22

FY23

As we refine the Actions needed four years from now and beyond, the Portrait vision will guide us.

In FY21, we will build on the initial year's Actions and start to **integrate** best practices and new ideas.

FY21

FY20

As we begin to implement the Portrait Plan, our focus is on the existing bright spots and foundational Actions we can take to **explore and prepare** for this work.

Priority 1:

ALL STUDENTS ARE DRIVERS OF THEIR OWN LEARNING

Strategic Objective A	*Strategic Objective B*	*Strategic Objective C*
Incorporate opportunities for student choice, independent learning, personalized pathways	Provide structures and experiences that enable student efficacy, leadership, and voice	Teach students content and skills necessary for them to grow personally and academically

ACTIONS

1-1: Develop common understanding of student-centered learning & assess current practices

1-2: Launch Full-Day Kindergarten and document alignment with Portrait competencies

1-3: Assess and expand existing structures/experiences for student efficacy, leadership, voice

1-4: Continue to align Science and Social Studies curriculum and student-centered instruction to state standards

1-5: Introduce Portrait to all students in developmentally appropriate ways and report results of student self-assessment on Portrait competencies

FY20 Priority 1: ACTIONS 1.1 & 1.2

Progress on 1.1: *Develop common understanding of student-centered learning & assess current practices*

- ✔ Shared background about the development of current definition of student-centered learning
- ✔ Brainstormed method for disseminating and gathering feedback; data being collected

Progress on 1.2: *Launch Full-Day Kindergarten and document alignment to Portrait Competencies*

- ✔ **FDK launched and 3 of the 4 interdisciplinary units updated and implemented; fourth unit in planning stage**
- ✔ **Implementing plan for grade 1 teachers to observe K classrooms and discuss K program with K colleagues**
- ✔ **Using "look for" document for teachers and principals to use to guide instruction and observation**

FY20 Priority 1: ACTIONS 1.3 & 1.4

Progress on 1.3: ***Assess and expand existing structures & experiences for student efficacy, leadership, voice***

Progress on 1.4: ***Continue to align Science & Social Studies curriculum and student-centered instruction to state standards***

- ✔ **Defined terms: student efficacy, leadership, and voice; Analyzed FY18 district survey results related to the three areas**
- ✔ **Researched and created draft checklist to help staff identify or introduce structures/ experiences**
- ✔ **Prepared questions to assess extent of student efficacy, leadership, voice through FY20 district survey**
- ✔ Identified opportunities to build civic knowledge, skills and dispositions in all survey courses grades 9-11; Conducted first student-led voter registration drive; Began design/pilot of civic engagement projects
- ✔ Changes made to K-5 Science units & PD conducted with new curriculum; Science Center programs aligned to standards

FY20 Priority 1: ACTION 1.5

Progress on 1.5: ***Introduce Portrait to students in developmentally appropriate ways and report results of student self-assessment on Portrait Competencies***

- ✔ **NHS created & shared a PPT for high school students (accessibility resource at NHS to differentiate)**
- ✔ **Created resource folder for staff (NHS ppt, bingo board, Gr 5 activity, etc.) with diverse ways to intro Portrait to students by level**
- ✔ **Brainstormed accountability procedures; progression of rollout and scaffolding**
- ✔ **Piloted Buddy classes (5th with K students) engaged in work around Portrait competencies**
- ✔ **Prepared questions for FY20 district survey on students' self-assessment of Portrait competencies**

Priority 2:

ALL STUDENTS EXPERIENCE INTEGRATIVE TEACHING & LEARNING

Strategic Objective A	*Strategic Objective B*	*Strategic Objective C*
Extend interdisciplinary teaching and learning practices Pre-K to 12	Embed Portrait competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices	Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression

ACTIONS

2-1: Develop common understanding of interdisciplinary teaching and learning and assess current practices

2-2: Support existing interdisciplinary teaching and highlight best practices

2-3: Align and synthesize district's multiple plans, initiatives, and assessments (Technology Strategic Plan, District Curriculum Accommodation Plan, District Framework for Social & Emotional Learning, Equity REAL Plan, multiple assessment methods, Portrait)

2-4: Develop framework for integrative teaching and learning

FY20 Priority 2: ACTIONS 2.1 & 2.2

Progress on 2.1: ***Develop common understanding of interdisciplinary teaching & learning and assess current practices***

Progress on 2.2: ***Support existing interdisciplinary teaching and highlight best practices***

✔ Surveyed DLT members to understand perspectives on interdisciplinary definitions and practices across the district

✔ **Created a working definition of Interdisciplinary learning**

✔ Shared definition at NHS and solicited feedback; expanding to middle and elementary schools for continued feedback and tweaks

✔ **9th grade Interdisciplinary program fully enrolled for FY21**

✔ **Identified all competencies in Portrait of a Needham Graduate as Interdisciplinary skills**

FY20 Priority 2: ACTIONS 2.3 & 2.4

Progress on 2.3: ***Align and synthesize the district's multiple plans, initiatives, and assessments***

Progress on 2.4: ***Develop a framework for integrative teaching and learning***

✔ Reviewed Technology Strategic Plan, SEL, CRT-SEL, DCAP, Equity goals, Dept goals, SIPs, data from SPED Exploratory Committee

✔ **De-constructed multiple plans & frameworks to find alignment**

✔ **Explored evidence-based practices including UDL (Universal Design for Learning) and MTSS (Multi-Tier System of Supports)**

✔ Collaborated in new ways: 4-day Cross Disciplinary Leadership Institute; K-5 PD; Inclusive Practices Academies; SLT Retreat; 2-day MTSS Institute

✔ **Focused on students' individual differences & finding framework that provides each student with access to supports & resources they need**

Priority 3:
ALL STUDENTS LEARN & GROW WITHIN ADAPTABLE ENVIRONMENTS

Strategic Objective A	*Strategic Objective B*	*Strategic Objective C*
Support & design classroom models and environments that foster collaboration and innovation	Provide time, schedules, and spaces that promote learning objectives	Complement instruction with accessible learning beyond classroom, within community, and in partnership with families

ACTIONS

3-1: Plan for expansion of classroom models and environments for collaboration, innovation, cross-grade & multi-age learning experiences

3-2: Develop plans for alternative scheduling

3-3: Plan & prepare to adapt existing spaces within classrooms & schools to meet students' needs (e.g., creative seating, standing desks)

3-4: Evaluate learning opportunities beyond classroom for accessibility & Portrait alignment

3-5: Partner with community members and businesses to plan for learning opportunities beyond the classroom (e.g., internships)

3-6: Provide Family education on Portrait and preparing all students for their future

FY20 Priority 3: ACTIONS 3.1 & 3.2

Progress on 3.1: ***Plan for expansion of classroom models/environments for collaboration, innovation, cross-grade & multi-age learning experiences***

