



School Committee

MINUTES OF THE CHELSEA SCHOOL
COMMITTEE MEETING
February 25, 2010

Approved March 25, 2010

The Chelsea School Committee met on Thursday, February 25, 2010, in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

Members Present: Chairman Lisa Lineweaver, Vice-Chairman Ed Ells, Michael Caulfield, Lucia Colon, Ana Hernandez, and Melinda Alvarado-Vega. **Also Present:** School Superintendent Dr. Thomas S. Kingston, Deputy Superintendent Dr. Mary M. Bourque, Executive Director Administration & Finance Gerry McCue, City Council Delegate Kathleen Bishop, Student Representative Karla Hernandez and School Business Manager and Clerk to the School Committee Barbara Martin.

The meeting was called to order at 7:00p.m.

Pledge of Allegiance:

School Committee Minutes: The minutes of the January 28, 2010, School Committee Meeting and the January 5, 2010, Organizational Meeting were unanimously approved.

Public Comment: None

Report of the Superintendent of Schools:

Student Achievement: Dr. Kingston called upon Dr. Bourque to report on Student Achievement. Dr. Bourque updated the Committee on the Nine Indicators of Success. Calling special attention to the district-wide student attendance rates, senior graduation rates, MCAS proficiency both ELA and Math, and grade distribution for transitional grades (5 and 9). A copy of the report is attached and forms a part of these minutes. Questions and discussion ensued.

Next, Dr. Bourque discussed a presentation on the Chelsea Public Schools and the Next Generation of Education Reform that all faculty will be apprised of. A copy of the presentation is attached and forms a part of these minutes. Questions and discussion ensued.

Personnel Report: Dr. Kingston commended the personnel report to the record.

Enrollment Report: Dr. Kingston commended the Enrollment Report to the record. As of February 22, 2010, the district-wide enrollment was 5,738 students, including 115 students in out-of-district placements. The district also has 5 Chapter 768 students; these students are not counted as a Chelsea student for enrollment purposes. .

Miscellaneous: Dr. Kingston commented on the importance of completing the 2010 Federal Census. He noted that the data is protected under law and the information will only be used by the Census Bureau.

Dr. Kingston reminded parents that March 17, 2010 is a Suffolk County holiday and therefore school will not be in session. Dr Kingston also noted that on March 18, 2010 at 7:00 p. m. a public hearing will be held on school choice for the 2010-2011 school year and on the FY2011 school department budget.

New Business:

- Ms. Colon, Chairman of the Budget & Finance Subcommittee moved to accept a State Grant in the amount of \$46,500.00 to develop Collaborative Partnerships for Student Success.

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved

- Ms. Vega moved to adopt the policy, “Transfer Grades for International and Out-of-State Students.”

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y

9	Edward Ells	Y
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On a roll call vote the motion was unanimously approved.

- Ms. Vega moved to adopt the policy, “Eligibility for Class Ranking.”

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Ms. Vega moved to adopt the policy, “No Credit Grade Report.”

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Ms. Vega moved to adopt the policy, NG Grades for Transfer Students.”

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y

7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Mr. Caulfield moved to adopt the policy, “Proficiency in the English Language.”

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Mr. Caulfield moved to adopt the policy, “Student Pregnancy.”

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Mr. Caulfield moved to adopt the policy, “Sexual Harassment, Bullying and Hazing.”

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent

4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Mr. Caulfield moved to adopt the policy, “Code of Conduct for All Employees.”

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Ms. Lineweaver moved to approve the textbook proposal for a new Grade 5 Science Textbook, *Science Modules 2009 (Houghton Mifflin Harcourt)*

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Ms. Lineweaver moved to approve the textbook proposal for a new Grade 7 Social Studies Textbook, *World Geography (Holt)*.

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Ms. Lineweaver moved to approve the textbook proposal for AP Government, *Government Alive (TCI)*

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

- Ms. Lineweaver moved to approve the textbook proposal for a new Commerce & Technology Textbook, *iCheck Series (Glencoe-McGraw-Hill)*

Chairman Lineweaver called for a roll call vote.

1	Rosemarie Carlisle	Absent
2	Ramona Foster	Absent
3	Morrie Seigal	Absent
4	Michael Caulfield	Y
5	Lisa Lineweaver	Y
6	Lucia Colon	Y
7	Melinda Alvarado-Vega	Y
8	Ana Hernandez	Y
9	Edward Ells	Y

On a roll call vote the motion was unanimously approved.

