

Harvard Public Schools
14 Massachusetts Avenue, Harvard, Massachusetts 01451

School Committee Meeting

February 10, 2020

6:15 PM

Upper Town Hall

1. Call to Order and Read the Vision Statement (6:15)
2. Public Commentary (6:17)
3. Student Report (6:20)
4. Field Trip/Grant Approval; Vote (6:25)
5. School Improvement Plan Updates (6:30)
6. Ann Lee Field Projects and Funding; Vote (7:20)
7. Student Advisory Topics (7:35)
8. Superintendent Update (7:40)
9. School Start Date Side Agreement; Vote (7:50)
10. Joint Goals Update; Vote (8:00)
11. Dashboard Discussion (8:15)
12. School Building Update (8:30)
13. Agenda Items (8:35)
14. Approval of Meeting Minutes (8:40)
15. Liaison/Sub-committee Reports (8:45)
16. Public and School Committee Commentary (8:55)

Materials: School Improvement Plan Updates, Ann Lee Updates, Side Agreement, Joint Goals, Dashboard Update, Grants, Field Trip Approvals, Superintendent Report, Minutes

Vision Statement: The Harvard Public Schools Community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national, and global communities.

The Hildreth Elementary School Improvement Plan

Winter Update (2/10/20)

2019-2020

School Council

| | |
|--------------------------------------|-------------|
| Josh Myler, Principal Co-Chair | |
| Jason Cole, Parent (Secretary) | (2018-2021) |
| Abby Besse, Parent | (2018-2021) |
| Kate Guthro, Parent | (2019-2022) |
| Katy Covino, Parent Co-Chair | (2017-2020) |
| Tammy Route, Teacher | (2017-2020) |
| Sharon Correnty, Teacher | (2018-2021) |
| Marisa Khurana, Teacher | (2019-2022) |
| Chris Burns, Teacher | (2017-2020) |
| Barbara Kemp, Community Rep | (2017-2020) |
| Community Rep, New | (2019-2022) |
| Shannon Molloy, School Committee Rep | |

Vision Statement

The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national and global communities.

Core Value: Student Achievement

We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|---|---|--|--|--|---|
| Social Studies alignment to new standards | To align with revised state Social Studies standards | By June 2020, K-5 grade level teams will have piloted new state Social Studies standards and identified areas for further development cross-curricular projects. Teachers will have updated Atlas Rubicon Scope and Sequence to reflect the new state standards. | Vertical Team and Grade-level team collaboration time Additional budget resources for materials as identified | School Committee Social Studies Vertical Team | 60% done with pilot 20% done with Atlas Rubicon (Time set aside on 3/3 and 4/29 to complete the work.) |
| School Start Time | To explore the potential impacts of changing school start times across the district | By June 2020, HES staff will have participated in the focus group and presented recommendations and predicted impacts regarding school start times to the School Committee. | | School Committee Surrounding Districts Parent and Student Feedback | 60% Advisory group formed and meeting, Public focus groups and held, forum scheduled. |

Core Value: Personal Growth

We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being so that they become productive, confident and caring citizens.

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|--------------------------------|--|--|--|---|--|
| Substance Use and Safe Choices | To increase instruction/support regarding substance use and vaping | By June 2020, the District Wellness Department will have piloted steps to address high levels of vaping use as reflected in the Youth Risk Survey results. The HES Health teacher will have developed a pre-post survey to measure student's knowledge and attitudes towards substance use and vaping. | Increased Health class time at HES Partnerships with UMASS for research and potential presenters. | TBS Guidance department regarding YRS data District Health and Wellness Department (HES and TBS School Council) | 70% -Pre-survey created and administered. Lessons developed and in process of teaching. |

Core Value: Partnership and Resources

We believe that students are best served when schools, families, and the community share a common vision and are committed to open communication, mutual respect, and collaboration. We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|------------------|---|--|--|---|--|
| Building Project | To engage students and teachers in the school construction project and prepare for the transition to the new school | By June 2020, teachers and students will have participated in selecting furniture and technology for the new building. Based on these recommendations, bid documents for 50% of Furniture and technology will have been prepared with the design team. | Allocate staff time for the review of furniture and technology needs. Provide resources for teachers to engage their students in the conversation | Arrowstreet Design Team Shawmut Construction School Building Committee and Teacher Liaisons | 50% -Collaborative Procurement established, including initial counts for furniture, -Tech subcontract defined and beginning to receive quotes. |

Core Value: School Climate

We believe that the Harvard Public Schools strive to create a safe and inclusive environment that values diversity and fosters respect for learning, self, and others.

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|--------------------------------|---|--|--|---|---|
| Safe and Supportive Classrooms | To increase training and resources available to classroom teachers to support social/emotional needs within the classroom | By June 2020, at least 20 teachers will have participated in "Safe and Supportive Classrooms" training and implemented at least 2 strategies in their classrooms which will be measured by post-participation surveys. | Time/Stipend of BCBA and Guidance Counselor to provide training (Summer or PLC model or PD days) | PD committee District Admin re. summer funding | 135% 27 teachers have/are participating in the course. *In addition, 9 other teachers/staff also completed CPI De-escalation training |

Ongoing Initiatives

In order to provide focus, we have intentionally limited the number of goals above. However, we recognize that several other ongoing initiatives are in progress and will require continued development and follow up

| Ongoing Initiative | Next steps |
|-----------------------------------|---|
| Physical Activity and Mindfulness | Providing additional opportunities for physical activity and mindfulness practices throughout the day and have teachers share best practices with each other. (K and first grade regularly use Go Noodle for planned motor breaks/physical activity, upper grades use Move to Learn breaks, third-grade teacher starts the day with mindfulness, teachers have been participating in a mindfulness group before school on Fridays.) |
| Homework | Annual review with each grade level to discuss the level of homework and any changes noted that may be due to adjusting homework expectations at previous grades. (Reviewed with grade levels and School Council. Pending Parent survey results for further feedback) |
| Digital Citizenship | Continue to administer Digital Citizenship Self Reflection and monitor results to adjust instructions. (Continued to address both in classes and Library/Technology special. Addressing new issues with students and families (ie smartwatches) as they come up through classroom instruction and family newsletter. Proposed update to HES handbook next year with new items) |
| Teacher Leadership Opportunities | Continue to develop, provide, and celebrate opportunities for teachers to take a lead role in exploring, piloting, and critiquing school improvement initiatives. (Revived SEL PLC meeting regularly, Open forums with administration for brainstorming ideas and sharing concerns. Continued teacher-led portions of professional development and faculty meetings) |
| Student Leadership Opportunities | Continue to develop, provide, and celebrate opportunities for students to take an active role in caring for each other, build relationships across grade levels, and work to improve the climate of the school and community. (Fourth and fifth grade student leadership group has been helping with both weekly volunteer activities as well as special events. Some examples include the food drive for Loaves and Fishes, an effort to reduce the use of disposable plastic bottles in the cafeteria, and HES movie night to support Zoos Victoria Emergency Bushfire Fund.) |
| Culture of Inclusion | Participate with the District Inclusion Committee, including ongoing measurement tools, training, and student activities. Continue review of literature for bias and seek a wider range of literature. (Staff attended PD day on Cultural Engagement with guest speaker, Angele Goss, staff participated on district-wide Inclusion Committee) |
| Pilot Coteaching | 2 Grade levels will pilot a co-teaching model for special education services and share their feedback with the administration. (Very positive feedback from coteaching teams on student outcomes and increased inclusion. Good support from coach that we have brought in to facilitate. Looking at student needs for next year, planning to continue with 2-3 grade levels of coteaching) |

The Bromfield School Improvement Plan - Update February 10, 2020

2019-20

Vision Statement

The Harvard Public Schools community, dedicated to educational excellence, guides all students to realize their highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They develop the confidence and ability to understand diverse perspectives, collaborate, and contribute to their local, national and global communities.

