



Needham School Committee

November 10, 2020

6:30 p.m.

Broadcast live on the Needham Channel Education Channel
(RCN Channel 3, Comcast Channel 8 and Verizon 31)

Meeting Accessible via Zoom Webinar for Public Comments:
[Click Here](#)

Or iPhone one-tap :US: +13017158592

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



SCHOOL COMMITTEE MEETING AGENDA

Tuesday, November 10, 2020 6:30 p.m.

Next School Committee Meeting: Tuesday, November 17, 2020

Broadcast live on the Needham Channel Education Channel
(RCN Channel 3, Comcast Channel 8 and Verizon 31)
Meeting accessible for Public Comments via Zoom Webinar*

6:30 p.m. Public Comments

6:40 p.m. School Committee Chair and Subcommittee Updates

6:50 p.m. Superintendent's Comments

6:55 p.m. Consent Items

1. Establish Needham High School Entrepreneur Scholarship
2. Accept Donations

Discussion Items

6:55 p.m. Needham High School Student Advisory to the School Committee Report

7:25 p.m. Portrait of a Needham Graduate Strategic Priorities

7:55 p.m. Update on Student Learning

8:25 p.m. Superintendent's 2020-21 Goals

8:45 p.m. Action Items

Approve Additional Capital Improvement Plan Request

Vote to Support Massachusetts Association of School Committees Resolution 1

8:50 p.m. School Committee Comments

*Please [Click here](#) to join the webinar for Public Comments

Or iPhone one-tap: US: +13017158592



Needham School Committee

November 10, 2020

Agenda Item: **Public Comments**

Background Information:

- The School Committee Chair will offer the opportunity for the public to speak to the School Committee on issues not on the agenda.



Needham School Committee

November 10, 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:

Andrea Longo Carter, Chair

Connie Barr, Vice-Chair

Heidi Black

Michael Greis

Susan Neckes

Aaron Pressman

Matthew Spengler

Aidan Michelow, Student Representative member of School Committee



Needham School Committee

November 10, 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 School Committee

November 10, 2020

Agenda Item: **Consent Agenda**

1. Establish Needham High School Entrepreneur Scholarship
2. Accept Donations

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

Agenda Item#: _____ **Date:** November 10, 2020

Item Title: **Establish NHS Entrepreneur Scholarship**

Item Description: The request is to establish the NHS Entrepreneur Scholarship. Olivia Brown, a local real estate agent, would like to establish this scholarship to provide financial assistance to a Needham High School graduate who has demonstrated exemplary leadership in entrepreneurial skills.

The scholarship would consist of one annual award, disbursed by the donor, in the amount of \$500 per year. The first award would be made in June of 2021.

Issues: M.G.L. Chapter 44, Section 53A and School Committee policy #DFC authorize the School Committee to accept any grant of gifts or funds given for educational purposes by the federal or state government, charitable foundations, private corporations, PTCs or an individual. M.G.L. Chapter 44, Section 53A further stipulates that any monies received and accepted by the School Committee may be expended without further appropriation.

Recommendations/Options: That the School Committee vote to establish the NHS Entrepreneur Scholarship, as proposed.

School Committee: Action Item

Attachments: Scholarship Recommendation

Respectfully Submitted,

Anne Gulati

Assistant Superintendent for Finance and Operations

Scholarship/ Award Recommendation Form

Name NHS Entrepreneur Scholarship

Origin/Purpose This scholarship is to be awarded to a student who has demonstrated exemplary leadership in entrepreneurial skills.

Award Criteria Applicants must demonstrate high ambition and talents in entrepreneurship.

Financial Management:

Funds Held/ Disbursed By Family / Group

Principal Balance Initial Gift (if Funds Held by Town of Needham):

Disbursement Conditions:

Financial Awards: **# Awards Per Year** One

Amount Per Award \$500

Award Amount Note

Last Update 2/12/2020



NEEDHAM HIGH SCHOOL

A CARING COMMUNITY
STRIVING FOR PERSONAL GROWTH AND
ACADEMIC EXCELLENCE

Aaron Sicotte
Principal

To: Needham School Committee
From: Aaron Sicotte, Principal
Re: Scholarship Endorsement: NHS Entrepreneur Scholarship
Date: February 12, 2020

After reviewing the proposed NHS Entrepreneur Scholarship, I am happy to endorse its creation. This scholarship provides a wonderful opportunity for recognizing Needham High School students who have demonstrated their entrepreneurial skills and talents.

A handwritten signature in black ink, appearing to read 'AS', is written over a horizontal line.

Aaron Sicotte
Principal

NEEDHAM SCHOOL COMMITTEE

Agenda Item#: _____ Date: November 10, 2020

Item Title: Approve School Department Donations

Item Description: The following donations have been made to Needham Public Schools:

Non - Covid Related Donations:	<u>Value:</u>
• Ms. Patricia Maher of the Art Emporium, Needham, MA donation of Art Supplies to NPS	\$50,000.00
• Ms. Jean Lorence, Needham, MA, donation towards Health Grant	\$150.00
• Donation to Elizabeth L. Gardner Scholarship from Elizabeth L. Gardner Charitable Trust	\$20,270.75
• NPS Class of 2019, donation to Adrienne Garrido Scholarship Fund	\$1,326.87
• Ms. Mary Bern, Needham MA donation to Pollard Middle School	\$300.00

Issues: M.G.L. Chapter 44, Section 53A and School Committee policy #DFC/KH authorize the School Committee to accept any grant of gifts or funds given for educational purposes by the federal or state government, charitable foundations, private corporations, PTCs or an individual. M.G.L. Chapter 44, Section 53A further stipulates that any monies received and accepted by the School Committee may be expended without further appropriation.

Recommendations/Options: That the School Committee accept with gratitude the aforementioned donations.

School Committee: Consent Calendar

Respectfully Submitted,

Anne Gulati

Assistant Superintendent for Finance and Operations



Needham School Committee

November 10, 2020

Agenda Item: **Discussion**

Needham High School Student Advisory to the School Committee (SASC) Report

Background Information:

- This is the first of several reports the SASC will provide the School Committee this year.
- The SASC meets regularly with the principal to discuss school issues, concerns, and ideas with the high school administration.
- The students are excited and prepared to discuss these issues with the School Committee and welcome your questions and comments.

Person(s) Available for Presentation:

Lea Gruen
Hannah Keselman
Dilin Meloni
Aidan Michelow
Danielle Sockol
Evan Tsingos

MEMORANDUM

To: Needham School Committee

From: Student Advisory to the School Committee

Date: October 20, 2020

The Needham High School Student Council would like to thank the School Committee once again for the opportunity to present the current events of Needham High School.

Student Council Projects:

Although SASC will usually first present information about our classes, we thought it would be best to provide a broader overview of our Student Council projects before delving into student experiences so far during this unusual school year.

The Student Council is trying its best to reimagine what events may look like in a virtually or socially distant setting. For example, the senior class has been brainstorming ways to bring our class together in the spring with a “Senior Week” filled with outdoor activities, such as a sunrise walk. We are also currently planning a “surprise” gift for our class, as a way to keep our class community and cohesiveness. The At-Large Student Council is also brainstorming events such as a virtual pep rally or some sort of spirit week to maintain normalcy from previous years. We have briefly discussed moving some of our fall events to the proposed floating season between the winter and spring seasons, but with the uncertainties of COVID, we do not have a solid plan yet.