Committee Reports:

- **Budget & Finance:** Ms. Colon reported that the subcommittee met on January 28, 2010. A copy of the report is included and forms a part of these minutes.
- **Curriculum & Instruction:** Ms. Vega reported that the subcommittee met on January 28, 2010. A copy of the report is included and forms a part of these minutes.
- Student Representative Karla Hernandez reported that seniors were unhappy they were not notified of changes in the policy regarding absences. Dr. Kingston indicated that Ms Hernandez should discuss this issue directly with Mr. Mullaney.

Announcements:

- Ms. Foster donated two books for the February Book of the Month, *Fly* by *Christopher Myers* and *Runaway Jack* by *Steward Lees*.
- Ms. Colon volunteered to donate a book in March.

11. Adjournment: The meeting adjourned at 7:50 p.m.

Recorded by



Barbara A. Martin

Business Manager

Clerk to the Chelsea School Committee

1. The district-wide daily student attendance rate will be 95%. 2010 Goal: 94.8%

	September		October		November		December		January		February		March		April		May		June	
	month	ytd	month	ytd	month	ytd	month	ytd	month	ytd	month	ytd	month	ytd	month	ytd	month	ytd	month	ytd
Grade 1	95.5%		95.4%		94.2%		93.3%		94.6%	94.7%										
Grade 2	96.7%		96.1%		95.6%		94.3%		95.7%	95.8%										
Grade 3	96.8%		96.3%		94.9%		94.0%		95.7%	95.7%										
Grade 4	96.8%		96.8%		96.3%		94.7%		95.3%	96.1%										
Grade 5	96.7%		97.3%		95.6%		94.4%		96.1%	96.1%										
Grade 6	95.6%		96.6%		96.0%		93.6%		95.4%	95.5%										
Grade 7	96.0%		96.9%		95.7%		93.9%		95.2%	95.6%										
Grade 8	96.3%		96.0%		95.3%		93.4%		95.3%	95.3%										
Grade 9	90.5%		90.0%		90.5%		88.6%		91.9%	90.4%										
Grade 10	91.7%		91.7%		89.1%		88.0%		91.4%	90.5%										
Grade 11	90.4%		90.0%		88.5%		87.2%		89.1%	89.4%										
Grade 12	92.2%		91.1%		87.9%		86.2%		89.8%	89.8%										
Post-Graduate	93.1%		89.9%		96.8%		85.0%		100.0%	91.0%										
Kindergarten	95.4%		94.7%		92.4%		91.3%		92.0%	93.3%										
Grade PreK	94.7%		94.8%		93.7%		91.4%		93.9%	93.8%										
District Total	94.9%		94.7%		93.5%		92.0%		93.9%	93.9%										

2. The Chelsea High School senior class graduation rate will be 90%. 2010 Goal 89%

Current Senior Class	250	Grade 12 Quarter 2 Grade Distribution		Pass	E*	F*
		Seniors with Full CD	Seniors with Partial CD			
Seniors with Full CD	105	42%				
ELA & Math	4	2%				
ELA & Science	26	10%	English	168	27	68
ELA only	0	0%	Math	63.9	10.3	25.9
Math & Science	23	9%	Science	86	27	54
Math only	2	1%	History	51.5	16.2	32.3
Science only	55	22%		99	37	30
Alternate Assess	6	2%		59.6	22.3	18.1
No test results	29	12%		37	12	39
District Total	250			42.0	13.6	44.3

*E Attendance Failure *F Academic Failure

ELA and Math MCAS retest scheduled for March 1 - March 5. Biology retest scheduled for April 14 and June 2-3.

Any Senior who has never taken MCAS (new to the state) is also able to take the regular MCAS Grade 10 ELA test in March and the Grade 10 Math test in May.

All students without full CD are on EPP plans. A math EPP test will be available for these students April 26-May 7. The March 1-5 ELA retest will be used by the DESE as the ELA EPP test.

3. 75% of Chelsea High School students will take the PSAT. 2010 Goal 57%

Grade 10 and 11 Enrollment 2009	671																					
Students who took October 2009 PSAT	292	44%																				
Grade 10 students who took 2008 PSAT	224																					
	516	77%																				

4. 50% of Chelsea High School students in AP courses will attain a 3, 4, or 5. 2010 Goal 47%

2008-2009	90	students	enrolled	in	AP	courses	that	offer	AP	tests	scored	3,4,or	5.	47%				
2009-2010	218	students	are	enrolled	in	AP	courses	that	offer	AP	tests.	The	tests	are	offered	in	May	2010.

5. 50% of Chelsea students will take Algebra in Grade 8. 2010 Goal 36%

40% of Grade 8 students	are	currently	enrolled	in	Algebra	1	classes	as	of	January	2010							
88% of those Algebra 1 students	have	demonstrated	mastery	on	the	first	quarter	benchmarks.										
41% of Grade 7 students	are	currently	enrolled	in	Project	Challenge	and	Ramp-Up	classes	as	of	January	2010	in	preparation	for	next	year.

