



School Committee

MINUTES OF THE CHELSEA SCHOOL COMMITTEE MEETING

April 2, 2015

Approved May 7, 2015

The Chelsea School Committee met on Thursday, April 2, 2015 in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

Members Present: Vice Chairman Edward Ells Rosemarie Carlisle, Lucia Colon, Charles Klauder, Lisa Lineweaver, and Shawn O'Regan

Also Present: Superintendent Dr. Mary Bourque, Executive Director of Administration and Finance Gerald McCue, and School Business Manager and School Committee Clerk Barbara Martin.

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

Pledge of Allegiance:

School Committee Minutes: The minutes of the March 5, 2015 Public Hearing and the March 5, 2015 School Committee Meeting were unanimously approved.

Public Comment: Ms. Maritza Knight as new teacher at Chelsea High School introduced herself to the Committee and expressed the need for additional interactive boards for the Mathematics Department.

Report of the Superintendent of Schools:

Dr. Bourque discussed the year to date Drop-Out Information, noting the 89 students have dropped out compared to 66 last year to date. The complete report is attached and forms a part of these minutes.

Student Achievement: Superintendent Mary Bourque called upon Asst. Superintendent Linda Breau to discuss the District Indicators of Success from March 2015.

Indicator 1-Attendance year to date was 93.8%, down from 94.2 % last year to date.

Indicator 2- Seventeen additional students have dropped out. Ten are in an Adult Education Program, six with plans unknown and one with location unknown.

Indicator 6- 41% of middle school students are reading at a Lexile Level of 955 compared to 26.1% last year to date. 14% of elementary students scored 24 or higher on the DIBELS Daze, down from 22% last year to date.

Indicator 10-Student Mobility was 15.9% year to date compared to 14.9% last year to date.

A copy of this report is enclosed and forms a part of these minutes.

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

Enrollment Report: Dr. Bourque commended the enrollment report to the record. As of March 27, 2015 the district-wide enrollment was 6,541 students, including 151 students in out-of-district placements. In addition, there are 4 Chapter 768 students for whom the district has financial responsibility.

Lastly, Dr. Bourque discussed the 2015-2016 Strategic Plan noting the one Strategic Objective to Strengthen Tier 1 Instruction. A copy of the plan is attached and forms a part of these minutes.

Committee Reports:

- **Budget and Finance:** Ms. Lineweaver reported that the subcommittee last met on March 26, 2015. A copy of the report is attached and forms a part of these minutes
- **Curriculum and Instruction:** Mr. Klauer reported that the subcommittee last met on March 26, 2015. A copy of the report is attached and forms a part of these minutes
- **Human Resources:** Mr. Ells reported that the subcommittee last met on March 4, 2015 and March 19, 2015. A copy of the report is attached and forms a part of these minutes
- **Policy & Procedures:** Dr. Bourque reported that the subcommittee last met on March 19, 2015. A copy of the report is attached and forms a part of these minutes
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New Business:

- Ms. Lineweaver move to rescind the school budget approved on March 5, 2015 and to appropriate \$81,844,618.00 for FY 2016.

District Administration	\$2,059,189
Instruction & Assessment	\$1,102,497
Special Education & Pupil Personnel	\$11,268,241
Benefits, Payroll Adjustments, Insurance	\$15,329,848
Technology Services	\$1,501,935
Facilities Management & Transportation	\$9,117,820
Chelsea High School	\$10,292,567
Eugene Wright Science & Technology	\$3,672,720
Joseph A. Browne Middle School	\$3,281,997
Clark Avenue Middle School	\$3,554,555
Edgar F. Hooks Elementary School	\$3,242,058
William A. Berkowitz Elementary School	\$3,649,168
Frank M. Sokolowski Elementary School	\$3,394,129
George F. Kelly Elementary School	\$3,213,160
The John Silber Early Learning Center	\$5,802,301
Other Educational Programs	<u>\$1,362,434</u>
Total General Fund Expenses	\$81,844,618

Vice Chairman Ells called for a roll call vote.

Charles Klauder	Y
Carlos J. Rodriguez	AB
Rosemarie Carlisle	Y
Edward Ells	Y
Lucia Henriquez	Y
Ana Hernandez	AB
Jeanette Velez	AB
Lisa Lineweaver	Y
Shawn O'Regan	Y



Having six votes in the affirmative the motion was approved.

- Ms. Carlisle moved to approve the revisions to the Wellness Policy

On a voice vote the motion was unanimously approved.

- Motion to accept the recommendation of the Superintendent to approve a three day trip to Washington, D. C., for middle school students.

On a voice vote the motion was unanimously approved.

- Motion to accept the recommendation of the Superintendent to approve a two day trip to Washington, D. C., for Browne Middle School student Jennifer Vega through Citizen School.