Progress on 3.2: ***Develop plans for alternative scheduling***

- ✔ Worked with construction team & school staff to open up learning spaces at SWES to other schools for teaching & PD opportunities
- ✔ Evaluated the use of Hillside Knoll Trail for outdoor ed/PD & Extended Learning Areas for multi-age & flexible teaching space
- ✔ Adopted curriculum resources created by construction team and architects for teaching purposes (e.g., LEED Silver requirements as primary source)
- ✔ **Formed Committee of Elem Specialists, Classroom Teachers, and Admin tasked w/understanding perspectives and issues with current elementary schedules**
- ✔ **Gathered resources into shared folder that describes best practices in elementary scheduling**

FY20 Priority 3: ACTIONS 3.3 & 3.4-3.5

Progress on 3.3: ***Plan to adapt existing spaces w/in classrooms & schools to meet student needs***

Progress on 3.4-3.5: ***Evaluate learning beyond the classroom - accessibility, Portrait alignment, community/business partnerships***

- ✔ Developed an "adapting existing spaces" walkthrough form; conducted in every building; captured photo evidence
- ✔ Gathered resources on best practices for supporting students' SEL and academic achievement
- ✔ **Gathered data: surveyed DLT about new ideas, examined >50 afterschool clubs, met w/6 higher ed and 1 business to explore expansion of partnerships**
- ✔ **Assessed 92% of beyond-the-classroom opportunities as equitable/ accessible; Empowered Learners is least supported competency**
- ✔ **Updating Community Service Learning portal to strengthen connections w/ community groups**

FY20 Priority 3: ACTION 3.6

Progress on 3.6: ***Provide Family education on Portrait and preparing all students for their future***

✔	✔	✔	✔	✔
Held meetings for Parents, Students and Community Groups:	•9 Parent/community groups received background info on Portrait & priorities; •3 School Committee meetings & 1 Finance Committee meeting highlighted Portrait priorities	**Shared community messages/info:** •Budget documents reflected Portrait priorities;	•12-minute video featured student voices about their future (258 views including groups at school and community meetings which extended reach);	•Portrait and Plan posted on district homepage; •4 Superintendent Blog posts made available to 5,224 Twitter followers; •Local media article covered Portrait

Priority 4:
INFRASTRUCTURE SUPPORTS NEEDS OF ALL STUDENTS

Strategic Objective A	*Strategic Objective B*	*Strategic Objective C*
Provide staffing, facilities, and budget resources aligned to district priorities	Implement recruitment, retention, and development process for staff growth & diversity	Establish a professional learning structure supporting equity and the Portrait vision

ACTIONS

4-1: Prepare FY21 District Budget supporting equity and Portrait vision

4-2: Assess potential impact of Portrait plans on the district's future organizational structure, staffing, facilities, business operations and systems, transportation and nutrition services

4-3: Formalize Human Resources plans and structures for recruitment and retention of diverse and qualified staff

4-4: Assess the district's current Professional Learning and plan for a cohesive program (Portrait of A Needham Educator/Employee)

FY20 Priority 4: ACTIONS 4.1 & 4.2

Progress on 4.1: ***Prepare FY21 District Budget***

Progress on 4.2: ***Assess potential impact of Portrait plans on the district's future organizational structure, staffing, facilities, business operations and systems, transportation and nutrition services***

✔ **FY21 District Budget prepared in alignment with Portrait Strategic Objectives; Budget Summit scheduled for May to begin FY22 budget process**

✔ **Principals collaborated on new format for School Improvement Plans to align with Portrait priorities and strategic objectives**

✔ Central Office Strategic Planning meeting scheduled to cover process for Resource mapping

FY20 Priority 4: ACTIONS 4.3 & 4.4

Progress on 4.3: ***Formalize HR plans & structures for recruitment/ retention of diverse & qualified staff***

Progress on 4.4: ***Assess the district's current Professional Learning and plan for a cohesive program***

✔ **Began anti-bias in hiring training; Redesigned Career page on district website to reflect our diverse community**

✔ Building database of candidates of color

✔ **Developed concept for systems approach to professional development tied to strategic plan, SIPs, professional practice goals, & performance evaluation**

✔ Researching current funding for PD, and new learning management system to support certification and individual learning needs

✔ Brainstorming "core curriculum" (beyond Orientation) based on prerequisites for different positions

NEXT STEPS
in implementing Portrait Plan

FOCUS ON SHORT TERM

In response to the health crisis, we are narrowing our focus to the short-term needs of our students and families.

REVISE PLANS FOR FY2021

When schools re-open, the Portrait Facilitators will work with their Teams to recalibrate the pace of the work and begin to shape FY2021 Actions in support of our 5-Year Strategic Plan.

Progress on FY20 District Action Plan

QUESTIONS AND COMMENTS?

Needham Public Schools

Needham School Committee

March 24, 2020

Agenda Item: **Discussion**

Naming Sunita L. Williams School Sensory Garden

Background Information:

- A request has been submitted to formally name the Sensory Garden area at the Sunita L. Williams School the Andrea Wright Thornton Sensory Garden.
- The School Committee will be asked to vote on this request at its next scheduled meeting.

Persons Available for Presentation:

Dr. Daniel Gutekanst, Superintendent of Schools

NEEDHAM PUBLIC SCHOOLS

NEEDHAM, MASSACHUSETTS 02494

Sunita L. Williams Elementary School
585 Central Avenue
Needham, MA 02494
(781) 455-0461

