

**MAYNARD PUBLIC SCHOOLS
MINUTES OF SCHOOL COMMITTEE MEETING
FOWLER LIBRARY
OCTOBER 19, 2017**

Present: Justin Hemm, Dawn Capello, Mary Mertsch, Mary Brannelly, Bethlyn Houlihan
(Absent)

Administrators: Robert J. Gerardi, Jr. Ph.D., Superintendent; Jennifer Gaudet, Assistant
Superintendent, Michelle Resendes, Business Manager

Meeting called to order at 7:02 p.m.

Minutes

A motion was made by Ms. Brannelly to accept the minutes of 10/05/17 as written. 2nd by Ms. Mertsch. The motion passed 4-0.

Chairperson's Report

Mr. Hemm remarked that the committee is now involved in the budget season. On October 16, the finance committee organized a meeting of all town boards. It's positive to have all the committees together to talk about town priorities and a strategic vision at a town level. There are further meetings on the books for November and December. Ms. Mertsch said that there is a town budget sub-committee with the school, BOS and Finance Committee. They will meet on October 26 in the Roosevelt Room at the Maynard Public Library at 7:00 p.m.

Superintendent's Report

Dr. Gerardi attended a Technology and Learning Conference. He was pleased to see that our school's infrastructure is good but our staffing is not adequate. He also saw great tech ideas for access and equity for families. There are parts of Western Massachusetts that still have no broad band access. We are fortunate to be where we are.

Dr. Gerardi saw the recent Boston Globe article on recess. The district has reviewed some of these challenges and read that other districts are discussing these issues also.

Student Representative Report

None.

Citizen's Comments

There had been some parent conversations about Veteran's Day. Some districts have no school the Friday before the holiday. This Federal Holiday falls on a Saturday and it is recognized on that day, not Friday.

School Improvement Plans

Strategic Mission

As we structure professional collaboration time that is centered on identifying the needs of each student by using a process to analyze student learning data, then teacher teams will be able to design and implement differentiated, inquiry based learning experiences that are personalized, relevant and useful to students growth and development.

Academic Goal Update

Green Meadow: Science scope and sequence developed by grade level teachers.

Ms. Dankner: We are focused on how we use our natural environment and we are working on content and inquiry based learning. It is a multi-based project. We are also working with Mass Audubon Society.

Fowler: Writing rubrics developed, ready for implementation.

Ms. Seyller: This is a high level initiative. We started with developing a rubric so all students know where the bar is.

Maynard High School: Rubrics revised and ready for Inter-Rater reliability.

Mr. Caragianes: At MHS we had writing rubrics in place by department, as well as school-wide. We revised this year and took a look at what were the expectations by grade level. We looked at inter-rater reliability.

We will anal student work to identify strengths and weaknesses through December and January. By year-end we will develop interventions. We will proceed with continuous professional development to raise writing scores.

Social Emotional Goal Update

Green Meadow: Identify common expectations and vocabulary.

Ms. Dankner: We are focused on responsive classroom. We gave students vocabulary they need and gave them zones of feeling and self-awareness. It is an on-going process how students express their thoughts and feelings.

Fowler: Developing student social emotional learning through growth mindset.

Ms. Seyller: We continue the work and measure the work. We created a rubric for students to understand flexible thinking. Perseverance, grit and mistakes are part of learning.

MHS: Growth mindset and advisory model changes.

Mr. Caragianes: In 2012, NEASC indicated that all schools should be in an advisory model. The 1st year we put the model in place last period. The curriculum for the advisory was done by the teachers. It focused on social skills and growth. The students hated it. The next year, we did the middle of the day, surveyed the students at the end of the year. The third time, went to an interest based model. That went very well. We now have students select their advisory three times per year and we collect data each time. They have a connection to adults, connection to their peers, and skill development. We developed a writing strand and advisory model.

School Council Goals

Green Meadow: Alignment of Mathematics, Instructional Practices and Common Assessments.

Ms. Dankner: Met with grade level teams using GoMath and Symphony Math to grow in their understanding of math. They Have common assessments for instructional practice.

Fowler: Family and Community Resource Guide.

High School: Scheduling Updates and Options.

Mr. Caragianes: The School Council is made up of five parents, five faculty, five students and two community members. Some topics: scheduling discussions around later start time. Number of periods per day, block scheduling at the junior and senior level. The number of electives is reduced due to budget and scheduling restraints. We would like to see computer science brought back. Also, finance and economics brought into the curriculum. A student should be able to continue to the highest level even if the class size is small.