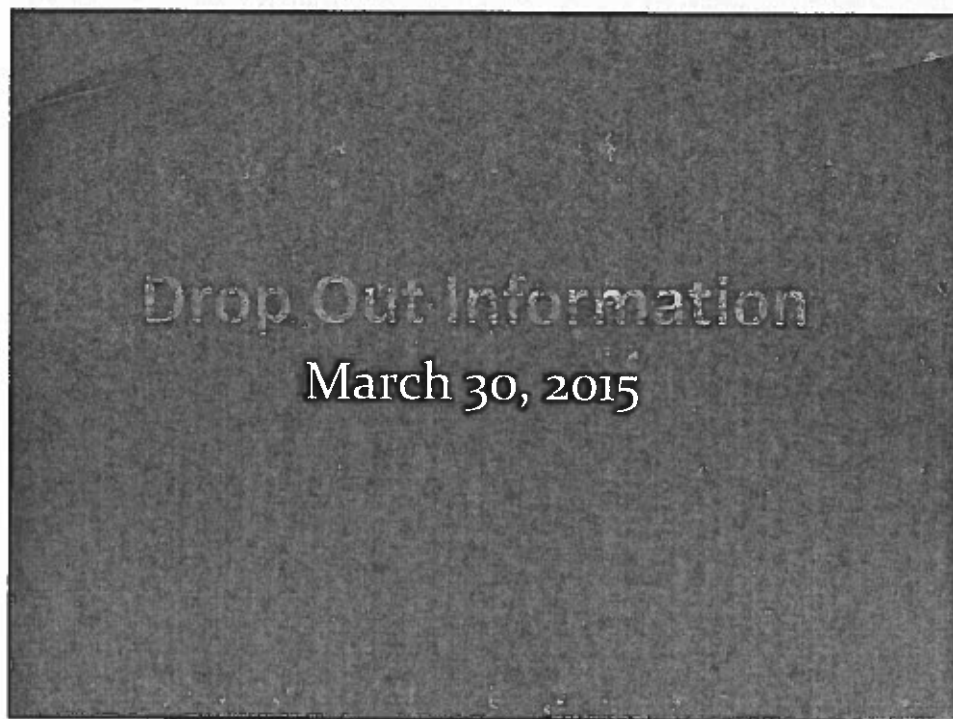
On a voice vote the motion was unanimously approved.

Communications: Accepted and filed: Chelsea Community Schools Strategic Plan.

Adjournment: The meeting adjourned at 7:45 p.m.

Recorded by

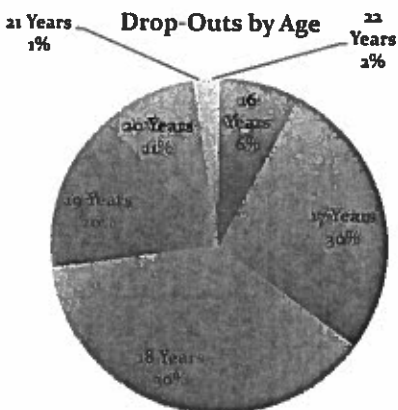
Barbara A. Martin
Business Manager
Clerk to the Chelsea School Committee



**Year to Date
Dropout Numbers**

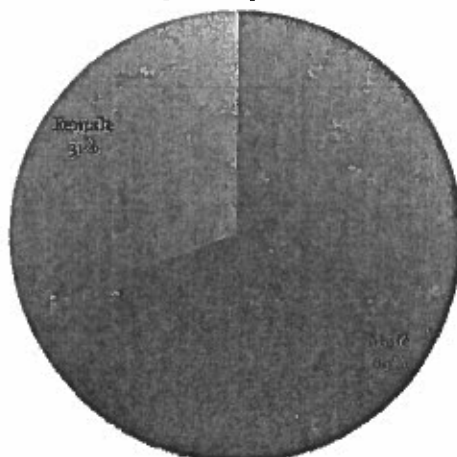
- 2013-2014 66 students have dropped out
- 2014-2015 89 students have dropped out