Other than that, the Student Council is focusing on finding entertainment for the cafeteria, specifically for the 9th graders, as it is difficult to engage with peers during lunch with desks 6 feet apart. We have proposed possibly showing clips from NHS sports games or plays.

We have also just ended our Rafi Nova mask sale, which will hopefully continue to show school spirit and add an aspect of creativity and fun to the mask-wearing policy.

Students' Positive Experiences with the Hybrid Model:

We have also been working hard to collect feedback from the student body about the hybrid model. It is going well, and students have definitely started to figure out the hallway patterns. The consensus is that it is good to be back in school, albeit a bit overwhelming to move between remote and in class learning. The teachers are doing an incredible job making time for students during their at-home weeks, and tools like Google Classroom have been helpful in keeping students organized and on top of due dates. However, we believe that as school continues and we all adjust more, all the small communication and technological difficulties will smoothe over.

Even when remote, students are aware of what their assignment due dates are and are provided with the appropriate resources to learn, whether those are synchronous classes or teacher-created videos. Teachers are also very accommodating and they make sure that both at-home and in-school students are engaged. However, most students prefer to be in-school rather than at-home.

Moving to in-person learning, teachers have adapted well to teaching in a new environment. While the one-way hallways were a bit annoying at first, students have quickly learned new ways to travel to their classes while social distancing. Teachers do a good job of maintaining a safe classroom and in some cases modifying how their class is taught. Teachers also take their classes on mask breaks - 5 or so minutes - for the class to go outside, take their masks off, and socialize. Although the school year is unlike any other, most students are glad to be back in the building and enjoy school while remaining safe.

Students' Suggested Improvements to Hybrid Model:

Students believe that the largest issue with the Hybrid Model is the inconsistency of synchronous vs. asynchronous classes. It can be very confusing to figure out which classes will be synchronous or asynchronous during our remote weeks, as some teachers only teach asynchronous or synchronous, while others will teach a mixture of the two. This may be reflected in the teachers' Weeks At A Glance documents that are sent out at the beginning of each week. Some teachers are still working on providing enough details on assignments and class meetings for their classes. Google Classroom can also become quite overwhelming, as some teachers use one Classroom for both cohorts. Consequently, the due dates for each cohort's assignments can get messy.

Students' Mental Health and General Wellbeing:

Students' health and wellbeing is obviously extremely important during these most unusual and stressful times. Concerning the effects of COVID and contact tracing, there have been students who have been quarantined for the two weeks due to close contact tracing, however, these students simply join the remote cohorts for those weeks, and join back in class when they are approved to do so. We also have generally seen more emphasis on mental health awareness, especially around the stresses of COVID, the presidential election, and an increase in the amount of schoolwork. Students generally seem to be doing fairly well given these circumstances and many clubs such as Courageous Conversations on Race and Own Your Peace are brainstorming ways to lift peoples' spirits and provide the proper resources during these times.



Needham School Committee

November 10, 2020

Agenda Item: **Discussion**

Portrait of a Needham Graduate Strategic Priorities

Background Information:

- The district will continue to implement its strategic priorities as identified in the Portrait of a Needham Graduate.
- The action steps will incorporate the important work of keeping our students healthy and safe even as we prioritize instruction for all students.

Person(s) Available for Presentation:

Daniel Gutekanst, Superintendent of Schools

PORTRAIT OF A NEEDHAM GRADUATE



FY21 Actions in Support of District's 5-Year Plan
Presentation to School Committee
November 10, 2020



What are the District's FY21 goals?

4 District Priorities in support of the Portrait Strategic Plan:
a commitment to what our students need for their future

- plus -

Priorities for health and safety,
academic and emotional support
during the pandemic:
Hybrid Learning Plan

PORTRAIT Roadmap FY20-FY25

PORTRAIT OF A NEEDHAM GRADUATE
SHARED VISION OF THE FUTURE FOR OUR PRE-K TO 12 STUDENTS



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

*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 & start to **integrate** best practices and new ideas.

FY20

In Year 1, we began to implement the Portrait Plan by focusing on the bright spots (those areas already aligned with the Portrait vision) and taking steps to **explore and prepare** for this work.

FY21

FY22

FY23

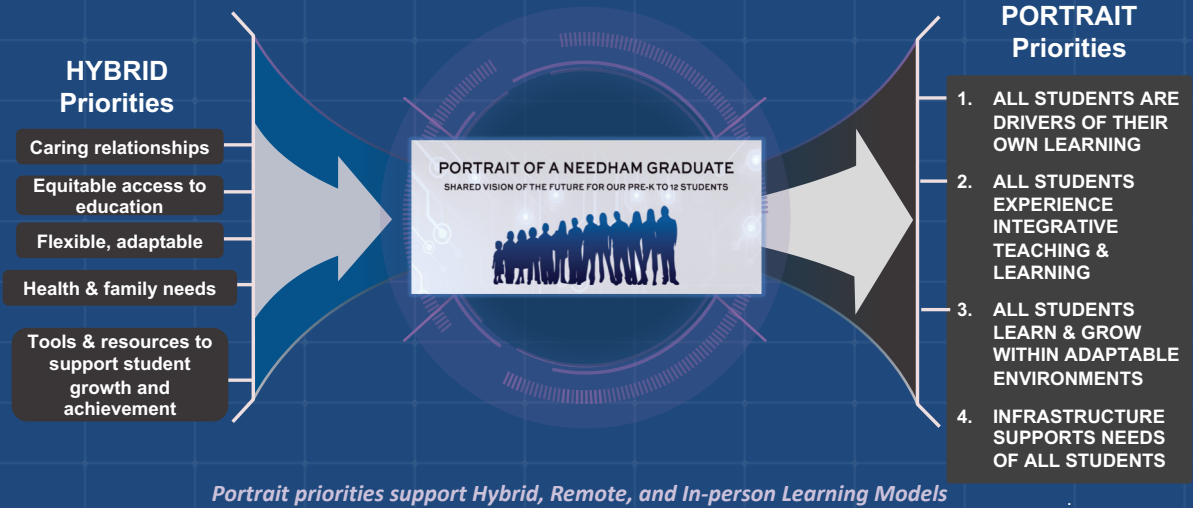
RESPONDING TO THE CHANGES BROUGHT ON BY COVID-19:

PRIORITIES of HYBRID LEARNING PLAN

- **Developing and nurturing caring relationships.**
- Providing **equitable access** to education for all students.
- Being **flexible, adaptable**, making improvements where needed.
- **Supporting all students and staff with their personal health and family concerns & needs.**
- Providing students and staff with tools and resources to work together in **support of student growth, understanding, and achievement.**

**UNCERTAINTY
AHEAD**

DISTRICT PLAN FY21: Continuing our commitment to EQUITY and what students need for their future



PRIORITY 1: ALL STUDENTS ARE DRIVERS OF THEIR OWN LEARNING		
<i>Strategic Objective A:</i> Incorporate opportunities for student choice, independent learning, personalized pathways	<i>Strategic Objective B:</i> Provide structures and experiences that enable student efficacy, leadership, and voice	<i>Strategic Objective C:</i> Teach students content and skills necessary for them to grow personally and academically
<i>FY21 Actions:</i>		
<ul style="list-style-type: none"> • Provide culturally responsive and universally designed instruction & learning experiences that optimize student engagement & motivation across hybrid & remote learning models • Integrate technology to support personalized learning in a remote learning environment • Use essential content and practice standards in all disciplines to promote effective instruction in a remote learning environment • Implement K-5 Racial Literacy Curriculum & align PreK-12 anti-racist instructional practices • Reinforce Portrait competencies with students in developmentally appropriate ways 		

