

Superintendent's Mid Cycle Update of 2019–2021 Goals

May 27, 2020

Presented by:

K–8 Literacy Director Catherine DesRoche

Principal Dr. Elaine McNeil-Girmai

Superintendent Mary Gormley

Assistant Superintendent Dr. Glenn Pavlicek

Assistant Superintendent Dr. Karen Spaulding

Director of Data and Analytics, Vy Vu



Superintendent's Performance Goals



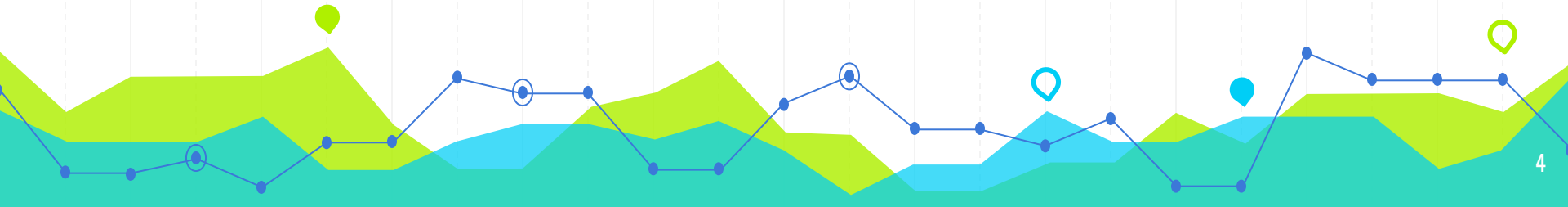
Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.
 Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice						
	Support instructional teams at the elementary, middle, and high school levels to develop systems for tracking the implementation and effectiveness of interventions for students in the MCAS "Bottom 25%" subgroup.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Learning						
	At the 3rd grade, at least 77% of students will meet or exceed expectations on the 2020 English Language Arts (ELA) MCAS and at least 65% will meet or exceed expectations on the 2020 Mathematics MCAS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	At the 8 th grade, at least 67% will meet or exceed expectations on the 2020 English Language Arts (ELA) MCAS and at least 72% will meet or exceed expectations on the 2020 Mathematics MCAS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	At the 10th grade, at least 80% will meet or exceed expectations on the 2020 English Language Arts (ELA) MCAS and at least 80% will meet or exceed expectations on the 2020 Mathematics MCAS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

District Improvement	
	<p>Improve the efficiency and effectiveness of reading interventions by establishing a K-8 reading screener and ongoing assessment system that identifies students in need of Tier II intervention and provides ongoing data to inform instruction.</p>
	<p>Implement a robust plan for enhancing the cultural competency of the district. This will be done by building capacity within the MPS Leadership Team to support culturally competent practice within respective schools/departments and by establishing culturally sensitive processes and protocols in the areas of curriculum and instruction and hiring and retention.</p>
	<p>Address the increasing enrollment and the resulting diminishing availability of quality instructional space by working with the Milton School Committee, local officials, and the MPS Leadership Team to develop short term and long term solutions to address the space and resource needs of all students so that they may continue to receive a quality education.</p>

Professional Practice Goal

- Support instructional teams at the elementary, middle, and high school levels to develop systems for tracking the implementation and effectiveness of interventions for students in the MCAS “Bottom 25%” subgroup.



Tracking MCAS “Bottom 25%” Subgroup

- A major focus of the new DESE accountability system, based on the Next-Generation MCAS, is on closing the achievement gap by raising the performance of the lowest quartile of students.
- The bottom 25% of students is identified for each school or district based on the combined ELA and Math MCAS scores. The expectation is that there will be improvement in this subgroup’s average score from one year to the next.
- DESE decided to use the bottom 25% as a grouping because not every school has subgroups (race, income, disability, EL), but all schools will have a bottom 25% group every year.



“Bottom 25%” Interventions - Elementary

- Programming to address the needs of the “B25” group varies across the four elementary schools. Below are some examples of interventions that were implemented prior to COVID-19 school closure.
 - *Beyond the Bell* programs were offered to strengthen ELA and/or math skills for “B25” students
 - Teachers differentiated instruction during the school day using Reach For Reading, Everyday Math enrichment, and Study Island
 - A computer club before school was implemented to reinforce skills using technology

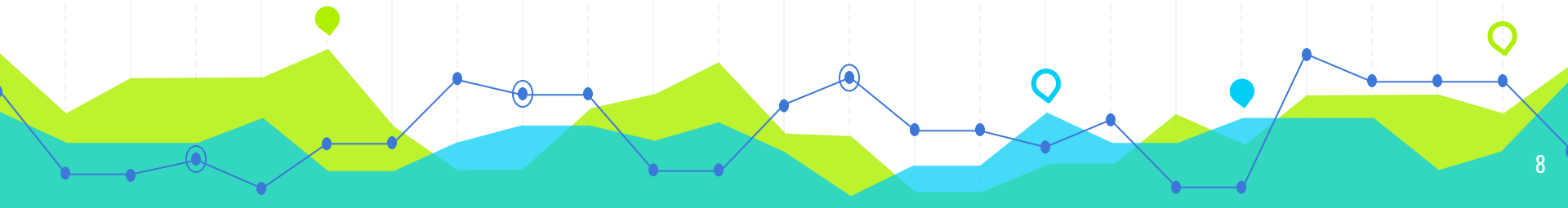
“Bottom 25%” Interventions - Elementary

- A weekly RTI block for both Math and ELA concepts was implemented based on student data
- Students in Grades 3,4,5 were provided opportunities to engage in book clubs during lunch/recess blocks once weekly throughout the year
- Grade 3 students were offered a Fall and Spring session of Saturday Academy to reinforce ELA and math skills
- Grades 4 and 5 students in the bottom 25% were offered opportunities in at least one before or after school program, such as Mentoring, Rising Stars, or MCAS support.



“Bottom 25%” Interventions - Elementary

- Teachers and specialists used assessment data from the B25 group to target classroom-based interventions
- The math coach supported teachers in Grades 3 and 4 based on MCAS results. Cycles were set up to increase content knowledge and targeted skill deficits as identified by the results
- School piloted online assessments via OTUS, an online assessment platform and data warehouse, to assess and track reading comprehension in Grades 3 and 4.



“Bottom 25%” Interventions – Middle School

- The middle school focused on strengthening the core curriculum that would serve all students.
 - The English Department implemented Lexia Rapid, a literacy screener, and is undergoing a curriculum review that focused on subgroup differentiation (students with disabilities, students who require scaffolding/schema building) with B25 in mind
 - Use of data (Lexia Rapid, MCAS, internal assessments) to pinpoint Tier II supports.



