



School Committee

MINUTES OF THE CHELSEA SCHOOL COMMITTEE MEETING

May 24, 2012

Approved June, 7, 2012

The Chelsea School Committee met on Thursday, May 24, 2012 in the City Council Chambers, City Hall, 500 Broadway, Chelsea.

Members Present: Chairman Lucia Colon, Vice-Chairman Lisa Lineweaver, Rosemarie Carlisle, Charles Klauder, Angel Meza, Carlos Rodriguez and Jeannette Velez.

Also Present: Superintendent of Schools Dr. Mary M. Bourque, Executive Director for Administration and Finance Gerry McCue, Assistant Superintendent Linda Breau, Assistant Superintendent David Weinberg and School Business Manager and Clerk to the School Committee Barbara Martin.

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

Minutes of the April 26, 2012 meeting were approved.

Public Comment: None

Presentation: Donna Covino, Director of Special Education and Pupil Personnel introduced Amy Helburn and Tracy Desovich of the Greater Boston Center for Healthy Communities. Together they presented the 2011 Youth Risk Behavior Survey (YRBS). Mrs. Covino noted that this survey has been completed every two years since 2003. This year the method was changed from active to passive consent, the changes significantly increased the percentage of responses. A copy of the presentation is attached and forms a part of these minutes. Questions and discussion ensued.

Next, REACH Director Linda Alioto-Robinson discussed the mission of the Chelsea REACH Program as well as the 6 key components. She also directed the Committee to the evaluation report from TDC. The report evaluated the four fundamental program outcomes. Chris Swistro, Chair of the REACH Program Oversight Committee and Edward Irrizary, 11th grade CHS student who has been in REACH since the 7th grade also spoke. A copy of the presentation and the executive summary are attached and form a part of these minutes. Questions and discussion ensued.

Superintendent's Report: Dr. Bourque noted that copies of the following evaluation tools were available for public comment:

- 1) Superintendent (will be used for district-wide directors and coordinators within CAA union)
- 2) Principal (will be used for assistant principals within CAA union)
- 3) Educator (will be used with members of CTU)
- 4) Caseload (will be used with members of CTU)

Student Achievement: Dr. Bourque called upon Assistant Superintendent Linda Breau to report on student achievement. Mrs. Breau reviewed the District Benchmarks of Success. Noting the following:

- Indicator 1, attendance year to date was stable at 94.5%.
- Indicator 2, dropout rate up by nineteen additional students, to a total of one hundred and twenty. Of that number four have returned to school, fifty-three are enrolled in adult education programs. Twenty-one of the remaining sixty-three have been in contact with school administrators.
- Indicator 8, 95% or more of Kindergarten students will score in the "Proficient" or "In Process" range on the DIBELS subtest; currently 81% are "Proficient".
- Indicator 10, student mobility is 17.2% year to date.

A copy of the report is attached and forms a part of these minutes. Questions and discussion ensued.

Next Dr. Bourque noted that comprehensive updates to the student handbook have been completed and Committee members would be receiving copies electronically next week.

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

Enrollment Report: Dr. Bourque commended the enrollment report to the record.

Committee Reports:

- Budget & Finance—Ms. Lineweaver reported that the subcommittee met on May 1, 2012. A copy of the reports is attached and form a part of these minutes.
- Curriculum & Instruction- Ms. Velez reported that the subcommittee met on May 16, 2012. A copy of the report is attached and forms a part of these minutes.
- Policy & Procedures- Mrs. Carlisle reported that the subcommittee met on May 14, 2012. A copy of the report is attached and forms a part of these minutes.
- Subcommittee of the Whole – Ms. Colon reported that the subcommittee met on April 25, 2012. A copy of the report is attached and forms a part of these minutes.

New Business:

- Mrs. Carlisle moved that the Superintendent be authorized to make minor changes to the Chelsea Public School handbooks.

Under suspension of the rules the motion was approved.

- Mrs. Carlisle moved to amend the Rules and Regulations Chapter IV Organization, Section 13- Meetings to read: Regular meetings of the School

Committee shall be held on the first Thursday of each month at 7:00 p.m....
 Whenever the first Thursday of the month, the time of the regular meeting of the School Committee, is a holiday, the regular meeting shall be held on the Thursday following the first Thursday.

Chairman Colon called for a roll call vote.

| | | |
|---|--------------------|--------|
| 1 | Ana Hernandez | absent |
| 2 | Edward Ells | absent |
| 3 | Angel Meza | Y |
| 4 | Lucia Colon | Y |
| 5 | Lisa Lineweaver | Y |
| 6 | Carlos Rodriguez | Y |
| 7 | Charles Klauder | Y |
| 8 | Rosemarie Carlisle | Y |
| 9 | Jeannette Velez | Y |
| | | |

Having seven votes in the affirmative and two absent, the motion was approved.