The Bromfield School Council

Erin Baker, Parent (2021)

Abigail Besse, Parent (2022)

Sharon Cronin, Community Member (2019)

Katharine Covino, Parent (2021)

Scott Hoffman, Principal Co-Chair

Imogen Slavin, Student (2021)

Vivien Jamba, Student (2020)

Tiana Jiang, Student (2020)

Chris Jones, Teacher (2020)

Ellen Sachs Leicher, Community Member (2021)

Vivian Liu, Student (2020)

Ben Myers, Community Member (2021)

Colleen Nigzus, School Nurse Co-Chair (2021)

Patricia Nilan, Teacher (2021)

Karen Strickland, Parent (2021)

SusanMary Redinger, School Committee Liaison

**Harvard Public Schools
Strategic Plan Development
District Improvement Plan**

Introduction: A committee of fifteen members representing students, faculty, administration, community members, school council, and an outside consultant met over the course of eight months to craft the Strategic Plan document. The committee sought input by reaching out to stakeholder groups using personal contact and survey technology. They researched the work of other school systems, identified the themes for our plan, and collaborated towards a draft. The School Committee reviewed the draft and provided endorsement of the Vision, Mission, and Core Value Statements. We are committed to use the plan as a guide for future decisions.

Vision Statement: The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

Mission Statement: Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility.

Core Value Statements:

Student Achievement – We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

Personal Growth – We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being, so that they become productive, confident, and caring citizens.

Partnerships – We believe that students are best served when schools, families, and community share a common vision and are committed to open communication, mutual respect, and collaboration.

Resources – We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

School Climate – We believe that the Harvard public schools strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.

Critical Thinking/21st Century Skills of The Bromfield School

The faculty of The Bromfield School has worked collaboratively to identify this set of universal and required Critical Thinking/ 21st Century Skills. This combination of effective strategies, macro-abilities, and micro-skills was developed in part using the NCREL list of critical thinking skills (Paul, Binker, Jenson, and Krekla, 1990)

- Thinking Independently and Interdependently
 - Developing Intellectual Integrity and Courage
 - Refining Generalizations and Avoiding Oversimplifications
 - Evaluating the Credibility of Sources of Information
 - Comparing and Contrasting
 - Making Interdisciplinary/Intradisciplinary Connections
 - Expressing Oneself in a Compelling and Accurate Way
 - Analyzing and Integrating Information
 - Demonstrating Understanding Through Performance Based Tasks
 - Developing One's Perspective and Understanding of Others
 - Using Technology Effectively
-

**Proposed Adjustments to 21st Century Critical Thinking Skills
Pilot (2018-2020)**

21st Century Skills - Essential Skills of a Bromfield Graduate

Access and Apply Knowledge.

Think Critically.

Think Creatively.

Communicate Effectively.

Collaborate with Others.

Understand Diverse Perspectives.

Contribute to Local, National, and Global Communities.

Overarching Objectives: *Provide a Safe, Secure & Inclusive Learning Environment for All.
Support Engaged Teaching and Learning.
Activate Community Pride.*

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|---|--|--|---|---|---|
| Provide a Safe, Secure, and Inclusive Learning Environment for All. | Provide a safe, secure, and inclusive learning environment for all by using consistent expectations, decreasing chronic absenteeism, and educating students about the dangers of vaping. | By June 30, 2020, chronic absenteeism of high school students has decreased from 11.5% to 10% and the rate for middle school students has decreased from 3.9% to 3.5% as measured by the Massachusetts Department of Secondary and Elementary Education. | Access to DESE Data Administration Time Use of PowerSchool | Staff Administration DESE Data | 50% Letters sent to parents; we are aware of situations. Letters contain language about attendance policy. Preliminary Stats: |
| | | By December 20, 2019, the Bromfield faculty and administration will have agreed on and communicated out to the community both the expectations for student behavior regarding incidents of disrespect (including things students may think of as jokes) as well as the | Staff Time Examine and analyze data from surveys. Courageous Conversations Presentation Agreement about topics that need to be addressed and how they should be addressed | Work with students, staff, and community about expectations. Guest speaker | 50% Courageous conversations presentation occurred; Two Faculty Meetings (including today) have devoted time to the subject; it is complex and we are working on it. |

| | | | | | |
|--|--|---|---|---|---|
| | | <p>consequences for such behaviors.</p> <p>As a result, the incidents of disrespect reported to administration will decrease by 10% by June 2021 (over a baseline established by June 30 2020).</p> <p>By June 30, 2020 a Vaping Initiative has been implemented that includes addiction support for students, health education regarding the impact of vaping and consequences in place for offenders.</p> <p>The administration will end the year with a report on the number of vaping instances at the school with a reduction of disciplinary incidents by 10% over 2018-19.</p> | <p>Use PowerSchool to track data. Use form to track incidents.</p> <p>Time for Health, Counseling, and Nursing Departments to research best practices. Administration</p> <p>PowerSchool Data</p> | <p>Office and Administration track data. Staff use of forms.</p> <p>Health and Wellness Staff Administration Data from Youth Risk Survey Counseling, Nursing, and Wellness Staff</p> <p>Office Staff Administration</p> | <p>50%</p> <p>Continue to monitor; work with above measure will determine final goal outcome.</p> <p>75%</p> <p>Diversinary program in place; 0 vaping discipline actions; still looking at programs. Governor Baker and tragedy have helped curb incidences</p> <p>60%</p> <p>As of 2/7/2020: 0 vaping infractions</p> |
|--|--|---|---|---|---|

| | | | | | |
|--|--|---|---|---|--|
| | | <p>By June 2020, the District Wellness Committee in conjunction with the Health and Wellness Department will have piloted steps to address high levels of vaping use as reflected in the Youth Risk Survey results.</p> | <p>Time to meet, research, and pilot steps. Meetings of District Wellness Committee. Materials about Vape Use. Outside speakers? Budget</p> | <p>District Wellness Committee Administration Youth Risk Behavior Survey</p> | <p>50%</p> <p>Health and Wellness Committee has met; Diversionary program is established; Continue to study the issue. Informal chats with students indicate vaping is down in bathrooms; Health classes discuss</p> |
| | | <p>By June 2020 a pre-post survey to measure student's knowledge and attitudes towards substance use and vaping has been completed by 70% of students.</p> | <p>Use District Wellness Committee to craft survey</p> | <p>District Wellness Committee Time to implement, score, and analyze the results of the survey.</p> | <p>20%</p> <p>Need to create the survey and administer</p> |

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|--|--|--|---|--|--|
| Support Engaged Teaching and Learning. | Support engaged teaching and learning by finalizing the assessment piece for Bromfield Essential Skills, piloting collaborative teaching, and examining final exam and homework practices. | By February 15, 2020, rubrics have been created that measure The Bromfield School Essential Thinking Skills for the Service Project Presentation and | Time for Service Project Committee to meet to create rubrics. Students doing the projects. Collecting and organizing volunteers to assess the | Service project committee to students. Volunteers | <p>70%</p> <p>First drafts of rubrics are complete; working on finalizing the rubrics. Presentations scheduled for March 25. Service</p> |

| | | | | | |
|--|--|---|--|---|---|
| | | <p>Reflection Paper. These rubrics will have been used to assess the presentations and reflection papers in March of 2020.</p> | <p>presentations and reflection paper.</p> | | <p>projects introduced to sophomores.</p> |
| | | <p>By June 30, 2020, departments have identified places where they assess The Bromfield Essential Skills</p> | <p>Department time. Time for individual teachers to look at their assessments.</p> | <p>Department Leaders Teachers</p> | <p>25%</p> <p>We have the skills but need to talk about them in departments and how they fit in. Also need to further examine NEASC Expectations.</p> |
| | | <p>By June 30, 2020, collaborative teaching has been piloted at TBS and feedback from students and teachers has been assessed. In addition, the number and types of accommodations provided have been identified.</p> | <p>Collaborative teachers planning time. Time for collaborative teachers to list accommodations. Budget analysis</p> | <p>Collaborative Teachers. Administration</p> | <p>50%</p> <p>Collaborative teaching is in place with 10 classrooms. Received feedback about strengths and weaknesses. Need to collect accommodation data.</p> |
| | | <p>Any impacts to the budget and/or schedule resulting from this model have been identified and requests for any needed additional funding have been presented to the School Committee.</p> | | | <p>40%</p> <p>Biggest issue is planning time. We did bring in a speaker. We are working on creative ways to give the teachers this time...could be a duty. Working to identify classes that should have</p> |