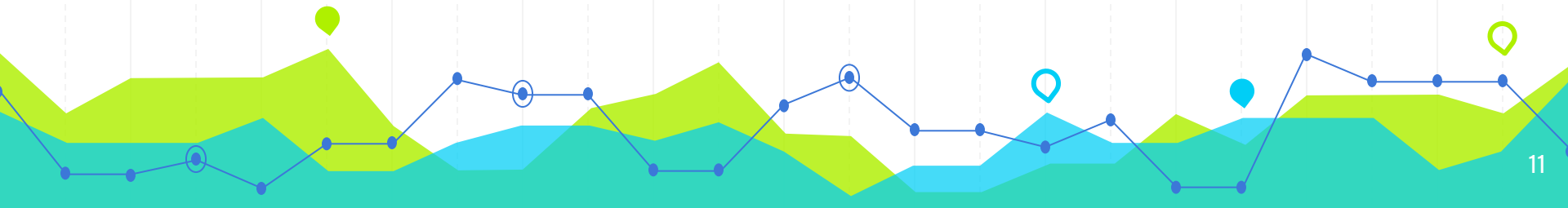
“Bottom 25%” Interventions – Middle School

- A new curriculum, *Illustrative Mathematics*, was implemented across Grades 6–8 that emphasizes visual representations, promotes the use of multiple strategies, and balances conceptual understanding and problem solving with procedural fluency.
- In-house PD sessions were provided to all teachers to bolster content knowledge in math, better familiarize them with the new curriculum, and share tools and strategies for supporting their students, particularly struggling students.



“Bottom 25%” Interventions – Middle School

- The Pierce Science Department had a goal around targeted benchmarks for “B25” students on their common assessments. A small group of teachers piloted using OTUS, an online assessment platform, to administer and track common assessments.



“Bottom 25%” Interventions - High School

- Academic interventions
 - MCAS Support Classes (ELA, Math, Science)
 - Homework Club
 - Interventions during Academic Support/Math Support/English Support
- Social-emotional supports
 - Bridge program
 - 1 on 1 Mentor or small group
 - Communication with family to promote attendance and importance of MCAS

“Bottom 25%” Interventions - High School

- Other supports by staff
 - Bi-weekly Case Coordinators' meetings where staff troubleshoot internal and external factors that may hinder students' academic success
 - Content teachers offered before and after-school extra help sessions to students



District-wide Systems for Tracking Students' Progress

- Implementation of Lexia Rapid, a literacy screener, in Grades K-8
 - Allows us to obtain data at the beginning, middle, and end of year to track growth and performance data in literacy
 - Allows us to track literacy gains across grade levels
 - First year of implementation, and end of year data cycle is halted by school closure
- Introduction of OTUS, an online assessment platform and data warehouse, to all staff
 - Has capability of storing all students' demographic and assessment data in one place online
 - Initial training delivered to administrators; follow up training for staff to be planned

Looking Ahead: Systems for Supporting our Struggling Learners

- In light of school closure, we are looking to DESE for guidance on how to gauge academic progress. With no MCAS testing this spring, we will not know how our bottom 25% performs on the 2020 MCAS. Regardless, we have other internal assessment data, such as Lexia Rapid, to evaluate our students' learning progress this year.
- Going forward, we plan to create online common assessments or learning checks (through OTUS) to support future remote learning and to determine the impact of school closure on our struggling students.

District Improvement Goal

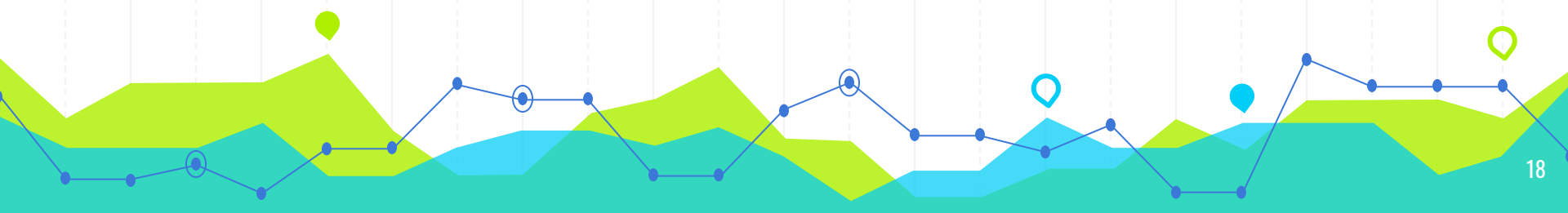
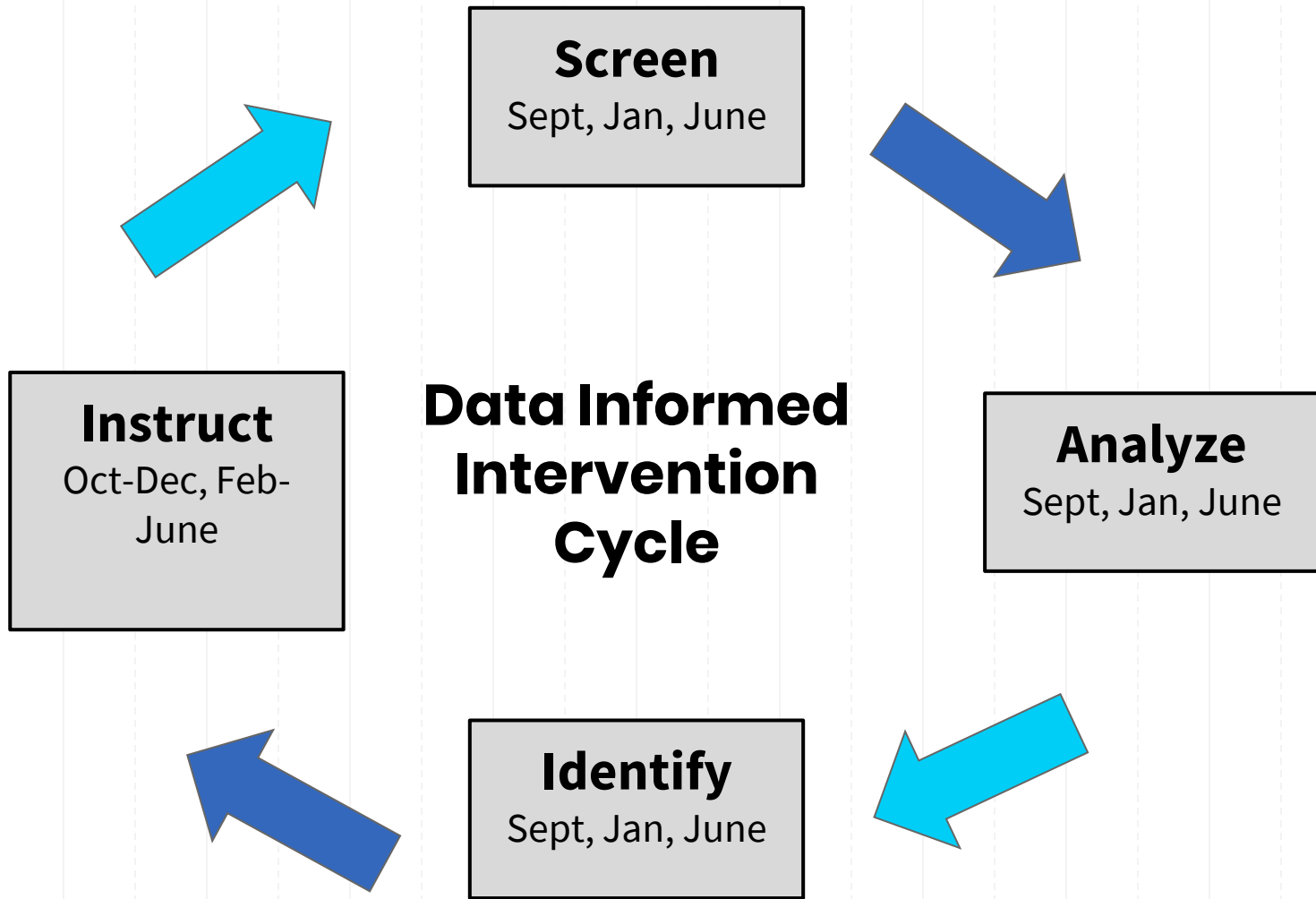
- Improve the efficiency and effectiveness of reading interventions by establishing a K-8 reading screener and ongoing assessment system that identifies students in need of Tier II intervention and provides ongoing data to inform instruction



Grades K-5 Assessment Plan 2019-2020

In order to provide the best and most appropriate instruction to our students, assessment must play a key role in our classrooms as well as our collaborative time together.