6. 80% of Chelsea students will be proficient in MCAS ELA at Grade 7. 2010 Goal 67%

Writing												
Baseline data incomplete for 2009-2010.												
Practice long composition given in Grade 7 in February to prepare for Grade 7 MCAS long composition.												
Student work is collected and scored to evaluate writing proficiency.												
Reading Comprehension												
6th grade Spring GRADE by stanine is used as a predictor for 7th grade MCAS ELA level of proficiency.												
Stanine 1,2,3	26%	Weak	Students still developing reading fluency									
Stanine 4	18%	Low Average	Fluent readers beginning comprehension work.									
Stanine 5,6	42%	Average	Group targeted intensively in vacation programs and after-school programs.									
Stanine 7,8,9	14%	Proficient	Proficient readers									
6th grade MCAS ELA level of proficiency is used in September for placement in targeted assistance groups.												
LowWarning	1%											
HiWarning	16%											
Low NI	15%											
HiNI	23%											
Proficient	41%											
Advanced	4%											
6th grade DIBELS ORF score by risk level is used for progress monitoring.												

7. 50% of Chelsea students will be proficient in MCAS Math at Grade 5 & 6. 2010 Goal 40%

55% of 5th and 6th graders met quarterly benchmark standards. (4 quarter rolling average)												
Math fact fluency among middle school students: 67%												
Math fact fluency among students in grade 4: 45%												
Percent of grade 5 students in Project Challenge: 27%												
Percent of grade 5 students in Project Challenge and Ramp Up: 37%												
Percent of grade 6 students in Project Challenge: 26%												

8. 50% of Chelsea students will be proficient in MCAS ELA in Grade 4. 2010 Goal 43.6%

		Writing							
Fall Baseline Assessment	Advanced	Proficient	Needs Improv.	Warning					
Grade 3	1	0%	37	8%	266	59%	147	33%	
Grade 4	3	1%	24	6%	271	64%	126	30%	

Practice long composition given in Grade 4 in February to prepare for Grade 4 MCAS long composition.
Student work is collected and scored to evaluate writing proficiency.

		Reading Comprehension							
3rd grade Spring GRADE by stanine is used as a predictor for 4th grade MCAS ELA level of proficiency.									
Stanine 1,2,3	19%	Weak	Students still developing reading fluency						
Stanine 4	21%	Low Average	Fluent readers beginning comprehension work.						
Stanine 5,6	46%	Average	Group targeted intensively in vacation programs and after-school programs.						
Stanine 7,8,9	14%	Proficient	Proficient readers						

3rd grade MCAS ELA level of proficiency is used in September for placement in targeted assistance groups									
Hi/Warning	12%								
Low NI	21%								
HINI	30%								
Proficient	33%								
Proficient+	3%								

4th grade Fall DIBELS ORF score by risk level is used for progress monitoring.

9. 95% of Chelsea students will enter Grade 1 ready to read as measured by phonemic segmentation and fluency. 2010 Goal 92.0%

Winter DIBELS testing currently complete									
	10%	At Risk	Intensive intervention by Title I and/or tutors.						
	19%	Some Risk	Supplemental support led most often by classroom teachers.						
	71%	Low Risk	On track but monitored by classroom teachers.						

Current progress monitoring indicates approximately 90% are on track to being "ready to read". New benchmark testing in the Spring.

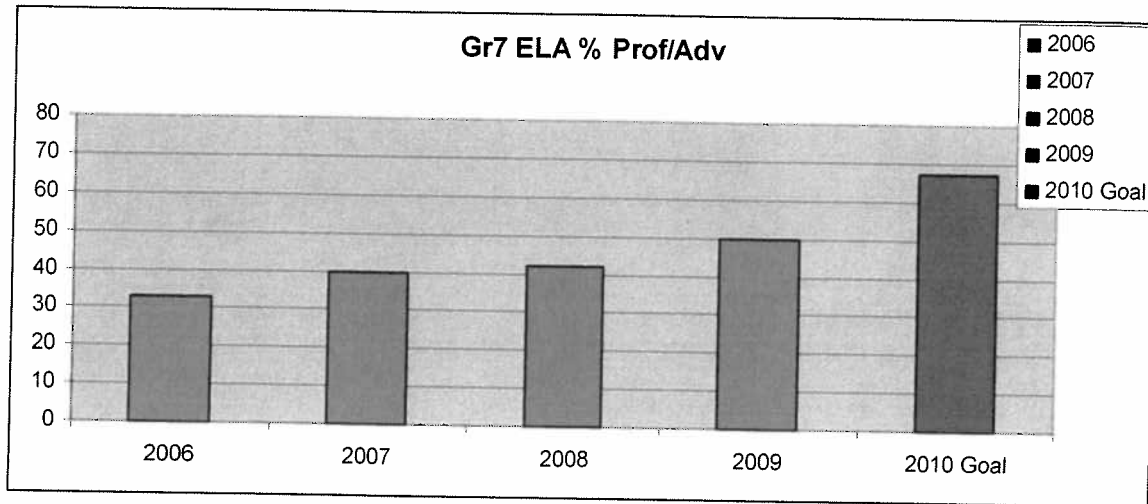
10. Student Mobility Transfers in and out of the School District

