

# CANTON PUBLIC SCHOOLS

Dr. Jennifer Fischer-Mueller  
*Superintendent of Schools*



Patricia Kinsella  
*Assistant Superintendent*

Debra L. Bromfield  
*Director of Student Services*

960 Washington Street, Canton, MA 02021  
Telephone: 781-821-5060  
Fax: 781-575-6500  
[www.cantonma.org](http://www.cantonma.org)

Barry S. Nectow  
*School Business Administrator*

---

To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

---

## **Superintendent's Report School Committee Meeting of Thursday, May 28, 2020**

**Jennifer Fischer-Mueller, Ed.D.  
Superintendent of Schools**

### **Superintendent Activities Highlights**

Celebrations of Transitions: Each elementary school traditionally celebrates its 5th graders in meaningful and different ways reflective of their schools. Currently, Principals, CAPTs and 5th grade teachers are planning end-of-the-year celebrations that preserve those traditions in some form while also following the Governor's orders and the Town's guidance on social distancing and other preventative measures. District administrators will work with Principals in support of meeting necessary guidelines.

JFK and Luce are planning for car parades and Hansen is planning for their annual "clap out". Students may receive a certificate and/or a token gift during their transition celebration if, at that time, the Governor's re-opening plan supports it and guidelines are closely followed. Principals are working with the Canton Police Department to coordinate event details. Dates, times and additional information will be forthcoming from building Principals. We're excited about these plans and appreciate how CAPT's are working in collaboration with Principals and the district to support activities that honor our 5th graders.

GMS is also planning to honor 8th graders with virtual events hoping to create the joy of their prior celebrations as best as possible during this difficult time. There will be a slide show by students, a video from teachers and presentations by teams for awards. The GMS planning team is working with the yearbook company to coordinate the virtual signing of yearbooks. Also, two educators, Kelsey Cummings and Camille Killian, created a virtual field trip to NYC and Washington DC, given the cancelation of this important 8th grade event.

We are unsure at this time if the end of year celebration could also be timed with students picking up their items, but we're working on it!

It's exciting to see the creativity and sense of commitment by GMS staff to create the very best experience for 8th graders as they exit GMS!

Visual Art Department's New Virtual Art Gallery: Visual Arts Coordinator, Ms. Patricia Palmer created this virtual space in an effort to share and celebrate CPS students' talents across the district. The hope is that by showcasing students' work it will inspire even more creativity in our school community.



The student work presented here is simply amazing! The website will be updated each week, adding new student work until the end of June. I strongly encourage everyone to treat yourselves to this virtual display of student work.



Elementary Schools Virtual Field Day: Thank you to our Elementary Wellness Team, Ms. Zwicker, Ms. Moore, and Mr. Sasin for coordinating the first CPS Virtual Field Day! I am grateful for the efforts of this team for keeping this very important tradition alive. Events are being held this week and next week. The letter sent to families can be found here.



## Updates

CHS Graduation: As you know, Mr. Folan announced on May 7 the details of the CHS graduation to be held on June 6. On May 21, the Commissioner published guidelines for high school graduations which were published by DPH on May 19. These documents outlined the steps for potential outdoor graduations after July 19, 2020. This caused Mr. Folan and his team to reconsider the full graduation experience based on information gathered earlier from seniors and families.

With some new opportunities, Principal Folan reviewed this document with me and then local school and safety officials, along with Ms. Mirliani. The DPH guidelines and protocols are extensive, and they are heavily contingent upon “public health data [that] supports the continued opening of our state.”

With that, I am thrilled to announce that CHS is both continuing with the initial plan with some alterations *and* planning on featuring an in-person Class of 2020 Graduation Ceremony on August 1, 2020. Knowing that outdoor graduations are ONLY possible if public health data continue to improve, we wanted to ensure we designate our CHS graduates with the conferring of the diploma on June 6 (rain date June 7).

There are many other Senior events taking place in June. For more details, please see Principal Folan’s May 28 letter [here](#).

Senior’s Last Week: This week is the last week of classes for our Seniors. To close out the week, the CHS Administrative Team coordinated a drop-off/pick up on Tuesday, May 26 and Wednesday, May 27. Students were invited to drop off any school-issued items they had and also pick up items left at the school prior to the school closure. One of the special moments of the pick-up was that Seniors received their kindergarten self-portraits that would normally be displayed during the senior banquet. This event was coordinated very well and adhered to all social distancing guidelines.

Finally, I want to remind everyone that on Saturday, May 30 at 9:00 a.m. we will celebrate our senior class with a Senior Parade! Click [here](#) for detailed information about the parade.

JFK Principal Finalists and Selection Process: I am pleased to announce that we have two Finalists for the JFK Principal position. Today was the Finalist Day for Ms. Emily DiDonna and tomorrow’s Finalist Day will be with Ms. Valerie Kelly. To view the resumes, please click [here](#). The Finalists’ Days include staff, student and community forums which are an important opportunity for multiple stakeholders to learn more about the finalists and provide me with feedback that informs my final decision. This selection is based on a combination of factors, including but not limited to initial parent and staff forums; the multi-stakeholder Interview Committee who reviewed 29 applications and held 12 interviews, followed by their recommendation to me of two finalists; my deep review of references and conversations within my network in order to name finalists; and then the finalists’ days. The process comes to a close

with my continued reference checking, engaging with the candidate of my choice, discussing elements of a contract, sharing those elements with the School Committee for their approval, with the last step of mutual agreement of the contract.

While there are many more details to this exhaustive process, I am proud to say that we run a process with high standards, integrity and engagement of stakeholders which has resulted in outstanding new administrators!

I hope to announce the next JFK Principal to you soon!

**Important Dates and Events**

|                          |  |
|--------------------------|--|
| Weeks of May 25 & June 1 | Virtual Field Day – Elementary Schools   |
| May 30                   | Senior Parade, 9:00 am, Meet at CHS *School Committee participation welcomed         |
| June 1                   | Virtual Scholarship Night, 7:00 pm, *School Committee representation requested       |
| June 2                   | Performing Arts Gala, not a live event. Time and link will be emailed.               |
| June 3                   | Virtual Scholastic Honors Night, 7:00 pm, *School Committee representation requested |
| June 4                   | Virtual CHS Athletics Award Ceremony, 7:00 pm  |
| June 6                   | CHS Graduation, 1:00 pm, *School Committee representation requested                  |
| June 7                   | CHS Graduation Rain Date, 1:00 pm  |

# School Closure and Reopening Update

May 28, 2020

School Committee Meeting

Dr. Jennifer Fischer-Mueller, Superintendent

Mr. Barry Nectow, School Business Administrator

# Decisions on Reopening Schools - Now and Future

Health Organizations

Governor Baker

Commissioner Riley

Town of Canton - COVID-19 Working Group

School Committee

## Planning for Now - June

Operating Under Governor's Order - Four Phase Reopening Plan

Re-entering Schools and School Business Offices

Preparing Buildings for Summer Cleaning and Projects

Students Picking Up Personal Belongings and Dropping of Technology, Books, Musical Instruments, Etc.

Special Events



# Planning for Summer

# Governor's Plan and Commissioner's Guidelines

## Governor Baker

- Phases of Re-opening
- Advisory Group for Summer Camps

## Commissioner's Working Group

- Informed by Recommendations from Working Group
  - 47 members
  - Creating Guidelines for Summer School and Fall

# Planning for Summer

- **ESY**
  - In School
  - In School/Remote
  - Remote
- **Preschool**
- **Out-of-District Schools**
- **Canton Academy**
- **Drivers Ed**
- **Camps**
- **Building Use**



# Planning for Fall/Reopening

# Governor's Plan and Commissioner's Guidelines

## **Governor Baker**

- Phases of Re-opening

## **Commissioner's Working Group**

- Informed by Recommendations from Working Group
  - 47 members - across all stakeholder groups
  - Creating Guidelines for Summer School and Fall

# Planning for Fall/Reopening

## Current Organizing Framework\* (with EXAMPLES of additional areas):

- School Operations (ex. Budget planning and purchasing, public health accommodations)
- Whole Child Supports (ex. SEL supports)
- School Personnel (ex. CBAs, absences/subs)
- Academics (ex. Assessment, instructional strategies, PD)
- Remote/Distance Learning (Home devices/connectivity, staff training, privacy)

\*Bailey, J. and Hess, F., *A Blueprint for Back to School*, May 4, 2020

# Process for Planning

- Reflection
- Input/feedback across stakeholders
- Community coordination
- Communication
- Flexibility



Created by:

Maya Mitrea  
Grade 4  
Luce School

# Dave Turcotte

---

**Education** C.A.G.S., Educational Policy, Planning & Administration, 2011  
Boston University, Boston, MA

M.Ed., Special Education, 2004  
University of Massachusetts, Boston, MA

B.A., Sociology & Anthropology, 1997  
Carleton College, Northfield, MN

**Certification** Principal/Assistant Principal, 9-12  
Special Education Administrator, all levels  
Teacher of Students with Moderate Disabilities, 5-12  
English, 5-8 & 9-12

**Educational Positions** Newton North High School, Newton, MA  
*Dean, 2012-present*

- Oversee academic progress and social-emotional development for the class of 2020 (approximately 525 students)
- Provide coaching, consultation and feedback to teachers, counselors and support staff
- Build positive relationships with staff, students and families
- Create and maintain a healthy school culture
- Address all disciplinary matters for the class of 2020, utilizing restorative practices when appropriate
- Evaluate first- and second-year counselors and teachers
- Collaborate with counselors and teachers to identify when students need support and to implement appropriate interventions
- Lead faculty trainings and professional development on various topics
- Facilitate responses to building emergencies and unexpected crises
- Serve as administrator in charge of school, when principal is outside of the building

*Special Education Teacher & Co-Director of the Links Program, 2005–2012*

- Founded and managed Links: a special education program for students at risk of drop-out or delayed graduation due to chronic absenteeism
- Created a hybrid attendance, behavior and credit policy, which increased student attendance and improved academic performance
- Taught a substantially-separate special education English class by providing engaging instruction to reluctant and struggling learners
- Executed numerous tasks pertaining to special education services: chairing Team meetings, writing IEPs and progress reports, conducting manifestation determination hearings, and negotiating with families about rejected IEPs

# Dave Turcotte

Belmont High School, Belmont, MA  
*Special Education Teacher, September 2004 – June 2005*

- Administered academic support in a variety of subjects through a learning center model
- Developed positive relationships with general education colleagues and supported their understanding of students' disabilities, strengths and needs
- Ensured proper implementation of IEPs for a caseload of about 30 students

CASE Collaborative, Concord, MA  
*Special Education Teacher, summers of 2004 & 2005*

- Provided language arts and math instruction to 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> graders diagnosed with autism spectrum disorders
- Facilitated recreational activities to improve students' social skills and ability to work in groups with peers

The Gifford School, Weston, MA  
*Special Education Teacher, September 2001 – June 2004*

- Taught Algebra, Geometry and Algebra II to students diagnosed with significant emotional disabilities
- Utilized a highly structured, points-based behavior management system to improve students' ability to regulate emotions and behavior

## Related Experience

Hurricane Island Outward Bound School, Yulee, FL  
*Wilderness Instructor Intern, 2001*

- Led 30-day wilderness expeditions for adjudicated, urban youth referred for alternative sentencing by the Florida Department of Juvenile Justice

Maine Medical Center, Dept. of Child & Adolescent Psychiatry,  
The Anchor Program, Portland, ME  
*Community Support Worker, 2000*

- Facilitated healthy recreational outings for youth (ages 5-17) with severe psychiatric diagnoses who were at risk of being placed in restrictive, residential settings

MaineStay, Portland, ME  
*Residential Counselor, 1999*

- Worked in a transitional group home for dually-diagnosed (mental illness & substance abuse) teenagers and young adults who had been discharged from inpatient psychiatric facilities or secure correctional centers

# Lt. Peter M. Hansen Elementary School 2019-20 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee  
May 28, 2020

| <b>2019-20 School Council</b> |                 |                      |
|-------------------------------|-----------------|----------------------|
| <b>Name</b>                   | <b>Position</b> | <b>Term End Date</b> |
| David Brauningner             | Principal       | Permanent            |
| Christine Giglio              | Teacher         | June, 2020           |
| Lisa Hansen                   | Teacher         | June, 2020           |
| Corinne Coates                | Parent          | June, 2020           |
| Joshua Layne                  | Parent          | June, 2020           |
| Jen Rudnick                   | Parent          | June, 2020           |
| Stacey Drew                   | Community Rep.  | June, 2020           |

## **Lt. Peter M. Hansen, 2019-20: Results**

### **School Demographics**

- Four class sections in all grades (K - 5), with one sub-separate classroom for students in Gr. 3 - 5
- 1.2% increase in student population from 2018-19 to 2019-20 (from 484 to 490 students)
- 34 new students (excluding Kindergarten) enrolled since end of 2018-19, representing 6.9% of current student population
- Slight increase in our English Language Learner population (3.7% in 2018-19 to 4.1% in 2019-20)
- 2.2% decrease in students with disabilities from 2018-19 to 2019-20 (from 9.1% to 6.9%)
- 14.5% of students economically disadvantaged; 24.5% identified as 'High Needs'
- 12.4% African American, 11.6% Asian, 7.3% Hispanic, 60.0% White, and 8.4% Multi-Race, Non-Hispanic

| Enrollment by Race/Ethnicity (2019-20) |             |               |            |
|--|-------------|---------------|------------|
| Race                                   | % of School | % of District | % of State |
| African American                       | 12.4        | 10.8          | 9.2        |
| Asian                                  | 11.6        | 10.7          | 7.1        |
| Hispanic                               | 7.3         | 5.9           | 21.6       |
| Native American                        | 0.0         | 0.1           | 0.2        |
| White                                  | 60.0        | 66.2          | 57.9       |
| Native Hawaiian, Pacific Islander      | 0.2         | 0.2           | 0.1        |
| Multi-Race, Non-Hispanic               | 8.4         | 6.1           | 3.9        |