1. Regularly evaluate the quality of the educational programming for all students and key sub-groups.
2. Periodically identify and monitor readers' specific skill profiles against what's expected for age/grade.
3. Look closely at readers' response to specific lessons and units, to inform lesson planning.



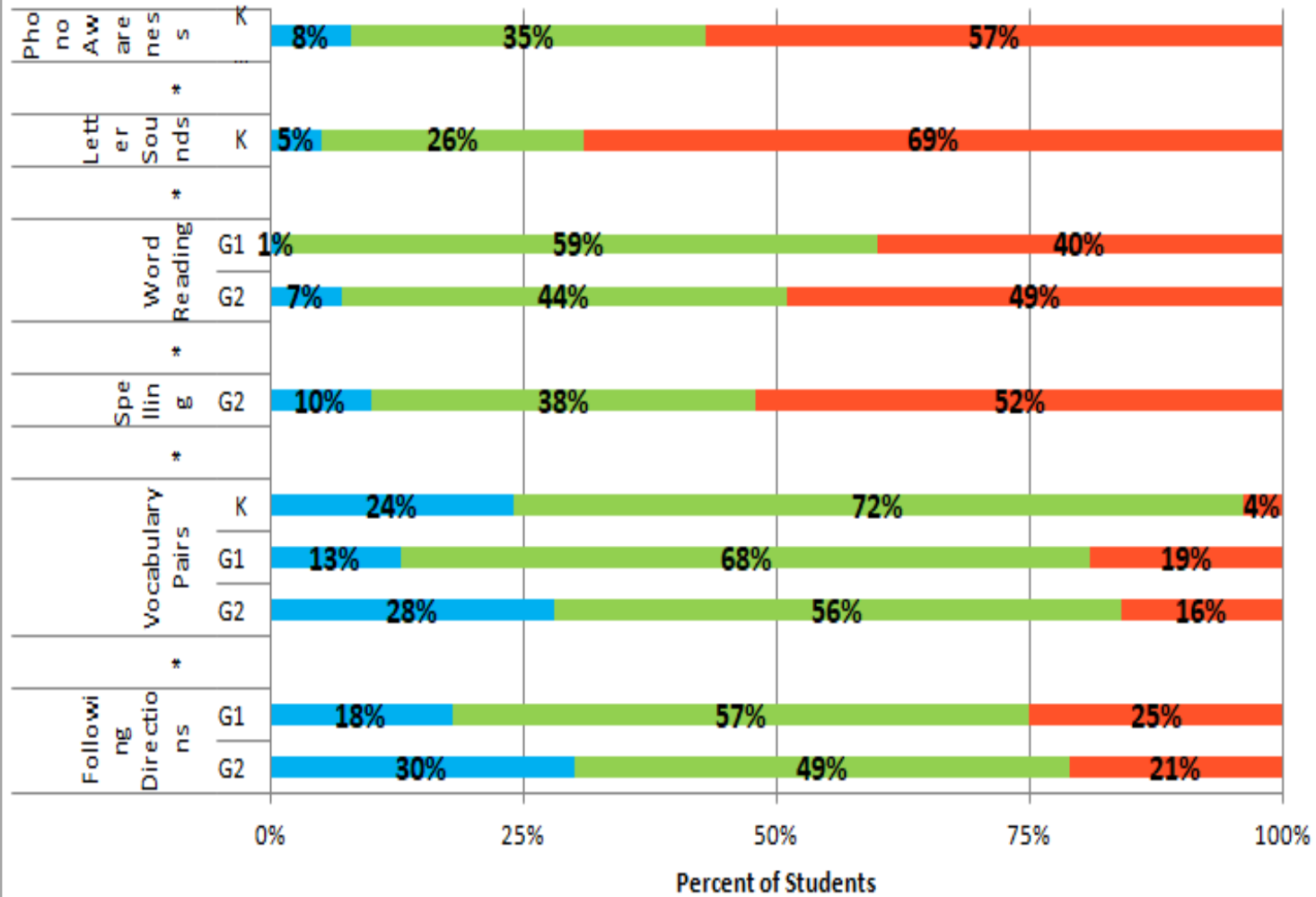
Fall Data - District Screener

- K-2 Patterns and Trends:
 - Area of Strength - Foundational Meaning-Based Skills
 - Word Meaning/Vocabulary Pairs
 - *This appears to shift in grades 3-5 (i.e., necessary but not sufficient)
 - Area for Growth - Code-Based Skills
 - Phonological Awareness
 - Word reading skills
- <21 Percentile Rank in Word Reading: Grades 1 and 2
 - 32-35 students per school