March 5, 2020

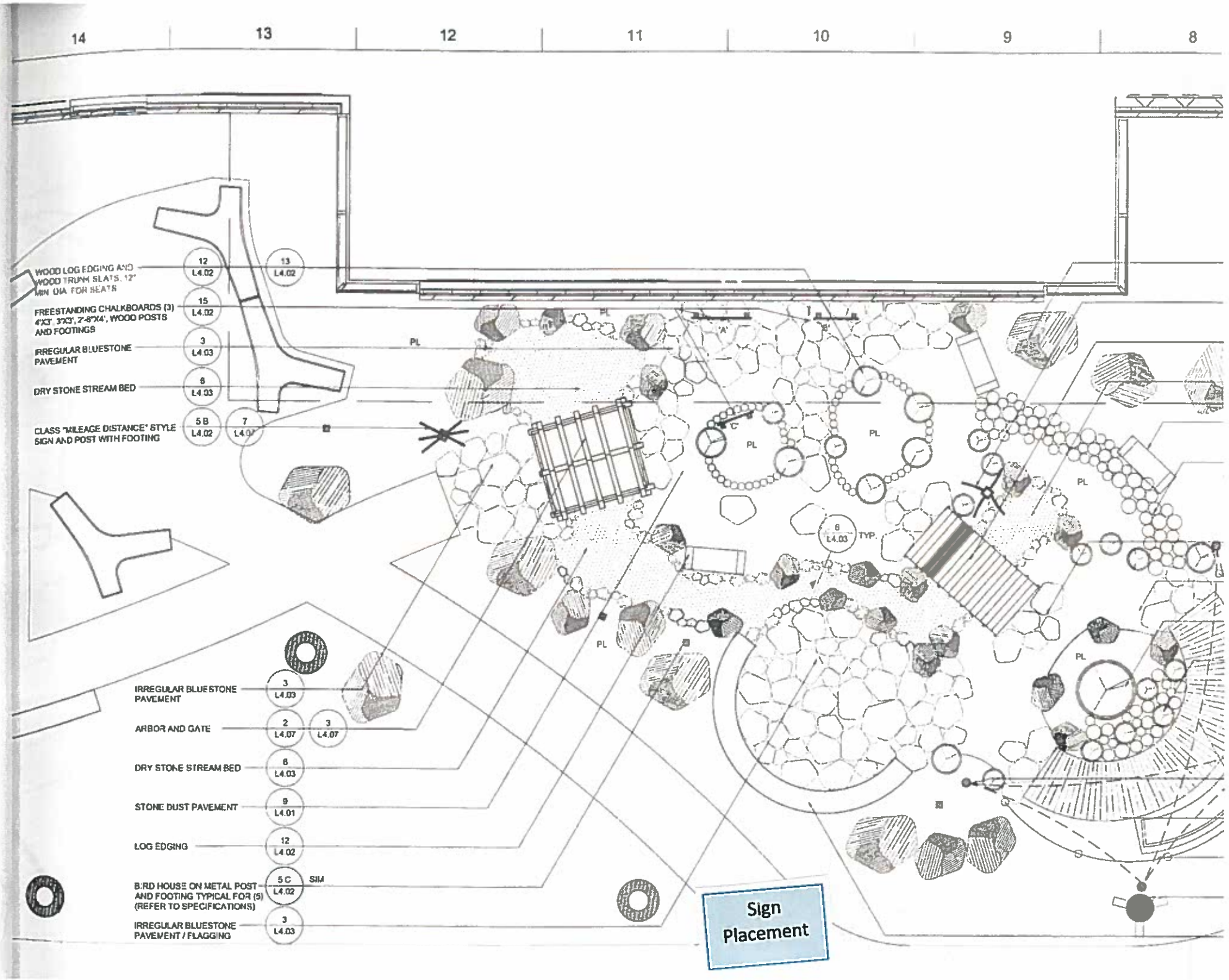
Dear Needham School Committee members,

I am writing to you on behalf of the entire Sunita Williams staff as well as Town Manager, Kate Fitzpatrick. We are requesting permission from the School Committee to formally name the Sensory Garden at Sunita Williams Elementary School after Andrea Wright Thornton. Andrea was a long time employee of both the Town of Needham as well as the School system. She was an integral part in our community's move from Hillside to this new campus. Her life story is an inspirational one for past, present and future students who may be working to overcome any sensory issues and we cannot think of a better person to permanently connect with the Sensory Garden.

Please let me know if you have any questions or need any additional information.

We are hoping to have a response in time for a dedication ceremony in early June.

Thank you,
Michael


14
13
12
11
10
9
8
WOOD LOG EDGING AND WOOD TRUNK SLATS, 12" MIN DIA FOR SEATS
12 L4.02
13 L4.02
FREESTANDING CHALKBOARDS (3) 4'X3', 3'X3', 2'-8"X4', WOOD POSTS AND FOOTINGS
15 L4.02
IRREGULAR BLUESTONE PAVEMENT
3 L4.03
DRY STONE STREAM BED
8 L4.03
CLASS "MILEAGE DISTANCE" STYLE SIGN AND POST WITH FOOTING
5 B L4.02
7 L4.01
PL
6 L4.03 TYP.
IRREGULAR BLUESTONE PAVEMENT
3 L4.03
ARBOR AND GATE
2 L4.07
3 L4.07
DRY STONE STREAM BED
8 L4.03
STONE DUST PAVEMENT
9 L4.01
LOG EDGING
12 L4.02
BIRD HOUSE ON METAL POST AND FOOTING TYPICAL FOR (5) (REFER TO SPECIFICATIONS)
5 C L4.02
SIM
IRREGULAR BLUESTONE PAVEMENT / FLAGGING
3 L4.03
Sign Placement

Needham Public Schools

Needham School Committee

March 24, 2020

Agenda Item: **Action**

Vote Student Opportunity Act Plan SY 2021-2023

Background Information:

The School Committee must vote on the plan and submit it by April 1st to the Commissioner's office for his review and approval.

Action recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the Student Opportunity Act Plan for SY 2021-2023 as submitted.

BLANK SHORT FORM TEMPLATE

This template is for planning purposes only. Districts will receive a link to a web form in March to input this information online.

Needham Public Schools

Student Opportunity Plan: SY 2021-2023

→ Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Our district is committed to continuously improve how we provide an enriching, accessible, and equitable education for each child in the Needham Public Schools, including those students who have historically not achieved at levels commensurate with many of their peers. We monitor subgroup achievement gaps in Math and English Language Arts and subgroup vulnerabilities on SEL measures, particularly for students of color, students from low-income backgrounds, EL students, and students with disabilities. Needham Public Schools is working on building capacity to deliver a continuum of programs and services to support student needs, such as: the middle school Launching Scholars program (based on the Calculus Project) to reduce the achievement gap in math; the high school Castle Scholars program to increase representation of under-represented groups in Honors, Accelerated and Advanced Placement courses and improve students' sense of belonging; specialized programs for students with autism and emotional disabilities; and adjustments to caseload based on DESE Guidance for special education liaisons, related service providers, ELL teachers, and counselors.

For the purposes of this Student Opportunity Plan, our district is responding to the Commissioner's Priority Programs which align with priorities in the district's five-year strategic plan. The first evidence-based program is the district's launch of a full-day kindergarten program which recognizes the sustained and long-term gains in achievement and social-emotional development for *all* students. The second is the implementation of a recruitment and retention process for diversifying the staff. Needham has less than 8% staff of color and close to 23% students of color. The research demonstrates the positive academic impacts of increasing the number of staff of color to better reflect the student population.

→ Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

1. **Expanded access to full-day, high-quality kindergarten.**
   The district moved from half-day to compulsory full-day kindergarten in FY20 and this evidenced-based program will continue to support all of Needham Public Schools families in FY21 and going forward. Our district followed the Boston Public Schools "Focus on K2" model with an integrated curriculum that promotes developmentally appropriate practice, creativity, collaboration, communication, critical thinking, self-regulation, and child-directed learning. The Needham community recognized that DESE standards were written with the implicit need for full-day kindergarten and that implementation was a matter of equity, inclusion, and access. The increase in Chapter 70 revenues resulting from the launch of full-day kindergarten (which will be received in FY21, the year after implementation) will be used to continue the support for additional staff members hired in FY20 and to purchase new early literacy curriculum materials, as shown in the budget table below. This FY21 budget represents a portion of the costs incurred by the District in FY20 to implement full-day kindergarten which totaled over $2 million including all benefits, supplies and materials.

FY21 Budget Item	Amount	Foundation Category
Teachers, Specialist Teachers, Literacy Coaches (11.91 FTE)	$778,091	Classroom and Specialist Teachers
Teaching Assistants (18 FTE)	$480,823	Other Teaching Services
Literacy Materials for full-day kindergarten	$31,146	Instructional Materials, Equipment, Technology
Evidence-based program identified by DESE		Expanded access to full-day, high-quality kindergarten
SOA program categories		D (hiring school personnel); F (curriculum materials & equipment); G (expanded early education)

2. **Diversifying the educator/administrator workforce through recruitment and retention.**
This is a district-wide initiative. The Human Resources team is working with hiring managers to increase the recruitment and retention of teachers and staff of color, as well as the support we offer them. In FY20, participation in an Anti-Bias training program is a requirement for hiring managers. We joined Massachusetts Partnership for Diversity in Education, developed and shared with hiring managers a database of diverse candidates, and established a MALANA working group supporting Multiracial, African American, Latino-Hispanic, Asian-American, and Native American staff. These strategies will be continued for the next three years along with a formal mentoring program and additional methods of creating inclusive school environments as they are identified with support from the MALANA Leadership team.

FY21 Budget Item	Amount	Foundation Category
Mentor Stipends for new hires of color	$9,040	Professional Development
MALANA group facilitators (Multiracial, African American, Latino-Hispanic, Asian-American, and Native American staff)	$1,200	Professional Development
Professional learning and recruitment opportunities for staff of color	$5,000	Professional Development
Evidence-based program identified by DESE		Diversifying the educator/administrator workforce
SOA program categories		D (hiring school personnel); E (PD); H (diversifying the educator and administrator workforce)

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. *(Please note that targets will be added to this section once SY 2020 data is released this fall.)*

1) DESE outcome metrics:

- ✓ ELA Student Growth Percentile
- ✓ Mathematics Student Growth Percentile

2) Custom district metrics:

- ✓ Fountas & Pinnell Benchmark Assessments
- ✓ Children's Hospital Universal Screener
- ✓ STAR Math Assessments
- ✓ MetroWest Adolescent Health Risk Survey
- ✓ District Survey of parents, students, and staff

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

There are regularly scheduled meetings, in most cases held monthly, with families representing different stakeholder groups including the Special Education Parent Advisory Council, the newly-formed English Learner Parent Advisory Council, METCO parents (with meetings held in Boston), PTC President meetings with the Superintendent, as well as PTC meetings and School Council meetings with principals at each school. The ongoing conversations at these meetings provide an opportunity to engage representatives from the student subgroups most in need of support. To complement these conversations, the district established a 30-member REAL Coalition (Race, Equity, Access, Leadership) with students, parents, educators, and community members who focus on equity in our classrooms. The REAL Coalition also partners with community-based organizations (e.g., Needham Human Rights Committee and Needham Housing Authority) to move forward toward our equity goals. All these groups benefit from the data collected biennially through the District Survey where the Parent response rate historically has been between 34% to 55%. The issues emerging from the District Survey are researched more deeply, as needed, through focus groups with the affected families.

Certifications:

☐ **By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act**

Please summarize your stakeholder engagement process, including specific groups that were engaged:

During a yearlong planning process (2018-2019), Needham Public Schools engaged a broad-based group of 53 people to prepare the district's five-year Strategic Plan. Using multi-pronged approaches, these representative students, educators, parents, business and civic leaders from our community communicated with large numbers of stakeholders by presenting information and soliciting feedback so that everyone's voice could be heard. In the 2019-2020 school year, key staff continued to engage families of students of color, students from low-income backgrounds, EL students, and students with disabilities. During February and March 2020, meetings were held with SEPAC, ELPAC, METCO parents, PTC presidents, and School Councils. We asked for suggestions on ways the district can enhance the support we provide for all our children, what existing programs best support children's needs, and ways the district can partner with families to address unmet needs. We will respond to these suggestions with updates to the School Improvement Plans and Year 2 Actions (FY21) within the District's Strategic Plan.

☐ **By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.**

- **Date of vote:** March 24, 2020
- **Outcome of vote:**

Needham Public Schools

Needham School Committee

March 24, 2020

Agenda Item: **School Committee Comments**

Background Information:

- Members of the School Committee will have an opportunity to report on events, information, and matters of interest not on the agenda.

Members of the School Committee available for comment:

Michael Greis, Chair
Andrea Longo Carter, Vice-Chair
Connie Barr
Heidi Black
Susan Neckes
Aaron Pressman
Matthew Spengler
Aidan Michelow, Student Representative member of School Committee

Needham Public Schools

Needham School Committee

March 24, 2020

Agenda Item: **Information Item**

- Broadmeadow School Improvement Plan

BROADMEADOW SCHOOL IMPROVEMENT PLAN

2018-2021

March 24, 2020

Broadmeadow School Council

Emily Gaberman, Principal
Shea Duca, Grade 1 Teacher
Stephanie Hamel, Grade 5 Teacher
Liz Silva, Math Coach
Chanit List, Asst. Principal
Lindsay Gravin, Parent
Cinzia Solari-Cis, Parent
Gayani Weeraratne, Parent
Erica Supple, Community Member

The **Broadmeadow School** is an exciting, vibrant, and diverse learning community currently comprised of 548 students and their families, as well as a staff of close to 70 full- and part-time employees. Our school community includes a wide range of learners from Needham and Boston as well as students in the Connections Program (the NPS elementary therapeutic program, gr. 3-4, this year). The Broadmeadow School takes pride in a strong kindergarten through fifth grade curriculum integrated with enrichment programming. The faculty works collaboratively to ensure consistent and rigorous comprehensive curriculum and instruction. The Broadmeadow School is committed to the Responsive Classroom approach that supports children academically, socially, and emotionally.