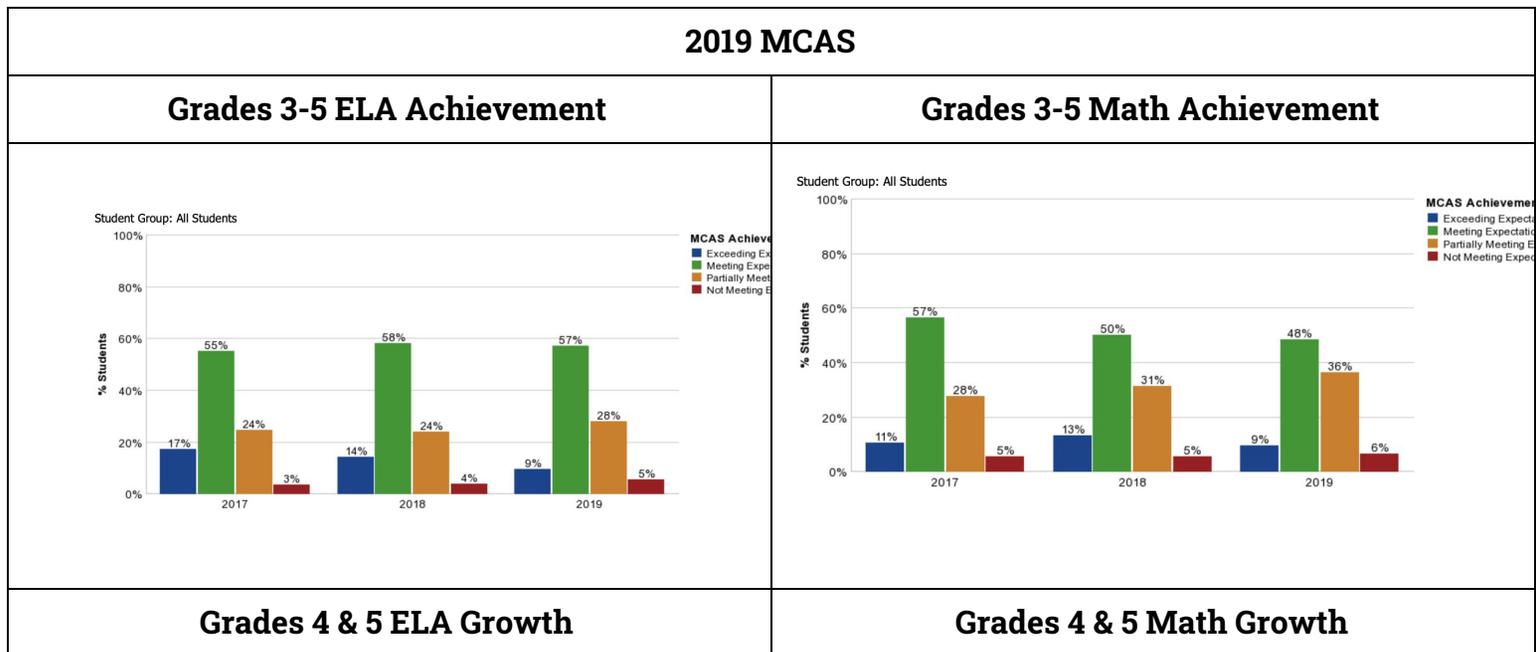
| Enrollment by Gender (2019-20) |        |          |         |
|--------------------------------|--------|----------|---------|
|                                | School | District | State   |
| Male                           | 247    | 1,621    | 486,554 |
| Female                         | 243    | 1,673    | 461,929 |
| Non-Binary                     | 0      | 3        | 345     |
| Total                          | 490    | 3,297    | 948,828 |

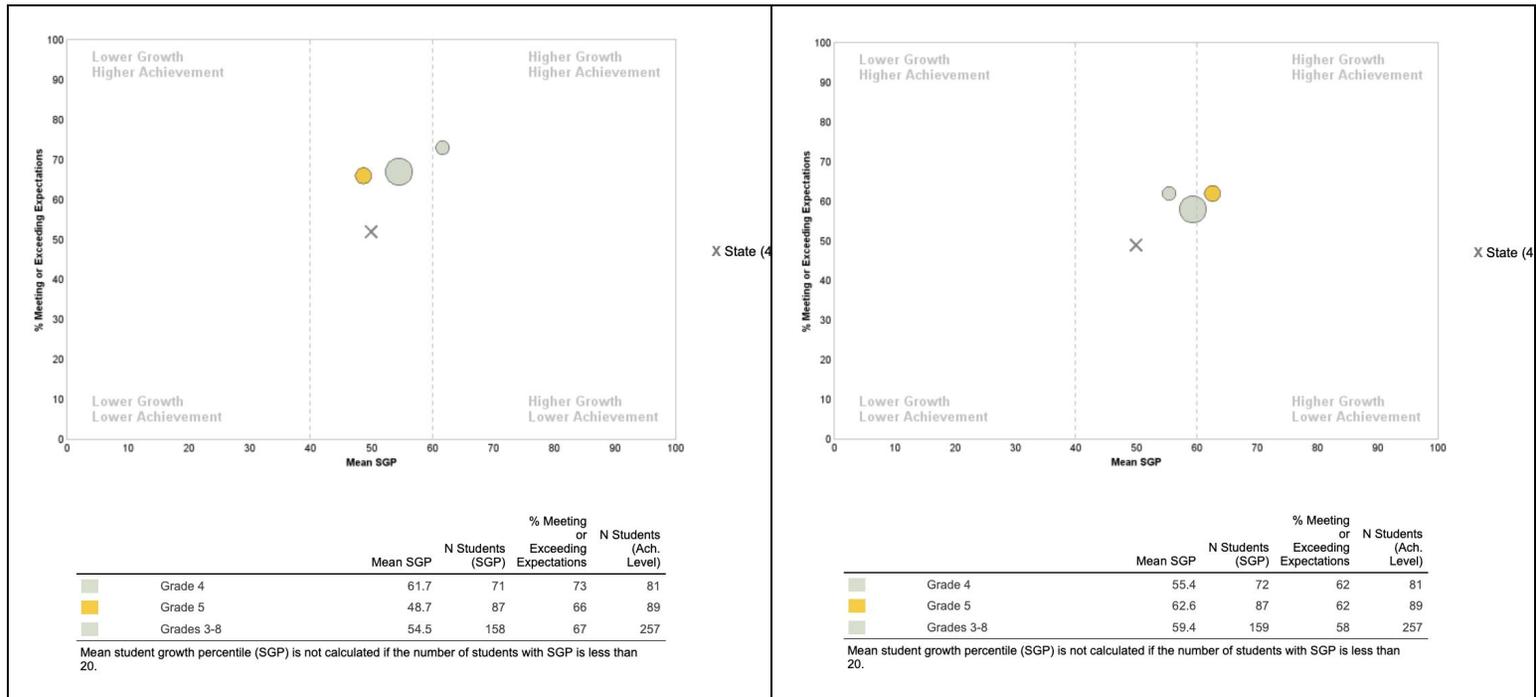
| Enrollment by Grade (2019-20) |    |     |     |     |     |     |     |     |     |     |     |     |     |     |    |       |
|-------------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------|
|                               | PK | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | SP | Total |
| District                      | 87 | 250 | 242 | 229 | 253 | 251 | 243 | 291 | 251 | 226 | 213 | 255 | 260 | 243 | 3  | 3,297 |
| Lt Peter M Hansen             | 0  | 83  | 74  | 76  | 85  | 87  | 85  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 490   |

| Title                      | % of School | % of District | % of State |
|----------------------------|-------------|---------------|------------|
| First Language not English | 7.8         | 6.6           | 23.0       |
| English Language Learner   | 4.1         | 2.4           | 10.8       |
| Students With Disabilities | 6.9         | 10.5          | 18.4       |
| High Needs                 | 24.5        | 25.6          | 48.7       |
| Economically Disadvantaged | 14.5        | 14.5          | 32.8       |

## Student Learning Outcomes

There is much to be proud of when we consider student learning at the Hansen Elementary School. One measure of what students have learned is MCAS. Overall, the Department of Elementary and Secondary Education has classified Hansen as a 'School Not Requiring Assistance or Intervention' and "Making Substantial Progress Towards Targets'. As the charts below demonstrate, students across Grades 3- 5 performed comparably in both ELA and Math to the previous year. When we look at Student Growth Percentiles (SGP) for Grades 4 and 5, we are pleased that in both ELA and Math our students demonstrated higher achievement than the mean (50). Grade 4 students demonstrated significantly higher growth (61.7) in ELA, and also higher growth in Math (55.4). Grade 5 students were just under the mean in ELA (48.7), yet demonstrated significantly higher growth in Math (62.6)





At our school, we recognize the need for and prioritize student learning opportunities that extend beyond the academic to include social, emotional, and behavioral areas. Our Student Support Center (SSC) continues to serve as a resource that is available to support any student in need and delivers meaningful opportunities for social, emotional, and/or behavioral learning and skill-building. Students are referred to the SSC not as a punitive measure, yet rather as a proactive means to be able to process the current difficulty and receive support that allows him/her to be able to return to class quickly, ready to engage effectively. The SSC is staffed by our School Psychologist, and supported throughout the day by Educational Assistants. In addition to building social and emotional skills, students utilizing the SSC learn adaptive behaviors and how to interact positively with peers and adults in the school environment. With its focus on positive expectations and behaviors, the SSC:

- provides students with the opportunity to build skills and learn how to resolve conflicts;
- creates space in which adults can teach students desired behaviors;
- encourage expected behaviors;
- increase academic engagement and academic performance;
- provide students with counseling and behavioral support;
- provide academic support until students are ready to return to their classrooms; and,
- improve the overall school climate.

Through March 12, 2020, 77 students have accessed the Student Support Center at least once to receive emotional or behavioral support. These 77 students account for a total of 401 visits. The SSC is also available for students requiring adult check-ins, structured and supported breaks, and processing opportunities in lower-level moments; we have had 288 student visits for this purpose. When students access the space, they complete a reflection sheet and self-assess their level of emotion through self-rating on a scale of 1-5. When ready, students process the incident and/or emotion with SSC staff. Before returning to class, they again complete a self-assessment of how they are feeling in that moment. In all instances, students have rated themselves higher (nearly all by several points), meaning they are feeling more regulated and ready to engage in learning. These processing and self-assessment forms are then shared with relevant staff (administration, child's teacher, etc.), along with a summary of strategies for future success that were developed between the student and SSC staff. Building leadership teams track the data closely to identify student trends and patterns, which guide specific student support plans as needed. While we continue to examine the information generated through the SSC closely, an undeniable positive is that we are seeing very few staff write-ups for behavior (the office has received just six this year), meaning students are receiving support and staying in the classrooms.

It is an obvious statement to say that we have had tremendous shifts in how we look at and measure student learning outcomes since March 12, 2020. I am so incredibly proud of the Hansen staff and their tireless work to keep students engaged and meet the needs of families during the remote experience. Through the work of our teachers, educational assistants, ABA tutors, counselors, related service providers, administrative assistants, and custodians we have connected with *every single student and family* since our time away from being within the walls of the Hansen began. Staff is providing resources, lessons, and multiple connection points with students each week. We are guiding students through new curriculum focused on essential standards, providing weekly feedback, holding virtual class meetings, and finding moments to have fun! In the coming days and weeks, we will continue to work together to provide the best possible opportunities for learning for all of our students.

## **Student School Experience**

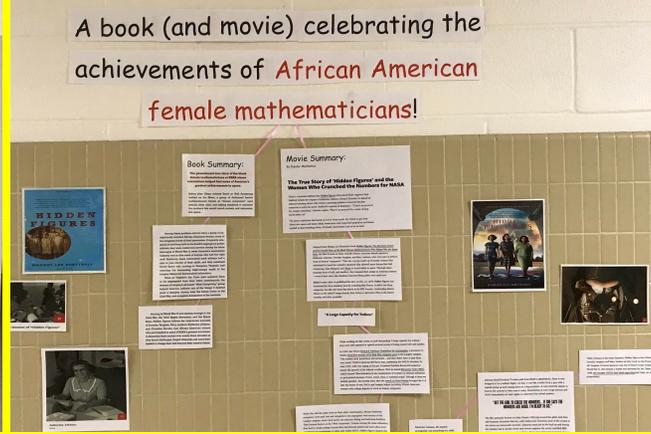
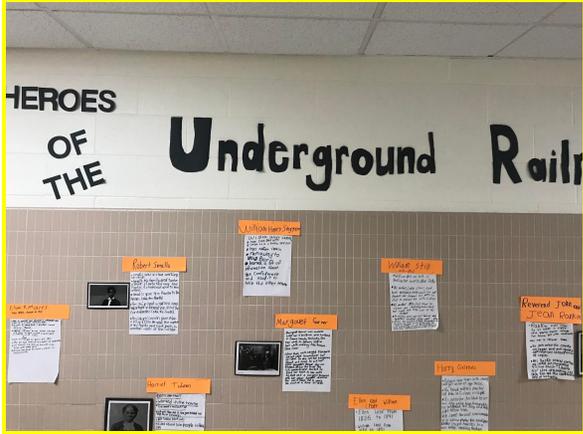
Our goal is to provide access and an equitable experience for each of our students, within a safe and supportive learning community. Our staff truly cares for our students, and work to build positive relationships and get to know each on a personal level. This is exemplified in many ways, but is observed often through our older students giving a hug to past teachers and staff at the end of the day, having lunch with previous year's teachers, and finding small opportunities to stop by and say 'hello!'. In addition to these observable moments, we review and reflect on data gained through the VOCAL (Views of Climate and Learning) survey, which gives us some insight into our students' experience in our school. At the conclusion of the 2019 MCAS, 77 Grade 4 students and 88 Grade 5 students completed this survey.

One highlight from the survey results is that 96% of all Grade 4 students and 97% of all Grade 5 students feel that 'adults working at this school treat all students with respect.' When broken down by student subgroups for Grade 4, results show that 92% of African American students, 100% of Asian students, and 95% of White students felt this to be true. Comparatively for Grade 5 subgroups, 100% of African American students and 95% of White students felt this to be true (students who identify as Asian were not a large enough subgroup to generate this data point). In addition, 99% of Grade 4 students and 95% of Grade 5 students responded that 'I feel safe at my school.' In Grade 4, 93% of African American students, 100% of Asian students, and 100% of White students felt this to be true. For Grade 5, 82% of African American students and 100% of White students felt this to be true. In addition, 96% of all Grade 4 students and 97% of all Grade 5 students responded that 'I am happy to be at our school.' In Grade 4, 92% of African American students, 90% of Asian students, and 98% of White students felt this to be true. In Grade 5, 81% of African Americans felt this to be true and 100% of White students felt this to be true.

When we look at all of our data disaggregated by racial subgroups across both grades, we note that White and Asian students tend to respond with the highest degree of positivity, while African American students tend to respond with the lowest. It is interesting to note that when previously completed by the Grade 5 students in 2018, African American students responded with the highest degree of positivity while Asian students tended to respond with the lowest. This information is important for us to consider as we compare responses from our students over time to help guide our work with all of our students. Our goal continues to be 100% positive responses from all of our students. This year with the closing of schools in March, students did not have an opportunity to participate in the VOCAL survey.

With our collective focus on providing all students with positive school experiences, we had 14 staff members volunteer to serve on our Climate and Culture Committee this year. This group represented administrators and staff across grade levels and disciplines. While we only met one time as a whole group, we communicated often and coordinated to lead discussions and activities across several faculty meetings throughout the year. With our aim on strengthening our student experience and building greater connectedness with each other, we tasked ourselves with examining the question, 'How do we create the conditions and implement a student leadership program that allows students to serve as peacemakers, peer mediators, and mentors?' We researched, discussed possibilities to train students to be leaders and to have scripted language, and identified conditions and resources we would want to create or bring to our school.