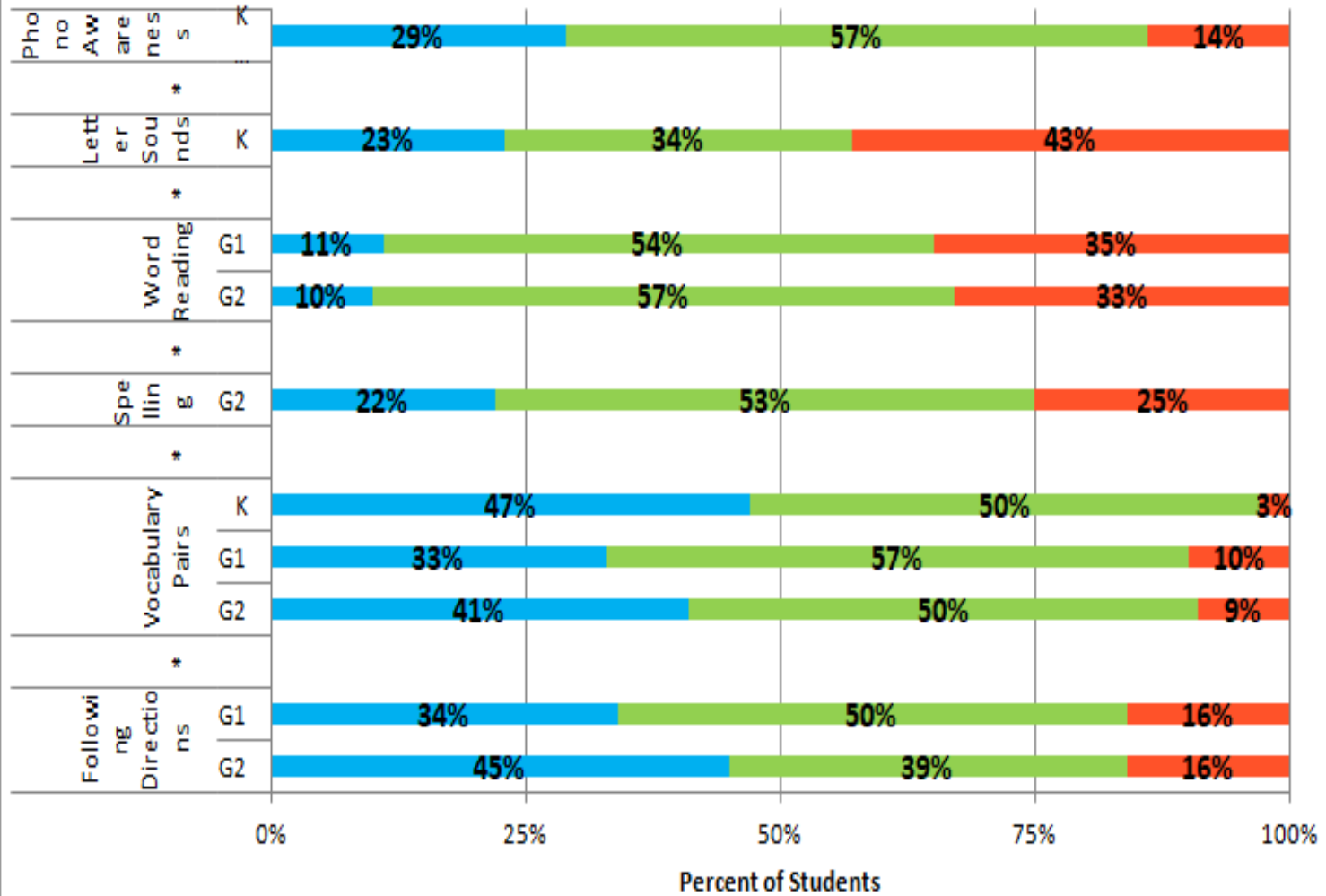
Lexia Fall 2019 Summary Results - Grades K - 2 by Domain

■ Above Grade Level ■ Grade Level ■ Below Grade Level



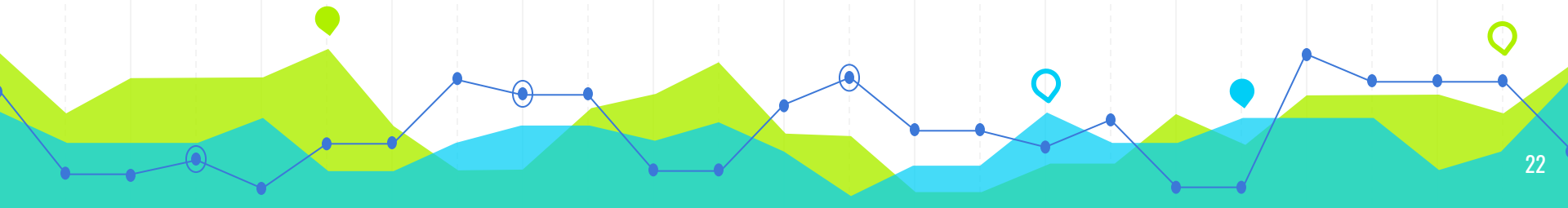
Lexia Winter 2020 Summary Results - Grades K - 2 by Domain

■ Above Grade Level
 ■ Grade Level
 ■ Below Grade Level



Winter Data – District Screener

- K-2 Patterns and Trends
 - Area of Strength – Foundational Meaning-Based Skills
 - Phonological Awareness – strong growth
 - Vocabulary Pairs- more students moving into Above Level
 - Area for Growth – Code-Based Skills
 - Word Reading Skills
 - Letter Sounds
- <26 Percentile Rank in Word Reading: Grades 1 and 2
 - District-wide, 37 students were added to Tier II Intervention
 - District-wide, 38 students screened out of Tier II Intervention but continued to be progress monitored



Tier II Intervention (Grades K-2)

- Screening data analysis
- Reading specialist allocation for equity
- Curriculum aligned intervention with focus on skills and strategies related to need
- Progress monitoring