| | | | | | |
|--|--|---|---|---|---|
| | | <p>By June 30, 2020, the practice of year-end finals has been reviewed with faculty and recommendations have been made for their continued use or revision.</p> | <p>School Council Balance Subcommittee School Council Climate Subcommittee Faculty Meeting Time Department Time Gather current student data Research current practices of other districts and colleges.</p> | <p>School Council Members Parents Students Faculty/Staff Administration Other Districts Colleges</p> | <p>collaborative teaching now. 10%</p> <p>Work on this has not yet begun. A survey to other schools will be sent within the next month.</p> |
| | | <p>By June 30, 2020, the amount and timing of homework assignments has been evaluated and summarized in light of a commitment to student balance and well-being.</p> | <p>School Council Balance Subcommittee Faculty Meeting Time Department Time Gather student data Research current practices of other districts</p> | <p>School Council Members Parents Students Faculty/Staff Administration Other Districts</p> | <p>40%</p> <p>Homework free Thanksgiving; Student led survey about teacher opinion regarding 1-3 homework free weekends given. Homework Forum scheduled for after break. Working on data collected about homework late last year.</p> |
| | | <p>By June 30, 2020, an examination of the Middle School Elective Schedule has been completed and recommendations about how to fully integrate Middle School Health have been made to School Committee.</p> | <p>Time for various stakeholders to meet (Health and Wellness, Unified Arts, Digital Arts, Team Members, Administration). Examination of other middle school programs</p> | <p>Health and Wellness Department. Unified Arts Department Digital Arts Department Grade 6, 7, and 8 Core Team Members Administration</p> | <p>50%</p> <p>Looking at altering schedule at Bromfield slightly; middle school health is a driving force.</p> |

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|--------------------------|---|---|--|---|--|
| Activate Community Pride | To foster greater pride in and connection to our school community and physical plant. | By June 1, 2020, interviews and/or surveys with custodial staff, cafeteria staff, teaching staff, students, and office staff indicate that the building was kept cleaner and was well-maintained. | Interview Time Surveys created and administered. | Custodial Staff Cafeteria Staff Faculty Students Office Staff | 30% Need to create survey questions; informal polling indicates general satisfaction. |
| | | By June 1, 2020, the number of students who have participated in spirit activities has increased by 10% from the beginning of the year. | Student government will tally up participation. Student government and administration will create spirit activities such as community gatherings. | Student government Student government advisors. | 40% Trying to track this data. |
| | | By June 1, 2020, the positive feeling created by spirit activities and community gatherings will be measured via focus groups and/or surveys. | Creation and administration of surveys and focus groups (questions). | Student government Student government advisors Administration | 50% Need to create questions. Refresh Day, Challenge Day, Community Gatherings (3) |

| | | | | | |
|--|--|---|--|---|-------------------|
| | | By June 1, 2020, baseline data will be gathered from surveys and/or focus groups about overall feelings about school. | Creation and administration of surveys and focus groups. | Student government Student government advisors Administration | Please see above. |
|--|--|---|--|---|-------------------|

Ongoing Work

We recognize that several other ongoing efforts are in progress and will require continued development and follow up. These ongoing efforts are related to the School Improvement Plan Goals as listed above.

| Ongoing Work | Next steps |
|-----------------------------------|---|
| Alignment of Curriculum | Ensure that each course offered at Bromfield has a written curriculum aligned with state or other appropriate frameworks, formatted in the Bromfield Template, and recorded in Atlas Rubicon. (Continued work on Social Studies Curriculum as there are new standards. Recommendations are forthcoming; Continued work with Science Curriculum with those new standards; Continue work with Health Standards-particularly Middle School) |
| Use of Data to Inform Instruction | Teachers will use standardized test data (MCAS), SAT, AP, ACT etc.) and the most recently released exams to enhance instruction and student performance. (Annual work of Math, English, and Science in examining these data points) |
| Technology Reflection Tool | Analyze data from survey given to teachers based on the SAMR model. (Data indicates that many teachers are using Redefinition for technology at some point during the year). |
| Technology PD for Staff | Continue to develop, provide, and celebrate opportunities for teachers to explore and incorporate ways to effectively utilize technology in their classrooms. (Technology is shared in a variety of places. Many participated in Teach 21 Program). |
| Digital Citizenship | Continue the work to garner consensus on vocabulary for Digital Citizenship and continue to monitor student use of technology. |
| Teacher Leadership Opportunities | Continue to develop, provide, and celebrate opportunities for teachers to take a lead role in exploring, piloting, and critiquing school improvement initiatives. (Have proposals for Service Learning; Teachers leading outside organizations (BPA); hosting events (Chemistry in March) |

| | |
|-------------------|---|
| Student Advisory | Build upon steps taken in middle school using Flex model. Investigate the best way to continue into high school while incorporating trusted adult model. (Are looking at altered middle school schedule; Challenge Day; Identifying Trusted Adults and letting them know). |
| School Start Time | Actively participate in the district school start time work planned for 2019-2020. (We have hosted a forum and will host another this week). |

Superintendent's Update
February 10, 2020

I. Professional Development; Diversity, Equity, and Inclusion

Standard I: Instructional Leadership

We invited Angele Goss to meet with our faculty and staff on the .5 day on February 5th. Angele is an educator with over 20 years of experience working with students, teachers, and families. She helps teachers and staff recognize the lens through which we see our students and proactively interrupt racial misinformation. We were “encouraged to engage in conversation with one another with brave language, vulnerability, and curiosity”.

She used storytelling, reflection, group discussions, and role play to help us stretch our understanding. She built upon other PD we have done and will return to continue her work with us in May.

II. Athletic Advisory

Standard IV: Professional Culture

The advisory met and began our meeting by sharing memories of Ed Frackiewicz, who was such an active member of our group over the past 6 years. We went on to review the budget and review booster funding. We discussed past practice with booster organizations and reviewed forms being considered by the policy sub-committee. Everyone agreed that formalizing the structure should be done with an on-going appreciation for all that fundraising has contributed to our sports' teams.

III. Start Time Advisory Continues

Standard I: Instructional Leadership

The Advisory Committee met and continued our research and planning. Upcoming events include a parent discussion on February 12th at HES at 6 PM and February 13th at TBS at 7 PM. Also, we are hosting a panel discussion on March 12th at 6:30 PM. Meanwhile, I will be visiting health classes across the grade levels to discuss the topic with students.

A member of the advisory, Abby Besse, and I visited Dee Buss Company to discuss the options and the financial implications. They strongly advised us to continue two bus runs, and we explored how the shift might be possible with tighter times between the TBS and HES runs. Their reasons for this suggestion included finances and logistics.

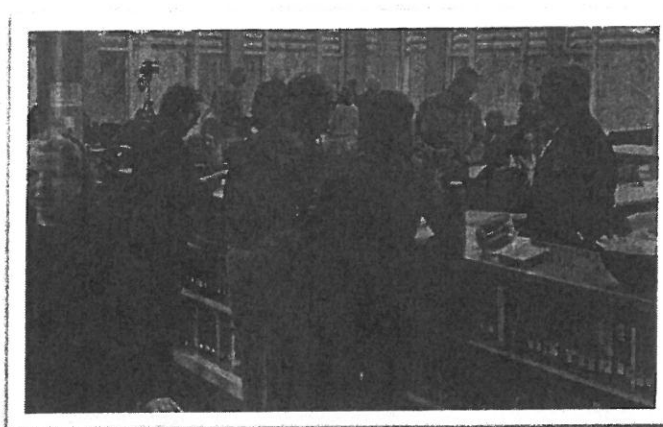
IV. Arm in Arm Community Event

Standard IV: Professional Culture

Chief Denmark presented to an audience of approximately 75 students and community members. The topic of instant decision making was connected to the book Blink by Malcolm Gladwell and the event was hosted by Arm in Arm. The Chief was invited to share some of the presentation that he does internationally with police officers on the topic of bias as it relates to their instant decisions. He spoke for an hour, and then audience members were encouraged to explore their own bias by taking the Harvard Implicit Bias test on the website; implicit.harvard.edu