	September		October		November		December		January		February		March		April		May		June	
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out
ELC (K only)	30	4	6	5	3	3	1	4	6	3	1	2								
Elementary	33	35	30	15	20	20	8	21	15	20	12	7								
Middle School	29	31	15	9	11	17	12	16	20	17	7	6								
High School	65	44	17	23	17	14	13	16	15	24	14	15								
District Total	157	114	68	52	51	54	34	57	56	64	34	30								

11. Grade Distribution for Transitional Grades (5 and 9)

Grade	Subject	Pass	Fail	Grade 5		Grade 9	
				Pass	Fail	Pass	Fail
393 Students	English	367	21				
	Math	94.6 %	5.4				
	Science	350	38				
	History	90.2 %	9.8				
433 Students	English	369	19				
	Math	95.1 %	4.9				
	Science	376	8				
	History	97.9 %	2.1				
Grade 5 Quarter 2 Grade Distribution		Pass	E*	Grade 9 Quarter 2 Grade Distribution		Pass	F*
393 Students	English	256	49			142	
	Math	57.3 %	11.0			31.8	
	Science	222	21			141	
	History	57.4 %	7.8			34.8	
433 Students	English	220	31			131	
	Math	57.8 %	5.5			36.7	
	Science	221	30			134	
	History	57.6 %	8.1			34.3	
		*E Attendance Failure				*F Academic Failure	

Indicator 6: 80% of Chelsea students will be proficient in MCAS ELA at Grade 7.
2010 Goal: 67%



Finding: Grade 7 students have demonstrated steady improvement on MCAS ELA from 2006. However, if the rate of growth remains constant, it will not be enough to reach 2010 goal.

Additional Data:

	2006	2007	2008	2009
ADVANCED	1	1	1	6
PROFICIENT	32	39	41	44
NEEDS IMPROVEMENT	42	37	41	33
WARNING	25	23	18	17

6th grade Spring GRADE by stanine is used as a predictor for 7th grade MCAS ELA level of proficiency. {SO WHAT DOES THIS TELL US?}

Stanine 1,2,3	26%	Weak	Students still developing reading fluency
Stanine 4	18%	Low Average	Fluent readers beginning comprehension work.
Stanine 5,6	42%	Average	Group targeted intensively in vacation programs and after-school programs.
Stanine 7,8,9	14%	Proficient	Proficient readers

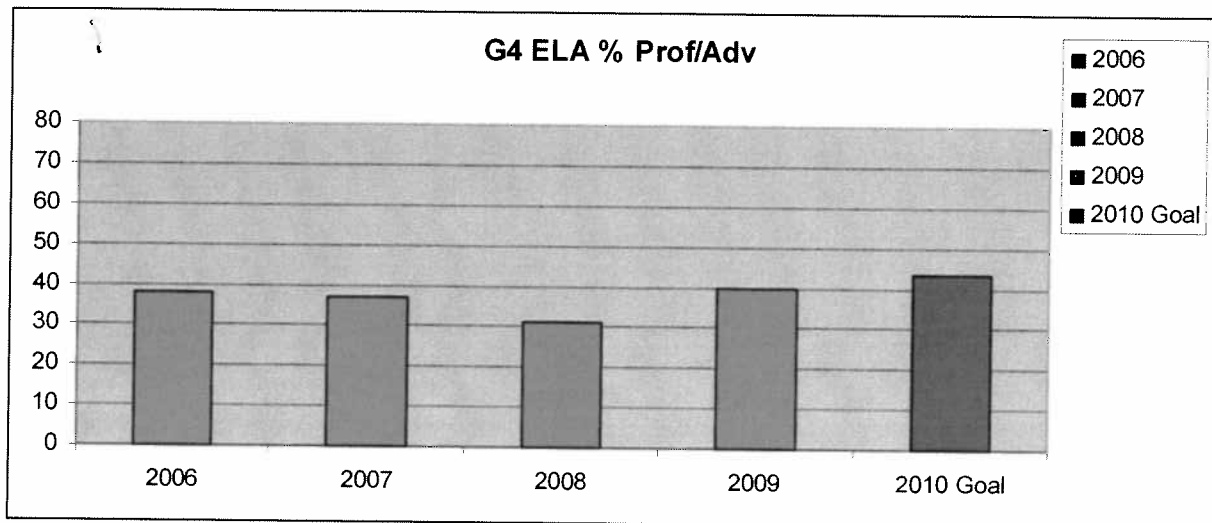
6th grade MCAS ELA level of proficiency is used in September for placement in targeted assistance groups.