At the Hansen, we have a wonderfully diverse student population, and it is important and necessary that each member of our learning community has the chance to see their own uniqueness reflected in teaching and learning throughout the year, while also having the opportunity to learn through someone else's lens. I am proud that this year, we dug more deeply, planned more purposefully, and collaborated more closely to provide engaging experiences for all students to learn about black history and women's history. Across grade levels, in developmentally and age appropriate ways, students learned of the experiences and created artifacts related to the Underground Railroad, researched and wrote about black and female historical figures, and transformed our building through student created artwork and writing celebrating these important individuals. Anecdotally, our building was buzzing with students and staff talking about what they were learning, sharing their work, and discussing what they saw depicted in our hallways!



Sheroes  
Influential Women  
in Her History



'Kindness' continues to be a focus at our school and is part of our daily messaging and communication. For the fourth consecutive year, our fourth grade staff and students led school-wide activities during the 'Great Kindness Challenge' week in January. This group teamed with the CHS Character Crew for a school pep-rally, greeted students and staff with messages of kindness, and shared ideas of kind acts that students could participate in. In addition, this year's pep rally included students sharing messages of kindness in multiple languages, and culminated with an entire school picture taken by drone out on the baseball field. The picture reinforces that we are all one community, and each one of us is an important and valued member! The kindness did not begin and end in only one week, as our Junior Character Crew has carried this theme throughout the year. Approximately 60 students in grades 3-5 voluntarily meet outside of school hours one day each week with fourth grade faculty and community volunteers, participating in health and wellness and kindness based activities. Their work and messages are proudly displayed throughout the Hansen School, as we continually work to build and sustain a culture of care and kindness for ourselves and for each other. This year, the group built a display in our main hallway called, 'Be the 'T' in Kind' where those walking by could stop and stand in as the 'T' in 'K-I-N-D'. Our students and staff walk by this throughout the day, and often stop to pose as the 'T', a nice way to reinforce daily kindness.



As previously mentioned, it is important that each student at Hansen feel valued and feel recognized as an important part of our school. With this in mind, this year, we held our first annual Kindergarten parade on the 100th day for these students. Hansen Music Teacher, Mr. Hulsman (playing the guitar), along with the Kindergarten staff led our students in a parade around the building. All other students and staff lined the hallways, cheering on our youngest friends and congratulating them on their 100th day of Kindergarten. We all had an awesome time helping our Kindergarten students feel like true rock stars!

## **Summary of Progress Toward 2019-20 School Priorities**

The Hansen School has focused our work in three primary areas this school year:

- Transforming Teaching and Learning;
- Achieving Educational Excellence and Ensuring Equity; and,
- Cultivating School Climate and Culture.

### **Transforming Teaching and Learning**

We know that professional collaboration is an essential element of great schools. With this in mind, at the beginning of this school year across Pre-K - 5, we adapted the work of former Grade Level Team Leaders into creating Collaborative Learning Group (CLG) Facilitators. Throughout the school year, Pre-K - 5 CLG Facilitators learned alongside Principals and colleagues with guidance from a consultant to help create the conditions for school-based administrators and educators to have the skills and resources required for professional collaboration in order to maximize the benefit for both adults and students. Facilitators engaged in collaborative learning group meetings with colleagues, as well as monthly meetings and professional development with Principals and/or Central Office Administrators and a consultant.

This year's CLG Facilitators were mostly made up of classroom teachers across Pre-K - 5, though we were pleased that this group also included an Occupational Therapist, Speech and Language Pathologist, a Math Specialist and a Reading Specialist. At the Hansen School, two Kindergarten teachers served as co-facilitators, while one teacher from each grade level (1-5) also engaged in leading this work. Our Speech and Language Pathologist joined one of the district Occupational Therapists as a co-facilitator as well. Throughout the year, these folks engaged with colleagues in on-going collaborative groups, learning with and from each other. They facilitated vital collaborative, reflective practices that bring us closer to reaching our shared goal of improved instruction for teachers and improved learning for students. Facilitators structured group learning through engaging in conversation and reflection guided by protocols and through their own facilitative leadership. CLG Facilitators shared educational readings and research to help the team understand and appreciate the 'why' behind the work, and dug more deeply into instructional techniques and practices related to writing and reading, while also creating structures within the group to guide future conversation and build the vehicles for ongoing collaborative work.

Perhaps what is most telling about the power and belief in the positive benefits of this work is that it has continued during this current time of remote learning! CLG Facilitators continue to ask for, and receive, opportunities to meet with each other, administrators, and our consultant virtually. We see the power of our continued connections with each other as it strengthens our drive and ability to improve our instructional practices and improve our student learning outcomes.

In addition, through district and school based coordination and professional development, a number of staff participated in 'Early Adopter' work for literacy, with intensive learning and implementation of the workshop models for reading and writing. At Hansen, those that volunteered as 'Early Adopters' for reading included one Kindergarten teacher, three Grade 2 teachers, a Grade 2 Special Education Teacher, one Grade 3 Teacher, and one Grade 4 Teacher. In addition, all four Grade 1 Teachers engaged in their second year of implementation of the workshop model. It was a pleasure to visit classrooms during mini-lessons or during times of student reading. The engagement was consistently remarkable, and the students were truly enjoying finding and reading books of interest at different levels. Teachers conferenced with students, collecting information to use for future instruction. The rooms were alive! Additionally, two Kindergarten teachers, all four Grade 1 Teachers, a Grade 2 Teacher, three Grade 3 Teachers, and a Grade 4 Teacher participated in PD for Writer's Workshop throughout the year. Staff engaged in PD with a consultant through the Teaching and Learning Alliance (TLA) to learn the models, identify and observe teaching points in classrooms, and debrief the experiences. While there were a number of highlights related to this work, two shining examples occurred in Grades 1 and Grades 3, where families were invited to attend their child's classroom at the start of school to engage with students while they shared their written work. Students shared their 'small moment stories' and their 'how-to' writing samples, while families circulated throughout. In both instances, the turnout was 'standing room only' and the students were able to share their authentic pieces of writing.



While there is much to be proud of relating to our work around equity, due to our transition to remote experiences in March, we were unable to fully realize all action steps related to our goal set forth in our previous school improvement plan. Our aim was to better support new students and families during their transition to Hansen, creating a new welcoming procedure that provides streamlined, key information about the community and the school. We successfully engaged more families in visits and tours prior to their first day, offering opportunities to meet teachers, staff, and key support personnel as needed. However, our welcoming packet is still a work in progress. Our School Council brainstormed and began taking steps to bring this to life, and we aim to see this to completion during the upcoming school year.

In addition, in late February, we created a brief survey to be shared with new families to gather their feedback related to their transition and their experience at the Hansen School. This was planned to be shared close to the time of the Community Survey, however, again due to the unexpected transition to remote experiences in March, we opted not to send the survey at this time. We value the feedback from families, and will plan to share this with new families in the future as we aim to provide a welcoming, inclusive, and equitable experience for all of our students and families.

Finally, we continued our work as a staff examining issues of culture, equity, and bias throughout our staff meetings. We examined our own student data, and collaborated with each other to identify and build action plans for those students with which we had minimal knowledge or connections. It is so important that we appreciate and know each of our students and that all students have positive connections to at least one staff member. In addition, we scheduled two community forums to engage families in discussion around these important topics of culture, equity, and bias, though unfortunately, we were unable to meet in February due to a last minute schedule change, and our March and future meetings did not occur due to the transition to remote experiences. As a positive, we received a number of 'RSVP's' from parents/guardians in the community that were interested in engaging with us. This will remain a key focus for us during the 2020-2021 school year.

### **Cultivating School Climate and Culture**

The Hansen staff remains committed to cultivating and sustaining a school-wide climate and culture that is inclusive, supportive, and equitable for all. This year, we continued proactively supporting students in social, emotional, and behavioral skill-building through the Student Support Center, provided purposeful peer connection points through morning meetings and structured classroom connections, and had a number of staff participate in professional development around universal design, inclusive practice, and mental health.

In addition, our Climate and Culture Committee led discussion and activities during faculty meetings throughout the year. Recognizing the importance of building and sustaining positive relationships with students, staff worked in groups to review and identify students we knew little about personally, and built action plans to establish meaningful connections. We want every student to feel recognized, known, and appreciated in our school.

Finally, with our aim on strengthening our student experience and building greater connectedness with each other, our Climate and Culture Committee tasked ourselves with examining the question, 'How do we create the conditions and implement a student leadership program that allows students to serve as peacemakers, peer mediators, and mentors?' We researched, discussed possibilities to train students to be leaders and to have scripted language, and identified conditions and resources we would want to

create or bring to our school. We are hopeful that we can be back together in person in the Fall so that we can launch this opportunity for student leadership and empowerment.

**2019-20 Hansen Elementary School Priority #1: Transforming Teaching & Learning**  
 Develop capacity to support opportunities for innovative teaching and learning along with educator capacity to deliver high quality, standards based instruction so that all students meet year end expectations

**Rationale:** It is essential that we instruct in grade specific standards in the Massachusetts Curriculum Frameworks and that educators have opportunities to participate in professional learning to further enhance their instructional practice.

**Strategic Areas of Focus:**  
 1.2 Educational Excellence and Continuous Improvement; 1.3 Excellent Educators for Every Student, Every Day  
 1.4 Equitable Access to High Quality Instruction; 3.1 Designed Student Learning & Growth  
 3.2 Students' Ownership of Learning and Demonstration of Learning and Growth; 3.3 Educators' Creativity & Innovation

| Key Action  | Person(s) Responsible  | Timeline        | Resources Needed  | Indicators of Progress and Success   | Evidence of Progress & Success  |
|---|--|-----------------|---|--|---|
| <ul style="list-style-type: none"> <li>Increase educators' understanding, skill-set and instructional abilities related to end-of-year grade-level standards across the content areas through the receipt of high quality professional development</li> </ul> | <ul style="list-style-type: none"> <li>Dir. T&amp;L PreK-8</li> <li>Principals</li> <li>PD Providers and Consultants</li> <li>Classroom Educators</li> </ul> | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Time</li> <li>PD funding</li> <li>PD Providers and Consultants</li> <li>Staff leaders in district</li> </ul>                         | <ul style="list-style-type: none"> <li>Teacher Feedback from PD</li> <li>Observations of practice</li> </ul>   | <ul style="list-style-type: none"> <li>PD Sign-In Sheets</li> <li>Ongoing PD with TLA</li> <li>Observations of practice</li> <li>CLG Agendas</li> </ul>   |
| <ul style="list-style-type: none"> <li>Ensure ongoing staff reflection of instructional practice to best meet the diverse learning needs of all students</li> </ul>   | <ul style="list-style-type: none"> <li>Principal and Administration</li> <li>Classroom Educators</li> </ul>  | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Time</li> <li>Scheduled opportunities (Common Planning and Post-Observation Conferences) to discuss teaching and learning</li> </ul> | <ul style="list-style-type: none"> <li>Observations of practice</li> <li>Teacher Feedback</li> <li>Growth in educators trying new, research and standards based instructional practices (workshop models, literacy approaches etc.)</li> </ul> | <ul style="list-style-type: none"> <li>7 teachers participated in PD as Literacy Early Adopters</li> <li>9 teachers participated in PD for Intro. to Writing Workshop</li> <li>Observations of practice</li> <li>Ongoing instructional conversations as part of supervision/evaluation</li> </ul> |

|  |  |                            |   |  |   |
|--|--|----------------------------|---|--|---|
| <ul style="list-style-type: none"> <li>• Increase the capacity of Grade-Level Team Leaders to serve as the catalysts for the advancement of teaching and learning</li> </ul> | <ul style="list-style-type: none"> <li>• District and School Admin.</li> <li>• Consultant</li> <li>• Grade-Level Team Leaders</li> </ul> | <p>Ongoing<br/>2019-20</p> | <ul style="list-style-type: none"> <li>• Consultant</li> <li>• Funding</li> <li>• Time</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from Team Leaders and teachers</li> <li>• Observations of classroom practice</li> <li>• Observations of teacher teams using common planning time to hold instructional conversations and analyze student work</li> </ul> | <ul style="list-style-type: none"> <li>• Creation and implementation of CLGF's</li> <li>• Sign-in sheets for CLGF PD with administrators and consultant</li> <li>• CLG Agendas</li> </ul> |
|--|--|----------------------------|---|--|---|

## 2019-20 Hansen School Priority #2: Achieving Educational Excellence & Ensuring Equity

Promote an equitable school experience for all students by creating the structures and capacity for all families to feel welcomed and included while having opportunities to provide feedback in safe and comfortable forums.

**Rationale:** The connection between school and home is critical, and therefore it is imperative that all families feel welcomed, included, and comfortable in sharing feedback. When these conditions exist for all, it will ensure equal access and opportunity and an equitable school experience for students and families.

### Strategic Areas of Focus:

- 1.1 Educational Equity
- 1.2 Educational Excellence and Continuous Improvement
- 2.3 Professional Culture

| Key Action  | Person(s) Responsible   | Timeline  | Resources Needed   | Indicators of Progress and Success  | Evidence of Progress & Success  |
|---|---|---|--|---|---|
| <ul style="list-style-type: none"> <li>• Create a new 'welcoming procedure' as a means to share school and community information and resources with new families</li> </ul> | <ul style="list-style-type: none"> <li>• School Admin.</li> <li>• Office Staff</li> <li>• Hansen CAPT</li> </ul>    | Summer of 2019 and ongoing 2019-20              | <ul style="list-style-type: none"> <li>• Time</li> <li>• Community partnerships</li> </ul>   | <ul style="list-style-type: none"> <li>• Creation of resource pamphlet with key school/community information</li> <li>• Feedback from families/evidence that resources being utilized</li> <li>• Increased participation from new families in school events and groups</li> </ul>             | <ul style="list-style-type: none"> <li>• School Council Agendas</li> <li>• Creation of 'New Family Feedback' Survey</li> <li>• Increased invitations and opportunities for new families/students to tour the building prior to their first day</li> </ul> |
| <ul style="list-style-type: none"> <li>• Create ongoing opportunities for new families to provide feedback on their experiences during their first year.</li> </ul>         | <ul style="list-style-type: none"> <li>• School Admin.</li> <li>• Office Staff</li> <li>• School Council</li> </ul> | Ongoing 2019-20                                 | <ul style="list-style-type: none"> <li>• Time</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Creation of feedback survey</li> <li>• School Council Agendas</li> </ul>   | <ul style="list-style-type: none"> <li>• Creation of 'New Family Feedback' Survey</li> <li>• School Council Agendas</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Hold ongoing community forums to engage families around topics such as culture, equity, and bias</li> </ul>                        | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Hansen Staff</li> </ul>                               | Ongoing 2019-20 (approx. one meeting per month) | <ul style="list-style-type: none"> <li>• Time</li> <li>• Volunteers for childcare</li> </ul> | <ul style="list-style-type: none"> <li>• Community Forum Agendas</li> <li>• Steady participation from staff and community members each month</li> <li>• Emergence of a clear vision and purpose i.e. how do these conversations translate to our work with students at the Hansen?</li> </ul> | <ul style="list-style-type: none"> <li>• Statement of purpose shared with Hansen families</li> <li>• Faculty Meeting Agendas focused on issues of equity and reflective of our work with Hansen students</li> </ul>                                       |

## 2019-20 Hansen School Priority #3: Cultivating School Climate and Culture

Grow and enrich our professional climate and culture so that we are able to meet the social, emotional, and behavioral needs of all students.