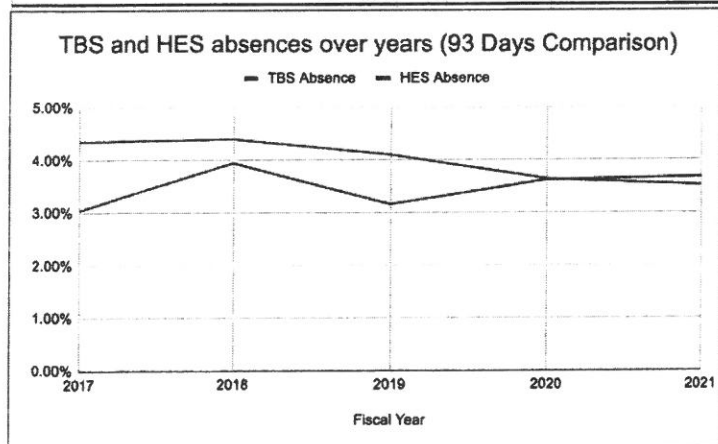
Superintendent's Update **February 10, 2020**



V. Student Attendance Data

The District Improvement Plan includes a goal to improve student attendance. After discussing root causes of the problem three years ago, the leadership team identified action steps such as sending letters, meeting with parents, and education about negative learning impacts of missing too many days. This year we added phone call notifications and course credit reduction following chronic absenteeism. The trend line for TBS shows improvement.

| 93 Day Analysis | | | | | | | | | | | |
|--------------------------|--------------|-------------|------------------|----------------|--------------|-------------|------------------|----------------|-------------|-------------|--|
| First Day - Last Day | Days | Fiscal Year | Enrollment - TBS | Total Days TBS | TBS Absences | TBS Absence | Enrollment - HES | Total Days HES | HES Absence | HES Absence | |
| 08/31/2016 to 01/29/2017 | 93 | 2017 | 684 | 63,612 | 2,768 | 4.35% | 433 | 40,269 | 1,227 | 3.05% | |
| 08/30/2017 to 01/31/2018 | 93 | 2018 | 655 | 60,915 | 2,681 | 4.40% | 440 | 40,920 | 1,617 | 3.95% | |
| 08/29/2018 to 01/28/2019 | 93 | 2019 | 627 | 58,311 | 2,395 | 4.11% | 438 | 40,734 | 1,290 | 3.17% | |
| 08/28/2019 to 01/31/2020 | 93 | 2020 | 619 | 57,567 | 2,097 | 3.64% | 429 | 39,897 | 1,445 | 3.62% | |
| | $R^2 = 0.95$ | 93 | 2021 | 591 | 54,917 | 3.52% | 432 | 40,130 | 1,477 | 3.68% | |



| Year Analysis | | | | | | | | | |
|--------------------------|------|-------------|------------------|----------------|-------------|------------------|----------------|-------------|--|
| First Day - Last Day | Days | Fiscal Year | Enrollment - TBS | Total Days TBS | TBS Absence | Enrollment - HES | Total Days HES | HES Absence | |
| 08/31/2016 to 06/19/2017 | 180 | 2017 | 684 | 63,612 | 4.86% | 433 | 40,269 | 3.52% | |
| 08/30/2017 to 06/20/2018 | 180 | 2018 | 655 | 60,915 | 5.19% | 440 | 40,920 | 4.12% | |
| 08/29/2018 to 06/20/2019 | 184 | 2019 | 627 | 58,311 | 4.36% | 438 | 40,734 | 3.64% | |

Superintendent's Update
February 10, 2020

VI. Professional Development Information

A request was made at the last School Committee meeting for me to provide the number of attendees self-selecting into the workshop sessions offered on the January 21st professional development day. Here are the numbers:

| | Session 1 (and double sessions) | | | | DOUBLE | DOUBLE |
|--------|---------------------------------|--|----------------------|-------------------------|---|--|
| Title: | Un-Conference on Co-Teaching | "Sparkling Joy" in your classroom; the KonMari Method for teachers | Video Game Addiction | Refresh Your Read Aloud | I'm Digitally Drowning! Throw Me A Float! | American Red Cross CPR/AED Certification |
| | 13 | 17 | 17 | 13 | 8 | 22 |

| | Session 2 (Single Session Workshops) | | | | | |
|--------|--------------------------------------|---|--|------------------------------|---|---|
| Title: | Clay, Community, and Culture | Bullying and Cyberbullying, Strategies for Teachers | Teaching Math Using Multiple Modalities (Gr.3-6) | Un-Conference on Co-Teaching | Google Drive File Stream: Directly Connect your MacBook to Google Drive | A REALLY Difficult Conversation: Racism and "White Fragility" |
| | 12 | 10 | 8 | 7 | 7 | 13 |

Innovation Exploration
10



Memo: **Start Date of the 2020-21 School Year**
Date: January 23, 2020
To: Harvard Teachers' Association
From: Linda Dwight, Superintendent
Harvard School Committee

The HTA and the School Committee agree to allow the school year for teachers to begin as early as August 24, 2020. This would be a one-time exception of the contract language on page 5 of the document dated September 1, 2017-August 31, 2020. The statement, "the work year of teachers..... will begin no earlier than the Monday preceding Labor Day" would be waived for the 2020-21 school year to allow for the earlier start and to accommodate the move into the new elementary school building in the spring of 2021.

School Committee Minutes
Upper Town Hall
Monday, January 27, 2020
6:15 p.m.

Members attending: John Ruark, Shannon Molloy, Sharlene Cronin, SusanMary Redinger, Suzanne Allen and Linda Dwight. Absent: Maureen Babcock and Aziz Aghayev.

John Ruark called the meeting to order at 6:15 p.m.

Suzanne Allen read the Vision Statement.

Public Commentary – None

Student Update: Students Brooke Caroom, Taylor Caroom and Olivia Ren gave the following report:

The Bromfield School is starting a new recycling program.

The Junior class is planning for the semi-formal Snowball dance coming up in a few weeks.

On February 5th, Bromfield will be holding a Refresh Day for the third year in a row. The sign-ups are going very smoothly.

Next Thursday the Drama Society will be performing a town production of the show they will be performing at the upcoming Drama Festival.

Bromfield Central District music students performed at the Annual Senior High School Music Festival held at Mechanics Hall in Worcester.

The Bromfield Math team finished first in a recent meet.

Field Trip Approval

Matt Lynde, the Youth and Government advisor, attended the meeting, seeking permission to take students on an overnight field trip to Boston, MA. Students will attend the State Conference for Youth in Government. At the conference, students will simulate MA state government, playing the role of various governmental bodies, including: legislative, executive, judicial, lobbyists, and the press corp. Students will stay at the Hyatt Regency in Boston. They will leave Wednesday, March 18th, and return Friday, March 20th. Parents will provide transportation to and from the event. The cost of the trip including the registration fee and advisor costs is just over \$500.

SusanMary Redinger made the motion and Suzanne Allen seconded to approve the field trip as presented.

VOTE 5/0

Harvard Schools Trust Gifts

Gifts presented from the Harvard Schools Trust for approval by the School Committee:

Save a Life Tour - \$1,600

Bromfield Speech and Debate Club - \$1,000

Annual 9th Grade DC Trip - \$2,445

SusanMary Redinger made the motion and Sharlene Cronin seconded to approve the gifts from the Harvard Schools Trust as presented.

VOTE 5/0

Agenda items 5 and 6 were reversed to accommodate the time scheduled for the Field Improvement speaker.