LowWarning	1%
HiWarning	16%
Low NI	15%
HiNI	23%
Proficient	41%
Advanced	4%

6th grade DIBELS ORF score by risk level is used for progress monitoring. (DOES THIS HELP US UNDERSTAND WHERE WE ARE IN RELATION TO GOAL?)

Indicator 8: 50% of Chelsea students will be proficient in MCAS ELA in Grade 4.

2010 Goal: 43.6%



Finding: Grade 4 students have demonstrated varied results on MCAS ELA from 2006. However, if the rate of growth from 2008 to 2009 continues, the 2010 goal is achievable.

Additional Data:

	2006	2007	2008	2009
ADVANCED	3	3	2	5
PROFICIENT	35	34	29	35
NEEDS IMPROVEMENT	46	48	49	43
WARNING	16	14	20	17

Writing

Fall Baseline Assessment	Advanced		Proficient		Needs Improv.		Warning	
	Count	%	Count	%	Count	%	Count	%
Grade 3	1	0%	37	8%	266	59%	147	33%
Grade 4	3	1%	24	6%	271	64%	126	30%

Practice long composition given in Grade 4 in February to prepare for Grade 4 MCAS long composition. Student work is collected and scored to evaluate writing proficiency.

Reading

3rd grade Spring GRADE by stanine is used as a predictor for 4th grade MCAS ELA level of proficiency.

Stanine	%	Category	Description
Stanine 1,2,3	19%	Weak	Students still developing reading fluency
Stanine 4	21%	Low Average	Fluent readers beginning comprehension work.
Stanine 5,6	46%	Average	Group targeted intensively in vacation programs and after-school programs.
Stanine 7,8,9	14%	Proficient	Proficient readers

3rd grade MCAS ELA level of proficiency is used in September for placement in targeted assistance groups

HiWarning	12%
Low NI	21%
HiNI	30%
Proficient	33%
Proficient+	3%

4th grade Fall DIBELS ORF score by risk level is used for progress monitoring.

Chelsea Public Schools and the Next Generation Of Education Reform

Chelsea Public Schools

Theory of Action: (ExEL)

If Chelsea students enjoy excellence in teaching and learning, and if students embrace high aspirations, and if students receive skills for the 21st century, then graduates of the Chelsea Public Schools will be fully prepared for college and career.

Mission of the Chelsea Public Schools: (Purpose)

The mission of the Chelsea Public Schools is to provide a free, comprehensive, sustainable educational program of high quality so that all students might achieve success in college and career.

The Vision for the Chelsea Public Schools: (Direction)

- 1) Foster in students high aspirations;
- 2) Provide all students with 21st century skills;
- 3) Ensure that the system provides excellence in teaching and learning.

Values of the Chelsea Public Schools: (Collective Commitments)

- All children can learn.
- We take students from where they are to where they need to be.
- Socioeconomic conditions cannot be barriers to student success.
- The job of all the adults in the community is to help children imagine possibilities—and then help them act to fulfill them.
- All professionals working in the system are committed to continuous improvement.
- Results matter more than intentions.
- The life and mind of every student are precious.
- The diversity of our school community is a source of strength and a resource for the education of all learners.

But we do not exist nor function in a vacuum...

Constitution leaves to States the responsibility of implementing universal education.

In turn the State through the Department of Elementary and Secondary Education (MA DESE) leave to local educational agencies (LEAs) under the direction of local School Boards or School Committees the responsibility for implementing and funding the local school system.

[1993 MA Education Reform addressed the inequities in this system of funding schools.]

The Federal Government exerts influence and mandates on States and local school systems and schools through grants. Most notable of all federal grants is Title I.

Title I

Also known as...

- **1965 Elementary and Secondary Education Act (ESEA)**
- **1994 Improving America's Schools Act (IASA)**
- **2002 No Child Left Behind (NCLB)**
- **2010 Accelerating Achievement and Ensuring Equity (AAEE)**
 - **By August 1, 2010**

Federal Level

"Raise the Bar and Close the Gap"

- **4 Pillars Remain**
 - **Standards**
 - Common Core Standards
 - **Assessment**
 - State Testing
 - **Accountability**
 - Student Growth (one of multiple measures)
 - **Consequences and Sanctions**
 - School Choice
 - SES
 - Competitive grants
 - Transformation Model Schools (charters)

Federal Level

"Raise the Bar and Close the Gap"

- Proposed Changes—Focus is on Innovation, thus more competitive grants
 - Common Core Standards
 - No AYP
 - No longer focus on 100% proficiency, instead focus on "significant growth" (yet to be defined).
 - No longer 2014 goal, rather "cradle to career"
 - College and Career Ready focus
 - Link "significant growth" to teacher and administrator evaluations.