- Ms. Lineweaver moved to discontinue Pre K busing and assign that bus to the MCB Complex.

Chairman Colon called for a roll call vote.

| | | |
|---|--------------------|---------|
| 1 | Ana Hernandez | absent |
| 2 | Edward Ells | absent |
| 3 | Angel Meza | present |
| 4 | Lucia Colon | Y |
| 5 | Lisa Lineweaver | Y |
| 6 | Carlos Rodriguez | Y |
| 7 | Charles Klauder | Y |
| 8 | Rosemarie Carlisle | Y |
| 9 | Jeannette Velez | Y |
| | | |

Having six votes in the affirmative and two absent, the motion was approved.

- Consideration and action to accept the recommendation of the Superintendent to approve a one day trip to Canobie Lake Park for Chelsea High School seniors.
 Under suspension of the rules the motion was approved.

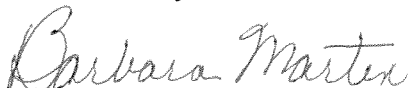
Calendar: 5-25-12 Chelsea High School Prom- Hyatt Harborside
 5-25-12 Fox News Zip Trip
 5-28-12 Memorial Day Parade
 6-04-12 CHS Forum- Secure Communities

Communications: Mr. Rodriguez reported that he and Mrs. Carlisle visited classrooms at the MCB Complex. Both were very impressed with the students, teachers and administrators at the schools.

Members of the committee also had favorable comments about the CHS Concert and the Athletic Awards Ceremony.

Adjournment: The meeting adjourned at 8:40 p.m.

Recorded by

A handwritten signature in cursive script that reads "Barbara A. Martin".

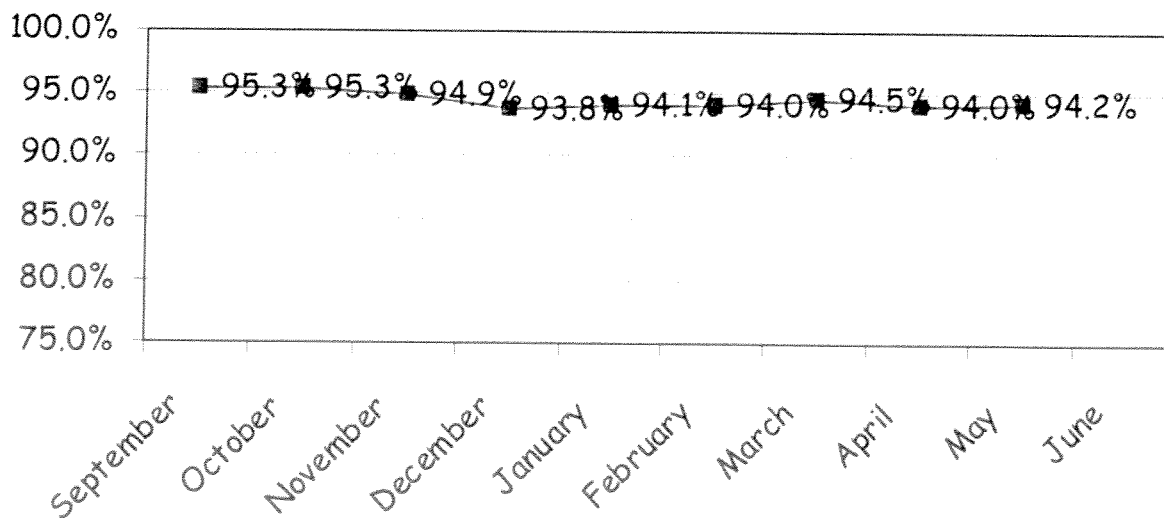
Barbara A. Martin
Business Manager
Clerk to the Chelsea School Committee