In creating this new School Improvement Plan, the Broadmeadow staff went through an exercise to create a *Portrait of a Student* outlining the characteristics and skills we hope students gain as they explore and learn while at Broadmeadow, the most important of which was EMPATHY. According to the *Empathy in Education* website, empathy "is the ability to look at a situation from another point of view. It is the basis of caring relationships and allows us to connect and understand those who may be different from ourselves." http://www.empathyed.org/ Other important characteristics we believe critical for our Broadmeadow students include: resilience; critical thinking & problem solving; flexibility & adaptability; creativity & innovation; and communication skills. It is with these six characteristics and skills in mind that we have created our school improvement plan.

There are several ways to integrate social-emotional learning into the school day from stand-alone lessons to an approach that is woven into the fabric of our school day. In many ways we already teach the skills and the 6 key characteristics we value. We have highlighted ways in which students develop these skills in this School Improvement Plan.

BROADMEADOW SCHOOL IMPROVEMENT PLAN
2020-2021 UPDATE

In order to update the School Improvement Plan teachers were surveyed about the action steps from the plan and considered their work for the past calendar year (February 2019-February 2020). Data was drawn from that survey, observations, the NPS survey, as well as from several student achievement sources. It should be noted that some achievement data sources have been in transition between January 2018 and now: In fall 2018, we adopted a newer, more rigorous edition of the Fountas & Pinnell Benchmark Assessment System (BAS); in the 2019-2020 school year we have fully adopted the STAR math assessment in grades 1-5; the DESE added an additional subgroup (Lowest Performing) with new targets and the expectations from MCAS 2.0 were raised. It is with these constraints, that we report student growth and achievement. Anecdotal evidence is based on observations as well as teacher comments on progress.

This plan reflects an update of our work in progress and therefore it is not fully aligned to the Portrait of a Needham Graduate vision or its Stragegic Plan. However, in Fall 2018, the Broadmeadow faculty went through a Portrait of a Broadmeadow Graduate exercise and came up with competencies that we thought essential for our students to bring to middle school. Those characteristics closely align with the Needham vision and we have made the link between the two visions here.

Broadmeadow	NPS Portrait of a Needham Graduate
Empathy	Socially and Culturally Responsible Contributors
Resilience	Responsible and Resilient Individuals
Critical Thinking and Problem Solving	Creative Thinkers and Problem Solvers; Empowered Learners
Flexibility and Adaptability	Responsible and Resilient Individuals
Creativity and Innovation	Creative Thinkers and Problem Solvers
Communication	Communicators and Collaborators

The current School Improvement Plan was aligned to the NPS goals as set out in 2018 and this update continues to follow that structure. In an effort to align this plan with the NPS Portrait of a Needham Graduate Strategic Plan, we have linked our current Improvement Strategy/Action Steps to the new priorities of the outlined in the Portrait of a Needham Graduate Strategic Plan.

Goal 1

Improvement Strategy/Action Step: *Students will experience new units of study (UOS) in **Writer's Workshop** and make one year's growth based on common assessments in **writing**. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

Student experience and achievement:

- All students in Gr. 1-5 experienced new writing units as proscribed by district.
- 76% of teachers participated in coaching cycle for writing in the last calendar year.
- MCAS: Gap remains between special education and general education students.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories exceeded targets in ELA; *Students with Disabilities* met targets in ELA.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories demonstrated "Typical Growth-High;" *Students with Disabilities* demonstrated "Typical Growth-Low."

Anecdotal evidence:

- Special Educators and Literacy Specialists continued their collaboration which began last year. Representatives from both groups participated in *Learning and the Brain* professional development from the Landmark School which was offered by the district this year. Special Educators and Literacy Specialists collaborated to modify checklists for students in IEPs.
- Teachers commented that students are well prepared for current expectations because of experience with writing UOS in previous years specifically students have more familiarity with genre and are better able to elaborate in their writing.
- Teachers participated in professional development around "productive talk" and the links between literacy, mathematics, and science practices in engaging students in accountable talk that deepens student understanding and expression of that understanding.

Improvement Strategy/Action Step: *Students will experience new units of study (UOS) in **Readers Workshop** and make at least one year's growth based on common assessments in **reading.** (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

Student experience and achievement:

- All students in Gr. 1-5 experienced new reading units as proscribed by district.
- In the November BAS administration, 18% of students were below the November benchmark; 10% were at the November benchmark; 72% were above the November benchmark.
- 84% of teachers participated in a coaching cycle in reading over the last calendar year.
- MCAS: A performance gap remains between special education and general education students.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories exceeded targets in ELA; *Students with Disabilities* met targets in ELA.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories demonstrated "Typical Growth-High;" *Students with Disabilities* demonstrated "Typical Growth-Low."

Anecdotal evidence:

- Coaches continue to have a significant impact on Readers Workshop, pacing of lessons, small group instruction, and interactive read aloud.
- Interventions include LLI, Fundations support, Wilson, Orton Gillingham, and "talking about reading."
- Teachers participated in professional development around "productive talk" and the links between literacy, mathematics, and science practices in engaging students in "accountable talk" which deepens understanding and meaning.

Improvement Strategy/Action Step: *Students will experience differentiated instruction in **mathematics** based on district and classroom assessments in order to make one year's progress. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

Student experience and achievement:

- ST Math implemented K-5. All classes have access to and use ST Math program several times per week.
- Spatial Reasoning materials were provided for grades 3-5 via NEF grant have been incorporated into regular classroom practice and opportunities for student exploration.
- All students in Gr. 1-5 are being assessed using the Star Math assessment. Aggregate growth data for Gr. 1-5 has students in the 66.7 percentile (50 is goal).

- A direct correlation between ST Math use and positive Star Math results has been observed (considering the short amount of time that ST Math has been implemented this year).
- MCAS: Gap remains between special education and general education students.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories exceeded targets in Math; *Students with Disabilities* met targets in Math.
- MCAS: *All Students, Lowest Performing Students, High Needs Students* categories demonstrated "Typical Growth-High;" *Students with Disabilities* demonstrated "Typical Growth-Low."

Anecdotal evidence:

- All teachers Gr. K-5 report incorporating Math Workshop or Math Menus during math class.
- Star Math provides useful data that helps teachers and the math coach tailor instruction to meet the needs of students in the classroom.
- ST Math allows students to progress at their own pace and experience "productive struggle" when going through the different puzzles.
- 72% of Gr. K-5 teachers report incorporating spatial reasoning activities and materials in their math class.
- 72% of Gr. K-5 teachers reported participating in a math coaching cycle in the past calendar year.
- Professional Development with Math Coach, Liz Silva, has centered on spatial reasoning, ST Math implementation, and increasing math discourse in the classroom. Several teachers report the introduction of ST Math related "Math Talks" which further integrate and develop the Math Practice standards and fosters productive struggle.
- Teachers participated in professional development on "productive talk" and the links between literacy, mathematics, and science practices in engaging students in accountable talk which deepens understanding and meaning.