Ms. Brannelly asked about Virtual High School. Ms. Gaudet said the problem with on-line courses is much different than what students are used to. Students take courses in pockets. They also do take some through our hybrid model at LaSalle College.

Mr. Caragianes said the student members had an alternative idea. All teachers should have Google Classroom so they would be prepared for college with that model.

Ms. Brannelly asked how is the writing rubric different than before. Ms. Gaudet said the rubrics at the High School were recalibrated. We are looking at evaluating and scoring the writing rubric this year.

Ms. Brannelly said the social emotional learning has different programs at the three schools. Ms. Gaudet said those were updates from last year and there will be more alignment this year.

District Academic Goals and Benchmarks

Goal

By June 2019, common assessments will show an increase in students meeting expectations in critical thinking, collaborative problem solving and leadership.

Benchmarks

- By December 2017, Instructional Leadership Team will be able to facilitate data discussions using a common process.
- By June 2018, the Instructional Leadership Team will have identified common assessments and needs in all departments PK-12.

High School Academic Goal & Benchmarks

Goal

- By June 2019, MHS students will demonstrate an increase in writing proficiency as demonstrated by common assessments.

Benchmarks

- By December 2017 the MHS faculty will have developed Inter-Rater Reliability (IRR).

- By June 2018, MHS faculty will use a common data analysis process to develop and implement writing intervention.

Fowler School Academic Goal & Benchmarks

Goal

- By June 2019, Fowler school students will demonstrate an increase in writing proficiency as evidenced by school wide writing rubrics for three different types of writing.

Benchmarks

- By December 2017 Teacher teams will have finalized the Fowler School narrative writing rubric based on student work.

- By June 2018, Teacher teams will use a common data analysis process to develop and implement writing interventions.

- By June 2018, Through the Zone initiative, students will increase their capacity to write effective and thorough responses in all curriculum areas and genres as evidenced by the Fowler School Common Writing Rubrics.

Green Meadow Academic Goal & Benchmarks

Goal

- Math- Students will demonstrate growth in understanding of critical numeracy concepts as evidenced by common assessments.

- Literacy- Students will demonstrate increased fluency & comprehension skills.

Benchmarks

- By December 2017, teacher teams will engage in a common data analysis process to identify gaps in critical numeracy skills.

- By June 2018, teacher teams will use a common data analysis process to develop and implement interventions in critical numeracy skills.

- By June 2018, through a focus on word study, text structure, and critical thinking, students will strengthen their fluency and comprehension skills, increasing their capacity as effective readers.

Ms. Dankner was impressed with the Fowler writing rubrics. She has been working with the literacy coach and Ms.Sullivan on how we get students to write any message. We are using zone time to convey that. All work on the same focus with the writing and the rubric. We have had a common literacy theme. Teacher teams work on what activators we could share with the students and what are the teaching points. How do we see the student's strengths and where is the focus? Are we thinking of all the content areas? We look at zones by grade level and evaluate and refine what we are doing.

For Green Meadow, the focus is on foundational skills. We want students to have mathematical thinking. How do we make sure students have the skills? Literacy is the foundation.

Social Emotional Goals

District

By June 2019, the district will show an improved positive culture and climate as evidenced by district assessments and measures.

All School Goal

By June 2019, Students use a variety of Social emotional strategies when encountering challenging academic, social and emotional situations.

District Social Emotional Learning Benchmarks

District

- By December 2017 the district will have collected initial student, staff and parent perception survey data.
- By February 2017 the district will have developed an action plan to address perceptions from the survey.
- By June 2017 additional teachers will have been trained Collaborative & Proactive Solutions, Social Thinking, PBIS.

School Social Emotional Learning Benchmarks

High School

- By December 2017 advisory data will be analyzed.
- By June 2017 advisory model updated & ready for fall implementation.

Fowler School

- By October 2017 all staff and students will be engaged in advisory.
- By January 2018 PBIS team developed year one action plan.
- By June 2018 Advisory model updated and ready for fall implementation.

Green Meadow

- By January 2018 PBIS team developed year one action plan.
- By January 2018 the Green Meadow guidance department will have drafted a Social Emotional Learning outline ready for fall implementation.

Ms. Seyller: A Fowler advisory group was started this year. It is important to have 30 minutes per week and talk about what matters that is important to kids. Year one: core values, mindset, strategies. Fowler PBIS in the process of developing teams for year one planning.