Federal Level

"Raise the Bar and Close the Gap"

Common Core Standards

- Clearer, fewer standards, with clearer progression.
- Common assessments
- Not a National Curriculum
 - National Council of Governors (48 States)
 - National Council of Chief State School Officers
 - Implications at State level
 - » Released for public comment in March
 - » Finalized by August 1st
 - » Five months for Standard setting at State Level (alignment)
 - » 85% of Standards must be CC
 - » Released from State to districts January 2011
 - » Chelsea curriculum alignment work January – June 2011
 - Implications for CPS- curriculum work and textbook sequence

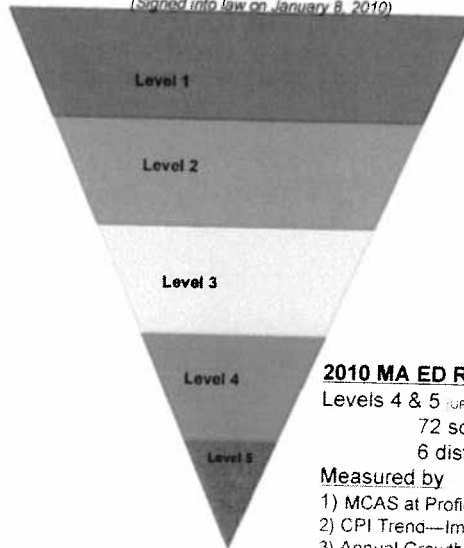
An Act Relative to the Achievement Gap: Turning Around Low-Performing Schools and Promoting Innovation for All

In July 2009, Governor Patrick proposed education reform legislation designed to deliver on the promise of public education: equity and excellence for all. The goals of the legislation were to close achievement gaps, help all students reach proficiency and provide innovative choices for students and families by aggressively turning around underperforming schools and lifting the cap on charter schools in low-performing districts. After several months of deliberations and amendments, the Massachusetts state legislature enacted the bill on January 14th. Considered to be the most significant education proposal signed into law since the Massachusetts Education Reform Act of 1993, this law, signed on Monday, January 18, 2010, will help Massachusetts continue to improve public education and provide high-quality options for all students.

2010 Massachusetts Education Reform

An Act Relative to the Achievement Gap: Chapter 12 of the Acts of 2010
(Signed into law on January 8, 2010)

NCLB
Levels 1, 2, 3 are schools and districts in *No Status, In Need of Improvement, Corrective Action, or Restructuring*



2010 MA ED Reform

Levels 4 & 5 (UP and Chronically UP)
72 schools (4%)
6 districts

Measured by

- 1) MCAS at Proficiency- Absolute Achievement
- 2) CPI Trend—Improvement Trend (4 years)
- 3) Annual Growth Rate
- 4) Graduation Rate
- 5) Dropout Rate

2010 Massachusetts Education Reform

*Innovation, Interventions, and Improvements
to
Close the Educational Achievement Gap in Massachusetts*

Innovations

“Innovation Schools” which are in-district public schools with increased autonomy and flexibility to operate; in-district alternative to other types of charter schools.

Interventions

Authorizes Commissioner of Education to designate up to 72 schools as either "Underperforming" or "Chronically Underperforming" based on student achievement and improvement measures.

These schools are targeted for aggressive intervention through a turnaround plan...the plan is expeditiously implemented by the district superintendents and the Commissioner.

- a) Turnaround Model
- b) Restart Model
- c) School Closure
- d) Transformation Model

Each model includes provisions to remove ineffective principals, administrators, and teachers.