**Rationale:** Because student learning is inextricably linked to a school's social environment, we must pay careful attention to and provide explicit instruction in social-emotional skills and positive behavior reinforcement strategies. Both contribute to a healthy climate and culture and support overall student well-being and success.

### Strategic Areas of Focus:

1.1 Educational Equity; 1.2 Educational Excellence and Continuous Improvement; 1.4 Equitable Access to High Quality Instruction;  
2.1 Social and Emotional Learning; 2.2 Behavioral Intervention; 2.3 Professional Culture

| Key Action  | Person(s) Responsible   | Timeline                           | Resources Needed   | Indicators of Progress and Success   | Evidence of Progress & Success   |
|---|---|------------------------------------|--|--|--|
| <ul style="list-style-type: none"> <li>Increase # staff providing proactive, targeted instruction in social, emotional, and behavioral regulation and skill-building</li> </ul> | <ul style="list-style-type: none"> <li>School Admin.</li> <li>Student Support Staff</li> <li>Classroom teachers</li> <li>Support staff</li> </ul> | Ongoing 2019-20                    | <ul style="list-style-type: none"> <li>Time</li> <li>PD/Training opportunities</li> </ul>  | <ul style="list-style-type: none"> <li>Additional staff enrolling in PD/trainings/courses to support student social, emotional, and/or behavioral development</li> <li>Decrease in discipline referrals</li> <li>Observation of practice</li> </ul>  | <ul style="list-style-type: none"> <li>Observations of Practice (morning meetings, planned student-student connection/relationship building)</li> <li>Unit E Staff Participation in meaningful PD</li> <li>11 Teachers participated in PD related to mental health or UDL/Inclusion</li> </ul> |
| <ul style="list-style-type: none"> <li>Continue collaboration amongst Hansen staff part of the Climate and Culture Committee</li> </ul>   | <ul style="list-style-type: none"> <li>School Admin.</li> <li>Student Support Staff</li> <li>Teachers</li> </ul>                                  | Ongoing 2019-20                    | <ul style="list-style-type: none"> <li>Time</li> </ul>   | <ul style="list-style-type: none"> <li>Climate/Culture Committee Agendas</li> <li>Faculty Meeting Agendas</li> <li>Feedback from staff regarding professional climate and culture at Hansen</li> </ul>   | <ul style="list-style-type: none"> <li>Held one meeting with whole group in Fall</li> <li>Led smaller breakout groups with staff during faculty meetings</li> </ul>  |
| <ul style="list-style-type: none"> <li>Create and implement Hansen Student Ambassador/Leadership program</li> </ul>   | <ul style="list-style-type: none"> <li>Principal</li> <li>School Admin.</li> <li>Hansen Staff</li> </ul>  | Summer of 2019 and ongoing 2019-20 | <ul style="list-style-type: none"> <li>Time</li> <li>Training resources for elem. student leaders</li> <li>Staff/Community Volunteers</li> </ul> | <ul style="list-style-type: none"> <li>Roles and responsibilities of leaders clarified</li> <li>Structures created and implemented for leaders to 'mentor' younger students</li> <li>Observation of student leaders participating in extracurricular events (parent nights, conferences etc.)</li> </ul> | <ul style="list-style-type: none"> <li>Climate and Culture Committee researched and reviewed peer mediation resources</li> <li>Working on identifying and developing conditions and structures needed to train and implement student leaders/mediators</li> </ul>                              |



## 2019-20 School Council

| <b>Name</b>        | <b>Position</b> | <b>Term</b> |
|--------------------|-----------------|-------------|
| Christine McMahon* | Principal       | Permanent   |
| Melanie Omar*      | Teacher         | June, 2021  |
| Kathryn Kelley     | Teacher         | June, 2021  |
| Maria Magazzu      | Teacher         | June, 2019  |
| Leanne Hannon      | Parent          | June, 2022  |
| Lori Archibald     | Parent          | June, 2020  |
| Deborah Dauda      | Parent          | June, 2021  |

*\*Council Co-Chairs*

*Elections for 2020-21 School Council to be held in Fall 2020.*

## JFK School Improvement Plan, 2019-20: Results

### School Demographics

- Student population size decreased (from 520 in FY19 to 508 in FY20)
- Reduction of one grade 5 class
- 1.8% of students are English Language Learners (decrease from 2.9%)
- 8.9% of students received specialized instruction for identified disabilities (decrease from 11.3%)
- Population of economically-disadvantaged students increased from 8.1% to 11.3%

| Enrollment by Race/Ethnicity (2019-20) |             |               |            |
|--|-------------|---------------|------------|
| Race                                   | % of School | % of District | % of State |
| African American                       | 7.1         | 10.8          | 9.2        |
| Asian                                  | 8.1         | 10.7          | 7.1        |
| Hispanic                               | 5.3         | 5.9           | 21.6       |
| Native American                        | 0.0         | 0.1           | 0.2        |
| White                                  | 72.5        | 66.2          | 57.9       |
| Native Hawaiian, Pacific Islander      | 0.4         | 0.2           | 0.1        |
| Multi-Race, Non-Hispanic               | 6.5         | 6.1           | 3.9        |

| Enrollment by Gender (2019-20) |        |          |         |
|--------------------------------|--------|----------|---------|
|                                | School | District | State   |
| Male                           | 261    | 1,621    | 486,554 |
| Female                         | 244    | 1,673    | 461,929 |
| Non-Binary                     | 0      | 3        | 345     |
| Total                          | 505    | 3,297    | 948,828 |

| Enrollment by Grade (2019-20) |    |     |     |     |     |     |     |     |     |     |     |     |     |     |    |       |
|-------------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------|
|                               | PK | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | SP | Total |
| District                      | 87 | 250 | 242 | 229 | 253 | 251 | 243 | 291 | 251 | 226 | 213 | 255 | 260 | 243 | 3  | 3,297 |
| John F Kennedy                | 0  | 87  | 86  | 87  | 77  | 85  | 83  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 505   |

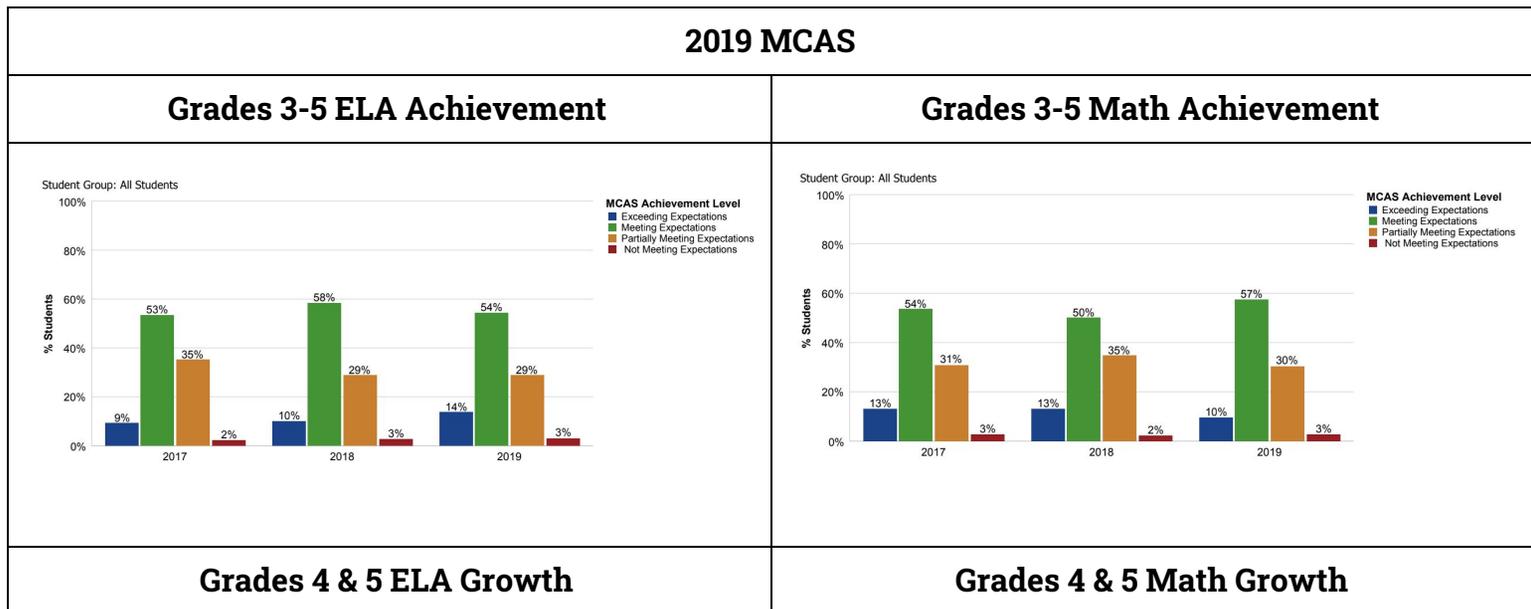
| Title                      | % of School | % of District | % of State |
|----------------------------|-------------|---------------|------------|
| First Language not English | 5.3         | 6.6           | 23.0       |
| English Language Learner   | 1.8         | 2.4           | 10.8       |
| Students With Disabilities | 8.9         | 10.5          | 18.4       |
| High Needs                 | 22.0        | 25.6          | 48.7       |
| Economically Disadvantaged | 11.3        | 14.5          | 32.8       |

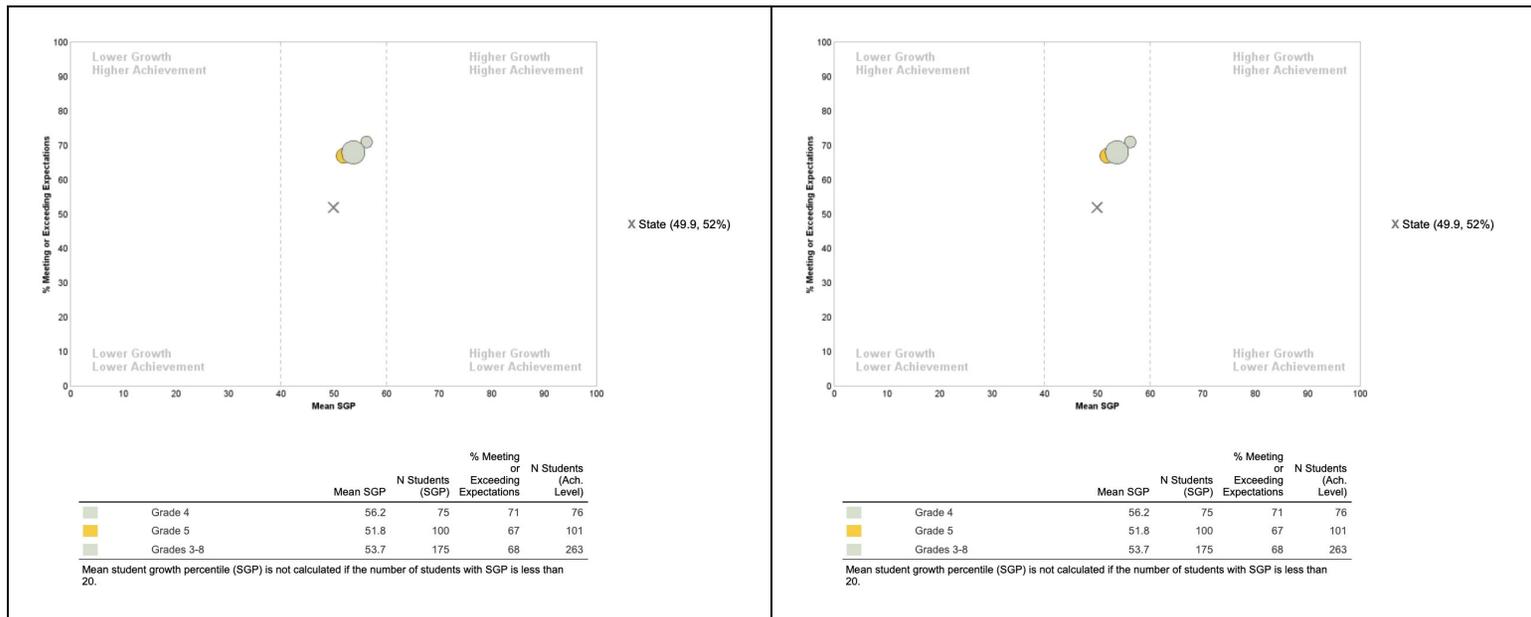
### Student Learning Outcomes Behavior

- JFK School has seen an increase in office referrals this year (from 4 to 28). This number includes all referrals by teachers and also office referrals. Our behavior referral process was more mainstreamed and was analyzed on a weekly basis with the Response Team which consists of the School Psychologist, School Interventionist, Nurse, Behavior Specialist, Team Chair, and Principal. Interventions are put in place for students based on level and area of need.

### Academic growth and achievement

- MCAS results in spring allowed JFK school to be classified by the Department of Elementary and Secondary education as “Meeting or Exceeding Targets.”





- ELA:** During the 2019-2020 school year, we had 9 Early Adopters who used a readers' workshop model in their classrooms. These classrooms shifted instructional routines and practices in ways that encouraged collaboration, flexibility, and ownership of learning. Teachers worked alongside the Reading Specialist to plan and deliver lessons that were student centered, high interest, and helped students develop agency and choice in their reading lives. They also worked with outside consultants from the Teaching and Learning Alliance to strengthen their knowledge and understanding of the model and its various elements.

This work spread beyond the scope of Early Adopters as grade levels continued to meet in teams to share their learning. There were many teachers at JFK who tried out elements of the readers' workshop model such as independent reading, mini lessons, and conferencing with students. All teachers at JFK had access to the Reading Specialist via a weekly sign up sheet that allowed for a school culture of professionals getting to choose what type of support they felt they needed. Support varied from modeling, co-planning/co-teaching of lessons, consulting on individual students or groups of students, and conversations about a variety of assessment tools.