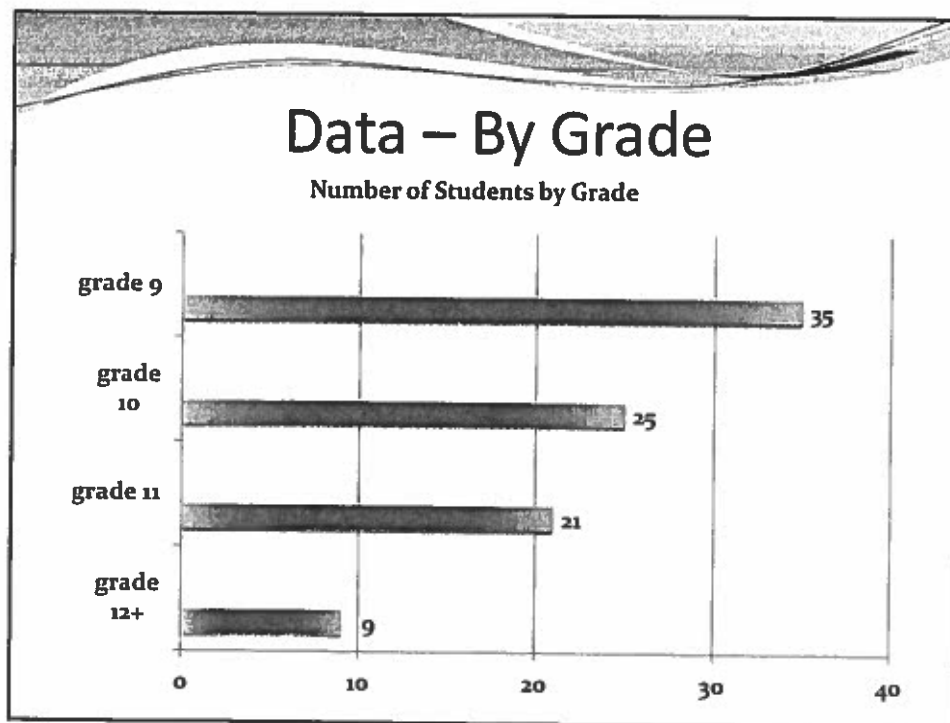
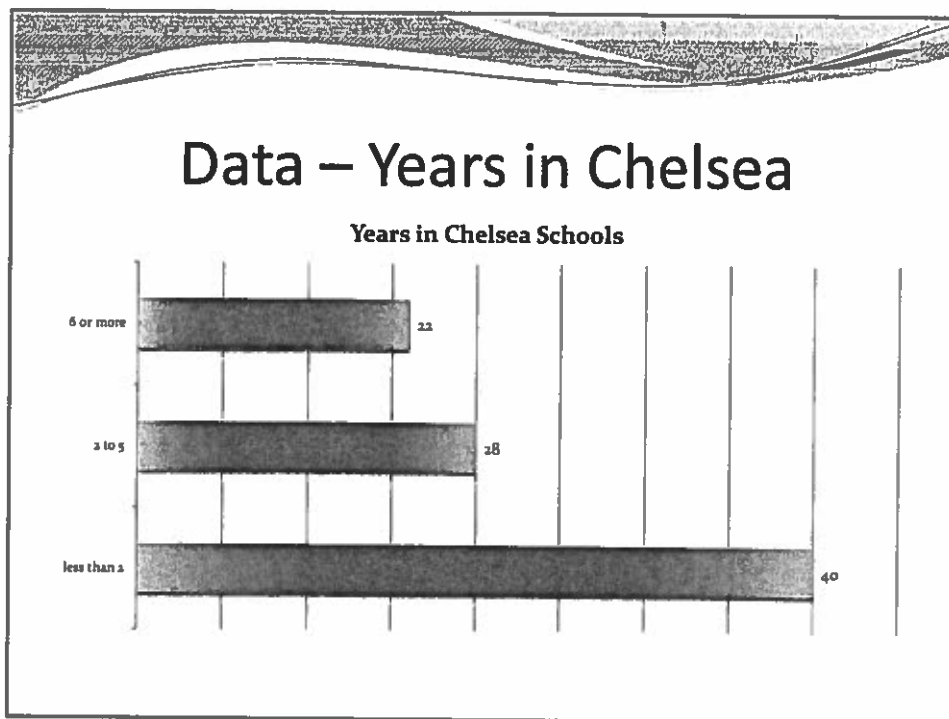
Data - Age