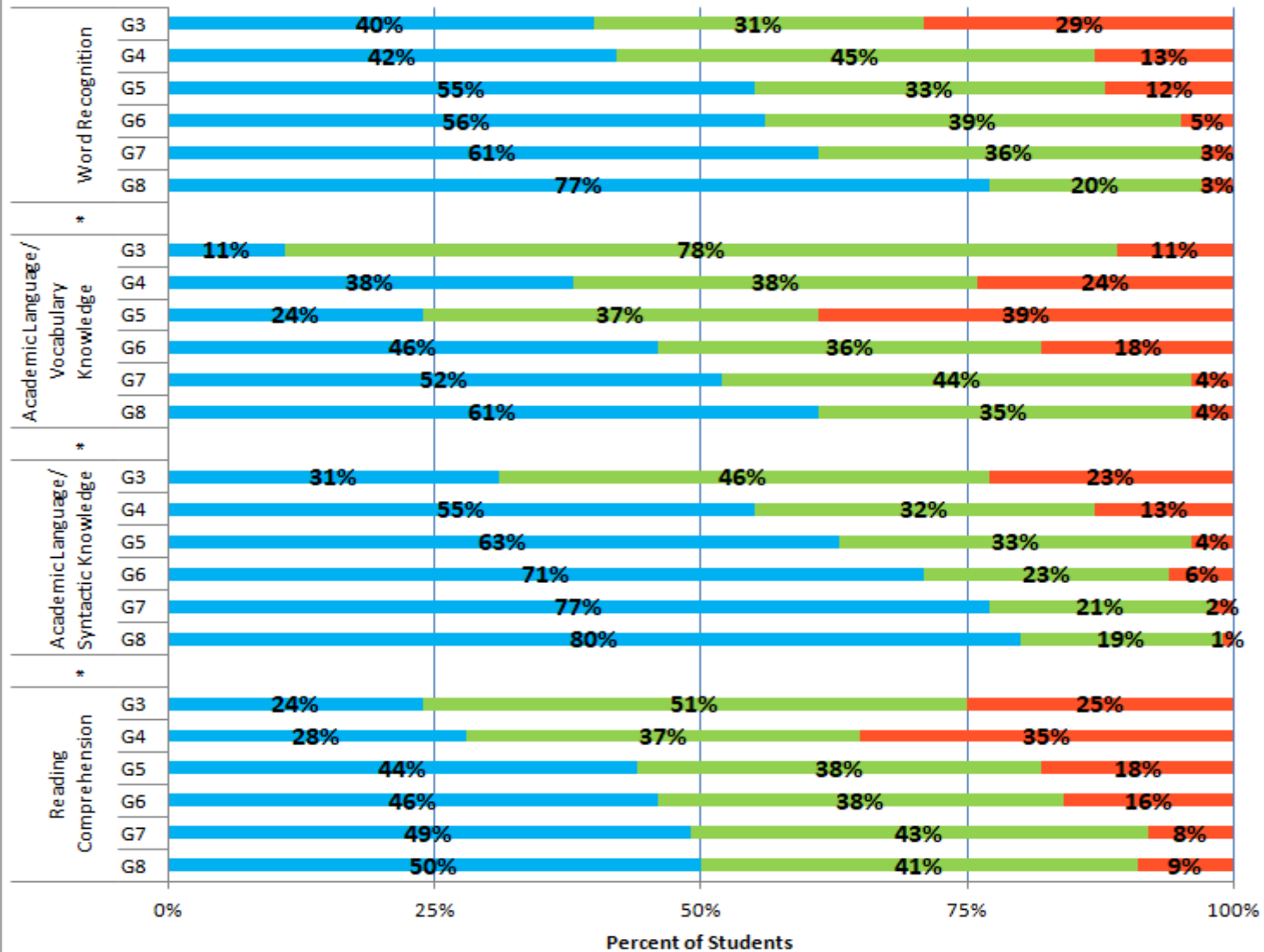
Grades 3–5 District Screener

- Fall Patterns and Trends:
 - Area of Strength:
 - Word Recognition/Foundational Skills
 - Areas for Growth:
 - Academic Language: Vocabulary Knowledge – discussion and in print
 - Reading Comprehension Skills
 - likely growth in performance as a result of increased Academic Language



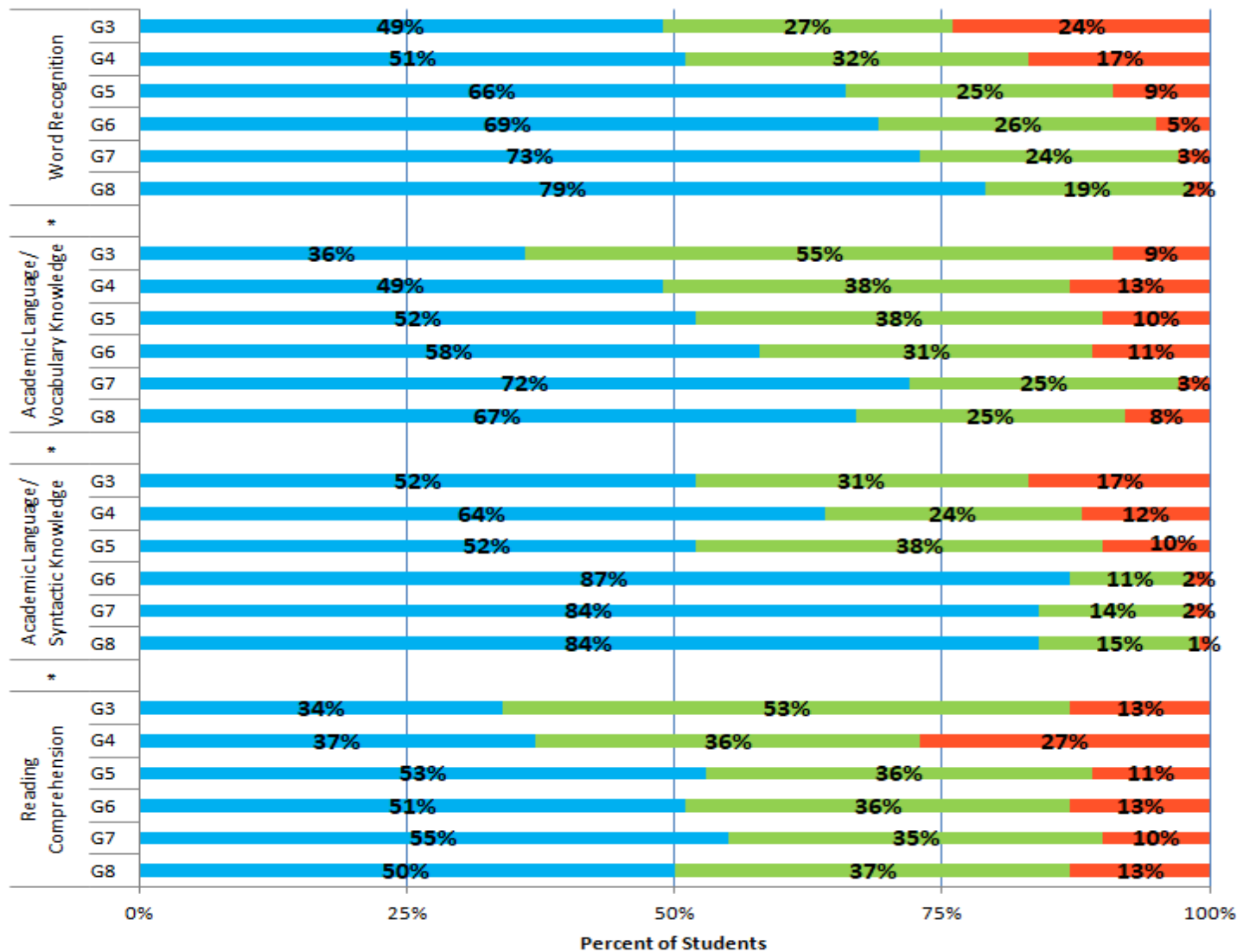
Lexia Fall 2019 Summary Results - Grades 3-8 by Domain

■ Above Grade Level ■ Grade Level ■ Below Grade Level



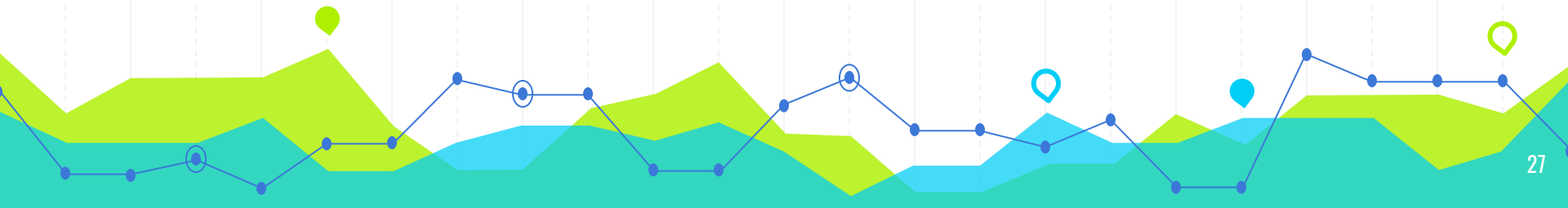
Lexia Winter 2020 Summary Results - Grades 3-8 by Domain

■ Above Grade Level ■ Grade Level ■ Below Grade Level



Grades 3–5 District Screener

- Winter Patterns and Trends:
 - Areas of Strength:
 - Word Recognition/Foundational Skills
 - Academic Language: Syntactic Knowledge
 - Areas for Growth:
 - Academic Language: Vocabulary Knowledge—discussion and in print
 - Reading Comprehension Skills
 - likely growth in performance as a result of increased Academic Language



Tier II Intervention (Grades 3–5)

- Screening Data Analysis
- Common Planning Analysis
- Small Group focus for targeted lessons based on results in Reading Comprehension