- Math:** Math workshop has continued to be an exciting adventure at the Kennedy school this academic year. Many teachers received training from Dr. Allison Mello and put her teachings to practice on September 1. In addition to this summer training many of our teachers also chose to make this their professional

development focus for the year. During the ongoing professional development our staff learned ways to structure their classrooms in order to meet the needs of all their students.

The on-going learning translated into a staff that embraced math workshop as their primary way of delivering instruction. Teachers either chose to implement a menu style model where students could choose math activities to support their learning or teachers implemented a station type setting where students had the opportunities to actively engage in different types of learnings each day by rotating through various stations. Classrooms came to life this year. Students were invested in what was being taught and it was evident that they enjoyed the movement and the excitement that math workshop offered.

### **Student voice and agency**

- **Student-led conferences:** Students in grades 4 and 5 continue to set goals, select work samples they are most proud of, and review their progress from the beginning of the year. One of our Kindergarten classes was given the opportunity to showcase their learning by explaining their portfolios during the November conferences. Parent survey results (scale of 1 to 5) indicated overwhelming positive feedback.
- **Student Council:** Our elected fifth graders continue to serve as the student voice of the JFK to school administration. They develop leadership skills by holding official organized meetings, record minutes, and approve motions. They also created our first virtual Spirit Week.

### **Student School Experience**

- **School-wide Pawsemblies** are a new addition to the JFK this year. Thanks to the Culture and Climate Committee, our Pawsome recognition program has a strong focus on teaching social competency skills. Students spent time learning about Self Awareness, Self Management, and Social Awareness. Teachers recognized students who modeled these skills in a schoolwide assembly and families were able to participate in their accomplishments during a Pawsome breakfast..
- **Kidsborough:** This program is in its second year at JFK. As predicted last year, they serve 40 students in the AM session and 50 in the PM Session and their staff has expanded to 5. They have also added a drawing club and a friendship bracelet club.

- Before and after-school activities: We know that our students flourish when opportunities extend beyond the school day to include before- and after-school hours. Some of our most popular opportunities include Foreign Language Club, Mallet Madness, and Kids for Peace. Girls on the Run and Garden Club are also very popular, however, we were not able to offer these activities due to the shortened school year.

### **Summary of Progress Toward 2019-20 School Priorities**

JFK has spent the past year working on three school priorities:

- Achieving Educational Excellence & Ensuring Equity
- Cultivating School Climate and Culture
- Transforming Teaching and Learning

**Achieving Educational Excellence & Ensuring Equity:** We know that in order to promote learning and growth for all students we need to identify and eliminate obstacles and barriers. Inclusion has always been a focus at the JFK. This year, all students were able to be integrated in grade level classrooms at their entry point, overall reducing pullout services for both special education and regular education students. This model provided more adult support in classrooms to all students.

The Core Equity Team utilized staff meetings to build an awareness of equity in books and curriculum materials to support all students. Teachers were also introduced to the CPS Instructional Materials Selection Tool.

Equity awareness extended to all before, during, and afterschool activities. Activities offered were now gender neutral, increasing equity for all students. The CAPT worked closely with the school to help increase these opportunities for all families.

**Cultivating School Climate and Culture:** Work on social and emotional learning continued with revisions to the previous year. The teaching of explicit skills and recognition for modeling these skills provided students with meaning behind a “Pawsome” certificate. Students were then publicly recognized in large grade level assemblies.

Families were then invited to celebrate during a recognition breakfast. Our School Psychologist and Speech Pathologist worked with classroom teachers in Grades K-2 to help students explicitly learn how to engage in social information processing; how to attend, interpret, problem solve and respond in any situation—we know that these thinking and doing skills will aid them in becoming increasingly successful in the social world throughout their lives.

Morning Meetings take place in every classroom. Modeled after the *Responsive Classroom*, relationships with students and staff are strengthened through interactive, engaging activities designed to help our students learn more about themselves and their classmates. We strongly believe that students' social-emotional growth is just as important as their academic growth. Teachers continue to help children build fundamental social competencies and strengthen both the classroom and school community.

**Transforming Teaching and Learning:** We know that professional collaboration is an essential element of great schools. With this in mind, at the beginning of this school year across Pre-K - 5, we adapted the work of former Grade Level Team Leaders into creating Collaborative Learning Group (CLG) Facilitators. Throughout the school year, Pre-K - 5 CLG Facilitators learned alongside Principals and colleagues with guidance from a consultant to help create the conditions for school-based administrators and educators to have the skills and resources required for professional collaboration in order to maximize the benefit for both adults and students. Facilitators engaged in collaborative learning group meetings with colleagues, as well as monthly meetings and professional development with Principals and/or Central Office Administrators and a consultant.

This year's CLG Facilitators were mostly made up of classroom teachers across Pre-K - 5, though we were pleased that this group also included an Occupational Therapist, Speech and Language Pathologist, and a Math and Reading Specialist. Throughout the year, these folks engaged with colleagues in on-going collaborative groups, learning with and from each other. They facilitated vital collaborative, reflective practices that bring us closer to reaching our shared goal of improved instruction for teachers and improved learning for students. Facilitators structured group learning through engaging in conversation and reflection guided by protocols and through their own facilitative leadership. CLG Facilitators shared educational readings and research to help the team understand and appreciate the 'why' behind the work, and dug more deeply into instructional techniques and practices related to writing and reading, while also creating structures within the group to guide future conversation and build the vehicles for ongoing collaborative work.

Perhaps what is most telling about the power and belief in the positive benefits of this work is that it has continued during this current time of remote learning! CLG Facilitators continue to ask for, and receive, opportunities to meet with each other, administrators, and our consultant virtually. We see the power of our

continued connections with each other as it strengthens our drive and ability to improve our instructional practices and improve our student learning outcomes.

## 2019-20 JFK School Priority #1: Achieving Educational Excellence & Ensuring Equity

Promote an inclusive environment that benefits all students, staff, and families so everyone has access to learning and feels valued as a member of the school environment.

**Rationale:** Inclusive schools support diversity, engage in respectful relationships, and provide an equitable opportunity for everyone.

### Strategic Areas of Focus:

1.1 Educational Equity

1.3 Excellent Education for Every Student, Every Day

1.4 Equitable Access to High Quality Instruction

| Action  | Person(s) Responsible   | Timeline        | Resources Needed   | Anticipated Indicators of Progress and Success   | Evidence of Progress & Success  |
|---|---|-----------------|--|--|---|
| Initiate Phase 1 of a multi-year commitment to creating a school that is inclusive to all students                      | <ul style="list-style-type: none"> <li>Administration</li> </ul>                                    | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Teacher PD</li> <li>Time</li> <li>Professional resources on inclusive schools</li> <li>Ongoing collaboration with model school</li> </ul> | <ul style="list-style-type: none"> <li>Feedback from Kindergarten teachers' visit to model school</li> <li>Observation of inclusive practices</li> <li>Agendas from monthly meetings with specialists and grade level teams</li> </ul> | <ul style="list-style-type: none"> <li>Students are successfully integrated into regular classrooms at their entry point</li> <li>There is more inclusion support with reading and math specialists providing services in classrooms</li> <li>Faculty meetings on 12.11.19 and 3.10.2020</li> </ul> |
| Offer equitable activities for children and families before, during, and after school                                   | <ul style="list-style-type: none"> <li>Administration</li> <li>Parents</li> <li>Teachers</li> </ul> | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Time</li> <li>Resources</li> </ul>  | <ul style="list-style-type: none"> <li>Community Survey results</li> <li>Diverse representation at events</li> </ul>   | <ul style="list-style-type: none"> <li>CAPT activities are no longer gender specific</li> <li>All after school activities are open to all students</li> </ul>   |
| Provide monthly open office hours for families in order to foster conversations, promote awareness, and build community | <ul style="list-style-type: none"> <li>Administration</li> </ul>                                    | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Time</li> </ul>   | <ul style="list-style-type: none"> <li>Attendance sign in sheets</li> <li>Parent feedback</li> </ul>   | <ul style="list-style-type: none"> <li>Held Open Office hours on 9.26.19</li> <li>Held a live Twitter chat on 10.2.19</li> </ul>  |
| Raise staff awareness about equity and diversity in everyday practice   | <ul style="list-style-type: none"> <li>Building-based Core Equity Team</li> </ul>                   | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Time</li> <li>Professional resources in the area of equity</li> </ul>   | <ul style="list-style-type: none"> <li>Faculty agendas</li> <li>Curriculum review</li> </ul>   | <ul style="list-style-type: none"> <li>Faculty meeting on 10.15.19 (needs assessment)</li> <li>Faculty meeting 11.12.19</li> </ul>  |

## 2019-20 JFK School Priority #2: Cultivating School Climate and Culture

Build and maintain a school climate and culture that supports the social and emotional needs of all students

**Rationale:** Helping students develop the habits and skills of self management, self-discipline, and social and emotional efficacy is vital to their overall learning experience. Common language and routines provide a framework that is shared by everyone when addressing student behavioral challenges, creating a more positive school experience for all students.

### Strategic Areas of Focus:

- 2.1 Social Emotional Learning
- 2.2 Behavioral Intervention
- 2.3 Professional Culture

| Key Action   | Person(s) Responsible   | Timeline           | Resources Needed   | Anticipated Indicators of Progress and Success  | Evidence of Progress & Success   |
|--|---|--------------------|--|---|--|
| Revise School-wide Expectations to include common language to be used by all staff   | <ul style="list-style-type: none"> <li>● Culture and Climate Committee</li> </ul>                           | July - August 2019 | <ul style="list-style-type: none"> <li>● Collaborative time</li> </ul> | <ul style="list-style-type: none"> <li>● Revised School-wide Expectations Document</li> </ul>           | <ul style="list-style-type: none"> <li>● JFK School Wide Expectations Handbook</li> </ul>  |
| Share revised School-wide Expectations with staff at the beginning of the school year, including expectations for staff and administrators in using a common language and addressing behavioral challenges | <ul style="list-style-type: none"> <li>● Administration</li> <li>● Culture and Climate Committee</li> </ul> | September 2019     | <ul style="list-style-type: none"> <li>● Time</li> </ul>               | <ul style="list-style-type: none"> <li>● Observation of practice</li> <li>● Office referrals</li> </ul> | <ul style="list-style-type: none"> <li>● Faculty Meeting on 9.10.19 presented by Culture and Climate Committee</li> <li>● Specialist meeting on 10.8.19 presented by administration</li> <li>● EA meeting on 10.10.19, presented by administration</li> <li>● Observations of practice</li> <li>● Office referral spreadsheet</li> </ul> |

|   |   |                            |  |   |   |
|---|---|----------------------------|--|---|---|
| <p>Increase capacity to support teachers in the implementation of Morning Meeting, Social Thinking, and Collaborative Problem Solving</p> | <ul style="list-style-type: none"> <li>• Administration</li> <li>• Culture and Climate Committee</li> </ul> | <p>Ongoing<br/>2019-20</p> | <ul style="list-style-type: none"> <li>• Support from Culture and Climate Committee</li> <li>• Common Planning time with psychologist and SLP</li> </ul> | <ul style="list-style-type: none"> <li>• Observation of practice</li> <li>• Teacher feedback</li> <li>• Office referrals</li> </ul> | <ul style="list-style-type: none"> <li>• Culture and Climate Committee's shared drive of resources</li> </ul> |
|---|---|----------------------------|--|---|---|

## 2019-20 JFK School Priority #3: Transforming Teaching and Learning

Build the capacity to support opportunities for innovative teaching and learning.

**Rationale:** Teaching, lessons, and environments should be flexible in order to allow for student centered collaborative learning experiences and ownership of learning.

### Strategic Areas of Focus:

3.1 Designing Student Learning and Growth

3.2 Student Agency, Voice, and Ownership of Learning

3.3 Educator's Creativity and Innovation

| Key Action   | Person(s) Responsible   | Timeline        | Resources Needed   | Anticipated Indicators of Progress and Success   | Evidence of Progress & Success  |
|--|---|-----------------|--|--|---|
| Support teachers in implementing the workshop model in math and ELA  | <ul style="list-style-type: none"> <li>Administration</li> <li>Consultants</li> <li>Dir. Teaching &amp; Learn.</li> <li>Stem Coordinator</li> </ul> | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>District PD</li> <li>Time for peer observations and collaboration</li> <li>Time for planning with ELA and math specialists</li> </ul> | <ul style="list-style-type: none"> <li>Teacher feedback from PD</li> <li>Observations of practice</li> </ul> | <ul style="list-style-type: none"> <li>Reading and Math specialist sign up sheets</li> <li>Ongoing PD with TLA</li> <li>Observations of practice</li> </ul>                 |
| Increase the capacity of Grade-Level Team Leaders to serve as the catalysts for the advancement of teaching and learning | <ul style="list-style-type: none"> <li>Administration</li> </ul>  | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Time</li> <li>Resource</li> </ul>   | <ul style="list-style-type: none"> <li>Meeting agendas</li> <li>Observation of practice</li> </ul>           | <ul style="list-style-type: none"> <li>Collaborative Learning Group Facilitator/Administration meetings on 10.22.19, 11.19.19, 1.21.19</li> </ul>                           |
| Cultivate classroom environments that ensure function, collaboration, flexibility, and ownership of learning             | <ul style="list-style-type: none"> <li>Administration</li> </ul>  | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Resources</li> <li>District PD</li> </ul>   | <ul style="list-style-type: none"> <li>Observations</li> </ul>   | <ul style="list-style-type: none"> <li>CAPT assisting in purchasing flexible seating</li> <li>New spaces (Learning Labs, Innovation Center, and Wellness Center)</li> </ul> |
| Solicit enrichment programming that is engaging and relevant to grade-level curriculum                                   | <ul style="list-style-type: none"> <li>Administration</li> <li>Teachers</li> <li>CAPT</li> </ul>  | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>Time</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher feedback</li> <li>Student feedback</li> </ul>                 | <ul style="list-style-type: none"> <li>Teacher feedback sheets</li> <li>Student feedback sheets</li> </ul>  |

# Dean S. Luce Elementary School 2019-20 School Improvement Plan: Year End Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee  
May 28, 2020

| <b>2019-20 School Council</b>   |                  |                      |
|---|------------------|----------------------|
| <b>Name</b>   | <b>Position</b>  | <b>Term End Date</b> |
| Yeshi Gaskin*   | Principal        | Permanent            |
| Nikki Farrington  | Parent /Co-Chair | June, 2021           |
| Kate Camerano   | Parent           | June , 2021          |
| Jammie Carty  | Parent           | June, 2021           |
| Heather Lazaro  | Educator         | June, 2020           |
| Susan Olsen   | Educator         | June, 2020           |
| Anne Cohen  | Educator         | June, 2020           |
| *Council Co-Chairs-TBD; elections for School Council to be held in Fall 2020. |                  |                      |

**Dean S. Luce School Mission Statement**

We are an educational community that seeks to blend academic growth with the social development of every child. Our goal is that each student be a successful learner and accept mistakes as a step in human growth. We aspire for our students to SHINE. That is, we want them to be safe (S), help one another (H), include each other (I), never give up (N) and encourage excellence (E).