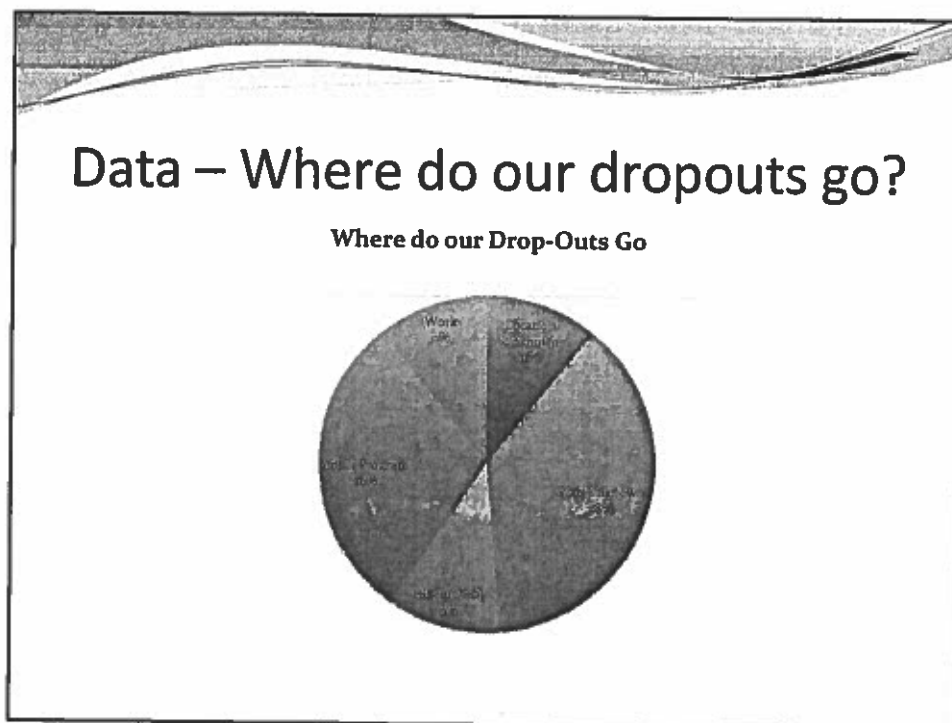
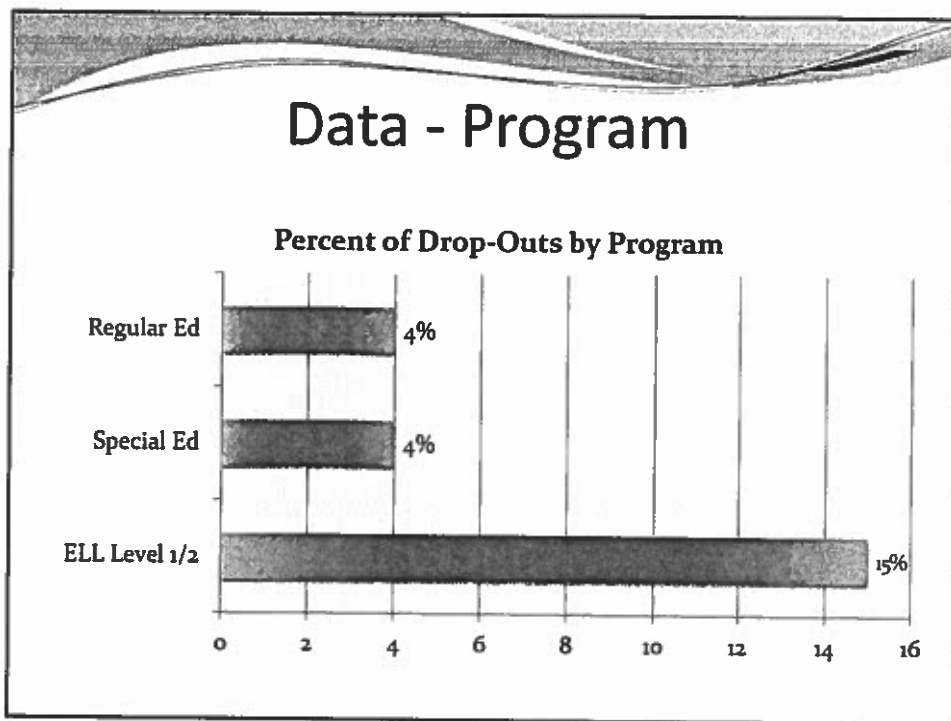


Data - Gender

Drop-Out by Gender







Conclusions – Story of our ELL students

Our Conclusion

- The majority of our dropout population *consists of predominantly male ELL students that have been here for less than 2 years - of which 15% are either working and 44% are in a structured educational program.*
- How can we better meet the needs of this population?

Conclusions – Story of our ELL students continued

Reasons for coming to this country

- Gang violence and economic conditions
- Looking for safety with a relative

Student & Family Needs

- Survival mode - expected to contribute their time and money
- Education
 - Genuine desire to learn
 - Gaps in schooling
 - Learning English
 - Court mandated schooling
 - Post secondary concerns
- Mental Health needs - trauma
- Medical needs unmet

Suggestions

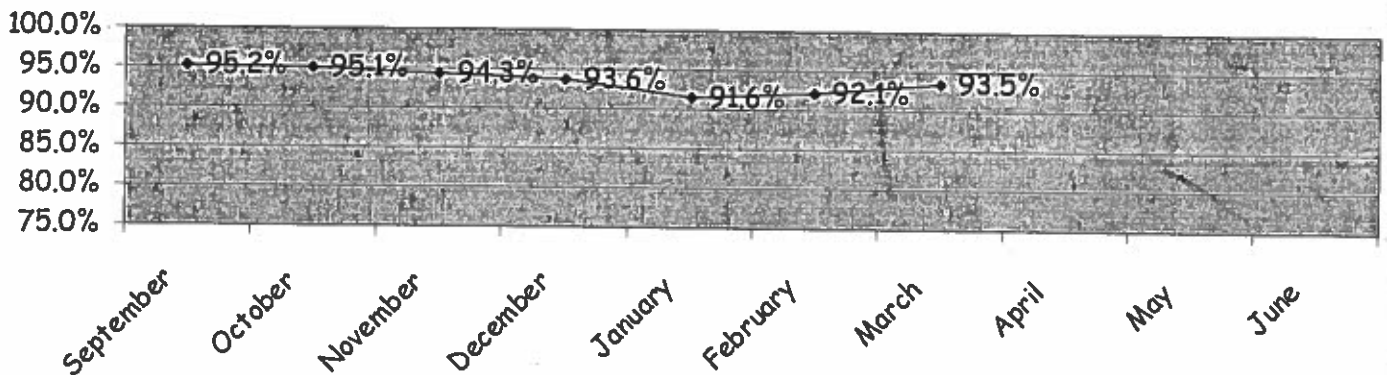
- Night School
- Work Study program
- Partial School day with Work Study component
- Expanding ESOL classes offered (currently offered at ILP)
- CHS Mentoring Program targeted to newcomers
- Comments/questions/ideas from SC