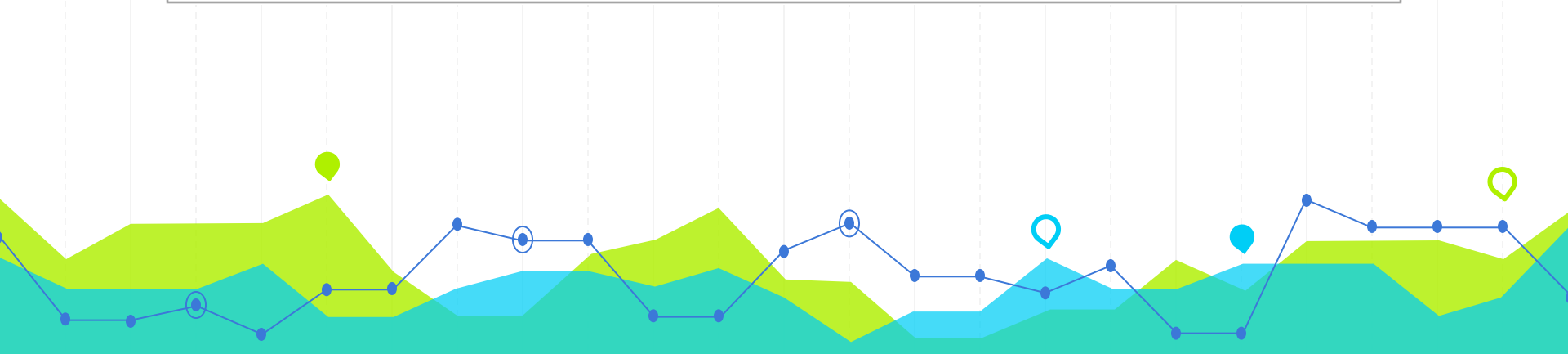
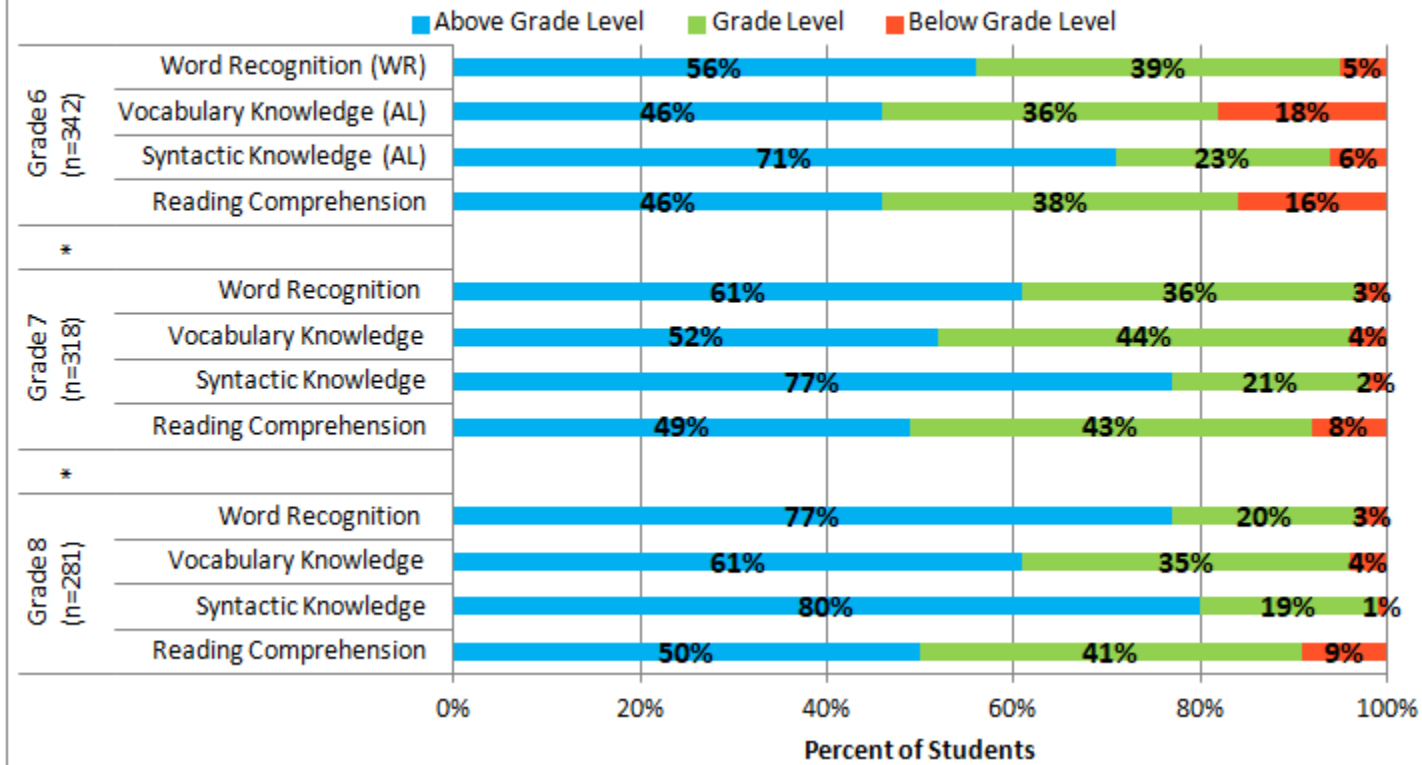


Grades 6–8 District Screener

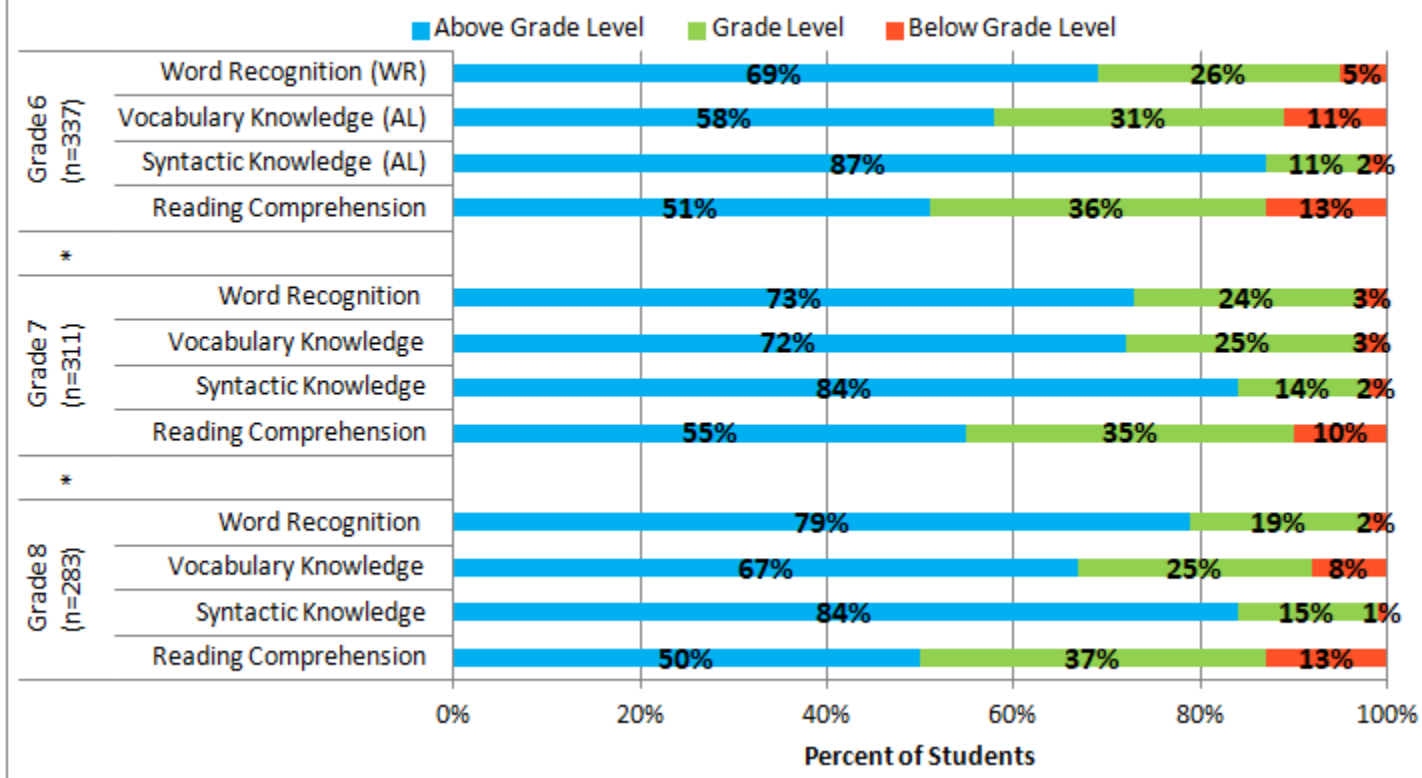
- Fall Patterns and Trends:
 - Area of Strength:
 - Word Recognition/Syntactic Knowledge
 - Areas for Growth:
 - Academic Language: Vocabulary Knowledge – discussion and in print
 - Reading Comprehension Skills
 - likely growth in performance as a result of increased Academic Language