<p style="text-align: center;">PRIORITY 2:</p> <p style="text-align: center;">ALL STUDENTS EXPERIENCE INTEGRATIVE TEACHING & LEARNING</p>		
<p><i>Strategic Objective A:</i> Extend interdisciplinary teaching and learning practices Pre-K to 12</p>	<p><i>Strategic Objective B:</i> Embed Portrait competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices</p>	<p><i>Strategic Objective C:</i> Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression</p>
<p><i>FY21 Actions:</i></p>		
<ul style="list-style-type: none"> • Continue to expand interdisciplinary learning district-wide (e.g., implementation of the Grade 9 Interdisciplinary Program) • Develop Civics projects to be implemented for students in grades 8 to 12 • Build capacity for SEL (Social & Emotional Learning) anchored to equity, inclusion, and student empowerment • Adopt an instructional framework that incorporates MTSS (Multi-Tier System of Supports), UDL (Universal Design for Learning), and culturally responsive teaching practices 		

<p style="text-align: center;">PRIORITY 3:</p> <p style="text-align: center;">ALL STUDENTS LEARN & GROW WITHIN ADAPTABLE ENVIRONMENTS</p>		
<p><i>Strategic Objective A:</i> Support & design classroom models and environments that foster collaboration and innovation</p>	<p><i>Strategic Objective B:</i> Provide time, schedules, and spaces that promote learning objectives</p>	<p><i>Strategic Objective C:</i> Complement instruction with accessible learning beyond classroom, within community, and in partnership with families</p>
<p><i>FY21 Actions:</i></p>		
<ul style="list-style-type: none"> • Implement plans for adapting classrooms, using alternative spaces and flexible schedules to accommodate learning needs as well as health and safety protocols • Evaluate the Hybrid, Remote, and In-Person Models for accessible learning and student engagement; make adjustments as the school year progresses • Continue to provide family and community education on Portrait & preparing all students for their future 		

**Priority 4:
INFRASTRUCTURE SUPPORTS NEEDS OF ALL STUDENTS**

<i>Strategic Objective A:</i> Provide staffing, facilities, and budget resources aligned to district priorities	<i>Strategic Objective B:</i> Implement recruitment, retention, and development process for staff growth and diversity	<i>Strategic Objective C:</i> Establish a professional learning structure supporting equity and the Portrait vision
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FY21 Actions:

- Monitor health metrics; implement safety/operational protocols to mitigate COVID spread
- Prepare FY22 District Budget supporting equity, Portrait vision, and impact of COVID
- Continue to assess potential impact of COVID and Portrait plans on the district’s future staffing, facilities, business operations and systems, transportation, & nutrition services
- Implement Human Resource plan for recruitment/retention of diverse & qualified staff
- Provide professional learning to support equity work & remote instruction for all students
- Assess the district’s current professional learning and plan for a cohesive program (i.e., Portrait of A Needham Educator/Employee)

**Continuing the District’s commitment to Equity:
Shared Vision of the Future for our Pre-K to 12 Students**

PREPARING *ALL* NEEDHAM PUBLIC SCHOOLS STUDENTS TO BE...

- CREATIVE THINKERS AND PROBLEM SOLVERS**
- COMMUNICATORS AND COLLABORATORS**
- SOCIALLY & CULTURALLY RESPONSIVE CONTRIBUTORS**
- RESPONSIBLE AND RESILIENT INDIVIDUALS**
- EMPOWERED LEARNERS**

The Portrait continues to guide us – through the Hybrid, Remote, & In-Person Learning Models. Even a pandemic is not preventing us from moving forward toward this vision.





QUESTIONS AND COMMENTS?



Needham School Committee

November 10, 2020

Agenda Item: **Discussion**

Update on Student Learning

Background Information:

- The Superintendent provide another update on the schools with a focus on the high school.

Person(s) Available for Presentation:

Daniel Gutekanst, Superintendent of Schools

**Update on
the
Needham
Public Schools
During
COVID-19**

A Report
to the
Needham School
Committee

November 10, 2020



Update on the NPS during COVID-19

Agenda

1

Health & Safety

Teaching and Learning

Next Steps

Health and Safety measures have been prioritized as we start the school year

- **The District has established a Joint Committee on Health & Safety to advise and guide decisions around school health and safety, including the agreed upon metrics for closing and reopening schools.**
- **Committee membership includes:**
 - **Alan Geller**, Harvard School of Public Health
 - **Tim McDonald**, Town of Needham Public Health Director
 - **Alan Stern**, NPS School Physician
 - **Barbara Singer**, NPS Health Services Director
 - **Jill Krajewski**, NHS
 - **Mike Hirsh**, NHS
 - **Marcy Spink**, Newman
 - **Steve Farrell**, Newman
 - **Jean McDavitt**, NHS
 - **Caren Firger**, Broadmeadow
 - **Mark Healey**, Middle Schools
 - **Mary Lammi**, NPS
 - **Connie Barr**, School Committee
 - **Dan Gutekanst**, NPS

Health and Safety measures have been prioritized as we start the school year

- **The Committee has established three measures to assist the superintendent in making a decision to close or reopen schools:**
 - 1. State Department of Public Health & Department of Elementary & Secondary Education Health metrics**
 - 2. Positivity rates (14 day average) below 5 percent using town, county, and relative rate of change in the average**
 - 3. Adherence to NPS expectations for health & safety measures, including prevalence of student mask wearing, hand washing/hygiene, physical distancing, and meeting standards for proper ventilation of schools and classrooms**

Health and Safety measures have been prioritized as we start the school year

DPH and DESE have updated Health Metrics



Massachusetts Department of Public Health COVID-19 Dashboard - Friday, November 06, 2020 Average Daily Incidence Rate per 100,000 Color Calculations

In the grey, green, and yellow, districts should prioritize in person learning to the extent the district meets all health & safety protocols, including physical distancing, masks, & hygiene

Population			
Group	Under 10K	10K-50K	Over 50K
Grey	Less than or equal to 10 total cases	Less than or equal to 10 total cases	Less than or equal to 15 total cases
Green	Less than or equal to 15 total cases	<10 avg cases/100k AND >10 total cases	<10 avg cases/100k AND >15 total cases
Yellow	Less than or equal to 25 total cases	≥10 avg cases/100k OR ≥5% pos rate	≥10 avg cases/100k OR ≥ 4% pos rate
Red	More than 25 total cases	≥10 avg cases/100k AND ≥5% pos rate	≥10 avg cases/100k AND ≥4% pos rate

As of 11/5, DPH is using 2019 population estimates derived from a method developed by the University of Massachusetts Donahue Institute. The 2019 estimates are the most currently available data.

Health and Safety measures have been prioritized as we start the school year

3 W's: Wash hands! Wear a mask! Watch your distance!

HEALTH AND SAFETY REMINDERS



*Let's take care of each other
and practice the 3 W's:*

Wash your hands!
Wear a Mask !
Watch your Distance!

Please complete a [daily symptoms check](#) on *each* of your students, *each day before* they leave for school.