**Dean S. Luce Elementary School Improvement Plan, 2019-20: Results**

**School Demographics 2019-20**

- Student population size decreased by 3.8% (from 492 in SY19 to 473 in SY20)
- 5.9% of students are English Language Learners (decrease of 6.2% from SY 19)
- Students receiving specialized instruction for identified disabilities increased from 7.8% to 9.9% (+2.1%)
- Population of economically-disadvantaged students increased from 13.3% to 14.8% (+1.5%)

- Population of students that were identified as High-Needs increased from 24.6% to 27.7% (+3.1%)

| Enrollment by Race/Ethnicity (2019-20) |             |               |            |
|--|-------------|---------------|------------|
| Race                                   | % of School | % of District | % of State |
| African American                       | 8.9         | 10.8          | 9.2        |
| Asian                                  | 12.3        | 10.7          | 7.1        |
| Hispanic                               | 5.5         | 5.9           | 21.6       |
| Native American                        | 0.0         | 0.1           | 0.2        |
| White                                  | 66.2        | 66.2          | 57.9       |
| Native Hawaiian, Pacific Islander      | 0.0         | 0.2           | 0.1        |
| Multi-Race, Non-Hispanic               | 7.2         | 6.1           | 3.9        |

| Enrollment by Gender (2019-20) |        |          |         |
|--------------------------------|--------|----------|---------|
|                                | School | District | State   |
| Male                           | 235    | 1,621    | 486,554 |
| Female                         | 238    | 1,673    | 461,929 |
| Non-Binary                     | 0      | 3        | 345     |
| Total                          | 473    | 3,297    | 948,828 |

| Enrollment by Grade (2019-20) |    |     |     |     |     |     |     |     |     |     |     |     |     |     |    |       |
|-------------------------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-------|
|                               | PK | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | SP | Total |
| District                      | 87 | 250 | 242 | 229 | 253 | 251 | 243 | 291 | 251 | 226 | 213 | 255 | 260 | 243 | 3  | 3,297 |
| Dean S Luce                   | 0  | 80  | 82  | 66  | 91  | 79  | 75  | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0  | 473   |

| Title                      | % of School | % of District | % of State |
|----------------------------|-------------|---------------|------------|
| First Language not English | 9.1         | 6.6           | 23.0       |
| English Language Learner   | 5.9         | 2.4           | 10.8       |
| Students With Disabilities | 9.9         | 10.5          | 18.4       |
| High Needs                 | 27.7        | 25.6          | 48.7       |
| Economically Disadvantaged | 14.8        | 14.5          | 32.8       |

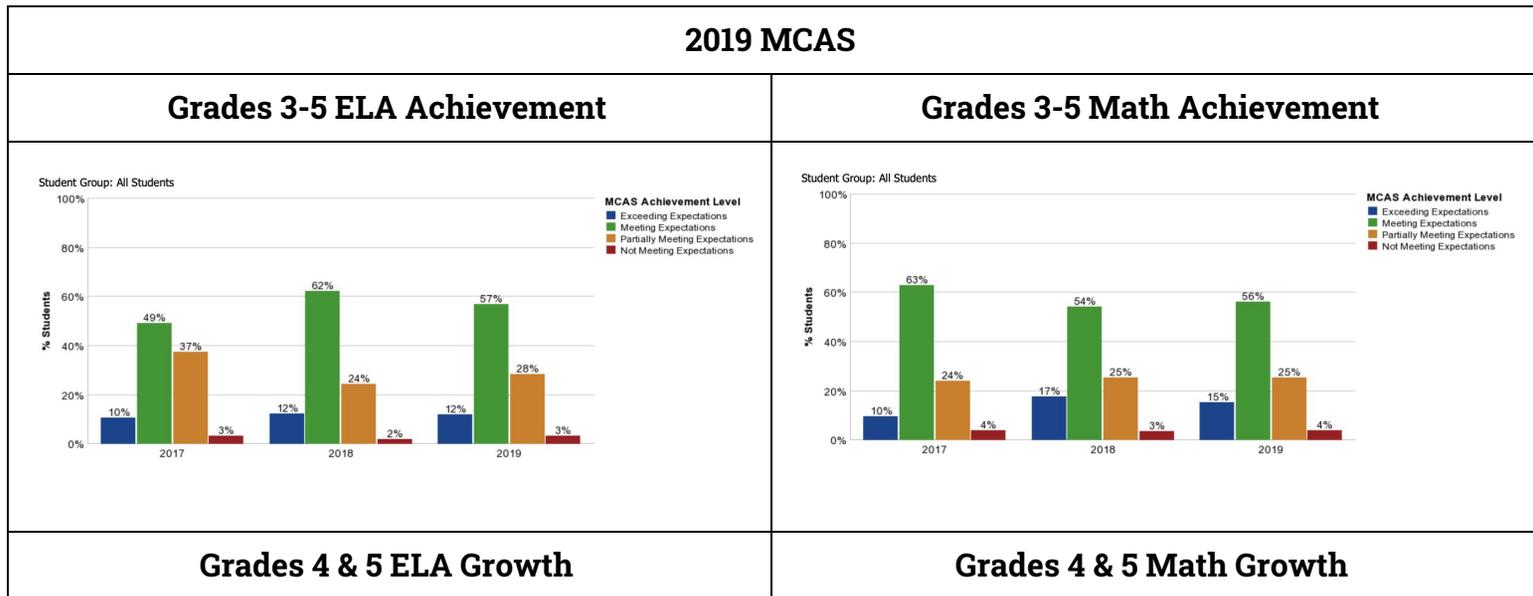
## Student Learning Outcomes

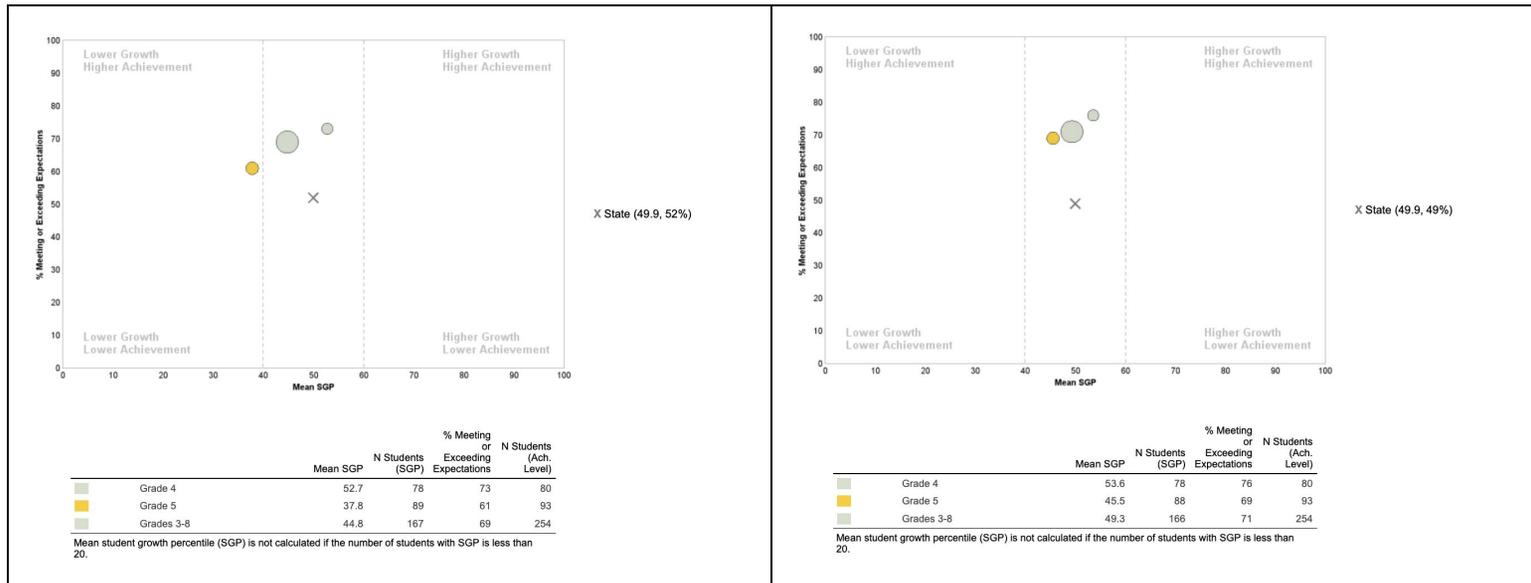
### Academic growth and achievement

- **MCAS** results in spring allowed the Luce School to be classified by the Department of Elementary and Secondary education as making “Substantial Progress Towards Targets.”

**MCAS 2019**

The chart on the next page illustrates the strong performance of Luce School students in the ELA and Math portions of MCAS, including both achievement and growth data. .





### Early Adopters: Reader’s & Writer’s Workshop Model

This year the district launched the Reader’s & Writer’s Workshop model using the Lucy Calkins Curriculum as an anchor. To do this transformative work, 28 teachers across the district volunteered to implement the new literacy framework and curriculum.

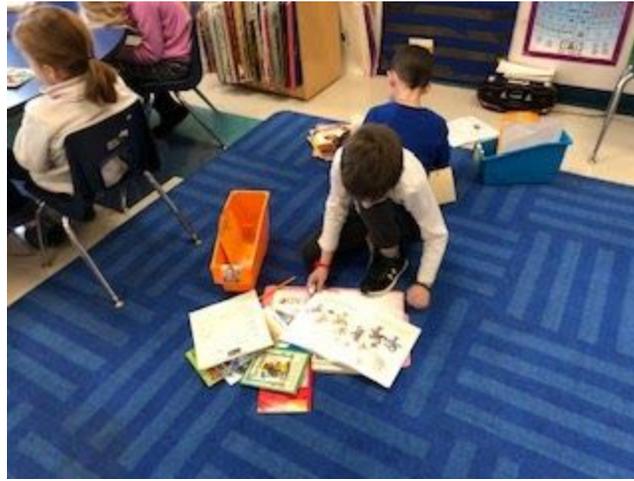
### Our Dilemma/ Our Why?

Our current basal reading program, Journey’s, did not provide students with authentic and robust learning opportunities in literacy. Students did not have many opportunities to engage with a variety of texts whether in small skill-based groups or independently at their independent reading levels. Students worked more in whole groups than within skill or strategy-based small groups. Also, there was a limited amount of time for students to practice reading and writing independently. Teachers were bound to a scripted curriculum and had little autonomy to meet the instructional needs of their students. We taught to the middle, and ultimately missed students in our core ELA instruction. We needed a more equitable way to reach all of our students.

### Early Adopters: District-wide PD

This year early adopters:

- Engaged in high-quality Professional development grounded in the workshop model.
- Sharpened their skill-set in ELA instruction.
- Created a culture of learning from and with each other.



*“With 18 of 24 K-5 teachers at the Luce being Early Adopters and/or Writing Concentration Teachers during the 19-20 school year that meant my role as the school Reading Specialist had to shift. It wasn’t just me that had to shift. I got to see teachers embrace new practices and materials. Teachers opened up their rooms and so I could support tier 1 instruction with modeling and giving feedback while teachers try out new tools and strategies. I was engaged in on-going, embedded professional development. Professional growth was noticeable and even named by many of the teachers trying it out. The most significant shift however, was probably for students that were clearly demonstrating more enjoyment and stamina within both reading and writing instructional times.”*  
*Rebecca Reinhold, Luce Reading Specialist*

### **Early Adopters: Benefits/ Rewards**

Since the implementation of the Reader’s & Writer’s Workshop model, we have seen the following benefits to our students/teachers:

#### **Student Benefits**

- Authentic learning opportunities
- Increased student engagement and agency
- Increased time to read and write independently
- Higher quality writing (within the genres)
- Amplified student voice and choice



*"A lot of people love to write and read. I love to write nonfiction books so people read about me. "*  
*John Petrigno, K student at the Luce*

### **Teacher Benefits**

- Pedagogical and mindset shifts to further improve literacy instruction
- Reduced teacher talk
- Increased data collection and analysis
- Increased teacher autonomy
- Culture of adult learning

*"The growth I have seen in my students this year, in both reading and writing, is amazing! I saw kids who were drawing random pictures in September write three-page stories by February. They would come in first thing on a Monday morning, excited to tell me what stories they would write. Also, their reading levels were higher than those that I have seen in my classroom in the past years. By March, nearly half of my kindergarten students had already reached their end of year reading level expectation. The overall level of engagement of my students was amazing. They simply loved reading and writing and looked forward to it on a daily basis."*

*Ms. McCarthy, K Teacher at the Luce*

### **STEAM Week**

This year students across the district, engaged in Science, Technology, Engineering, Art, and Math (STEAM) week in October. Students engaged in hands-on learning experiences aligned to STEAM and learned about different notable figures in history that contributed to STEAM via robust, high-quality, and culturally diverse read-aloud picture books.



### **I2 Learning**

During the summer our 5th-grade teachers attended the I2 STEM training hosted by the Department of Secondary and Elementary Education (DESE). This prepared them to launch a standards-aligned, hands-on unit of study on ecosystems. Students had to work collaboratively to create a solution to a problem regarding the ecosystems they studied.



### **Student School Experience**

The student school experience extends beyond the walls of the classroom and includes the following events and opportunities:

- 3 school-wide SHINE assemblies, including student presentations and slideshows to highlight positive actions taken by students;
- Weekly student recognition through our Bucket Filler initiative to recognize students who exhibited our core values of SHINE;
- Character building through the Boostherthon program;



- Social skills groups facilitated by the school psychologist;
- We Thinker's program that focuses on Social and Emotional Learning;
- Fully and successfully integrated a sub-separate student into a full-inclusion program;
- All classrooms participated in a March door-decorating contest, with each door designed to represent a specific children's book.
- Musical assemblies for students in grade 4;
- Two programs encouraged safe and ecologically-sound ways of traveling: Safe Routes to School Pedestrian (Gr. 2), and FootLoose Fridays (whole school community);
- Reading Challenges held during February break and during remote learning;
- Multiple afterschool activities offered at no cost to families: Luce Loves Library, Robotics, and Global Languages;
- Little Free Library provides students with access to children's books;



- Students created posters for the Canton Environmental Poster Contest;
- Students engaged in a global week of kindness acts through the organization Friendship Week;
- Students donated to the following non-profit organizations: Nickels for Nutrition; many boxes of food items to Canton Food Pantry; many pounds of candy to pediatric patients at Dana Farber Hospital; Toys for Tots

### **CAPT and Luce School**

The Luce School CAPT demonstrates its unwavering support of our school community through a variety of student- and family-focused activities. CAPT support in 2019-20 included the following activities:

- Luce Sprint Boosterthon held for the second time;
- Contributed to grade-level field trips;
- Sponsored assembly programs, including, *Veteran's Day*, *Women in History*, *Top Secret Science*, *Brain Challenge* and the Luce Circus;
- Coordinated Kindergarten Character Program for all elementary school, Rodman Preschool, and St. John's School;
- Sponsored Holiday Shoppe, Top Secret Science Nights, Take Someone Special to Breakfast, and the Luce Musical Madagascar Jr.