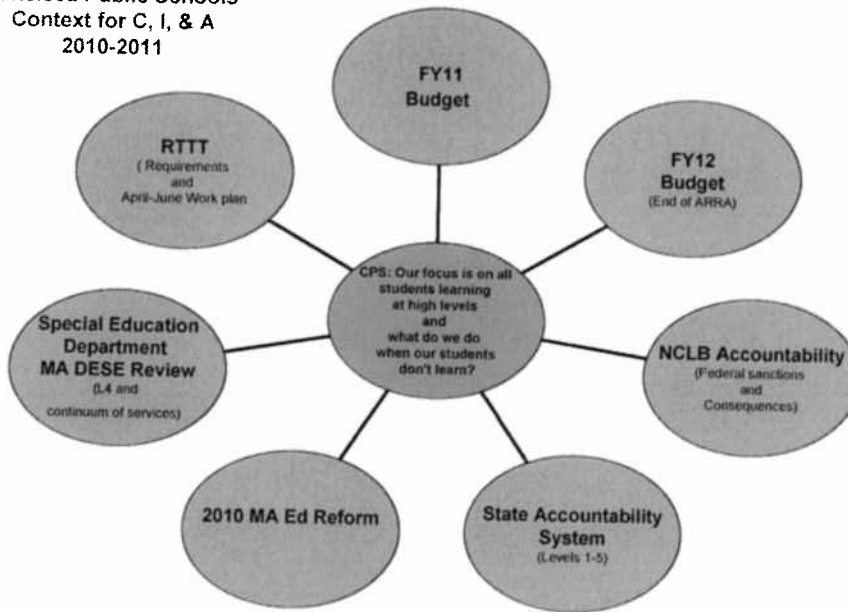
Improvement

Raises state's spending cap for charter schools... in the lowest 10% performing districts.

New requirements placed on charter schools: recruitment, retention, approval process, and funding.

Assistance to be provided through regionalization of intervention and support services; professional development, special education transportation, bulk purchasing, data analyses using MA DESE Data Warehouse.

Chelsea Public Schools
Context for C, I, & A
2010-2011



FEDERAL

FY2011 Budget
FY2012 Budget
2010 Summer Curriculum
Major Initiatives

PLC
Tiered Instruction/Intervention (RTI)
Reorganization of Special Education
Grade 9 Academy
Student Engagement and Discourse
Technology
Key Three Routine
Robust Style of Vocabulary Inst.
SEI Category 1-4 Instruction
Understanding by Design

DISTRICT

American Reinvestment & Recovery Act (ARRA)—
Stimulus
Race To The Top (RTTT or RT3)
Reauthorization NCLB

Standards (Common Core Standards)
Content & Performance
Assessment and Accountability
In Need of Improvement
Corrective Action
Restructuring

Sanctions and Consequences
School Choice
SES
Turnaround Schools

STATE

2010 Education Reform Act
Accountability Framework
Levels 4 & 5 - UP Schools
Innovation Schools
Special Education MA DESE Review (May 2009)
Reorganization - Inclusion
Continuum of Services
MA DESE Coordinated Review (April 2010)

Student Learning

I leave you with this...

**Federal
State
District
School**

Still, the greatest impact on student performance is you, the teacher. Our job as administrators (Central Office and School Level) is to work side-by-side with you, build our collaborative relationships and professional learning; support you; and, make it possible for you to focus on the teaching and learning of each and every student. Let us know what you need to make that happen.

*As Douglas Reeves states, "The life of a teacher is to elevate hope and confidence above cynicism and despair (p.xi, *Leading Change in Your School*, 2009).*

*We live in changing times...but whatever swirls around us at the policy level, still the greatest impact on the future is in your hands,
the teacher.*

Chelsea Public Schools

Theory of Action: (ExEL)

If Chelsea students enjoy excellence in teaching and learning, and if students embrace high aspirations, and if students receive skills for the 21st century, then graduates of the Chelsea Public Schools will be fully prepared for college and career.

Mission of the Chelsea Public Schools: (Purpose)

The mission of the Chelsea Public Schools is to provide a free, comprehensive, sustainable educational program of high quality so that all students might achieve success in college and career.

The Vision for the Chelsea Public Schools: (Direction)

- 1) Foster in students high aspirations;
- 2) Provide all students with 21st century skills;
- 3) Ensure that the system provides excellence in teaching and learning.

Values of the Chelsea Public Schools: (Collective Commitments)

- *All children can learn.*
- *We take students from where they are to where they need to be.*
- *Socioeconomic conditions cannot be barriers to student success.*
- *The job of all the adults in the community is to help children imagine possibilities—and then help them act to fulfill them.*
- *All professionals working in the system are committed to continuous improvement.*
- *Results matter more than intentions.*
- *The life and mind of every student are precious.*
- *The diversity of our school community is a source of strength and a resource for the education of all learners.*

Last...

2010 Census



M

School Committee

Budget and Finance Subcommittee

Thursday January 28, 2010

Meeting started at 6:00 PM

Attendance

Lucia Colon, Chairman
Morrie Seigal
Michael Caulfield

Agenda:

Transfers.

Barbara Martin distributed a copy of budget transfers implemented since the last reporting cycle for committee review.

Chelsea Cultural Council grant-Agricultural Education

A grant request from the Sokolowski School was approved by the Massachusetts Cultural Council for \$875 to support an apple-picking field trip next fall. The committee voted to recommend acceptance by the School Committee.