Lexia Fall 2019 Summary Results - Grades 6, 7, 8



Lexia Winter 2020 Summary Results - Grades 6, 7, 8



Grades 6–8 District Screener

- Winter Patterns and Trends:
 - Area of Strength:
 - Word Recognition/Foundational Skills
 - Academic Language: Syntactic Knowledge
 - Areas for Growth:
 - Academic Language: Vocabulary Knowledge-discussion and in print
 - Reading Comprehension Skills
 - likely growth in performance as a result of increased Academic Language



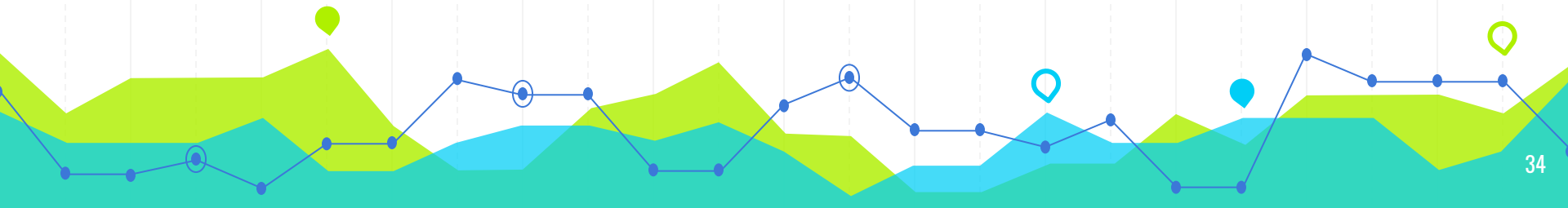
Tier II Intervention (Grades 6–8)

- Screening data analysis as a department
- Impact on targeted reading support course
- Reading support course
 - Read 180 for skill and competency building
 - Integration of skills
- Data trends shared across departments



Looking Ahead

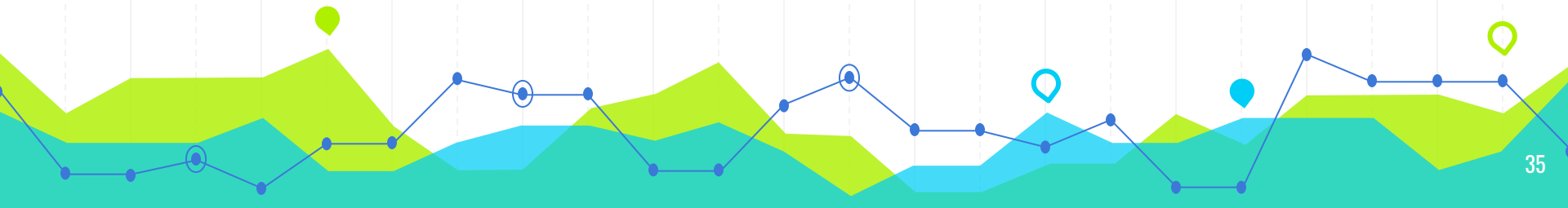
- Impact of School Closure
 - Tier II support of reading specialists
 - K-2 data collection
 - 3-8 spring screener
 - 6-8 curriculum selection and implementation process
- Fall 2020 in light of COVID
 - Planning for assessment and curriculum instruction
 - Adjusting Tier II supports



Evaluating Where Students Are Now

- K-2 Lalilo
 - Early literacy activities online
 - Currently being introduced to students and families
- 3-8 Lexia Rapid
 - Consistent with previously collected data
 - Environment is a variable

Will be thoughtful in our planning to obtain data on student achievement when we return to school. We do not want students constantly being tested upon their return to school.



Data in Action: Remote Learning

“This clip highlights some of the work I do to fill in gaps that we identified through Lexia. Specifically word recognition and vowel teams that they did not know. A lot of the work I do in groups is around word work, and really understanding the parts of words and recognize patterns. Some students were just guessing when they came to unfamiliar words. It was a big ‘Ah Ha’ moment when we saw the screening data and then dove in further to figure out where the gaps were.”

-Ms. Sarah Hammond, Grade 3 Glover

[\(phonics focus\)](#)
[\(academic language/lesson wrap up\)](#)

“Lexia has made my small group planning purposeful and seamless. Through data generated from Lexia, small groups are formed for me with resources to guide my lessons for those individual students to target their specific needs.”

-Mrs. Kirsten Driscoll, Grade 2 Tucker

[\(small group remote learning\)](#)

District Improvement Goal

- Implement a robust plan for enhancing the cultural competency of the district. This will be done by building capacity within the MPS Leadership Team to support culturally competent practice within respective schools/departments and by establishing culturally sensitive processes and protocols in the areas of curriculum and instruction and hiring and retention.