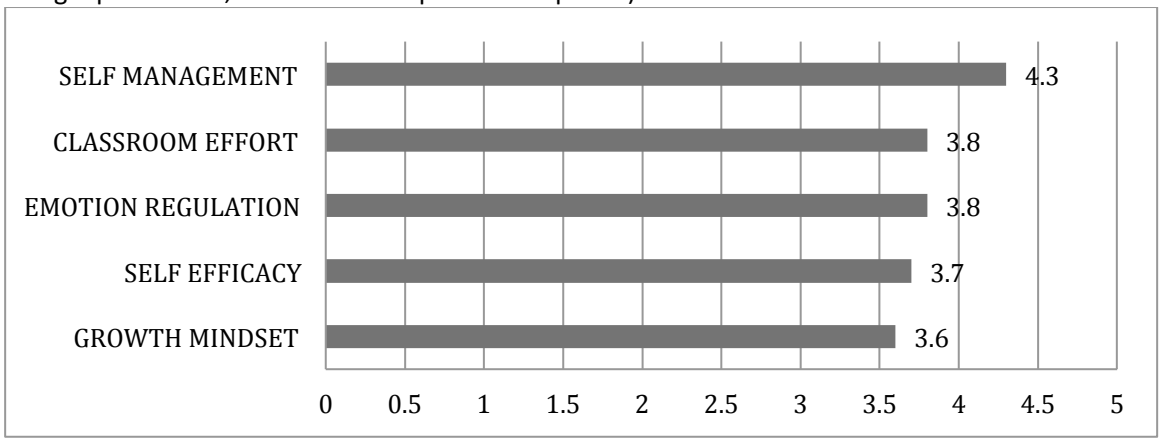
Goal 2

Improvement Strategy/Action Step: ***Equity and Inclusion****: actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected. (Priority 2: All Students Experience Integrative Teaching & Learning; Priority 3: All Students Learn & Grow Within Adaptable Environments)*

- Teacher respondents indicated they continue to expand classroom libraries to reflect students in their classes; incorporate songs in different languages; highlight diverse artists to be more inclusive; re-examine existing social studies units to include perspectives from non-dominant groups.
- Teacher respondents indicated the use of picture books and other read alouds to stimulate classroom discussion about race, gender, family make-up, and other topics to be more inclusive.
- Laurie Blakely, Guidance, has developed and implemented literature-based Diversity Lessons for K-2 classrooms that supplement Second Step and anti-bulling lessons.
- Jackie O'Doherty, ELL teacher, led 3 sessions on the importance of the use of visuals to create greater access to curriculum for all learners. Teachers created and incorporated more consistent imagery for routines as well as academic content and vocabulary. (This work complements the visual spatial approach in Math and is ongoing.) We have a new goal to create visuals to support the Broadmeadow Rules and Broadmeadow Core Values.
- In April 2019, PTC sponsored a Panel Discussion – *In Someone Else's Shoes: Stories of Diversity at Broadmeadow* which was replicated for staff in November 2019. Parents (or former parents) spoke from various perspectives: immigrant, same sex parents, METCO, EL, and parent of transgender children which was then followed by question and answer with audience. The PTC hosted a book group session in the fall discussing three children's books following the themes of race, immigration, and gender that staff read over the summer.

Improvement Strategy/Action Step: ***Resiliency skills****: work with students to incorporate mindfulness skills, executive function skills, growth mindset approach, and coping with failure techniques. (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

- Teacher respondents indicate that they have incorporate growth mindset and/or meditation lessons in their classroom on a regular basis. In addition, movement breaks, Go Noodle, Class Dojo mindset lessons, "tools for learning" (fidgets) and flexible seating options exist in all classrooms.
- 7 classrooms (Gr. 3-5) piloted a "Resilience" survey using Panorama questions in December. Students responded to questions about Growth Mindset, Self-Management, Self-Efficacy, Classroom Effort, and Emotional Regulation using a 5 point scale. The survey will be re-administered in June. (See link to survey in the Glossary)
- See chart below for the Overall Resiliency Measures for 161 Broadmeadow Students (sorted highest to lowest averages for all students using 5 point scale, with 5 as most positive response).



Goal 3

Improvement Strategy/Action Step: *Prepare for and implement **full day kindergarten (FDK).** (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning)*

- Full Day Kindergarten has been implemented with great success and joy in the classrooms.
- Focus has been on developing thematic Centers, teaching Fundations with fidelity, and piloting one math unit.
- Teachers continue district-wide Kindergarten curriculum exploration and development.
- Broadmeadow Kindergarten will take their first field trip this spring! (Note: as of this time, no field trips are planned due to restricted access to school and community involvement related to Covid 19)
- Special Area teachers are revising and implementing programming for Kindergarten (Art, Spanish, Technology). Art teachers have developed a stations approach that follows centers' themes.
- Coaches report that they have more opportunity to support students in the classroom and in pullout intervention groups with full day Kindergarten in place and Guidance now has opportunities for Kindergarten lunch groups.
- Having passed the halfway mark in the school year, Kindergarten students have already been in school longer than in previous years and teachers are further ahead in teaching content, especially Fundations, than in the past.
- With increased access and time on learning, students are demonstrating more sophisticated mathematical thinking through "Math Talks" and have demonstrated a greater ability to write about their mathematical thinking at this time of year.

Improvement Strategy/Action Step: *Continue to implement and assess **Math Coaching** model to best meet the needs of students and support teachers**.** (Priority 1: All Students are Drivers of Their Own Learning; Priority 2: All Students Experience Integrative Teaching & Learning; Priority 3: All Students Learn & Grow Within Adaptable Environments)*

- Broadmeadow is in year 2 of working with a full time Math Coach (1.0 FTE role had been split between two 0.5 FTE coaches prior to FY19).
- The model has evolved to an integrated coach with a few pullout intervention groups based on district assessment and classroom assessment data.
- ST Math has provided the ability to differentiate and to fill developmental concept and skills gaps for students who need more support and for students who have mastered the concepts.