Ms. Shea: The GM PBIS has sent a core group for training already. The goal for the first year will be data collection to see what our areas of need are, and then we can fine tune. Also, we did a draft social emotional learning timeline. A survey already went out to teachers. We will also create a trajectory of lessons.

Next steps – Academic Pathways

Global Competency Task Force

- Recommendations made
 - K-6 FLES
 - 7-12 World Language
- Remaining recommendations
 - 6-8 Immersion
- Meetings: Thursdays in November, except Thanksgiving 6:00-7:00 PM
- Recommendation Expected- December 14
 - 9-12 Global Competency Pathway
- Meetings Thursdays starting January 4th, 1st Thursday 6:00-7:00 PM
- Recommendation Expected March 29

Developing Career Pathways- WAVM

- Where we are:
 - Denied Ch 74 approval in spring 2017
 - Professional Advisory Council has continued to
 - Analyze Labor Market Demand
 - Garner letters of support for internships from local production companies
 - Refine school day curriculum scope & sequence
 - Intent to apply for Approval submitted
- WAVM continues to
 - Provide Town of Maynard Local Access Radio & TV
 - Generate Public Service Announcements & Training Videos for town and school departments
 - Submit & win student production state and national contests
 - Produce weekly MHN News by the Broadcast Journalism class
 - Increase enrollment in courses and after school programming

Communications Task Force

- Purpose- Develop a comprehensive communication plan to improve family & school partnerships including:
 - Report Card Revision
 - Communication Maps
 - Parent Resource Guides
 - Other as the committee determines
- Meetings-
 - January 11 6:00-7:00
 - 2nd and 3rd Thursday
- How to sign-up. A sign-up survey will be sent home in principal/parent communications, Dr. Gerardi's blog & posted on Facebook

MCAS

Ms. Gaudet discussed the following MCAS points.

What is the Next-Generation MCAS?

- Updated version of the nearly 20-year-old MCAS assessment.
- Focuses on students' critical thinking abilities, application of knowledge, and ability to make a connection between reading and writing.
- Gives a clearer signal of readiness for the next grade level or college and career.
- Designed to be given on a computer (though paper versions remain available).
- First given in spring 2017 in grades 3-8 in English language arts and math.
- Will eventually replace all older ("legacy") MCAS tests.

Computer-Based Testing

Spring 2017:

- 60% of all grades 3-8 students took the test on computers; >93% in grades 4 and 8.
- Phasing in computer-based testing by grade level.
- Spring 2017: Grades 4 and 8 English language arts (ELA) and math.
- Spring 2018: Grades 4-5 and 7-8 in ELA and math and grades 5 and 8 in science and tech/eng.
- Spring 2019: All tests in grades 3-8, grade 10 ELA and math.

Equating of Computer- and Paper-Based Test Forms

- Ensure fairness regardless of test form (computer or paper).
- Applied in grades where schools could choose to administer computer-based or paper-based tests (grades 3, 5, 6, and 7).
- Used the results from parts of the test that are similar to help adjust the scoring on parts of the test that vary by format.

Scores Are Being Released This Month for Tests Students Took in Spring 2017

Next-Gen MCAS

- English language arts and math, grades 3-8.

Legacy MCAS

- Science and tech/eng in grades 5 and 8.
- All high school MCAS (English language arts, math, and science and tech/eng).

Why Did My Child Score Proficient on the Older MCAS but Only Partially Meeting Expectations This Year?

- In general, the new standards for Meeting Expectations are more rigorous than the standards for reaching the Proficient Level on the legacy MCAS.

- Massachusetts educators set the new standards to help signal students' readiness for the next grade level.
- Look closely at where your child's score falls within the Partially Meeting Expectations category. If it isn't close to Meeting Expectations, talk with your child's teacher about how you can work together to help your child catch up.
- Spring 2017 is a baseline year for a new test in grades 3-8, and spring 2017 scores should not be compared to previous years' scores.

How Do I Learn More?

MCAS Parents Page

<http://www.doe.mass.edu/mcas/parents/>

- Resources coming soon include:
- Annotated Parent/Guardian Report
- Frequently Asked Questions (FAQs)
- Item Descriptions

MCAS Parent Guide (available in several languages):

<http://www.doe.mass.edu/commissioner/Back-to-School/>

Member's Comments/Questions

None.

Mr. Hemm called the meeting adjourned by roll call vote to enter into Executive Session without the intent to return to open session at 8:55 p.m.

Respectfully submitted,

Colleen Moore

Administrative Assistant to the Superintendent of Schools