Chelsea Cultural Council grant

A grant request from the Sokolowski School was approved by the Massachusetts Cultural Council for \$1,100 to fund an in-school presentation by the National Marionette Theater. The committee voted to recommend acceptance by the School Committee.

Other:

Gerry McCue discussed the need to set a date for a public hearing to discuss the possible reduction of bus transportation by two busses.

Mr. McCue also reported that the Governor's proposed Chapter 70 allocation for Chelsea came slightly more than what was projected. Budget meetings will continue through the month of February.

Meeting adjourned at 6:47 PM

(N)

Chelsea School Committee
Subcommittee for Curriculum and Instruction
Wednesday, January 27, 2010
6:00 p.m.- 7:00 p.m.

Meeting Notes

In attendance: Ramona Foster, Subcommittee Chair; Mary Bourque, Deputy Superintendent; Lisa Lineweaver, School Committee Chair; Joseph Mullaney, Chelsea High School Principal; Cristina Tobar, CHS AP Government Teacher; Andrew O'Brien, Wright School Principal; Linda Breau, Clark Avenue School Principal; Catherine Doherty, CHS Commerce and Technology Lead Teacher.

6:15pm – Call to order

1) FY 2010-2011 New Textbook Proposals – Presentations

The C & I subcommittee was presented four new formal textbook proposals from CPS teachers and administrators. All proposals included each recommending committee's rationale, pilot program information, research, details, costs, training and price quotes. The following textbooks were presented:

- **Government Alive! Power, Politics and You**
Appropriate Audience: Advanced Placement U. S. Government (Gr.11/12)
Publisher: TCI, 2009
Presenter- Cristina Tobar, CHS Advanced Placement Government Teacher
- **iCheck Series, Microsoft Office 2007**
Appropriate Audience: High School Commerce & Technology (Gr. 10-12)
Publisher: Glencoe/McGraw-Hill, 2007
Presenter: Catherine Doherty, CHS Commerce and Technology Lead Tchr.
- **Science Modules**
Appropriate Audience: Middle School Science (Gr. 5)
Publisher: Houghton Mifflin Harcourt, 2009
Presenter: Andrew O'Brien, Wright School Principal
- **World Geography**
Appropriate Audience: Middle School Geography (Gr. 7)
Publisher: Holt, Rinehart and Winston, 2009
Presenter: Linda Breau, Clark Avenue School Principal

After a question and answer period, *the C & I subcommittee agreed to propose the full school committee vote to approve each of the new textbooks at the February 25, 2010 meeting, pending the availability of funds.* Each formal proposal and sample textbooks are available for public review in the Office of the Deputy Superintendent, Dr. Mary Bourque.

2) CHS 2010-2011 Course Catalog and Math Readiness Course – Presentation

CHS Principal, Joseph Mullaney, described the proposed revisions to the CHS Course Catalog, which included a description of new courses to be added in the 2010-11 school year. Kathy Foulser, Chelsea Public Schools Coordinator of Mathematics,

provided the history, overview and rationale for the added Math Readiness Courses described in the revised CHS Course Catalog. As questions and discussion ensued, Ms. Foster inquired as to the availability of the CHS Course Catalog available in the languages of the student population of the Chelsea Public Schools, minimally, Spanish. Mr. Mullaney acknowledged that at this time, it is currently made available only in English, however, did acknowledge the concern and agreed to explore ways to resolve the issue. Additional information will be brought to the attention of the C & I subcommittee as appropriate.

3) New CHS Policies for Awarding Credit

CHS Principal, Joseph Mullaney, also outlined for the C & I subcommittee four new policies governing the awarding of credits, planned for immediate implementation, pending the approval of the full School Committee. The following policies were presented and discussed by the C & I subcommittee:

- A formal policy for determining out of country and out of state transcript grades, proposed to be calculated into GPA/Class Rank for students entering (e.g. transferring to) Chelsea High School;
- A formal policy assigning no course credit for students who enter Chelsea High School with four to less than four weeks left in the quarter;
- A formal policy assigning no grade designation to all students who enter Chelsea High School after Quarterly Progress Report cards have been issued. The NG designation will indicate that a student has transferred but is not penalized for incomplete or unsatisfactory work; and
- A formal policy outlining the minimum length of time a student can be enrolled at Chelsea High School to be eligible for Class Ranking (e.g., valedictorian and salutatorian) status.

Following the presentation of each formal proposed policy, a question and answer period ensued. *The subcommittee agreed to propose the full school committee vote to approve each of the proposed CHS policies for Awarding Credit at the February 25, 2010 meeting.* Additional information is available in the Office of the Deputy Superintendent, Dr. Mary Bourque.

7:40pm – Meeting adjourned

Next Meeting

Thursday, February 25, 2010 (5:30 p.m.)