Goal 1: Advance Learning for all Students
To refine and continue to put into practice a system of student-centered curriculum, instruction, and assessment that empowers each student to be engaged in challenging, creative, and rigorous learning experiences that are grounded in clearly defined standards.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
Students will experience new units of study (UOS) in **Writer's Workshop** and make one year's growth based on common assessments in **writing**. ● Implementation of writing units of study gr. 1-5 in 2018-2019 as district determines ● Continue to use common assessments in writing ● Continue to incorporate writing across the curriculum ● Continue to vertically align practices ● Vertically align editing and revision checklists as district provides guidelines and supports	2018-2020 Homeroom Teachers, Special Educators, Literacy Specialists	● Students will write, revise, and publish pieces across genres in at least four writing units of study ● Students will demonstrate one year's growth in writing based on rubrics and teacher observation ● Students will employ editing checklists that are vertically aligned ● Teachers will norm on-demand writing tasks using rubrics
Students will develop the 6 key characteristics in whole class lessons, small groups, writing partnerships, and as individuals: • Empathy*: help friends sound out words; mentor texts like <u>We All Make Mistakes</u> (Todd Parr); comment on others' writing; take on voice of character; consider counter arguments; consider audience for writing; identify theme and text that reveals theme* • Resilience*: edit work; make changes to writing; give and receive feedback; dig deep into genre and topic; produce flash drafts; create story arc with obstacles a character has to overcome; adapt earlier drafts to incorporate teaching points* • Critical Thinking and Problem Solving*: use the editing process; "when you're done, you've just begun;" use spelling strategies; use dictionary; group work and collaboration; integrate technology; structure and organization of writing; determine what to include or exclude; weigh both sides of an argument* • Flexibility and Adaptability*: shared writing; use writer's checklist and rubrics; elaborate; choose topic to write about; give and receive feedback; apply skills across genres; drafting process; "give it a go;" revise based on feedback* • Creativity and Innovation*: write about topics of interest or choice; persuasive and opinion writing; use different formats & papers; use writers notebook; explore variety of genres; brainstorm topics; use seed ideas; apply ideas to new writing; writing across genres* • Communication*: share work; turn and talk; accountable talk; present what writer thinks and why; use feeling words; partner editing; consider audience for writing; presentation to audience; public speaking*		

Goal 1 continued

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
Students will experience new units of study (UOS) in **Readers Workshop** and make at least one year's growth based on common assessments in **reading.** ●Continue to align F&P administration and calibration ●Implementation of reading units of study gr. 1-5 in 2019-2021 as district determines	2018-2021 Homeroom Teachers, Special Educators, Literacy Specialists	● Students demonstrate one year's growth in reading based on beginning and end of year assessments and teacher observation ● Students are assessed in pre and post-assessments to inform instruction ● Fragile readers receive targeted intervention and gain more than one year's growth in reading
Students will develop the 6 key characteristics in whole class lessons, small groups, reading partnerships, and as individuals: • Empathy*: talk about character's feelings; understand character motivation; mentor texts like Because of Winn Dixie, Make Way for Diamond Daniel; (gr. 3); Tiger Rising, Crash, Number the Stars, Patricia Polacco books (gr. 4), Home of the Brave (gr. 5)* • Resilience*: books with "can do" messages; push through – try something to fix it; re-read to understand tricky words and confusing texts; dig deep into genre & topic; mentor texts like Stone Fox (gr. 3), Missing May (gr. 4); Home of the Brave (gr. 5)* • Critical Thinking & Problem Solving*: comparing different versions of stories; deepen decoding and comprehension skills; "Does it sound right? Look right? Make sense?;" active engagement in Readers Workshop; character analysis; story arcs; make connection to reader; think analytically abut characters; use critical thinking skills to create an argument; analyze text to develop thesis statement and support it* • Flexibility & Adaptability*: use multiple strategies for word solving; reading multiple texts and genres; set individual and group reading goals; participate in research groups; select appropriate texts; try new or different genres; revise theories about characters when you learn more; be open to hearing other points of view* • Creativity & Innovation*: retell story; invent own version or new ending; make predictions; stop and jot; set group goals; establish group norms; presentations; build theories about characters* • Communication*: retell story; turn and talk; accountable talk; confer; write thoughts about reading in journal*		

Goal 1 continued

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
Students will experience differentiated instruction in **mathematics** based on district and classroom assessments in order to make one year's progress. • Continue to use district benchmark assessment to inform instruction • Students' progress will be monitored with the support of the math coaches • Teachers use data from multiple sources to inform instruction • Students will experience a variety of problem solving approaches / methods to deepen understanding of content and math practices	2018-2021 Homeroom Teachers, Special Educators, Math Coaches	• Students demonstrate at least one year's growth based on beginning and end of year benchmark assessment in mathematics. • Students have opportunities to experience the math workshop model • Students have opportunities to explore open-ended math problem solving like 3-Act Tasks and challenge problems or problems of the week

Students will develop the 6 key characteristics as a whole group and as individual mathematicians and through math partnerships and math groups:

- Empathy*: solve problems with classmate; math games; teach a peer; collaborate to solve problems; Math Practices 1, 3, 6*
- Resilience*: process over product; play math games; try another strategy; "it's ok to make mistakes;" "I don't know this YET;" "Respectfully challenge;" learn from mistakes; revisit and revise work and assessments; Math Practices 1, 3*
- Critical Thinking & Problem Solving*: explore 3-Act Tasks and complex word problems; math debates; Think Tank materials; Math Practices 1, 3, 4*
- Flexibility & Adaptability*: try more than one strategy; use multiple strategies to solve the same problem; represent numbers or problem in a variety of ways and models; revisit math work - correct mistakes/misunderstandings; revise work; use a peer's strategy to solve a problem; solve problems with a variety of models and manipulatives; Math practices 2, 4, 5*
- Creativity & Innovation*: create own problem; create math games; apply math vocabulary in new ways; make connections between units/concepts like addition and multiplication or fractions and multiplication/division; 3-Act Tasks; math challenges; Math practices 2, 5*
- Communication*: accountable talk; share strategies for solution; teach peers; share math thinking in writing, speaking, drawing, and/or numbers; Math practices 3, 8*

Goal 2: Develop social, emotional, wellness, and citizenship skills
To ensure students develop the knowledge, skills, and mindset that empower healthy, resilient, and culturally proficient citizens who contribute to others with integrity, respect, and compassion.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
Equity and Inclusion: actively create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are acknowledged and respected. ● School community supports a variety of events by classroom/grade level/and school-wide that celebrate Broadmeadow's diverse community ● Explore a shared text for staff and/or students ● Ongoing professional development that provides teachers with skills and resources to talk about culturally sensitive issues with elementary students ● Continue to build classroom and school libraries as well as lessons that incorporate diverse people that reflect our community and the world ● Increase family involvement and engagement in school and PTC events	2018-2021 Full Faculty (Administration, teachers, support staff) Possible consultant	● NPS survey reflects at least a 5% increase of students, families and staff who feel that our curriculum and libraries represent the students at Broadmeadow and the community around us ● Classroom libraries and school library demonstrate increase in diversity
Resiliency skills: work with students to incorporate mindfulness skills, executive function skills, growth mindset approach, and coping with failure techniques. ● Build common language for children as to what it means to have a growth mindset ● Implement mindfulness strategies, behavioral strategies, executive function strategies ● Continue to emphasize Social Thinking language ● Explore themes of resiliency in All School Meetings ● Create and implement student survey about resilience to be given annually	2018-2021 Full Faculty (Administration, teachers, support staff 2018-2019 Small group creates survey 2019-2021 School implement survey annually	• Students employ growth mindset and mindfulness strategies as measured through NPS survey and as observed by teachers and staff • Students experience opportunities for mindfulness activities • NPS survey reflects a decrease in reports of anxiety and stress from students, parents, and staff