District Improvement Plan Update

Dr. Dwight shared the progress made as of June 2019 on the District Improvement Plan in Year 2 of a 3 year plan.

| | |
|---------------------------------|--|
| Core Value: Student Achievement | Technology Integration – Completion – 100% |
| | Data Informed Instruction – Completion – 100% |
| | Differentiated Instruction – Completion – 100% |
| Core Value: Personal Growth | Health/Wellness Focus – Completion – 100% |
| | Attendance – Completion -100% |
| Core Value: Partnership | College and Universities – Completion -100% |
| | Local Connection – Completion – 90% |
| Core Value: Resources | Elementary Building Project – Completion 100% |
| | Bromfield Renovations – Completion 100% |
| Core Value: School Climate | Inclusion – Completion 80% |
| | Digital Citizenship – Completion 100% |

Field Improvements

Larry Feinberg attended the meeting to update the Committee on the progress being made at Ann Lee Field. He presented a list of additional needs and broke them into categories by “must have”, “want” and “wish list” items. He asked the Committee to consider how they could help with some items on the must have list. The Committee is interested in supporting the plan but needs to know the governance and process before deciding to provide resources. Mr. Feinberg would like to partner and roll out a plan. The field group would like the “must have” and “want” list to be funded before April. The Committee would like a list of the “must haves” broken down by what is flexible and what needs to happen now. The Committee wondered if Harvard Schools Trust or the PTO might be willing to fund any of these items through a grant. Also, the town’s small money warrant articles may be another funding source. Everyone agreed that safety would be the first priority. Dr. Dwight will talk to Tim Bragan to see what next steps are required. The Committee will discuss further and decide at their next meeting. It is important that we are in alignment with all stakeholders.

Superintendent Update

See attached.

School Building Update

SusanMary Redinger reported that the winter conditions and National Grid has caused the HES building project to be a little behind schedule. The expected move in is now scheduled for May 2021. National Grid has hooked up the gas, and expects to have the electricity install completed by the end of the week. Moving forward, the crew will be pouring concrete, when the weather allows, and working on closing in the building.

Town Annual Report Review; Vote

The School Committee read through the annual report draft submitted by Chair, John Ruark. After some edits and revisions, the Committee voted to approve the report for publication in the Town's Annual Report book.

SusanMary Redinger made the motion and Sharlene Cronin seconded to approve the annual report submission as amended.

VOTE 5/0

Continuous Improvement Discussion

The Committee reviewed a list of ideas that came from a brainstorming session of the Continuous Improvement Subcommittee. A list of 12 ideas was compiled. (1) Visibility to the Policy Subcommittee, (2) Improving budget process, (3) Financial update improvements, (4) Publicizing School Committee agenda, (5) School Committee newsletter, (6) Continuing state-level legislative advocacy, (7) Use MASC resources more consistently, (8) More detailed SOP, (9) New member manual/guide-book, (10) Publish in advance year-long agenda, (11) Environment impact assessment process, (12) Create document library of past presentations, curriculum, tech teacher evaluation. The Committee reviewed the list with the hope to refine down to 5 topics to work on at a future meeting.

Agenda Items

Title IX Review

Dashboard

Goals Update

Fields Update

Policy

School Improvement Plan

SAC Topics

Calendar

Advocacy Around State Legislature

Approval of Minutes

John Ruark with no objection approved the minutes of the January 13, 2020 meeting as amended.

VOTE 5/0

Liaison/Subcommittee Reports

Sharlene Cronin reported that the Field Subcommittee is looking to fill at least one vacancy left by Joe Reynolds stepping down and the unfortunate passing of Ed Frackewicz. At a recent meeting Parks and Rec voted to increase beach prices, and enforce the existing fee schedule for field use. They are beginning to track and schedule field use with a new software called CivicRec.

Sharlene Cronin reported that the Athletic Advisory meets tomorrow. On the agenda is fields budgeting and booster club finance tracking.

Sharlene Cronin reported that the Negotiation Subcommittee meets again this week.

Suzanne Allen reported the SEPAC is working on foundations of the organization. Specifically working on bi-laws and a mission statement. They are nailing down survey questions to get good information. They will meet in a month.

Suzanne Allen reported that the Policy Subcommittee is working on the Booster Policy. They are comparing what other districts do, and are trying to find middle ground that will work for our district that is equity and on how much to increase our governance role.

John Ruark reported that HEAC or DEAC have not met.

John Ruark reported that the Finance Committee has invited School Administration and School Committee members to a meeting this Wednesday at 7p.m.

Shannon Molloy reported regarding the Policy Subcommittee, that Linda has agreed to start to have initial discussion with stakeholders regarding the booster policy.

Shannon Molloy reported that the Start time Subcommittee met and is planning an informational session that will include a panel discussion with representatives from various interest groups (students, teachers, scientist). The program will be planned as an evening event so that it is accessible to parents who are not available during the day.

Shannon Molloy reported that the HES Council met and are ready to launch the parent survey. They also started to look at this year School Improvement Plan to see what they may want to change for next year's School Improvement Plan.

Shannon Molloy presented the following signed warrants for School Committee review:

| Warrant # | Date | Amount |
|-----------|-------------------|----------------|
| 20-11SCH | November 22, 2019 | \$ 197,286.82 |
| 20-12SCH | December 6, 2019 | \$2,138,206.68 |
| 20-13SCH | December 20, 2019 | \$ 266,062.22 |
| 20-14SCH | January 3, 2020 | \$1,562,418.72 |
| 20-15SCH | January 17, 2020 | \$ 147,515.36 |

SusanMary Redinger reported that CIPIC hasn't met. Now waiting to see what FinCom and BOS are going to do with the CPIC recommendations.

SusanMary Redinger reported that there will be a Middle School Science Fair on March 18th from 9:30 a.m. to 10:45 a.m. Shannon Molloy agreed to be a judge.

SusanMary Redinger reported that the TBS School Council met and made a final review of the parent survey. The Balance Subcommittee is looking for data around the homework survey, should the number of AP classes be limited, should there be valedictorian and solitarian or a different ranking model, and continuing the conversation of finding balance. There was a suggestion that teachers read the book "At What Cost". Additionally, Ben Myers is heading up a careers/internship program so that kids can get work experience. His vision is to be able to partner with the community on this. Still a work in progress. The Council is reviewing and updating the School Improvement Plan. The next meeting is February 12th.

SusanMary Redinger, Sharlene Cronin and Linda Dwight will set up a meeting to come up with the field action plan.

SusanMary Redinger agreed to write a letter of appreciation to Ellen Leicher for all she does for the schools.

Public and School Committee Commentary

Sharlene Cronin shared her feeling about the impact that Robin DiAngelo's program highlighting her book, "White Fragility: Why It's so Hard for White People to Talk About Racism" had on her. We need to remind ourselves of the Elie Wiesel quote "We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormenter, never the tormented".

John Ruark - thanked the leadership team and teachers for their work to bring Challenge Day to the eighth-grade students at Bromfield. Everyone is emotionally committed, and it is a fantastic day. It will be interesting to observe how long the impact lasts.

Linda Dwight reported that Challenge Day is emotionally draining and everyone is wiped out at the end. Linda will send out last year's presentation of Challenge Day for members to view.

Executive Session

John Ruark made the motion and SusanMary Redinger seconded to move to convene into executive session pursuant to Massachusetts General Law Chapter 30A, sections 18-25 for the purpose of discussing strategy with respect to and in preparation for collective bargaining with the Harvard Teachers' Association because an open discussion may have a detrimental effect on the bargaining position of the Committee. We will not enter back into open session.