Indicators for Success March 2015

**Indicator 1: District-wide daily students' attendance rate will be 95%.
(Report monthly)**

	Sept	October	November	December	January	February	March		April	May	June
	Month	Month	Month	Month	Month	Month	MTD	YTD			
Grade 1	96.1%	96.0%	95.3%	95.3%	91.3%	94.3%	94.9%	94.9%			
Grade 2	96.4%	96.2%	96.2%	94.3%	91.9%	94.3%	94.4%	95.0%			
Grade 3	96.6%	96.9%	96.4%	95.9%	94.0%	94.9%	95.7%	95.9%			
Grade 4	96.6%	96.6%	96.0%	95.8%	93.5%	95.4%	96.2%	95.8%			
Grade 5	95.1%	96.8%	96.4%	96.0%	93.1%	94.9%	95.7%	95.5%			
Grade 6	96.0%	96.2%	96.2%	95.3%	92.6%	93.7%	94.8%	95.2%			
Grade 7	96.1%	96.5%	96.0%	94.8%	92.7%	91.9%	93.6%	94.5%			
Grade 8	95.9%	96.0%	95.6%	95.1%	92.9%	92.9%	94.4%	94.8%			
Grade 9	92.6%	91.8%	90.2%	90.0%	90.6%	86.5%	89.7%	90.4%			
Grade 10	92.8%	93.0%	91.1%	89.6%	89.9%	86.8%	90.3%	90.7%			
Grade 11	93.1%	91.5%	90.8%	89.6%	89.9%	87.9%	91.7%	90.8%			
Grade 12	91.6%	91.0%	88.9%	88.0%	89.9%	87.0%	89.3%	89.5%			
Post-Graduate	96.1%	97.0%	96.3%	95.3%	99.1%	97.1%	99.8%	94.9%			
Kindergarten	94.9%	95.2%	93.6%	92.7%	87.7%	91.4%	92.0%	92.5%			
Grade PreK	95.9%	95.1%	93.5%	92.6%	91.6%	92.7%	93.4%	93.5%			
District Total	95.2%	95.1%	94.3%	93.6%	91.6%	92.1%	93.5%	93.8%			

District Attendance Percentage



**Indicator 2. District annual dropout rate will not exceed 3%.
(Report annually)**

Data for each year is period to date

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Oct. 1 st Enrollment*	1369	1353	1330	1372	1408	1527
# of Drop-Outs	86	54	94	74	66	89
Drop-Out %	6.28%	3.99%	7.07%	5.39%	4.69%	5.83%

CHS Enrollment as of October 1

CHS Programmatic Breakdown this year to date

CHS Enrollment	Regular Ed Students	Sped Students	ELL Students
Oct. 1 st Enrollment*	965	147	415
# of Drop-Outs	42	11	35
Drop-Out %	4.4%	7.5%	8.4%

*CHS enrollment as of 10/1/2014

02/25/2015-03/30/2015

- 17 students have withdrawn
- 10 Adult education, 6 Plans unknown, 1 Location Unknown
- Regular=7, LEP=8, Sped=2
- Grade 9 = 7
- Grade 10 = 7
- Grade 11 = 1
- Grade 12 = 2

Indicator 3. Using the Early Warning Indicators, students identified at-risk for dropping out at all levels, elementary, middle and high school, will decrease at least .5% each quarter or 2% per year.

Early Warning Indicators - % at High Risk

Grade Level	2010-11	2011-12	2012-13	2013-14	Q1 2014-15	Q2 2014-15
Elementary	8.11%	3.3%	6.4%	6.6%	4.9%	4.6%
Middle	3.86%	5.9%	5.8%	5.1%	3.4%	6.0%
High School	5.63%	6.1%	5.0%	6.9%	3.8%	2.1%

Indicator 4. Less than 8% of CHS students will be retained and less than 10% will fail at least one class in grades 9 and 10.