## Summary of Progress Toward 2019-20 School Priorities

The Luce School focused on the following three priorities:

### 1. Achieving Educational Excellence & Ensuring Equity

At the Luce this year, we had eleven Early Adopters in the Reading and Writing Workshop PD concentration, seven educators in the Writing PD concentration, and five Collaborative Learning Group facilitators (CLGF). Teachers in the Early Adopter and Writing PD concentration were able to engage in high-quality district-wide PD, as well as in school-based ongoing learning. Teachers met weekly with the Reading Specialist, Title 1 Coordinator or the principal to engage in Curriculum planning and design, and to unpack lessons and ELA content standards.

The work of the CLGFs this year helped to support the overall implementation of instructional best practices (i.e. looking at student work samples in writing) which helped to allow teachers to intentionally plan for instruction. CLGFs worked alongside their peers during common planning time meetings to facilitate these discussions. Through their facilitation, it helped to lift the quality of the academic discussion amongst teachers.

*"I feel like I was able to grow professionally while implementing the units. While it was certainly time consuming, it was also very rewarding. quickly found that I was pushing myself out of my comfort zone and growing my teaching practices, which benefited both me as an educator, my students and their learning."*

*Kaitlyn Sweeney, 4th-Grade Teacher*

### 2. Transforming Teaching and Learning:

This year, at Luce, we were most proud about the instructional systems and structures that were developed to support teachers' understanding of their curriculum and ultimately their practice. Teachers engaged in grade level team meetings focused on instructional practices and curriculum design, peer modeling, instructional walkthroughs, observation and

Updated 11/17/19

feedback, demo lessons, data analysis, co-planning, and through collegial sharing during grade-level team meetings. Through these instructional structures, teachers were able to develop their literacy practices.

*" This year I was fortunate to be an early adopter and pilot Reader's and Writer's Workshop with my first grade students. I was excited about implementing it in my classroom and my students became just as enthusiastic. My students were able to make choices in their reading and writing. They chose reading books that matched their interests and reading levels."*  
*Susan Olsen, 1 Grade Teacher*

## **School Improvement Priorities for 2019-20**

Upon review of the school community survey and feedback, along with a review of progress toward our 2018-19 goals, we have chosen to focus for the coming school year on increasing educators' ability to learn from one another. This will include continued training of grade level team leaders which enables them to work with their grade level teams in examination of instructional practices and student work. It will include continued opportunities for educators to visit with one another during instructional time and dedicated professional development during faculty meetings focussed on pedagogy and increasing the rigor of instructional practices.

## 2019-20 Luce School Priority #1: Achieving Educational Excellence & Ensuring Equity

Improve educator practices by creating structured opportunities for educators to share and discuss educational pedagogy.

**Rationale:** Educators share ownership for student learning. Research supports that when educators can engage colleagues in collaborative conversation, informed by the professional knowledge based on pedagogy, about how to improve instructional practices and informed by data-based inquiry processes, student achievement increases.

### Strategic Areas of Focus

- 1.2 Educational Excellence and Continuous Improvement
- 2.3 Professional Culture
- 3.3 Educators' Creativity and Innovation

| Key Action   | Person(s) Responsible  | Timeline               | Resources Needed  | Evidence of actions and progress  |
|--|--|------------------------|---|---|
| <p>Increase capacity of Collaborative Learning Group Facilitators to serve as catalysts for advancement of teaching and learning</p> | <ul style="list-style-type: none"> <li>• Director of T&amp;L Pre K-8</li> <li>• Administration</li> <li>• Consultant</li> </ul>                      | <p>Ongoing 2019-20</p> | <ul style="list-style-type: none"> <li>• Funding</li> <li>• Training</li> <li>• Time</li> </ul> | <ul style="list-style-type: none"> <li>• Agendas of monthly after school PD sessions and twice-yearly day-long PD sessions</li> <li>• Self-assessments completed by facilitators at beginning and end of year show increased knowledge of and facility with facilitative leadership skills</li> </ul>   |
| <p>Support a cohort of teachers in implementing workshop model in ELA</p>  | <ul style="list-style-type: none"> <li>• Administration</li> <li>• Consultants</li> <li>• Director of T&amp;L</li> <li>• Stem Coordinator</li> </ul> | <p>Ongoing 2019-20</p> | <ul style="list-style-type: none"> <li>• PD</li> <li>• Time</li> </ul>                          | <ul style="list-style-type: none"> <li>• Feedback from PD</li> <li>• Observations of practice</li> <li>• Weekly grade-team meetings with early adopters</li> </ul> <p><b>Classroom Support</b></p> <ol style="list-style-type: none"> <li>1. Provide Instructional support on the implementation of the Reading and/or Writing Units of Study</li> <li>2. Provide demo lessons</li> <li>3. Provide constructive feedback on focused areas within the workshop (i.e. mini-lessons)</li> <li>4. Debriefing lessons</li> <li>5. One-on-one or small group work with students (ie. Running records and</li> </ol> |

|   |  |                      |   |   |
|---|--|----------------------|---|---|
|   |  |                      |   | <p>conferring) post-mini-lesson and parallel to the classroom teacher</p> <p><b>Curriculum Planning</b></p> <ol style="list-style-type: none"> <li>1. Provide Curricular planning support by way of and/ or during Common Planning Time and teacher requested early release time             <ol style="list-style-type: none"> <li>1. Unpacking RUOS and WUOS</li> <li>2. Backward design and lesson planning</li> <li>3. Analyzing student data via ongoing assessments inclusive of:                 <ol style="list-style-type: none"> <li>1. Pre/post assessments</li> <li>2. Running records</li> <li>3. Conferring</li> <li>4. Additional informal assessments (i.e. HFW)</li> </ol> </li> </ol> </li> </ol> |
| Provide support for a cohort of teachers to implement the math workshop model.  | <ul style="list-style-type: none"> <li>• Math specialist</li> </ul>  | Ongoing 2019-20      | <ul style="list-style-type: none"> <li>• PD</li> <li>• Time</li> </ul>      | <ul style="list-style-type: none"> <li>• Provide demo lessons</li> <li>• Provide feedback sessions for teachers</li> <li>• Small skill-based group for students</li> <li>• Providing teacher resources as needed</li> </ul>   |
| Create and utilize additional blocks of time (120 min. minimum) for collaborative work of grade-level teams   | <ul style="list-style-type: none"> <li>• Asst. Supt.</li> <li>• Director of T&amp;L</li> <li>• Principals</li> <li>• CLG Facilitators</li> </ul> | Ongoing 2019-20      | <ul style="list-style-type: none"> <li>• Time</li> <li>• Funding</li> </ul> | <ul style="list-style-type: none"> <li>• Calendar for elementary schools shows extended blocks of time for grade-level team meetings</li> <li>• Agendas from these meetings demonstrate focus on collaborative work</li> <li>• Work products of meetings show focus on improved teacher practice and stdt. learning</li> </ul>  |
| Increase likelihood of the CLG program success by ensuring that elementary educators in all roles have clear understanding of purpose and practices of collaborative work led by Team Leaders | <ul style="list-style-type: none"> <li>• Asst. Supt.</li> <li>• Director of T&amp;L</li> <li>• Principals</li> </ul>                             | Summer and Fall 2019 | <ul style="list-style-type: none"> <li>• Time</li> </ul>                    | <ul style="list-style-type: none"> <li>• Information about CLG Facilitators program opportunities distributed in May 2019</li> </ul>  |

|   |  |                            |   |   |
|---|--|----------------------------|---|---|
| <p>Provide model of effective practices in facilitative leadership for Team Leaders</p>   | <ul style="list-style-type: none"> <li>• Principals</li> </ul>                             | <p>Ongoing<br/>2019-20</p> | <ul style="list-style-type: none"> <li>• Time</li> </ul>                            | <ul style="list-style-type: none"> <li>• Dates established for collaborative meetings between Grade-Level Team Leaders and Principals to begin in each building next year</li> <li>• Regular CLG release time (6 times a year)</li> </ul>   |
| <p>Utilize faculty meetings, common planning opportunities, and grade level team curriculum planning meetings to investigate structures related to advancing rigor of instructional practices</p> | <ul style="list-style-type: none"> <li>• Building Admin Team</li> <li>• Faculty</li> </ul> | <p>Ongoing<br/>2019-20</p> | <ul style="list-style-type: none"> <li>• Time</li> <li>• Prof. resources</li> </ul> | <ul style="list-style-type: none"> <li>• Faculty identified topics, including but not limited to: Tier I instruction, writing, cultural competency, student accountability, and students with specific identified disabilities</li> <li>• Examination of instructional practices through professional articles and protocol examinations</li> <li>• Administrator observations in classrooms confirms that educators have begun to implement strategies learned through observations demo lessons and through collegial sharing during faculty meetings</li> <li>• Faculty meeting agendas</li> <li>• Common planning agendas</li> <li>• Grade-Level</li> </ul> |

## 2019-20 Luce Elementary School Priority #2: Transforming Teaching & Learning

Improve educator practices by creating structured opportunities for educators to observe and discuss each other's instructional practices

**Rationale:** Research supports that when educators can engage colleagues in collaborative conversation, informed by the professional knowledge based on pedagogy, about how to improve instructional practices and informed by data-based inquiry processes, student achievement increases.

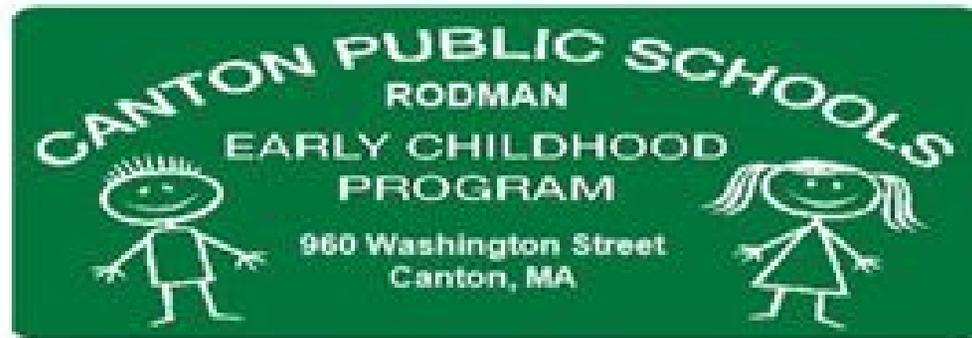
### Strategic Areas of Focus:

- 1.3 Excellent Educators for Every Student, Every Day
- 2.3 Professional Culture
- 3.1 Designed Student Learning & Growth
- 3.3 Educators' Creativity & Innovation

| Key Action   | Person(s) Responsible   | Timeline        | Resources Needed  | Evidence of actions and progress  |
|--|---|-----------------|---|---|
| Continue to evolve plan for small, voluntary peer observation program that builds from teacher interest and need                           | <ul style="list-style-type: none"> <li>• Principal</li> <li>• Director of T&amp;L, PreK-8</li> </ul>  | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>• Time</li> </ul>  | <ul style="list-style-type: none"> <li>• District learning walkthrough</li> <li>• Peer modeling</li> <li>• Debriefing lessons</li> <li>• Demo lessons</li> <li>• Literacy specialist support</li> </ul>   |
| Provide opportunities for District Walkthroughs to serve as a catalyst to improve teaching and learning for ELA core practices.            | <ul style="list-style-type: none"> <li>• Building Admin Team</li> <li>• Director of T&amp;L, PreK-8</li> <li>• Literacy Specialist</li> </ul> | Winter 2020     | <ul style="list-style-type: none"> <li>• Time</li> <li>• Professional resources in peer observation</li> </ul>                        | <ul style="list-style-type: none"> <li>• District learning walkthrough</li> <li>• Feedback session with teachers</li> </ul>   |
| Increase educator repertoire of instructional practices by providing opportunities for educators for collaborative planning opportunities. | <ul style="list-style-type: none"> <li>• Participants in peer observations</li> <li>• Building Admin Team</li> </ul>                          | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>• Time</li> <li>• Professional resources</li> <li>• Funding for substitute coverage</li> </ul> | <ul style="list-style-type: none"> <li>• Grade-level team meeting agendas confirm presentations by Luce educators and discussions about instructional practices</li> <li>• Examination of instructional practices through professional articles and protocol examinations</li> <li>• Administrator observations in classrooms confirm educators have begun to implement strategies learned through observations of demo lessons, co-planning, and through collegial sharing during grade-level team meetings</li> </ul> |

Updated 11/17/19

# Rodman Early Childhood Program 2019-20 School Improvement Plan: Year End Report



CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee  
May 28, 2020

## 2019-20 School Council

| <b>Name</b>             | <b>Position</b>                          | <b>Term End Date</b> |
|-------------------------|--|----------------------|
| Donna Kilday*           | Early Childhood<br>Coordinator           | Permanent            |
| Rich Azulay*            | Student Services<br>Coordinator/<br>BCBA | Permanent            |
| Kerry Emde              | Classroom Teacher                        | June, 2020           |
| Hannah Jean<br>Francois | Parent                                   | June, 2020           |
| Daisy Salamanca         | Parent                                   | June, 2020           |
| Dave Smith              | Parent                                   | June, 2021           |
| Katie Doherty           | Home to School<br>Interventionist        | June, 2021           |
| * Council Co-Chairs     |  |                      |

# Rodman Early Childhood Program, 2019-20: Results

## School Demographics ( as reported by DESE 10/1/19)

| Enrollment by Race/Ethnicity (2019-20) |             |               |            |
|--|-------------|---------------|------------|
| Race                                   | % of School | % of District | % of State |
| African American                       | 14.9        | 10.8          | 9.2        |
| Asian                                  | 14.9        | 10.7          | 7.1        |
| Hispanic                               | 11.5        | 5.9           | 21.6       |
| Native American                        | 0.0         | 0.1           | 0.2        |
| White                                  | 55.2        | 66.2          | 57.9       |
| Native Hawaiian, Pacific Islander      | 0.0         | 0.2           | 0.1        |
| Multi-Race, Non-Hispanic               | 3.4         | 6.1           | 3.9        |

| Enrollment by Gender (2019-20) |        |          |         |
|--------------------------------|--------|----------|---------|
|                                | School | District | State   |
| Male                           | 54     | 1,621    | 486,554 |
| Female                         | 33     | 1,673    | 461,929 |
| Non-Binary                     | 0      | 3        | 345     |
| Total                          | 87     | 3,297    | 948,828 |

| Pre-Kindergarten Enrollment (2019-20) |                   |                          |                          |
|---------------------------------------|-------------------|--------------------------|--------------------------|
| Student Group                         | Total PK Enrolled | # Student Group Enrolled | % Student Group Enrolled |
| All Students                          | 87                | 87                       | 100.0                    |
| Female                                | 87                | 33                       | 37.9                     |
| High Needs                            | 87                | 34                       | 39                       |
| Male                                  | 87                | 54                       | 62.1                     |
| Economically Disadvantaged            | 87                | 17                       | 20                       |
| Students with disabilities            | 87                | 20                       | 23                       |
| African American/Black                | 87                | 13                       | 14.9                     |
| Asian                                 | 87                | 13                       | 14.9                     |
| Hispanic or Latino                    | 87                | 10                       | 11.5                     |
| Multi-race, non-Hispanic or Latino    | 87                | 3                        | 3.4                      |
| White                                 | 87                | 48                       | 55.2                     |

| Title                      | % of School | % of District | % of State |
|----------------------------|-------------|---------------|------------|
| First Language not English | 3.4         | 6.6           | 23.0       |
| English Language Learner   | 0.0         | 2.4           | 10.8       |
| Students With Disabilities | 23.0        | 10.5          | 18.4       |
| High Needs                 | 39.1        | 25.6          | 48.7       |
| Economically Disadvantaged | 19.5        | 14.5          | 32.8       |

## Student Learning Outcomes:

Our students continue to thrive in our program. A review of key indicators of readiness produce the following results:

Students at the Rodman Early Childhood Center have strong mathematical skills, particularly in the area of numeracy and numbers sense.