If your student has any symptoms of illness:

- Keep your student home from school, away from extracurricular activities & social settings
- Call your School Nurse to discuss symptoms or illness
- Call your healthcare provider for evaluation and determination of need for COVID-19 test (PCR is gold standard test); your student **MUST** stay home while awaiting test results
- Provide copy of COVID-19 test results to School Nurse
- Follow the [Illness Guidelines](#)
- Answer calls from Public Health Department and/or School Nurses

Update on the NPS during COVID-19

Agenda

Health & Safety

Teaching and Learning

2

Next Steps

Needham High School Updates

Sample NHS In School Schedule

	Monday		Tuesday		Wednesday		Thursday		Friday	
	A (85) + Announcements (5) 7:55-9:25		D (85) + Announcements (5) 7:55-9:25		A (30) 7:55-8:25		B (85) + Announcements (5) 7:55-9:25		E (85) + Announcements (5) 7:55-9:25	
	Staggered Passing		Staggered Passing		Break (10)		Staggered Passing		Staggered Passing	
	B (85) 9:35-11:00		E (85) 9:35-11:00		B (30) 8:35-9:05		A (85) 9:35-11:00		F (85) 9:35-11:00	
	Staggered Passing		Staggered Passing		Break (10)		Staggered Passing		Staggered Passing	
	C (85/80) + Lunch (25) 11:10-1:05		F (85/80) + Lunch (25) 11:10-1:05		C (30) 9:15-9:45		D (85/80) + Lunch (25) 11:10-1:05		G (85/80) + Lunch (25) 11:10-1:05	
	Staggered Passing		Staggered Passing		Break (10)		Staggered Passing		Staggered Passing	
	X-block (95) 1:15-2:50		G (85) 1:15-2:40		D (30) 9:55-10:25		C (85) 1:15-2:40		Work Time (95) 1:15-2:50	
			Staggered Dismissal		Break (10)		Staggered Dismissal			
					E (30) 10:35-11:05					
					Break (10)					
					F (30) 11:15-11:45					
					Break (10)					
					G (30) 11:55-12:25					
					Lunch 12:25-1:00 (35)					
					X-block (60) 1:00- 2:00					
					Work Time (50) 2:00-2:50					

Needham High School Updates

Sample NHS at Home Learning Schedule: 9th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
English 9H Independent Work 7:55-9:25	World History Acc Synchronous 7:55-9:25	Eng. 7:55-8:25	Spanish 2H Independent Work 7:55-9:25	9th Grade Seminar Independent 7:55-9:25
Break	Break	Break	Break	Break
Spanish 2H Synchronous Work 9:35-11:00	9th Grade Seminar Independent 9:35-11:00	Span. 8:35-9:05	English 9H Group Work 9:35-11:00	Biology H Synchronous then Independent 9:35-11:00
Break	Break	Break	Break	Break
Geometry H Synchronous + Lunch 11:10-1:05	Biology H Synchronous then Independent Work + Lunch 11:10-1:05	Geo. 9:15-9:45	World History Acc Group Work + Lunch 11:10- 1:05	Art 1 Independent Work + Lunch 11:10-1:05
Break	Break	Break	Break	Break
X-block 1:15-2:50	Art Independent Work 1:15-2:40	Hist. 9:55-10:25	Geometry H Synchronous 1:15-2:40	Work Time 1:15-2:50
		Break		
		Seminar 10:35-11:05		
		Break		
		Bio. 11:15-11:45		
		Break		
		Art 11:55-12:25		
		Lunch 12:25-1:00		
		X-block 1:00-2:00		
		Work Time 2:00- 2:50		

Needham High School Updates

Subject Areas & Instructional Approaches

Likely to be Synchronous:

- ❖ Math
- ❖ World Language
- ❖ Wellness

- ❖ Sequential Courses
- ❖ College Prep Courses

Likely to be Asynchronous:

- ❖ Science
- ❖ Fine and Performing Art

- ❖ English
- ❖ Social Studies

- ❖ Skills-Based & Hands-On Courses
- ❖ Accelerated Courses

Needham High School Updates

At Home Learning Schedule: Synchronous/Asynchronous Courses

English		Fine & Performing Arts		Math		Science		Social Studies		World Languages		Wellness	
English 9 IP	Asynchronous	Art 1	Asynchronous	Integrated Math	Synchronous	Biology IP	Asynchronous	World Hist. IP	Asynchronous	Latin 1 Hon & Acc	Asynchronous	Wellness 9	Synchronous
English 9 CP	Synchronous	Art 2	Asynchronous	Math 9 IP	Synchronous	Biology CP	Synchronous	World Hist. CP	Synchronous	Latin 2 Hon & Acc	Asynchronous	Wellness 12	Synchronous
English 9 Hon	Asynchronous	AP Art 3	Asynchronous	Math 9 CP	Synchronous	Biology Hon	Asynchronous	World Hist. Hon	Asynchronous	Latin 3 Hon & Acc	Asynchronous		
English 9 Acc	Asynchronous	Art 4	Asynchronous	Math 9 Hon & Acc	Synchronous	Biology Acc	Asynchronous	World Hist. Acc	Asynchronous	Latin 4 H/A	Asynchronous		
English 10 CP	Synchronous	Draw & Paint	Asynchronous	Math 9 Extended	Synchronous	Physics CP	Asynchronous	World & Am. CP	Asynchronous	French 1 Hon	Synchronous		
English 10 Hon	Asynchronous	Digital Art & An.	Synchronous	Algebra 2 CP	Synchronous	Physics Hon	Asynchronous	World & Am. Hon	Asynchronous	Fren 2 Hon & Acc	Synchronous		
English 10 Acc	Asynchronous	Des. & Product.	Asynchronous	Geometry CP	Synchronous	Physics Acc	Asynchronous	World & Am. Acc	Synchronous	Fren 3 Hon & Acc	Synchronous		
English 11 CP	Asynchronous	Crafts 1	Asynchronous	Geo Hon & Acc	Synchronous	Chem. CP	Asynchronous	US Hist. CP	Synchronous	Fren 4 Hon & Acc	Synchronous		
English 11 Hon	Asynchronous	Ceram Intro/Intern	Asynchronous	Precalc. CP & Hon	Synchronous	Chem. Hon	Asynchronous	US Hist. Hon	Asynchronous	Fren 5 Hon & Acc	Synchronous		
English 11 Acc	Asynchronous	Photo Intro/Intern	Asynchronous	Precalc. AB Acc	Synchronous	Chem. Acc	Asynchronous	US Hist. Acc	Asynchronous	AP French	Synchronous		
AP Lang & Comp	Asynchronous	Theater Arts	Asynchronous	Precalc. BC Acc	Synchronous	Env. Sci. Hon	Asynchronous	AP US History	Synchronous	Mand 2 Hon & Acc	Synchronous		
English 12 CP	Synchronous	Band	Asynchronous	Calculus Hon	Synchronous	Env. Sci. Acc	Asynchronous	Psych/Soc. Hon	Asynchronous	Mand 3 & 4 Acc	Synchronous		
English 12 Hon	Asynchronous	Music Theory	Asynchronous	Statistics Hon	Asynchronous	Physiology	Asynchronous	American Legal Hon	Asynchronous	Mand 5 Acc & AP	Synchronous		
English 12 Acc	Asynchronous	Jazz Ensemble	Asynchronous	AP Statistics	Asynchronous	Marine Sci. Hon	Asynchronous	Economics Hon	Synchronous	Span 1 & 3 CP	Synchronous		
AP Lit & Comp	Asynchronous	Contemp. Music	Asynchronous	AP Calc. AB & BC	Synchronous	Astronomy	Asynchronous	Af. Am. Studies	Synchronous	Span 2 Hon & Acc	Synchronous		
Public Speaking	Asynchronous	Guitar 1 & Piano 1	Asynchronous	AP Comp Sci	Synchronous	AP Chemistry	Asynchronous	AP US Government	Asynchronous	Span 3 Hon & Acc	Synchronous		
Braver Newer World	Asynchronous	Chorus & Chorale	Asynchronous	Multivariable Calc.	Synchronous	AP Biology	Asynchronous	AP Psychology	Asynchronous	Span 4 Hon & Acc	Synchronous		
Greater Boston Project	Synchronous	Bella Voce	Asynchronous	Fund. of Calc.	Synchronous	AP Physics	Synchronous			Span 5 Hon & Acc	Asynchronous		
		Orchestra	Asynchronous	Contemp. Applied	Synchronous					AP Spanish	Synchronous		

So how is it going at NHS so far?