Cronin (Aye), Allen (Aye), Ruark (Aye), Molloy (Aye), Redinger (Aye),

Respectfully Submitted,

Mary Zadroga

DRAFT ANN LEES FIELD, SITE DEVELOPMENT PLAN

| Description | Need Type | In-place When? | Cost Estimate | | Comment |
|---|-------------|----------------|--------------------|-----------|-----------------|
| | | | Materials Install* | Total | |
| Reasonable Minimum (Parity with others in Harvard, other towns) | | | | | |
| Bases, Plate and Pitching rubber installed | A-Must Have | ##### | | \$ - | Owed by N Turf |
| Clearing out of some brush on first base side | A-Must Have | ##### | \$ 500 | \$ 500 | Owed by N Turf? |
| Temporary outfield fencing | A-Must Have | ##### | \$ 1,500 | \$ 500 | School? |
| Fill in the ruts and holes in the parking lot | A-Must Have | ##### | \$ 100 | \$ 200 | DPW |
| Covered dugouts (Low Cost Option) | B-Want | ##### | \$ 1,000 | ##### | \$ 2,000 |
| Bleachers | B-Want | ##### | \$ 1,400 | \$ 200 | \$ 1,600 |
| Scoreboard | B-Want | ##### | \$ 4,000 | \$ 500 | \$ 4,500 |
| Real GRASS outfield | B-Want | ##### | \$ 500 | \$ - | \$ 500 |
| Higher backstop and fencing to keep balls form woods, first base side | B-Want | ##### | | | \$ 3,000 |
| Opening in fence for access to home plate, both sides | B-Want | ##### | \$ 300 | \$ 400 | \$ 700 |
| Fence protected bullpens, both sides | B-Want | ##### | | | \$ 4,000 |
| Foul poles | B-Want | ##### | \$ 1,600 | \$ 500 | \$ 2,100 |
| Moveable pitcher's rubber | B-Want | ##### | | | \$ 300 |
| Contingency | B-Want | ##### | | | \$ 3,500 |
| Really Nice to Have | | | \$25,000 | | |
| Batting cage | B-Want | ##### | \$ 4,000 | ##### | \$ 5,000 |
| Covered dugouts | B-Want | ##### | | | \$30,000 |
| | | | \$35,000 | | |
| Wish List | | | | | |
| Permanent outfield fence | C-Wish List | ##### | \$ 4,000 | \$ 500 | \$ 4,500 |
| Practice infield behind shed | C-Wish List | | | | Unlikely? |
| Snack shack with electricity | C-Wish List | | | | Needed? |
| Sprinkler system & Water fountain | C-Wish List | | | | \$25,000 |
| Lights | C-Wish List | | | | \$15,000 |
| PA system | C-Wish List | | | | \$60,000 |
| Total | C-Wish List | | \$ 500 | \$ - | \$ 500 |
| | | | ##### | | |
| I am told that these are extremely unlikely to be approved. | | | | | |
| Summary | | | | | |
| A-Must Haves | | | | \$ 2,800 | Cumulative |
| B-Wants (2020) | | | | \$ 22,200 | \$ 2,800 |
| B-Wants (2021) | | | | \$ 35,000 | \$ 25,000 |
| C-Wish List (i.e., Future) | | | | ##### | \$ 60,000 |
| | | | | | 175,000 |

*Reasonable Minimum to achieve parity with (1) other sports in Harvard and (2) Softball in other towns

**Harvard Public Schools
Strategic Plan Development
District Improvement Plan**

Introduction: A committee of fifteen members representing students, faculty, administration, community members, school council, and an outside consultant met over the course of eight months to craft the Strategic Plan document. The committee sought input by reaching out to stakeholder groups using personal contact and survey technology. They researched the work of other school systems, identified the themes for our plan, and collaborated towards a draft. The School Committee reviewed the draft and provided endorsement of the Vision, Mission, and Core Value Statements. We are committed to use the plan as a guide for future decisions.

Vision Statement: The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her highest potential by balancing academic achievement with personal well-being in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

Mission Statement: Our mission is to provide an outstanding educational experience for all students and to help them develop curiosity, perseverance, and social responsibility.

Core Value Statements:

Student Achievement – We believe the Harvard public schools inspire, prepare, and challenge all students toward academic excellence while recognizing that students reach their individual potential in different ways.

Personal Growth – We believe in helping all students attain a balance between academic achievement and physical, emotional, and social well-being, so that they become productive, confident, and caring citizens.

Partnerships – We believe that students are best served when schools, families, and community share a common vision and are committed to open communication, mutual respect, and collaboration.

Resources – We appreciate that the Harvard community provides the necessary resources to best serve our students, and we hold ourselves responsible for the appropriate use of those resources.

School Climate – We believe that the Harvard public schools strive to create a safe and inclusive environment for students, faculty, and staff that values diversity and fosters respect for learning, self, and others.

Critical Thinking/21st Century Skills of The Bromfield School

The faculty of The Bromfield School has worked collaboratively to identify this set of universal and required Critical Thinking/ 21st Century Skills. This combination of effective strategies, macro-abilities, and micro-skills was developed in part using the NCREL list of critical thinking skills (Paul, Binker, Jenson, and Krekla, 1990)

- Thinking Independently and Interdependently
 - Developing Intellectual Integrity and Courage
 - Refining Generalizations and Avoiding Oversimplifications
 - Evaluating the Credibility of Sources of Information
 - Comparing and Contrasting
 - Making Interdisciplinary/Intradisciplinary Connections
 - Expressing Oneself in a Compelling and Accurate Way
 - Analyzing and Integrating Information
 - Demonstrating Understanding Through Performance Based Tasks
 - Developing One's Perspective and Understanding of Others
 - Using Technology Effectively
-

**Proposed Adjustments to 21st Century Critical Thinking Skills
Pilot (2018-2020)**

21st Century Skills - Essential Skills of a Bromfield Graduate

Access and Apply Knowledge.

Think Critically.

Think Creatively.

Communicate Effectively.

Collaborate with Others.

Understand Diverse Perspectives.

Contribute to Local, National, and Global Communities.

Overarching Objectives: *Provide a Safe, Secure & Inclusive Learning Environment for All.*
 Support Engaged Teaching and Learning.
 Activate Community Pride.

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|---|--|--|--|---|---|
| Provide a Safe, Secure, and Inclusive Learning Environment for All. | Provide a safe, secure, and inclusive learning environment for all by using consistent expectations, decreasing chronic absenteeism, and educating students about the dangers of vaping. | By June 30, 2020, chronic absenteeism of high school students has decreased from 11.5% to 10% and the rate for middle school students has decreased from 3.9% to 3.5% as measured by the Massachusetts Department of Secondary and Elementary Education. | Access to DESE Data Administration Time Use of PowerSchool | Staff Administration DESE Data | 50% Letters sent to parents; we are aware of situations. Letters contain language about attendance policy. Preliminary Stats: |
| | | By December 20, 2019, the Bromfield faculty and administration will have agreed on and communicated out to the community both the expectations for student behavior regarding incidents of disrespect (including things students may think of as jokes) as well as the | Staff Time Examine and analyze data from surveys. Courageous Conversations Presentation Agreement about topics that need to be addressed and how they should be addressed | Work with students, staff, and community about expectations. Guest speaker | 50% Courageous conversations presentation occurred; Two Faculty Meetings (including today) have devoted time to the subject; it is complex and we are working on it. |

| | | | | | |
|--|--|---|---|---|---|
| | | <p>consequences for such behaviors.</p> <p>As a result, the incidents of disrespect reported to administration will decrease by 10% by June 2021 (over a baseline established by June 30 2020).</p> <p>By June 30, 2020 a Vaping Initiative has been implemented that includes addiction support for students, health education regarding the impact of vaping and consequences in place for offenders.</p> <p>The administration will end the year with a report on the number of vaping instances at the school with a reduction of disciplinary incidents by 10% over 2018-19.</p> | <p>Use PowerSchool to track data. Use form to track incidents.</p> <p>Time for Health, Counseling, and Nursing Departments to research best practices. Administration</p> <p>PowerSchool Data</p> | <p>Office and Administration track data. Staff use of forms.</p> <p>Health and Wellness Staff Administration Data from Youth Risk Survey Counseling, Nursing, and Wellness Staff</p> <p>Office Staff Administration</p> | <p>50%</p> <p>Continue to monitor; work with above measure will determine final goal outcome.</p> <p>75%</p> <p>Diversionsary program in place; 0 vaping discipline actions; still looking at programs. Governor Baker and tragedy have helped curb incidences</p> <p>60%</p> <p>As of 2/7/2020: 0 vaping infractions</p> |
|--|--|---|---|---|---|

| | | | | | |
|--|--|---|---|---|--|
| | | <p>By June 2020, the District Wellness Committee in conjunction with the Health and Wellness Department will have piloted steps to address high levels of vaping use as reflected in the Youth Risk Survey results.</p> | <p>Time to meet, research, and pilot steps. Meetings of District Wellness Committee. Materials about Vape Use. Outside speakers? Budget</p> | <p>District Wellness Committee Administration Youth Risk Behavior Survey</p> | <p>50%</p> <p>Health and Wellness Committee has met; Diversionary program is established; Continue to study the issue. Informal chats with students indicate vaping is down in bathrooms; Health classes discuss</p> |
| | | <p>By June 2020 a pre-post survey to measure student's knowledge and attitudes towards substance use and vaping has been completed by 70% of students.</p> | <p>Use District Wellness Committee to craft survey</p> | <p>District Wellness Committee Time to implement, score, and analyze the results of the survey.</p> | <p>20%</p> <p>Need to create the survey and administer</p> |