- 100% are able to securely demonstrate an understanding of 1;1 correspondence
- 97% recognize numerals 1-10
- 89% understand the relationship between numeral and quantity

A review of data representing indicators predictive of reading success of students transitioning to kindergarten indicate the following:

- 94% meet the standard for naming letters with automaticity
- 70% have developed phonemic awareness skills
- 97% have the ability to descriptively share thoughts and ideas with others
- 89% inquire about new information

In the area of Social Emotional development:

- Addition of school psychologist
- Creation and implementation of parent presentation on social/emotional development
- Continued use of Calm Classroom and Social Thinking Curriculum
- Staff training on childhood trauma

Behavioral Challenges

- No restraints
- Minimal students exiting classroom due to dysregulation

## **Student School Experience:**

At the Rodman Early Childhood Program we believe in:

*Supporting students and families through*

*Meaningful and respectful relationships*

*Inclusive communities and*

*Learning Opportunities for*

*Every child!*

Our students experience an inclusive program designed to build empathy and acceptance allowing them to develop meaningful peer relationships and important early readiness skills. We continue to place emphasis on literacy development with regular additions to our family library, CAPT sponsored book fairs and pajama story times and our Rodman Reads (one book, one school) program. We joined the district in celebrating spirit week in November with Silly Sock Day, Wear Your Favorite Hat Day and Canton Spirit Day! We enjoyed family events in the form of CAPT sponsored “Open Gym for Preschoolers” and “Preschoolers at The Park”, These events are vital in helping families connect and find support as well as promoting our inclusive philosophy.

School experience is dependent on regular student attendance and behaviors around attendance begin in the early years. Below is a review of attendance data prior to March 2nd.

- 20% of students had absences at, or exceeding, 10% of their total school days
- Illness top reason stated
- Family logistics also a contributing factor (transportation, parent traveling)

## **School Improvement Priorities for 2019-20:**

The Rodman Early Childhood Program focused on three goal areas this year:

### **Increased Student Achievement in Early literacy:**

The development of phonological awareness skills continued to be a major area of focus for our program this year. Phonological awareness skills require auditory discrimination (there is no visual component) and are strong predictors of reading success in the early elementary years. We monitored and assessed all students who will transition to kindergarten this fall, with positive results.

### **Ensuring Educational Equity:**

Ensuring curriculum that serves as both mirrors, reflecting themselves, and windows, peeking into the world, for young children is essential in providing educational equity in early childhood. This year we were able to use CPS's newly developed Instructional Materials Evaluation Tool to complete a review of children's literature in our thematic units. This work yielded many changes with some books being removed, many discussed and contemplated and others added to our library. Reviewing literature for diverse representation and bias increases awareness and impacts the ability of educators in our program to swiftly identify issues and develop a plan to address them.

### **Cultivate a Climate and Culture of Inclusion.**

Inclusion is often determined by access. A review of family events with a focus on accessibility yielded adjustments in both back to school events for families and open house for prospective Rodman families. Increased attendance at both, along with increased parent engagement and involvement indicate success in this area

## 2019-2020 Rodman School Priority #1: Ensuring Educational Equity

Increase educational equity in classroom curriculum

**Rationale:** A meaningful school experience should be one that reflects and includes each child's culture, race and experience, counters bias and represents all children. All students and families should feel welcome and have a sense of belonging at our school.

### Strategic Areas of Focus:

1.1 Educational equity

1.4 Equitable access to high quality instruction

| Key Action  | Person(s) Responsible  | Timeline            | Resources Needed  | Evidence of Progress & Success   |
|---|--|---------------------|---|--|
| Conduct equity review of current classroom children's literature.   | <ul style="list-style-type: none"> <li>Early Childhood Coord.</li> <li>Classroom Teachers</li> </ul>   | Ongoing 2019-20     | <ul style="list-style-type: none"> <li>Protocol for reviewing literature</li> </ul>                         | A review of literature occurred at the beginning of each thematic unit. Teachers and educational assistants used a portion of the tool created by the CPS Equity committee in order to do this work.   |
| Creation of classroom libraries reflecting diverse student perspectives and experiences.                          | <ul style="list-style-type: none"> <li>Early Childhood Coord.</li> <li>Classroom Teachers</li> </ul>   | Completed Nov. 2019 | <ul style="list-style-type: none"> <li>Literature</li> <li>Time</li> </ul>                                  | After review of literature occurred, additional pieces were identified for purchase in 50% of the units of study. A total of 143 books were added to our collection this year.   |
| Creation and implementation of curriculum reflecting the development of empathy and acceptance in young children. | <ul style="list-style-type: none"> <li>Early Childhood Coord.</li> <li>Classroom Teachers</li> </ul>   | Ongoing 2019-20     | <ul style="list-style-type: none"> <li>Time</li> <li>Materials</li> </ul>                                   | The team of teachers at the preschool developed a year long study of artists to be embedded within monthly thematic units. These artists represent our diverse population of students.   |
| Continued professional development for all staff on issues of educational equity.                                 | <ul style="list-style-type: none"> <li>Early Childhood Coord.</li> <li>Student Services Coordinator</li> </ul>                                       | Ongoing 2019-20     | <ul style="list-style-type: none"> <li>PD resources</li> </ul>  | Professional development occurred during monthly faculty meetings. Topics included specific issues involving equity around access to open house in September, open house for potential students in January and a review of developmentally appropriate curriculum during black history month., |
| Review, collaborate and observe instructional practices to identify bias and ensure equity.                       | <ul style="list-style-type: none"> <li>Early Childhood Coord.</li> <li>Student Services Coordinator</li> <li>Rodman Early Childhood Staff</li> </ul> | Ongoing 2019-20     | <ul style="list-style-type: none"> <li>Protocol for observations</li> <li>Time for collaboration</li> </ul> | Conversations around issues of equity occur during faculty meetings and during classroom meetings. This work will continue in the next school year.  |

## 2019-2020 Rodman School Priority #2: Transforming Teaching and Learning

Increase student achievement in early literacy skills.

**Rationale:** As early literacy skills are foundational for student success in the elementary years, we must provide effective and explicit literacy instruction in the preschool years. There is a direct correlation between strong early literacy skills and third grade reading proficiency.

### Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvements

3.1 Designing student learning and growth

| Key Action  | Person(s) Responsible  | Timeline        | Resources Needed   | Evidence of Progress & Success  |
|---|--|-----------------|--|---|
| Identify and implement early literacy screening tool  | <ul style="list-style-type: none"> <li>• Early Childhood Coord.</li> <li>• Classroom Teachers</li> <li>• Classroom Teachers</li> </ul>                                 | October 2019    | <ul style="list-style-type: none"> <li>• Screeners</li> <li>• Time</li> </ul>  | Several early literacy tests were reviewed, however the program has not yet determined which to purchase. Several are being trialed at this time.   |
| Research, identify and implement evidence-based early literacy interventions using an RTI based model of implementation | <ul style="list-style-type: none"> <li>• Early Childhood Coord.</li> <li>• Classroom teachers</li> <li>• Student Services Coord.</li> <li>• Dir. of T&amp;L</li> </ul> | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>• Evidence-based interventions and related research</li> <li>• Time</li> <li>• PD on RTI model</li> </ul> | The program purchased the Heggerty Phonemic Awareness curriculum which is being piloted by two classroom teachers. Data taken at onset with the intent to be reviewed again in April and June. Given the school closure, this will continue into the next school year.                                      |
| Parent workshop on acquisition of early literacy skills   | <ul style="list-style-type: none"> <li>• Early Childhood Coord.</li> <li>• Classroom Teachers</li> <li>• Classroom Teachers</li> </ul>                                 | November 2019   | <ul style="list-style-type: none"> <li>• Materials</li> <li>• Time</li> </ul>  | Planned for May of 2020.  |
| Improve instructional strategies in the area of phonological awareness  | <ul style="list-style-type: none"> <li>• Early Childhood Coord.</li> <li>• Classroom Teachers</li> <li>• Classroom Teachers</li> </ul>                                 | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>• Materials</li> <li>• Collaboration opportunities</li> </ul>   | Professional collaboration led to increased strategies for integrating phonological awareness into the preschool curriculum. Based on these increased interventions, 70% of students transitioning to Kindergarten demonstrate developed phonemic awareness skills<br>51% can discriminate words that rhyme |
| Engage families with community resources to support the development of early literacy skills with their children        | <ul style="list-style-type: none"> <li>• Early Childhood Coord.</li> <li>• Rodman EC Staff</li> </ul>  | Ongoing 2019-20 | <ul style="list-style-type: none"> <li>• Community resources</li> <li>• Communication tool</li> </ul>  | Information regarding Canton Public Library events shared with all students.<br>Story walk planned for May of 2020 with Self Help Inc.  |

## 2019-2020 Rodman School Priority #3: Cultivate a climate and culture of inclusion, respect and collaboration

**Rationale:** Building a deeper understanding of the benefits of inclusion and awareness of disabilities with families in our program and community allows us to create an experience for all families that reflects our values of belonging, acceptance and respect.

### Strategic Areas of Focus:

- 1.1 Educational Equity
- 2.3 Professional Culture

| Key Action  | Person(s) Responsible  | Timeline            | Resources Needed  | Evidence   |
|---|--|---------------------|---|--|
| Create and implement parent orientation   | <ul style="list-style-type: none"> <li>• Early Childhood Coor.</li> <li>• Student Services Coordinator</li> <li>• Rodman EC Staff</li> </ul> | October 2019        | <ul style="list-style-type: none"> <li>• Time</li> <li>• Activities</li> <li>• Presenters</li> </ul>                                | Plan timeline adjusted to Spring of 2020 to include 2020-2021 families.  |
| Partner with CHS best buddies chapter to provide parent and student interactive events to promote understanding of disabilities and various cultures. | <ul style="list-style-type: none"> <li>• Early Childhood Coor.</li> <li>• Student Services Coordinator</li> <li>• Rodman EC Staff</li> </ul> | Ongoing 2019-20     | <ul style="list-style-type: none"> <li>• Planning Time</li> <li>• Materials</li> </ul>  | Various CHS student groups partnered with the preschool this year including several sections of child development classes and psychology classes.                                    |
| Increase parent involvement within classrooms.  | <ul style="list-style-type: none"> <li>• Early Childhood Coor.</li> <li>• Classroom Teachers</li> </ul>                                      | Ongoing 2019-20     | <ul style="list-style-type: none"> <li>• Research</li> <li>• Planning Time</li> </ul>   | A review of data shows an increase in family participation. Family members join to celebrate birthdays, read stories, assist with art activities or just to engage during play time. |
| Adjust welcome back to school events to better meet the diverse needs of the students and families within the program.                                | <ul style="list-style-type: none"> <li>• Early Childhood Coor.</li> <li>• Student Services Coordinator</li> <li>• Rodman EC Staff</li> </ul> | September 2019      | <ul style="list-style-type: none"> <li>• Time</li> </ul>  | Events adjusted with a new and improved schedule allowing increased options for visiting. Attendance improved, specifically for families of children with disabilities.              |
| Create an open house event which allows prospective families to better understand the Rodman Early Childhood experience and values of the program.    | <ul style="list-style-type: none"> <li>• Early Childhood Coor.</li> <li>• Student Services Coordinator</li> <li>• Rodman EC Staff</li> </ul> | Nov. 2019-Feb. 2020 | <ul style="list-style-type: none"> <li>• Staff to conduct tours</li> <li>• Program brochure</li> <li>• Possible PR video</li> </ul> | Open house plan was reviewed in detail by staff. Adjustments were made which allowed families to visit during the school day. thirty two families attended the tour of our program.  |

# CANTON PUBLIC SCHOOLS



Dr. Jennifer Fischer-Mueller  
Superintendent of Schools

Patricia Kinsella  
Assistant Superintendent

Debra L. Bromfield  
Director of Student Services

960 Washington Street, Canton, MA 02021  
Telephone: 781-821-5060  
Fax: 781-575-6500  
www.cantonma.org

Barry S. Nectow  
School Business Administrator

To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

Dr. Jennifer Fischer-Mueller, Superintendent of Schools

Galvin Middle School.

FROM: Michael Wentland

SUBJECT: Disposition of Surplus Property

DATE: Feb. 24, 2020

I hereby declare the following item(s) as surplus and request disposition as per School Committee Policy DN:

| Quantity | Item Description | Age | Condition | Reason for Surplus | Check Here if Valued for \$500 or More |
|----------|------------------|-----|-----------|--------------------|--|
| 5        | DELL OPTI PLEX   | 8   | Broken    |                    |  |
| 29       | HP SCREENS       | 10  | Broken    |                    |  |
| 1        | ZENITH TV        | 20  | "         |                    |  |
| 3        | LENOVO DESKTOPS  | 11  | "         |                    |  |
| 1        | 3 COM SW/WH      | 12  | "         |                    |  |
|          |                  |     |           |                    |  |

(Please attach extra sheets if needed)

Michael Wentland  
Administrator

**Do Not Write Below**  
**Disposition Action:**

- Transfer to other school or town department
- Sold Price: \_\_\_\_\_ Purchaser: \_\_\_\_\_
- Disposal
- Other \_\_\_\_\_

\_\_\_\_\_  
Superintendent of Schools