- In 2009-2010, 146 students were retained (divided by CHS Oct. 1 enrollment of 1,353) for a retention rate of 10.8%.
In 2009-2010, there were 795 ninth and tenth graders who received a final grade in a core course. 362 of them failed at least one course (45.5%).
- In 2010-2011 There were 369 Grade 9 students - 86 retained (23%) and 360 Grade 10 students - 73 retained (20%).
- In 2011-2012 There were 413 Grade 9 students - 56 retained (13.6%) and 363 Grade 10 students - 43 retained (11.8%).
- In 2012-2013 There were 412 Grade 9 students - 77 retained (18.7%) and 342 Grade 10 students - 58 retained (16.9%).
- In 2013-2014 There were 470 Grade 9 students - 164 retained (34.9%) and 347 Grade 10 students - 45 retained (12.9%).

Quarter 1 Grades

Grade	Total # of students	1 failing grade	2 failing grades	3 failing grades	4+ failing grades	Total %
9	597	91	72	90	53	51.3%
10	315	52	44	32	32	46.4%

Quarter 2 Grades

Grade	Total # of students	1 failing grade	2 failing grades	3 failing grades	4+ failing grades	Total %
9	585	116	115	79	36	59.1%
10	347	68	46	20	21	44.7%

Quarter 3 Grades

Grade	Total # of students	1 failing grade	2 failing grades	3 failing grades	4+ failing grades	Total %
9						
10						

Final Grades

Grade	Total # of students	1 failing grade	2 failing grades	3 failing grades	4+ failing grades	Total %
9						
10						

**Indicator 5. The percentage of students in grades 5, 6 and 10 who score advanced or proficient on Math MCAS will increase by 2% or more each year.
(Report yearly)**

Grade Level	2007-08 Adv&Prof Pct	2008-09 Adv&Prof Pct	2009-10 Adv&Prof Pct	2010-11 Adv&Prof Pct	2011-12 Adv&Prof Pct	2012-13 Adv&Prof Pct	2013-14 Adv&Prof Pct
Grade 5	30%	28%	25%	42%	35%	31%	28%
Grade 6	38%	35%	37%	37%	47%	32%	32%
Grade 10	44%	43%	39%	51%	54%	57%	56%

Indicator 6. 80% of middle school students will read at a Lexile level of 955 or higher by the end of Grade 7.

(Report on 3 times per year with SRI results)

Year	Fall	Winter	Spring
2011-2012	26.3%	25%	38%
2012-2013	20%	35%	42%
2013-2014	23.6%	26.1%	33%
2014-2015	28%	41%	

Indicator 7. 80% of elementary students will score a 24 or higher on the DIBELS Daze by the end of Grade 4.

(Report on DIBELS 3 times per year)

Year	Fall	Winter	Spring
2011-2012	1%	22%	35%
2012-2013	8%	23%	40%
2013-2014	7%	22%	34%
2014-2015	6%	14%	

Indicator 8. By June of each school year, 95% or more of Kindergarten students will score in the "Proficient" or "In Process" range on the Phonemic Segmentation Fluency DIBELS subtest (less than 5% will be identified as "at-risk" in Phonemic Segmentation Fluency).

	At risk	Some risk	Low Risk
2012	9%	11%	81%
2013	10%	9%	81%
2014**	20%	21%	59%
2015			

**During the 2013-2014 school year, the ELC implemented the DIBELS Next 2012 Recommended Benchmark Goals which are considerably higher than the previous versions. This was a significant change from the benchmark goals used in previous years. Therefore, the data from the results of this year's DIBELS assessments cannot be compared to data collected from previous years. As a result the Indicator for Success has to be adjusted as well. NOTED: Referencing the previous benchmark goals, students continued to reach a success rate of 95% or above.

REVSIED INDICATOR: By June of each school year, 80% or more of Kindergarten students will score in the "Proficient" or "In Process" range on the Phonemic Segmentation Fluency DIBELS subtest.

Indicator 9. 50% of Chelsea High School students in AP courses will attain a 3, 4, or 5. 2011 Goal 50%

	2008-2009	2009-2010	2010-2011	2011-2012	2012-13	2013-14	2014-15
Enrolled in AP courses	192	227	252	301	340	396	409
AP tests taken	192	237	244	288	340	398	
# of Students scored a 3, 4, or 5	90	97	78	98	114	193	
% of Students scored a 3, 4, or 5	47%	41%	32%	34%	34%	48%	

Indicator 10. Student Mobility - Monthly transfers into and out from the school system after the first day of school

	Sept 26		Oct 31		Nov 30		Dec 31		Jan 31		Feb 25		Mar 30								TOTAL
	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out	In	Out							
ELC (K only)	53	13	15	8	4	4	1	5	6	6	6	1	3	6							131
Elementary	36	29	26	17	15	16	13	14	19	14	10	9	13	12							243
Middle School	60	55	20	10	14	5	6	11	28	9	5	4	10	14							251
High School	121	48	24	31	16	16	13	20	16	21	8	8	14	30							386
District Total	270	145	85	66	49	41	33	50	69	50	29	22	40	62							1,011

*District-wide mobility rate (sum of transfers in and transfers out divided by October 1st enrollment (6350)) is 15.9% year to date.