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|--|--|--|---|--|--|
| Support Engaged Teaching and Learning. | Support engaged teaching and learning by finalizing the assessment piece for Bromfield Essential Skills, piloting collaborative teaching, and examining final exam and homework practices. | By February 15, 2020, rubrics have been created that measure The Bromfield School Essential Thinking Skills for the Service Project Presentation and | Time for Service Project Committee to meet to create rubrics. Students doing the projects. Collecting and organizing volunteers to assess the | Service project committee to students. Volunteers | <p>70%</p> <p>First drafts of rubrics are complete; working on finalizing the rubrics. Presentations scheduled for March 25. Service</p> |

| | | | | | |
|--|--|---|--|--|--|
| | | <p>Reflection Paper. These rubrics will have been used to assess the presentations and reflection papers in March of 2020.</p> <p>By June 30, 2020, departments have identified places where they assess The Bromfield Essential Skills</p> <p>By June 30, 2020, collaborative teaching has been piloted at TBS and feedback from students and teachers has been assessed. In addition, the number and types of accommodations provided have been identified.</p> <p>Any impacts to the budget and/or schedule resulting from this model have been identified and requests for any needed additional funding have been presented to the School Committee.</p> | <p>presentations and reflection paper.</p> <p>Department time. Time for individual teachers to look at their assessments.</p> <p>Collaborative teachers planning time. Time for collaborative teachers to list accommodations. Budget analysis</p> | <p>Department Leaders Teachers</p> <p>Collaborative Teachers. Administration</p> | <p>projects introduced to sophomores.</p> <p>25%</p> <p>We have the skills but need to talk about them in departments and how they fit in. Also need to further examine NEASC Expectations.</p> <p>50%</p> <p>Collaborative teaching is in place with 10 classrooms. Received feedback about strengths and weaknesses. Need to collect accommodation data.</p> <p>40%</p> <p>Biggest issue is planning time. We did bring in a speaker. We are working on creative ways to give the teachers this time...could be a duty. Working to identify classes that should have</p> |
|--|--|---|--|--|--|

| | | | | | |
|--|--|---|---|---|---|
| | | <p>By June 30, 2020, the practice of year-end finals has been reviewed with faculty and recommendations have been made for their continued use or revision.</p> | <p>School Council Balance Subcommittee School Council Climate Subcommittee Faculty Meeting Time Department Time Gather current student data Research current practices of other districts and colleges.</p> | <p>School Council Members Parents Students Faculty/Staff Administration Other Districts Colleges</p> | <p>collaborative teaching now. 10%</p> <p>Work on this has not yet begun. A survey to other schools will be sent within the next month.</p> |
| | | <p>By June 30, 2020, the amount and timing of homework assignments has been evaluated and summarized in light of a commitment to student balance and well-being.</p> | <p>School Council Balance Subcommittee Faculty Meeting Time Department Time Gather student data Research current practices of other districts</p> | <p>School Council Members Parents Students Faculty/Staff Administration Other Districts</p> | <p>40%</p> <p>Homework free Thanksgiving; Student led survey about teacher opinion regarding 1-3 homework free weekends given. Homework Forum scheduled for after break. Working on data collected about homework late last year.</p> |
| | | <p>By June 30, 2020, an examination of the Middle School Elective Schedule has been completed and recommendations about how to fully integrate Middle School Health have been made to School Committee.</p> | <p>Time for various stakeholders to meet (Health and Wellness, Unified Arts, Digital Arts, Team Members, Administration). Examination of other middle school programs</p> | <p>Health and Wellness Department. Unified Arts Department Digital Arts Department Grade 6, 7, and 8 Core Team Members Administration</p> | <p>50%</p> <p>Looking at altering schedule at Bromfield slightly; middle school health is a driving force.</p> |

| Title | Goal | Measure | Conditions | Interfaces | % Completion |
|--------------------------|---|---|---|---|--|
| Activate Community Pride | To foster greater pride in and connection to our school community and physical plant. | By June 1, 2020, interviews and/or surveys with custodial staff, cafeteria staff, teaching staff, students, and office staff indicate that the building was kept cleaner and was well-maintained. | Interview Time Surveys created and administered. | Custodial Staff Cafeteria Staff Faculty Students Office Staff | 30% Need to create survey questions; informal polling indicates general satisfaction. |
| | | By June 1, 2020, the number of students who have participated in spirit activities has increased by 10% from the beginning of the year. | Student government will tally up participation. Student government and administration will create spirit activities such as community gatherings. | Student government Student government advisors. | 40% Trying to track this data. |
| | | By June 1, 2020, the positive feeling created by spirit activities and community gatherings will be measured via focus groups and/or surveys. | Creation and administration of surveys and focus groups (questions). | Student government Student government advisors Administration | 50% Need to create questions. Refresh Day, Challenge Day, Community Gatherings (3) |

| | | | | | |
|--|--|---|--|---|-------------------|
| | | By June 1, 2020, baseline data will be gathered from surveys and/or focus groups about overall feelings about school. | Creation and administration of surveys and focus groups. | Student government Student government advisors Administration | Please see above. |
|--|--|---|--|---|-------------------|

Ongoing Work

We recognize that several other ongoing efforts are in progress and will require continued development and follow up. These ongoing efforts are related to the School Improvement Plan Goals as listed above.

| Ongoing Work | Next steps |
|-----------------------------------|---|
| Alignment of Curriculum | Ensure that each course offered at Bromfield has a written curriculum aligned with state or other appropriate frameworks, formatted in the Bromfield Template, and recorded in Atlas Rubicon. (Continued work on Social Studies Curriculum as there are new standards. Recommendations are forthcoming; Continued work with Science Curriculum with those new standards; Continue work with Health Standards-particularly Middle School) |
| Use of Data to Inform Instruction | Teachers will use standardized test data (MCAS), SAT, AP, ACT etc.) and the most recently released exams to enhance instruction and student performance. (Annual work of Math, English, and Science in examining these data points) |
| Technology Reflection Tool | Analyze data from survey given to teachers based on the SAMR model. (Data indicates that many teachers are using Redefinition for technology at some point during the year). |
| Technology PD for Staff | Continue to develop, provide, and celebrate opportunities for teachers to explore and incorporate ways to effectively utilize technology in their classrooms. (Technology is shared in a variety of places. Many participated in Teach 21 Program). |
| Digital Citizenship | Continue the work to garner consensus on vocabulary for Digital Citizenship and continue to monitor student use of technology. |
| Teacher Leadership Opportunities | Continue to develop, provide, and celebrate opportunities for teachers to take a lead role in exploring, piloting, and critiquing school improvement initiatives. (Have proposals for Service Learning; Teachers leading outside organizations (BPA); hosting events (Chemistry in March) |

| | |
|-------------------|---|
| Student Advisory | Build upon steps taken in middle school using Flex model. Investigate the best way to continue into high school while incorporating trusted adult model. (Are looking at altered middle school schedule; Challenge Day; Identifying Trusted Adults and letting them know). |
| School Start Time | Actively participate in the district school start time work planned for 2019-2020. (We have hosted a forum and will host another this week). |

Superintendent's Update
February 10, 2020

I. Professional Development; Diversity, Equity, and Inclusion

Standard I: Instructional Leadership

We invited Angele Goss to meet with our faculty and staff on the .5 day on February 5th. Angele is an educator with over 20 years of experience working with students, teachers, and families. She helps teachers and staff recognize the lens through which we see our students and proactively interrupt racial misinformation. We were “encouraged to engage in conversation with one another with brave language, vulnerability, and curiosity”.