Some of the takeaways of our fall so far...

- Excitement to be in the building
- Compliance with rules & changes
- Comfort with masks
- No internal spread
- Focus on relationship building
- Thoughtful assignments
- Growing faith in sustainability

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- Mental health challenges
- Tireless work to create materials
- Navigating new systems & spaces

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# Update on the NPS during COVID-19

## Agenda

Health & Safety

Teaching and Learning

Next Steps

3

# Next Steps Toward Growth & Improvement

**As we look toward growth & improvement, what initial next steps are planned?**

- **Family, Staff, & Student Surveys distributed beginning week of November 9<sup>th</sup>**
- **School Committee Open House Saturday, November 14<sup>th</sup> @ 9:00 a.m.**
- **Joint Committee on Health & Safety continues to meet weekly and review health measures and metrics**
- **School Councils review preliminary data from surveys beginning week of November 30<sup>th</sup>**
- **Working Group established first week in December to consider opportunities for improvement**
- **FY22 Budget proposal shared in early December**

**Update on  
the  
Needham  
Public Schools  
During  
COVID-19**

Questions?  
Feedback?

November 10, 2020





## Needham School Committee

November 10, 2020

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Agenda Item:     **Discussion**

### **Superintendent's 2020-2021 Goals**

- All professional staff, including the Superintendent, must use the district goals to develop specific and personal goals as part of the Department of Elementary and Secondary Education (DESE) educator evaluation program.
- The Superintendent has incorporated district priorities into his proposed goals for the 2020-2021 school year and will ask the School Committee to vote to support his professional practice, student learning, and district improvement goals at a subsequent meeting.
- The Superintendent will provide an update on his progress later in the school year.
- The School Committee will develop a final evaluation that reflects, in part, the Superintendent's progress on these goal areas.

Person(s) Available for Presentation:

Dr. Daniel E. Gutekanst, Superintendent of Schools

# Superintendent's Performance Goals Needham Public Schools 2020-2021



**Superintendent:** Daniel E. Gutekanst

**School Committee Chair:** Andrea Longo Carter

| Professional Practice |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                     | <p>In a minimum of six administrative meetings, I will provide training, leadership development, and management strategies to ensure principals and administrators have the knowledge, tools, and support to ensure a healthy, safe, and equitable learning experience for each student.</p> <p><b>Evidence of Progress:</b></p> <ul style="list-style-type: none"> <li>Administrative meeting agendas show evidence of the use of data, evaluation, and leadership strategies to inform the implementation of healthy, safe, inclusive, and equitable learning environments.</li> </ul> |

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Learning</b>                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p data-bbox="365 264 386 289">2</p> <p data-bbox="365 362 386 386">3</p>   | <p data-bbox="562 261 1860 321">I will ensure principals align their School Improvement Plans to a) the district's Portrait of a Needham Graduate Strategic Plan and b) to the district's efforts to become equitable and anti-racist.</p> <p data-bbox="562 355 1940 443">I will oversee the implementation of hybrid and remote only learning models that a) prioritize the health and safety of all students and staff; b) provide strong and developmentally appropriate instructional models at every level; c) can be evaluated and adjusted to best meet and balance student and staff needs during the pandemic.</p> <p data-bbox="562 477 842 505"><b>Evidence of Progress:</b></p> <ul data-bbox="611 521 1940 724" style="list-style-type: none"> <li data-bbox="611 521 1940 651">• <i>School Improvement Plans will be aligned to the Strategic Plan; student data for high needs, special education, ELL, and students of color will be evaluated and shared to highlight growth and continued learning challenges; the Race, Equity, Access &amp; Leadership (REAL) Coalition agendas and programs will show evidence of the district's work around equity and ant-racist efforts.</i></li> <li data-bbox="611 659 1940 724">• <i>The district's hybrid and remote learning plans will be implemented successfully as evidenced by key health and safety metrics; student attendance and engagement levels; and student, parent, and staff survey data.</i></li> </ul> |
| <b>District Improvement</b>                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p data-bbox="365 904 386 928">4</p> <p data-bbox="365 1034 386 1058">5</p> | <p data-bbox="562 891 1892 979">I will promote proactive communication, coordination, and planning with the Town Manager's Office, Public Health Department, and Building Maintenance Division to ensure safe, healthy, secure, and clean school and learning environments.</p> <p data-bbox="562 1029 1892 1089">I will promote the understanding of and planning for the District's Facilities Master Plan and School Administration Building Projects.</p> <p data-bbox="562 1123 842 1151"><b>Evidence of Progress:</b></p> <ul data-bbox="611 1167 1919 1297" style="list-style-type: none"> <li data-bbox="611 1167 1919 1227">• <i>School safety, cleaning, and health measures in place at each school; staff, family, and student survey data show satisfaction with building safety and cleanliness.</i></li> <li data-bbox="611 1235 1919 1297">• <i>Town boards, families, and Town Meeting will develop an understanding of school facility needs through meetings, blog posts, School Spotlight cable shows, and in other forms of communication.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        |





## Needham School Committee

November 10, 2020

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Agenda Item:     **Action**

**Approve Additional Capital Improvement Plan Request**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee approves the additional Capital Improvement Plan request as submitted.

## NEEDHAM SCHOOL COMMITTEE

Agenda Item#: \_\_\_\_\_

Date: November 10, 2020

**Item Title:** **FY22-26 Supplemental School Capital Request: Additional Pollard Study**

**Item Description:** Recently, the School Committee approved its FY22-26 Capital Plan requests. A major component of those requests was to implement the proposed School Master Plan, a trio of capital projects including major renovation/addition to the Pollard School, replacement of the Mitchell School and upgrades at the High Rock Sixth Grade Center.

Given the lengthy timeline required to plan and complete these large and complex projects, the Town must continue to repair and maintain the existing facilities for several more years until the start of construction. At the Pollard School in particular, the Town will need to ensure that this maintenance work is conducted in 'harmony' with the planned building modifications, to avoid wasteful spending. This is particularly important with regard to replacement/retrofit work on the mechanical, electrical and plumbing systems, since those systems will be expanded and reconfigured during the addition project.

Toward this end, the School Department is proposing an additional study to be conducted next year. The cost is \$280,000 in FY22 and the study will entail a review of programming, layout and other factors that will allow building modifications to be made in concert with the proposed project.

At the Direction of the Town Manager, the School Committee should approve this additional capital request to receive consideration during the FY22-26 Capital Improvement planning and budgeting process.