Goal 2 continued

Students will develop the 6 key characteristics as a whole group, in small groups, and as individuals in our special area classes:

Empathy	*sharing ideas and work; collaboration; differentiation in product, process, materials; highlight women artists and artists of color; collaboration between art & Spanish class; cross curricular projects; diverse book collection; discuss characters' feelings; perspective taking; sing songs from other countries and cultures; ensemble work; collaboration and care for others; flexibility with partnerships; share and provide feedback on projects; UOS throughout the year on day in life of a child in another country; use online primary sources in Spanish or ones that feature Spanish speaking cultures; use of video to explore different cultures; native speakers teach others through independent projects; home practice through website;*
Resilience	*accept mistakes as part of finding a solution; growth mindset; practice; try again when learning new things; challenge by choice; try hard at all times; try something different or new; ask a friend for help; STEAM - the design process; exposure to second language reinforces "it's ok to make mistakes;" teamwork; instruction in target language*
Critical Thinking & Problem Solving	*focus on process; research skills; composition and improvisation; group composition work; listening and analyzing music; what story does this music tell you; use of essential questions to guide project based learning; STEAM – solving a given challenge*
Flexibility & Adaptability	*use tools and techniques and adapt to personal style; sharing materials; collaborative work; composition and improvisation; STEAM – focus on process rather than product; try hard at all times; flexibility with partnerships; academic choice; take risks, positive participation; use key phrases and vocabulary; instruction and directions given in Spanish*
Creativity & Innovation	*art projects tied to homeroom curriculum; perspective taking; extending stories; composition and improvisation; creative movement in response to music; gymnastic sentences; cooperative activities ; project based: how to get to the goal; STEAM – pride in accomplishment and individuality; project based learning showing understanding using digital resources*
Communication	*student helps others; artist reflection; artist statement; collaboration; listening and analyzing music; positive feedback to peers; "communicate their game;" presentation to peers; academic choice; by end of fifth grade, students will have acquired a novice mid-proficiency in the target language (Spanish)*

Goal 3: Ensure infrastructure supports learning goals

To implement a sustainable plan for financial, capital improvement, technological, and personnel resources that supports learning for all students.

Improvement Strategies/Action Steps	Timeline/People Responsible	Status/Impact on Students (ways to measure success)
Prepare for and implement full day kindergarten - • Ensure adequate space and scheduling needs • Adapt and modify curriculum in all areas for Kindergarten and other grades as needed	2018-2019 Kindergarten Teachers, Administration 2019-2020 Kindergarten Teachers, Special Area Teachers, Special Educators, Administration, Literacy & Math Coaches 2020-2021 Kindergarten Teachers, Special Area Teachers, Special Educators, Literacy & Math Coaches, Grade 1 teachers	• Kindergarten students experience a rich full day kindergarten experience incorporating curriculum based on CCSS and rooted in play.
Continue to implement and assess Math Coaching model to best meet the needs of students and support teachers. • Continue work with coaches to integrate math workshop model and refine instructional models as appropriate • Continue to use district assessment data (aMath or other), MCAS data, and classroom data to determine intervention groups and strategies	2018-2020 Homeroom teachers, Math coaches, Special Educators	• Students make a year's progress in math due to differentiation and intervention where needed • Students benefit from use of pre and post assessments (where available) to inform Tier 1 instruction
Core Values: Incorporate empathy and other characteristics into Broadmeadow Core Values	2019-2021 Small group of teachers and administrators to spearhead	• Revised core values are shared with students and community • Students are able to name and explain Core Values in an age appropriate way.

GLOSSARY:

3-Act Task: A three part, open ended, math situation presented through a visual model.

Accountable Talk: listening, thinking, and engaging in purposeful and productive conversation about a topic, text, character, theory, etc.

BAS: Benchmark Assessment System, the formal name for the commonly referred to Fountas & Pinnell (F&P) reading assessments

Equity and Inclusion: Ensuring a welcoming and safe environment for all students.

Math Practice Standards: (Kid friendly language)

Standard 1: Make sense of problems and persevere in solving them (I can work to solve problems without giving up)
Standard 2: Reason abstractly and quantitatively. (I can think about numbers in many ways and apply math to real world situations.)
Standard 3: Construct viable arguments and critique the reasoning of others. (I can explain my thinking and try to understand others.)
Standard 4: Model with mathematics. (I can show my work in many ways.)
Standard 5: Use appropriate tools strategically. (I can use math tools and tell why I chose them.)
Standard 6: Attention to precision. (I can use precise math language and labels, work carefully, and check my work.)
Standard 7: Look for and make use of structure. (I can use what I already know to solve new problems.)
Standard 8: Look for and express regularity in repeated reasoning. (I can solve problems by looking for rules and patterns.)

Professional Development (PD): Education for teachers and other school staff regarding school and district based initiatives. Currently, PD is provided during staff meetings, early release and delayed opening days, as well as during the school day as needed.

Resilience Survey is available here.

Responsive Classroom (RC): A philosophy and approach to providing students with self-management skills as well as creating classroom and school-wide community.

Six characteristics:

Empathy: the ability to look at a situation from another point of view. It is the basis of caring relationships and allows us to connect and understand those who may be different from ourselves.
Resilience: the capacity to recover quickly from difficulties; toughness.

Critical Thinking & Problem Solving: the ability to collect, assess, and analyze information, reason effectively, and reflect critically on learning experiences, processes and solutions.

Flexibility & adaptability: the ability to adapt to various responsibilities and schedules and incorporate positive and negative feedback appropriately, particularly in a multi-cultural environment

Creativity & innovation: the ability to generate, elaborate, refine, analyze and evaluate one's own ideas and view failure as an opportunity to learn.

Communication: the ability to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts and listen effectively for meaning, including knowledge, values, attitudes, and intentions.

Social-Emotional Learning (SEL): is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Tier 1 Instruction: Instruction that all students receive in the classroom sometimes referred to as core instruction

Units of Study (UOS)/TC UOS: (Teachers College Units of Study) Curriculum units in a specific content area. Lucy Calkins is the author of the popular classroom materials *Units of Study for Teaching Reading* series and the *Units of Study for Teaching Writing* series. The Units of Study for reading and writing offer grade-specific support for teachers to develop instruction that help students meet and exceed the Common Core State Standards.