She used storytelling, reflection, group discussions, and role play to help us stretch our understanding. She built upon other PD we have done and will return to continue her work with us in May.

II. Athletic Advisory

Standard IV: Professional Culture

The advisory met and began our meeting by sharing memories of Ed Frackiewicz, who was such an active member of our group over the past 6 years. We went on to review the budget and review booster funding. We discussed past practice with booster organizations and reviewed forms being considered by the policy sub-committee. Everyone agreed that formalizing the structure should be done with an on-going appreciation for all that fundraising has contributed to our sports' teams.

III. Start Time Advisory Continues

Standard I: Instructional Leadership

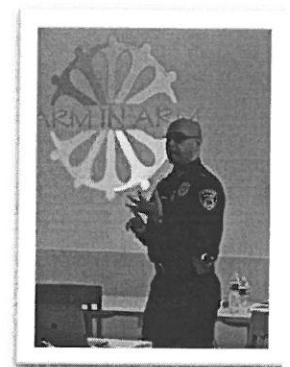
The Advisory Committee met and continued our research and planning. Upcoming events include a parent discussion on February 12th at HES at 6 PM and February 13th at TBS at 7 PM. Also, we are hosting a panel discussion on March 12th at 6:30 PM. Meanwhile, I will be visiting health classes across the grade levels to discuss the topic with students.

A member of the advisory, Abby Besse, and I visited Dee Buss Company to discuss the options and the financial implications. They strongly advised us to continue two bus runs, and we explored how the shift might be possible with tighter times between the TBS and HES runs. Their reasons for this suggestion included finances and logistics.

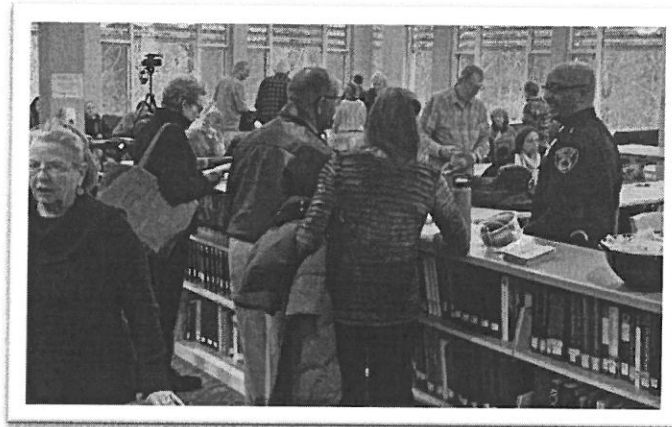
IV. Arm in Arm Community Event

Standard IV: Professional Culture

Chief Denmark presented to an audience of approximately 75 students and community members. The topic of instant decision making was connected to the book Blink by Malcolm Gladwell and the event was hosted by Arm in Arm. The Chief was invited to share some of the presentation that he does internationally with police officers on the topic of bias as it relates to their instant decisions. He spoke for an hour, and then audience members were encouraged to explore their own bias by taking the Harvard Implicit Bias test on the website; implicit.harvard.edu



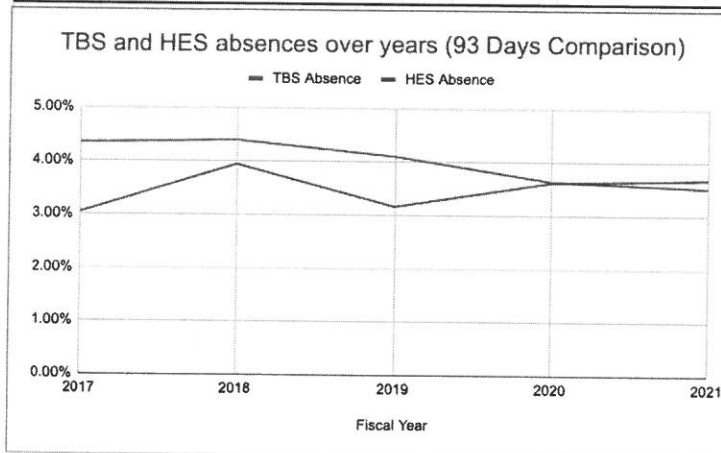
**Superintendent's Update
February 10, 2020**



V. Student Attendance Data

The District Improvement Plan includes a goal to improve student attendance. After discussing root causes of the problem three years ago, the leadership team identified action steps such as sending letters, meeting with parents, and education about negative learning impacts of missing too many days. This year we added phone call notifications and course credit reduction following chronic absenteeism. The trend line for TBS shows improvement.

| 93 Day Analysis | | | | | | | | | | | |
|--------------------------|------|-------------|------------------|----------------|--------------|-------------|------------------|----------------|-------------|-------------|--|
| First Day - Last Day | Days | Fiscal Year | Enrollment - TBS | Total Days TBS | TBS Absences | TBS Absence | Enrollment - HES | Total Days HES | HES Absence | HES Absence | |
| 08/31/2016 to 01/29/2017 | 93 | 2017 | 684 | 63,612 | 2,768 | 4.35% | 433 | 40,269 | 1,227 | 3.05% | |
| 08/30/2017 to 01/31/2018 | 93 | 2018 | 655 | 60,915 | 2,681 | 4.40% | 440 | 40,920 | 1,617 | 3.95% | |
| 08/29/2018 to 01/28/2019 | 93 | 2019 | 627 | 58,311 | 2,395 | 4.11% | 438 | 40,734 | 1,290 | 3.17% | |
| 08/28/2019 to 01/31/2020 | 93 | 2020 | 619 | 57,567 | 2,097 | 3.64% | 429 | 39,897 | 1,445 | 3.62% | |
| R² = 0.95 | 93 | 2021 | 591 | 54,917 | | 3.52% | 432 | 40,130 | 1,477 | 3.68% | |



| Year Analysis | | | | | | | | |
|--------------------------|------|-------------|------------------|----------------|-------------|------------------|----------------|-------------|
| First Day - Last Day | Days | Fiscal Year | Enrollment - TBS | Total Days TBS | TBS Absence | Enrollment - HES | Total Days HES | HES Absence |
| 08/31/2016 to 06/19/2017 | 180 | 2017 | 684 | 63,612 | 4.86% | 433 | 40,269 | 3.52% |
| 08/30/2017 to 06/20/2018 | 180 | 2018 | 655 | 60,915 | 5.19% | 440 | 40,920 | 4.12% |
| 08/29/2018 to 06/20/2019 | 184 | 2019 | 627 | 58,311 | 4.36% | 438 | 40,734 | 3.64% |

Superintendent's Update
February 10, 2020

VI. Professional Development Information

A request was made at the last School Committee meeting for me to provide the number of attendees self-selecting into the workshop sessions offered on the January 21st professional development day. Here are the numbers:

| | Session 1 (and double sessions) | | | | | DOUBLE | DOUBLE |
|---------------|---------------------------------|--|----------------------|-------------------------|---|--|--|
| <i>Title:</i> | Un-Conference on Co-Teaching | "Sparkling Joy" in your classroom; the KonMari Method for teachers | Video Game Addiction | Refresh Your Read Aloud | I'm Digitally Drowning! Throw Me A Float! | Being with the Uglies: Using Meditation and Mindfulness to Cultivate a Peaceful Mind | American Red Cross CPR/AED Certification |
| | 13 | 17 | 17 | 13 | 8 | 22 | 8 |

| | Session 2, (Single Session Workshops) | | | | | | |
|---------------|---------------------------------------|---|--|------------------------------|---|---|------------------------|
| <i>Title:</i> | Clay, Community, and Culture | Bullying and Cyberbullying, Strategies for Teachers | Teaching Math Using Multiple Modalities (Gr.3-6) | Un-Conference on Co-Teaching | Google Drive File Stream: Directly Connect your MacBook to Google Drive | A REALLY Difficult Conversation: Racism and "White Fragility" | Innovation Exploration |
| | 12 | 10 | 8 | 7 | 7 | 13 | 10 |