Student Mobility Rate September 1 - June 30 (10-month calculation)

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Rate	32.0	32.4	33.7	33.5	23.9	36.0	28.6	37.5	23.6	32.0	28.5	25.0	24.8	17.0	20.0	17.6	20.6	17.0



**CHELSEA PUBLIC SCHOOLS
STRATEGIC PLAN
2015-2016**

We will continually ask ourselves, what is the next level of work here and how can I improve my practice to support it?

Thematic Goal

Design and implement a comprehensive and coherent Tier I instructional system implemented and monitored with fidelity across the school district.

Theory of Action

In 2015-2016, if the Chelsea Public Schools District Leadership Team strengthens Tier I instruction in each classroom by ensuring we are: 1) student-centered; 2) teaching for understanding; 3) teaching for learner differences; 4) teaching from Standards to rigor and depth; 5) and, using assessment to inform instruction, then Chelsea Public Schools will have a focused and coherent instructional system that will support student achievement.

Strategic Objective (to achieve Thematic Goal)

Strengthen Tier I Instruction

Elements of Strong Tier I Instruction

Student-Centered

Teaching for Understanding

Teaching for Learner Differences

Teaching from Standards to Rigor & Depth

Assessment Informs Instruction

Strategic Initiative (to achieve the strategic objective)

1. Improve the rigor and daily effectiveness of standards-based lessons through the use of district identified instructional practices.

Benchmarks

Strengthen Tier I Instruction

Strategic Objective			
Strategic Initiative	Improve the rigor and daily effectiveness of standards-based lessons through the use of district identified instructional practices.		
SMART GOAL	<i>By the end of the 2015-2016 school year 100% of DLT members will increase their ability to coach teachers in the implementation of district identified instructional practices. Growth will be measured through learning walks, observations and feedback, targeted professional development offerings (informed by learning walks) and student growth and achievement.</i>		
District Identified Instructional Practices	<ul style="list-style-type: none"> • Systematic Approach to Foundational Skill Instruction (e.g., phonemic awareness, phonics, sentence construction, basic math facts and computation) • Purposeful Text /Task complexity (e.g., close reading, RETELL, Keys to Literacy) • Academically Productive Talk (e.g., Socratic Seminar) • Active Inquiry/Problem Solving (e.g., Math, Science & Engineering Practice Standards, Read like a Writer) • Robust Vocabulary Instruction (e.g., Tier I, II, III, 4-Prong Approach) • Instructional and Social-Emotional Coaching (e.g., conferring) 		
Essential Questions	<i>How do we consistently provide high quality instruction that meets the needs of and also challenges all students?</i>	<i>How do we create a coherent, rigorous, and engaging learning environment in every classroom?</i>	<i>How do we create an emotionally and physically safe and supportive learning environment?</i>
By the end of the first quarter DLT members will have a common understanding of district identified instructional practices, a process and tool for monitoring application (look fors), and a baseline measure/assessment of implementation of district identified instructional practices.			
By February vacation DLT members will identify growth through progress monitoring in order to identify areas of strength and needs of improvement.			
Benchmarks			
By the end of the 2015-2016 school year 100% of DLT members will increase their ability to create clear and shared expectations of learning through coaching teachers in the implementation of district identified instructional practices. Growth will be measured through learning walks, observations and feedback, targeted professional development offerings (informed by learning walks) and student growth and achievement.			

Descriptions of District Identified Instructional Practices

Systematic Approach to Foundational Skill Instruction: Foundational skills are the basic building blocks upon which more complex knowledge and reasoning can be built.

- Oral Language
- Literacy
 - print concepts, phonological awareness, phonics and word recognition.
 - fluency with sentence construction
- Math
 - fluency with math facts and computation

Purposeful Text /Task Complexity: Intentionally creating an authentic context for learning that lands in students' zone of proximal development. At times texts or tasks can be very complex but asked for products can be simpler. In other instances, texts/tasks can be relatively simple but asked for products can be multifaceted. By purposely creating learning events using text/task complexity student thinking can be stretched. (e.g., close reading, RETELL, Keys to Literacy)

Academically Productive Talk: Orchestrating student use of academic discourse and vocabulary during lessons to enrich the language and depth of knowledge experienced by all. (e.g., Socratic Seminar)

Active Inquiry/Problem Solving: Creating a situation in which students need to wrestle with content in an original context in order to apply their knowledge to make meaning, reach a conclusion, solve a problem or create an argument. (e.g., Math, Science & Engineering Practice Standards, Read like a Writer)

Robust Vocabulary Instruction: Using a comprehensive approach to vocabulary development of Tier I, Tier II, and Tier III words. (e.g., Tier I, II, III, 4-Prong Approach)

Instructional and Socio-Emotional Coaching: Adeptly assessing students' level of understanding and progress and providing relevant, specific and actionable feedback to push learning and social-emotional growth. (e.g., conferring)



School Committee

DRAFT Minutes of the Budget and Finance Subcommittee

March 26, 2015

The Budget and Finance Subcommittee met at 6:45 on Thursday, March 26, 2015 in the 3rd floor Conference Room, City Hall, 500 Broadway, Chelsea.