**Recommendations/Options:** That the School Committee vote this additional capital request.

**School Committee:** Action/Consent Item

**Attachments:** Proposed Capital Request

Respectfully Submitted,

*Anne Gulati*

Assistant Superintendent for Finance and Operations

| Capital Funding Request |                                                |              |          |                 |              |                        |      |  |
|-------------------------|------------------------------------------------|--------------|----------|-----------------|--------------|------------------------|------|--|
| Title                   | Pollard Master Plan Option D1 Additional Study |              |          |                 | Submitted by | Needham Public Schools |      |  |
| Request Type            | Standalone Funding Request                     | Capital Type | Building | Funding Request | \$280,000    | Funding Year           | 2022 |  |
| Description             |                                                |              |          |                 |              |                        |      |  |

The purpose of this study is to provide sufficient development of Option D1 at Pollard School, for the purpose of allowing the Town to make informed decisions about retrofit/replacement of systems and or building elements, in the case of a delay in the implementation of Option D1 due to funding constraints, or to complete needed repair and maintenance work at the facility prior to the start of construction. It is anticipated that this study would entail a review of programming, layout and other factors that could support an eventual realization of Scheme D1 and allow modifications within the current Pollard that would later be in concert with future plans. It is anticipated that such effort will carry over into schematic development where necessary

This request complements the projects proposed as part of a multi-project Strategic Plan to provide capacity at the elementary schools for enrollment growth, address overcrowding at the High Rock School and modernize the Mitchell Elementary and Pollard Middle Schools. This Strategic Plan Scenario, "High Rock as Elementary School - Pollard 1st Accelerated (non-MSBA) with CMR, Mitchell as MSBA Project," was developed by Dore & Whittier Architects in 2020 and accomplishes the following: a) positions grades 6th - 8th under one roof at the Pollard School, b) repurposes High Rock as a sixth elementary school and b) renovates the aging Mitchell School as a smaller, 3-section elementary school. At the Pollard School, the existing modular classrooms would be replaced by an @ 40 teaching station addition onto the existing building, paired with a phased, occupied renovation of the remaining building and site. Additionally, a new, three-story 6th grade center would be constructed on the south side of the existing school. The Pollard renovation would be undertaken in parallel with the feasibility/design study for the Mitchell project in order to complete the Pollard School addition and vacate the High Rock school for use as an elementary school. The execution of these two projects concurrently allows the High Rock to serve as swing space for a future Mitchell Elementary School project, with some students re-distributed to other elementary schools until a new Mitchell School could be completed. This scenario assumes that Mitchell is identified as the District's priority project for the MSBA grant program and that the Pollard School is renovated without MSBA assistance.

| Capital Request Detail                                                                                                                                    |                                                             |                  |                     |                         |      |                 |           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|------------------|---------------------|-------------------------|------|-----------------|-----------|
| Project Title                                                                                                                                             | Pollard Master Plan Option D1 Additional Study              |                  |                     | Fiscal Year             | 2022 | Request Status  | New       |
| Project Phase                                                                                                                                             | Feasibility Study                                           | Planning/Design  | \$280,000           | Construction            |      | FF&E            |           |
| Useful Life                                                                                                                                               | More than 30 Years                                          | Land             |                     | Construction Management |      | Technology      |           |
| Primary Function                                                                                                                                          | Public Education                                            | Site Preparation |                     | Equipment               |      | Other Expenses  |           |
| Budget Impact                                                                                                                                             | May increase annual operating expenses by less than \$5,000 |                  | Project Cost Source | Hired Consultant        |      | Project Cost    | \$280,000 |
| Parameters                                                                                                                                                |                                                             |                  |                     |                         |      | Response        |           |
| 1. Are there any costs to bid, design, construct, purchase, install, implement, or otherwise complete the project which are NOT included in this request? |                                                             |                  |                     |                         |      | No              |           |
| 2. Are there recommendations or costs identified by other departments which are NOT factored into the request?                                            |                                                             |                  |                     |                         |      | No              |           |
| 3. Does this project require any permitting by any Town or State agency?                                                                                  |                                                             |                  |                     |                         |      | No              |           |
| 4. If funded, will this project require ongoing assistance from vendors at an additional expense to the Town which is NOT already budgeted?               |                                                             |                  |                     |                         |      | No              |           |
| 5. Is specialized training or annual licensing required that the Town will need to pay in order to use the asset?                                         |                                                             |                  |                     |                         |      | No              |           |
| 6. Is this a project for which an Initial Eligibility Project Application can be filed with the Community Preservation Committee (CPC)?                   |                                                             |                  |                     |                         |      | No              |           |
| 7. Is this a request in response to a Court, Federal, or State order?                                                                                     |                                                             |                  |                     |                         |      | No              |           |
| 8. Is this a request in response to a documented public health or safety condition?                                                                       |                                                             |                  |                     |                         |      | No              |           |
| 9. Is this a request to improve or make repairs to extend the useful life of a building?                                                                  |                                                             |                  |                     |                         |      | No              |           |
| 10. Is this a request to purchase apparatus/equipment that is intended to be permanently installed at the location of its use?                            |                                                             |                  |                     |                         |      | No              |           |
| 11. Is this a request to repair or otherwise improve public property which is NOT a building or infrastructure?                                           |                                                             |                  |                     |                         |      | No              |           |
| 12. Will any other department be required to provide assistance in order to complete the project?                                                         |                                                             |                  |                     |                         |      | Yes             |           |
| 13. If funded, will this project increase the operating expense for any other department?                                                                 |                                                             |                  |                     |                         |      | No              |           |
| 14. If funded, will additional permanent staff be required, and if so what is the total number of FTE's?                                                  |                                                             |                  |                     |                         |      | Total New FTE's | 0         |
| No                                                                                                                                                        |                                                             |                  |                     |                         |      |                 |           |

**Project Description and Considerations**

The purpose of this study is to provide sufficient development of Option D1 at Pollard School, for the purpose of allowing the Town to make informed decisions about retrofit/replacement of systems and or building elements, in the case of a delay in the implementation of Option D1 due to funding constraints, or to complete needed repair and maintenance work at the facility prior to the start of construction. It is anticipated that this study would entail a review of programming, layout and other factors that could support an eventual realization of Scheme D1 and allow modifications within the current Pollard that would later be in concert with future plans. It is anticipated that such effort will carry over into schematic development where necessary.

The project cost and timeline were developed by Dore & Whittier Architects, 2020 School Master Plan. Elements of the study budget are detailed on the attached breakout sheet.

#12: PPBC.

**Additional Description and Considerations**





## Needham School Committee

November 10, 2020

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Agenda Item:     **Action**

### **Vote to Support Massachusetts Association of School Committees Resolution 1: MCAS and High Stakes Testing**

Action Recommended:

Upon recommendation of the Superintendent, that the Needham School Committee votes to support Massachusetts Association of School Committees Resolution 1 as submitted.



## **Massachusetts Association of School Committees**

### RESOLUTION 1: MCAS AND HIGH STAKES TESTING

(Submitted by the MASC Board of Directors)

WHEREAS the MASC Membership and MASC Board of Directors have previously and repeatedly taken the position of opposing high stakes testing including the MCAS; and

WHEREAS the COVID-19 Remote Learning Model has negatively and disproportionately affected students with learning disabilities, students of lower socioeconomic status, ELL students and students who identify as minorities; and

WHEREAS the social and emotional trauma both individually and collectively has yet to be truly realized in the students who have experienced the shutdown of their local school buildings and separations from their peers and supportive adults; and

WHEREAS the students of the Commonwealth have already missed valuable face to face instructional opportunities with their teachers and would benefit from focusing on those important instructional opportunities and social emotional supports;

THEREFORE BE IT RESOLVED that MASC rejects the calls for the students of 2022 who missed their tenth grade MCAS testing to be required to make it up during the 2020-2021 school year or ever. We demand those students be held harmless for not taking the MCAS and that their graduation requirements shall be determined by locally controlled voices of the School Committee and School Administration within the remaining graduation requirements of the Commonwealth of Massachusetts.