Build Capacity within Leadership Team

Cultural Competency Professional Series

- All principals, members of Unit B, and Central Office
- Eight 2-hour sessions with tasks in between
- Dr. Kalise Wornum, Cultural Proficiency Coach
 - Develop cultural proficiency
 - Foster skills to engage in difficult conversations about race and culture

Leadership Team Focused Literature Reads

- For example:
 - Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students by Zaretta L. Hammond
 - Hanover Research Literature Review: Implicit Bias and Social Justice

Build Capacity within Leadership Team

Coalition of Schools Educating Boys of Color (COSEBOC)

- Fall Gathering-Standards for Educating Boys of Color
- Spring Gathering-Healing Centered Engagement Post COVID-19

MA DESE Massachusetts Tiered Systems of Support (MTSS) Institute & Disproportionality Series

- MPS Team of Administrators and Teachers
- Understanding MTSS
- Understanding disproportionality through a data driven lens
- Action planning for MTSS and addressing disproportionality



Culturally Sensitive Processes and Protocols- Hiring and Retention

- MPS Cultural Competency Committee 2019–2020
 - 2020 South Shore Educator Diversity Job Fair- *hosted*
 - Leavers and stayers surveys
 - Protocols of best practices to welcome new students and families
- Massachusetts Partnership for Diversity in Education (MPDE)
 - Active member
 - Virtual job fairs and candidate of color database
 - Strategies for the recruitment and retention of educators of color

Culturally Sensitive Processes and Protocols- Professional Development/Partnerships

- Developing an Equity Mindset: Instructional Practices to Support Racial Injustice
 - Boston University Partnership
 - Preschool Professional Development
- Dr. Kalise Wornum, Cultural Proficiency Coach Teacher PD Pilot
 - Develop cultural proficiency
 - Foster skills to engage in difficult conversations about race and culture
- Citizens for a Diverse Milton
 - Monthly meetings with Superintendent and Assistant Superintendent
 - Liaison to school-based Diversity Committees
 - Collaborate to facilitate two district-wide Diversity Committee gatherings
- Primary Source

Culturally Sensitive Processes and Protocols – Curriculum

- Revision of MPS Curriculum Review Process
 - Revising review process to explicitly incorporate a culturally responsive lens
 - 6–8 ELA 2020 Curriculum Review
 - Do materials relate to children’s backgrounds?
 - Are there adaptations for English language learners?
- Diverse Reads Collaboration
 - Partnership with Milton Public Library
 - Diverse Book Clubs
 - Students
 - Family
 - Staff
 - *Natural Allies: Hope and Possibilities in Teacher–Family Partnerships–Soo Hong*

Looking Ahead

- MPS Cultural Competency Committee
 - Student and family engagement in the time of COVID-19
 - 2021 South Shore Educator Diversity Job Fair
 - Reflection on survey data/revision of processes
- Revision of MPS Curriculum Review Process
 - Reflection on process/implementation- *Elementary Math 2020-2021*
 - Expand Culturally Responsive Education criteria
 - Validate experiences
 - Disrupt power dynamics
 - Empower students
- Dr. Kalise Wornum, Cultural Proficiency Coach, Teacher PD
 - Develop cultural proficiency
 - Foster skills to engage in difficult conversations about race and culture
- Massachusetts Partnership for Diversity in Education (MDPE)
 - Continued support for recruitment and retention
 - Expanded professional development opportunities
 - State-level advocacy

District Improvement Goal

- Address the increasing enrollment and the resulting diminishing availability of quality instructional space by working with the Milton School Committee, local officials, and the MPS Leadership Team to develop short term and long term solutions to address the space and resource needs of all students so that they may continue to receive a quality education.



Short Term Space Solutions

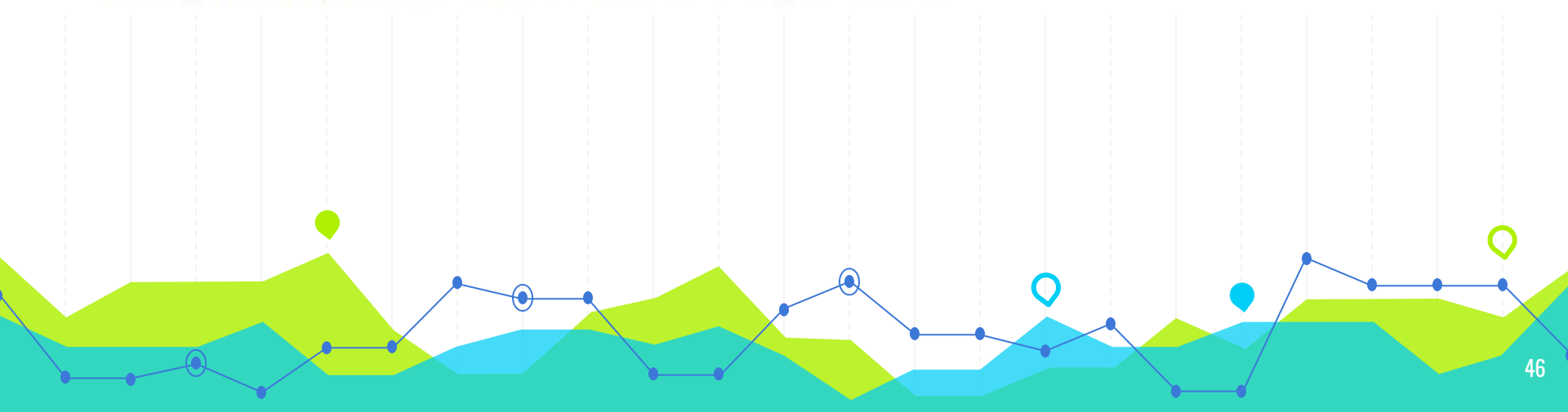
- At the December 10, 2019 Facilities Advisory Committee meeting, it was unanimously voted to approve the short term space plans and forward them to the Milton School Committee.
- At the December 18, 2019 Milton School Committee meeting, the Facilities Five Year Elementary Space Plan was presented.

Milton Public Schools
Short Term Space Plans

The Need: 4 additional classrooms over the next 5 years (2020-25)

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 5	16 strands	17 strands (+1)				
Grade 4	15 strands		17 strands (+2)			
Grade 3	16 strands			17 strands (+1)		
Grade 2	17 strands	Already 17 strands				
Grade 1	16 strands					17 strands (+1)
Kindergarten	17 strands	Already 17 strands*				

* Kindergarten may need 18 strands if enrollment goes over 385



Projected Conversions:

	School	Space	Conversion
FY 21	Tucker	Office for 7 staff	Staff would be put in classrooms, Library, etc. Teachers' Room would relocate here. Teachers' Room would become classroom.
FY 22	Cunningham/Collicot	4 th Floor	Create teachers' room freeing up two teachers' rooms in the building. One to be used in FY 22.
FY 22 (2 nd room)	Glover	Music Room	Music would not have its own space.
FY 23	Cunningham/Collicot		Second teachers' room
FY 25	Cunningham/Collicot	Library	Partitions would create space at Cunningham end of Library

The cost of any of these conversions would be the cost of new furniture and materials (approximately \$10K). The Library would also involve some temporary partitions (~\$5K). Conversion of the fourth floor of Cunningham is contingent on receiving capital funds of approximately \$250K (currently in Capital Planning Improvement Committee proposal for FY 23 but would need to move to FY 22).

Long Term Space Solutions

- On February 26, 2020, the School Building Committee presented the Statement of Interest (SOI) to the Milton School Committee. The Milton School Committee voted unanimously to authorize the submission of the SOI.
- On April 22, 2020, the School Building Committee presented the SOI to the Milton Select Board. The Milton Select Board also voted to authorize the submission of the SOI.
- The SOI was submitted to the School Building Authority on April 29, 2020.