Members Present: Charles Klauder, Jeannette Velez, Subcommittee Chair Lisa Lineweaver
Also: Executive Director of Administration & Finance Gerry McCue

Call to Order: The meeting was called to order at 6:47 p.m.

Review of Budget Transfers: The Committee reviewed the budget transfer requests for the current period. None require the approval of the full school committee

New Business:

Updates to Annual Budget for FY16

Mr. McCue presented a revised annual budget updated in light of projected funding in the Governor's budget proposal. With an increase of \$1,157,087 projected vs. when the original budget was approved, those funds are proposed to (a) reduce the use of carry-over funds to support the budget, (b) reduce the use of Circuit-Breaker funds planned for FY17 – both of which replace budget “Band-aids” with more secure funding – as well as to (c) fund some proposals not able to be included in the preliminary budget.

The subcommittee recommends the updated budget for approval.

Review of the Audit Report

Mr. McCue shared details of the findings of the recent auditor's report, which did not discover any material weaknesses that are required to be reported according to federal General Accounting Standards. The report issued minor findings and recommendations related to the systematic review of Free and Reduced-Price Lunch applications, and to the reporting of meal counts. Mr. McCue reported that the relevant departments are reviewing procedures for opportunities to strengthen financial practices.

Adjournment: The meeting adjourned at 7:20 p.m. The subcommittee's next meeting will be held on April 16, 2015 at 6:45 p.m. in the third-floor conference room (following the Curriculum and Instruction subcommittee meeting that evening at 6 p.m.)

HUMAN RESOURCES SUBCOMMITTEE

MEETING MINUTES

A meeting of the Human Resources Subcommittee was held on Wednesday, March 4, 2015, at 6:00 p.m. at Chelsea City Hall. Present were Ed Ells, Rosemarie Carlisle and Shawn O'Regan, along with Tina Sullivan, HR Director, and Ellen Benson, assistant HR Director.

The meeting was called to order at 6:11 p.m.

Ms. Sullivan gave a quick update on two personnel matters: the resignation of the assistant principal at Chelsea High and a situation concerning the facilities manager.

Mr. Ells then presented the members with a draft copy of Dr. Bourque's midyear assessment for discussion and review. Individual committee member ratings were reviewed, variances from Superintendent Bourque's self-assessment were noted, and final ratings from the School Committee were agreed upon.

The addition of written comments was also discussed and the document amended accordingly.

It was agreed that the subcommittee would present the final self-assessment to Dr. Bourque at the March 19, 2015 meeting. Then it would be presented for adoption to the full committee at our April meeting.

Meeting adjourned at approximately 6:50 p.m.

HUMAN RESOURCES SUBCOMMITTEE

MEETING MINUTES

A meeting of the Human Resources Subcommittee was held on Wednesday, March 19, 2015, at 6:45 p.m. at Chelsea City Hall. Present were Ed Eells, Rosemarie Carlisle and Shawn O'Regan, along with Dr. Mary Bourque, Tina Sullivan, HR Director, and Ellen Benson, assistant HR Director.

The meeting was called to order at 6:55 p.m.

Ms. Sullivan gave a quick update notifying the members that negotiations for the para-professionals and clerks were set to begin and that she would keep us updated on progress over next several weeks.

Ms. Sullivan also notified the members of two resignations: the principal of the Berkowitz School and the assistant principal at the Hooks.

The members then presented Dr. Bourque with her mid-year assessment (attached), which had been approved by the human resources subcommittee at prior meetings. Dr. Bourque was rated proficient in each of the four standards of the assessment (Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional Culture) and proficient overall. Of the approximately 41 individual elements within each standard: Dr. Bourque was rated exemplary in Ethical Behavior, and Mission and Core Values; rated needs improvement in Family Engagement; and rated proficient on all remaining 38 elements.

Meeting adjourned at approximately 7:30 p.m.



School Committee

Policy and Procedure

Subcommittee Meeting

March 19, 2015

The meeting was called to order at 6:05pm.

Present: Ed Ells, Shawn O'Regan, Rosemarie Carlisle and Superintendent Mary Bourque.

The subcommittee reviewed one agenda item: the revisions and proposed changes to the Wellness Policy.

Questions and answers ensued. The committee agreed to recommend the revisions to the Wellness Policy at the next School Committee meeting.