Additionally, we reiterate our call for a moratorium on all high stakes testing for the 2020-2021 school year so all students can benefit from their time being focused on direct instruction and we urge the legislature to enact a moratorium on high stakes testing of three years.



## Needham School Committee

November 10, 2020

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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:

Andrea Longo Carter, Chair

Connie Barr, Vice-Chair

Heidi Black

Michael Greis

Susan Neckes

Aaron Pressman

Matthew Spengler

Aidan Michelow, Student Representative member of School Committee





## Needham School Committee

November 10, 2020

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Agenda Item:     **Information Item**

- Assessment Practices in Literacy and Mathematics



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November 6, 2020

To: Dan Gutekanst, Superintendent

From: Terry Duggan, Asst. Superintendent, Student Learning

RE: Question regarding assessment practices

At the last school committee meeting a question was asked regarding assessment practices in literacy and mathematics. Enclosed please find a summary of the assessment practices used in those areas at the elementary, middle and high schools.



## Elementary

The district expects teachers to use ongoing and multiple forms of educationally relevant formative and summative assessments to monitor student learning in both literacy and mathematics. These include recording anecdotal evidence, observational notes, and comments. The practices serve to document performance as well as to inform instruction. There are also have a core set of consistent and common assessments that are used across schools at the elementary level. Those assessments are described below. It is important to note that in order to allow for the adjustment to teaching and learning in hybrid and remote models during the 2020-2021 school year, there have been some changes to the timing of when district Literacy and Math assessments will be administered.

### Elementary School Literacy Assessment

For reading, the district requires that the FOUNTAS & PINNELL BENCHMARK ASSESSMENT (F &P) be administered in grades 1-5 twice per year to gauge student growth. For students not meeting the grade-level benchmark in the spring, the test is administered again at the end of the school year. To ensure consistency of administration of the test, each year the district provides professional development in the fall for teachers who are new to administering this Benchmark Assessment. A district-developed literacy assessment for kindergarten students is also administered twice per year. These 1-1 assessments are administered during a specified range of dates during the school year. Data is collected by the literacy specialists and forwarded to the district where it is collated and shared with each school. Literacy specialists analyze F & P data with teacher teams to identify areas of strength and areas needing additional attention for both groups and individual students.

Lexia® Core5® Reading was introduced across the district for all K-5 students last year. It was previously used primarily to monitor progress for struggling students and now is available to all students. It is an online system that provides data for progress-monitoring without having to administer another test. Lexia supports teachers in delivering differentiated literacy instruction for students of all abilities in grades pre-K–5 and provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and generates student progress data and student-specific resources for individual or small-group instruction. This along with formative/ongoing assessments (running records, anecdotal notes, reading notebook entries, evidence of thinking (within, beyond, and about the text), writing about reading, conferring notes, etc. are all considered when determining the level of proficiency, a student has achieved. Data from F&P and Lexia along with other formative assessments serve to inform whole class, small group, and individual instruction and provide sources of data to monitor progress over time.

### Elementary School Writing Assessment

Anchor papers and exemplars for each of the writing units are used to guide teachers in assessing student writing. Teachers assess multiple pieces of writing (narrative, informational, and persuasive) including but not limited to rough drafts, reading response entries, content area writing, etc. They also use a variety of assessment tools such as anecdotal notes, conferring records, grade level exemplars, as well as rubrics that reflect a specific genre or unit of study, to collect and record evidence that will support instructional decisions. Teachers examine trends across various types of writing that the student creates, looking for evidence that he/she can: write clearly and effectively; understand and use the writing process; write for a variety of purposes and audiences; and use standard English conventions. The evidence collected from multiple pieces and various types of writing informs judgment as to student growth and whether a student exceeds or meets expectations.

Targeted literacy intervention services are provided by literacy coaches to elementary students who have been identified to be struggling with their reading and writing skills. Longitudinal Fountas & Pinnell (F &P) assessment

data, the most recent MCAS test data (if applicable), Lexia assessment data and teacher administered formative/ongoing assessments collectively are used by teachers in consultation with the literacy specialist, and other appropriate staff to determine the need for services. *The Fountas & Pinnell Leveled Literacy Intervention System (LLI)* is an intensive, small-group, supplementary literacy intervention program for students who find reading and writing difficult is used as the primary intervention tool. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

### **Elementary School Math Assessment**

For mathematics, the district requires that the STAR Math™ benchmark assessment be administered in grades 1-5 three times per year (this year only twice). This online assessment is used to gauge student growth and development in four domains: Numbers and Operations, Algebra, Geometry, and Measurement, Data Analysis, Statistics, and Probability. STAR Math™ is a computer-adaptive test that continually adjusts the difficulty of each child's test by choosing each test question based on the child's previous response. Kindergarten students are assessed in the fall, winter, and the spring each year using a district developed assessment.

STAR Math™ tracks the progress of students over time and provides instantaneous data for a teacher on an individual student's progress. Teachers are able to use the system to progress monitor students at any point beyond the designated testing window. Math coaches analyze data with teacher teams in order to identify areas of strength and areas needing additional attention for both groups and individual students. Data from this benchmark assessment as well as other formative assessments serve to inform whole class, small group, and individual instruction and provides one source of data to monitor progress over time. Just as in literacy, formative/ongoing assessments are all considered when determining the level of proficiency, a student has achieved. In addition to STAR Math,™ progress monitoring tools also used in elementary classrooms include online programs, ST Math and Freckle. ST Math teaches foundational concepts visually, builds a personalized learning path for each student, and removes the literacy and language barriers that are often hinder math learning for some students. Freckle enables teachers to assign a specific standard to one (or all) of their students to practice. Additionally, it enables students to build math fact fluency by testing their ability to recall basic facts in all four operations and proves teachers with a sense of how students will perform on state tests. Detailed reports are provided on each student.

Targeted math intervention services are provided on a limited basis by math coaches to elementary students who have been identified to be struggling with their math skills. Longitudinal Star Math assessment data, the most recent MCAS test data (if applicable), Freckle assessment data and teacher administered formative/ongoing assessments collectively are used by teachers in consultation with the math coach, and other appropriate staff to determine the need for services and to inform classroom instruction. Limited staffing (1 coach/school) enables pull-out support services for math. Most services are provided in-class with an eye toward building the capacity of the home room teachers to address individual student learning needs in math.

## **Middle School**

### **Middle School Literacy Assessment**

As students enter the middle school, teachers analyze grade 5 student data from MCAS scores and the longitudinal as well as the spring Fountas & Pinnell assessment data. Additionally, teachers administer the Group Reading Assessment and Diagnostic Evaluation (GRADE™). The GRADE is a diagnostic reading test that determines what developmental skills students have mastered and where students need instruction or intervention. Data from these three sources is analyzed and provide teachers with a robust picture of student entry points to the curriculum. (Note: the GRADE was not administered this year and will likely be upgraded or replaced in subsequent years.) Ongoing common assessments that are targeted towards tracking students' progress on particular literacy skills are embedded into the curriculum units at each grade level. Throughout a unit, teachers are collaboratively examining student's skills in literary analysis, descriptive writing techniques, clear sequencing, and idea development.

In **6th grade**, teachers use a battery of short, targeted assessments that include: an oral reading fluency test, a reading comprehension assessment, and a language arts pre-assessment. Additionally, students are asked to demonstrate their skills in writing about their reading and their ability to synthesize two texts as part of an authentic writing task. Data from these brief assessments is analyzed by teachers and is used to inform student learning goals and lesson design.

Targeted literacy intervention services are provided to 6<sup>th</sup> graders who have been identified to be struggling with their reading and writing skills. Longitudinal Fountas & Pinnell (F & P) assessment data, the most recent MCAS test data, GRADE assessment data and teacher administered assessment data collectively are used by teachers in consultation with the literacy specialist, the K-8 Literacy Director, and other appropriate staff to determine the need for services. *The Fountas & Pinnell Leveled Literacy Intervention System (LLI)* is an intensive, small-group, supplementary literacy intervention program for students who find reading and writing difficult is used as the primary intervention tool. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The F&P assessment is used to track the progress of students participating in the intervention program.

In 7th grade, a required fall benchmark writing assessment is administered that includes specific content and structures. The assessment is scored using a common rubric. Teachers meet as a grade level to interpret the results and plan instruction accordingly. At the end of the first unit, teachers administer a common reading comprehension assessment. This is new for this year, and focuses on students being able to apply literary terms flexibly to their reading. Student language arts skills are assessed on an ongoing basis as part of the writing assessments.

In 8th grade, teachers begin the year with common benchmark assessments that examine student writing skills with respect to character analysis, descriptive skills and text-to-self connections. Teachers meet as a grade level to interpret the results and plan instruction accordingly.

At 7<sup>th</sup> and 8<sup>th</sup> grade, there are limited literacy intervention services due to staffing. A part-time literacy coach provides in-class coaching for teachers with respect to how to address identified student literacy needs.

The Director of Literacy, the Middle School Department Chair and the High School Department Chair collaborate to examine student performance at critical transition points. They review longitudinal data and maintain strong partnerships with the literacy, special education, ELL, METCO, and guidance departments. They share their findings not only with ELA teachers, but also with the entire cluster teaching teams. They meet formally and informally, constantly monitoring student progress and sharing best practices.

### **Middle School Math Assessment**

As students enter the middle school, teachers analyze grade 5 student data from MCAS scores and the longitudinal as well as the spring STAR Math™ assessment data. Additionally, teachers administer the STAR Math™ assessment to 6<sup>th</sup> graders in the fall and spring. Data from these sources is analyzed and provides teachers with a robust picture of student entry points to the curriculum. On-going common assessments that are targeted towards tracking students' progress on particular math skills are embedded into the curriculum units at each grade level. Throughout a unit, teachers are collaboratively examining student's skills in four domains: Numbers and Operations, Algebra, Geometry, and Measurement, Data Analysis, Statistics, and Probability. Data from these assessments as well as other formative assessments serve to inform whole class, small group, and individual instruction and provides data to monitor progress over time.

Targeted math intervention services are provided to 6<sup>th</sup> graders who have been identified to be struggling with mathematics. Longitudinal STAR Math™ assessment data, the most recent MCAS test data, teacher observations, and in-class student assessments are used by teachers in consultation with the MS math department chair, and other appropriate staff to determine the need for services. Intervention services are limited (0.2 FTE) due to staffing allocations. Direct intervention services are provided by the department chair as one of her responsibilities. These

are intensive, small-group, supplementary math intervention services for students who find learning mathematics to be a challenge. The goal of the intervention is to lift the math achievement of students to grade-level expectations in math. The STAR Math™ assessment along with other summative and formative assessments are used to track the progress of students participating in the intervention program.

As students enter the 7<sup>th</sup> grade, teachers analyze grade 6 student performance data, the spring STAR Math™ assessment data, as well as the longitudinal student data available from the STAR Math™ assessment. The goal is to develop an overall picture of student entry points to the curriculum, to inform whole class, small group, and individual instruction and provide a source of data to monitor progress over time. The STAR Math™ assessment is administered to grade 7 students whose learning profiles may indicate a need for intervention services.

Data from common unit and trimester assessments is analyzed by grade level teacher teams. Ongoing brief formative assessments in conjunction with these common assessments serve to track student progress, inform instructional practices and serve as indicators when additional support is needed. Intervention services for grade 7 students is provided by a full-time mathematics teacher who also provides mathematics support for Learning Center students. This additional teacher has allowed identified students to have an additional math support class every other day for 55 minutes and for our most vulnerable students to be taught math by a highly qualified math teacher.

Assessment practices at grade 8 mirror those outlined for grade 7. However, intervention support is provided only by classroom teachers at this grade level.

The Elementary Math Coordinator, Middle School Department Chair, and the High School Department Chair collaborate to examine student performance at critical transition points. They review longitudinal data and maintain strong partnerships with the special education, ELL, METCO, and guidance departments with whom they share their findings. They meet formally and informally, continually monitoring student progress and sharing best practices.

## High School

### High School English Assessment

All students complete common assessments in grammar and thesis articulation in the fall and spring. Results are tracked over the course of the year. Grammar: All students, Grade 9-12, are tested twice per year (fall and spring) on the 4-6 core grammatical concepts that are the focus at their respective grade level. Thesis articulation: Student growth in thesis articulation is assessed twice a year. Assessments are embedded in class assignments so that student performance is gauged within the context of a meaningful task. For example, the pre-test is incorporated in the first essay/critical paragraph of the year for benchmark purposes with the post-test assessment being the thesis statement for their major grade-level assessment in the Spring (First Year Research Paper; Sophomore Oral Presentation; Junior Research Paper; Senior Independent Project). Teachers use the fall tests to identify students in need of targeted support and then individualize skill-specific instruction to address an array of student needs. Specific attention is paid to advancing struggling students and remediating any identified skill gaps.

Teachers develop final exams collaboratively to ensure they are consistently assessing student mastery of each grade level's core content (Literary Forms; Archetypes; American Literary Movements; Critical Lenses), with some variance on the essay prompts to account for different texts taught in some courses.

This process has understandably been delayed this year, as the department has prioritized building safe, inclusive classroom communities and spending some time reviewing previous skills and content to account for the learning attrition that has resulted from the Covid disruption. The plan is to continue assessing and reviewing student growth patterns as the year progresses.

## High School Math Assessment

As students prepare to enter the high school, the Middle School and High School Department chairs along with their respective 8<sup>th</sup> and 9<sup>th</sup> grade teachers analyze grade 8 student data from MCAS scores, performance on common assessments, and other available assessment data. Data from these sources provides teachers with a robust picture of student entry points to the curriculum and helps to determine course selection for the transitioning 9<sup>th</sup> grade students. On-going common assessments that are targeted towards tracking students' progress on particular math skills are embedded into the curriculum units at each grade level. Throughout a unit, teachers are collaboratively examining student's skills in four domains as appropriate: Numbers and Operations, Algebra, Geometry, and Measurement, Data Analysis, Statistics, and Probability. Data from these assessments as well as other ongoing formative assessments serve to inform whole class, small group, and individual instruction and provides data to monitor progress over time. Teachers also use the tests to identify students in need of targeted support and then individualize skill-specific instruction to address an array of student needs. Specific attention is paid to advancing struggling students and remediating any identified skill gaps.

In summary, the assessment practices throughout the district that have been described here provide a mechanism for examining the extent to which all students, including our Special Education students, racial minorities, low income and ELL populations are achieving and experiencing growth within the programs the district is providing.