Indicators for Success May 2012

**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 | Month | Month | MTD | YTD | |
| Grade 1 | 96.8% | 95.8% | 96.4% | 95.6% | 94.7% | 95.1% | 95.5% | 95.5% | 95.6% | 95.7% | |
| Grade 2 | 96.7% | 96.8% | 96.9% | 95.2% | 95.6% | 95.8% | 96.2% | 95.6% | 96.1% | 96.1% | |
| Grade 3 | 97.1% | 97.2% | 96.7% | 95.7% | 95.2% | 96.0% | 96.1% | 96.7% | 95.9% | 96.3% | |
| Grade 4 | 97.1% | 96.9% | 97.3% | 96.2% | 96.4% | 96.2% | 97.2% | 96.5% | 97.1% | 96.8% | |
| Grade 5 | 96.6% | 97.2% | 97.1% | 95.7% | 95.9% | 95.9% | 96.5% | 96.4% | 95.8% | 96.4% | |
| Grade 6 | 96.9% | 97.2% | 96.6% | 96.2% | 96.0% | 96.1% | 96.8% | 96.1% | 96.5% | 96.5% | |
| Grade 7 | 96.7% | 96.7% | 95.5% | 95.0% | 94.8% | 94.8% | 95.6% | 95.4% | 94.6% | 95.7% | |
| Grade 8 | 95.1% | 95.3% | 95.1% | 93.9% | 94.7% | 94.9% | 94.8% | 93.7% | 93.5% | 94.7% | |
| Grade 9 | 92.0% | 91.9% | 91.1% | 89.7% | 91.5% | 90.4% | 89.6% | 87.9% | 89.1% | 90.3% | |
| Grade 10 | 91.1% | 91.5% | 90.9% | 90.0% | 90.8% | 90.6% | 90.9% | 89.0% | 89.5% | 90.5% | |
| Grade 11 | 91.1% | 91.3% | 91.1% | 89.3% | 90.5% | 89.1% | 90.0% | 88.3% | 88.9% | 90.0% | |
| Grade 12 | 92.0% | 92.2% | 90.1% | 90.4% | 89.7% | 89.8% | 89.3% | 89.8% | 90.4% | 90.3% | |
| Post-Graduate | 77.4% | 95.5% | 90.5% | 89.1% | 95.5% | 93.8% | 94.2% | 93.9% | 98.8% | 90.1% | |
| Kindergarten | 96.3% | 95.1% | 95.0% | 93.2% | 93.8% | 93.4% | 94.5% | 94.6% | 94.4% | 94.5% | |
| Grade PreK | 94.5% | 95.0% | 94.2% | 93.7% | 93.9% | 94.5% | 95.4% | 95.2% | 95.6% | 94.6% | |
| District Total | 95.3% | 95.3% | 94.9% | 93.8% | 94.1% | 94.0% | 94.5% | 94.0% | 94.2% | 94.5% | |

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 |
|---------------------------------|-----------|-----------|-----------|
| Oct. 1 st Enrollment | 5638 | 5570 | 5692 |
| # of Drop-Outs | 111 | 80 | 120 |
| Drop-Out % | 1.97 | 1.44 | 2.11 |

4/20/2012-5/17/2012

- 19 students have withdrawn or been dis-enrolled
- 13 Plans Unknown
- 6 to Adult Ed Programs
- Regular Ed = 11, Sped = 4, LEP = 4, Alternative = 0
- Grade 9 = 5
- Grade 10 = 5
- Grade 11 = 4
- Grade 12 = 5

| Total | Returned | Adult Ed | Unknown | Have Contact |
|-------|----------|----------|---------|--------------|
| 120 | 4 | 53 | 63 | 21*** |

***CPS still has contact with these 21 students for counseling and support services but still at this time remain with future plans unknown.

**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.
(Report quarterly)**

Early Warning Indicators - % at High Risk

| Grade Level | 2010-11 | 2011-12 Q1 | 2011-12 Q2 | 2011-12 Q3 |
|-------------|---------|------------|------------|------------|
| Elementary | 8.11% | 3.17% | 3.8% | 3.5% |
| Middle | 3.86% | 3.32% | 4.3% | 4.7% |
| High School | 5.63% | 4.7% | 5.3% | 6.3% |

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 2010-2011, 146 students were retained (divided by CHS Oct. 1 enrollment of 1,353) for a retention rate of 10.8%.
- In 2010-2011, 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%).

Quarter 1

| Grade | Total # of students | 1 failing grade | 2 failing grades | 3 failing grades | 4 failing grades | Total % |
|-------|---------------------|-----------------|------------------|------------------|------------------|---------|
| 9 | 376 | 49 | 40 | 22 | 38 | 40% |
| 10 | 390 | 60 | 40 | 50 | 68 | 56% |

Quarter 2

| Grade | Total # of students | 1 failing grade | 2 failing grades | 3 failing grades | 4 failing grades | Total % |
|-------|---------------------|-----------------|------------------|------------------|------------------|---------|
| 9 | 374 | 58 | 38 | 41 | 52 | 51% |
| 10 | 376 | 48 | 56 | 53 | 95 | 67% |

Quarter 3

| Grade | Total # of students | 1 failing grade | 2 failing grades | 3 failing grades | 4+ failing grades | Total % |
|-------|---------------------|-----------------|------------------|------------------|-------------------|---------|
| 9 | 373 | 50 | 35 | 33 | 67 | 50% |
| 10 | 372 | 69 | 56 | 38 | 70 | 64% |

(Report quarterly on grades and annually on retention)

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)

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% | |

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% | |

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).

(Progress monitored every 3-4 weeks)

| 2012 | At risk | Some risk | Low Risk |
|------|---------|-----------|----------|
| | 9% | 11% | 81% |

Of the 115 students who scored "at risk":

- 27 missed the benchmark by 3 or less points
- 22 have been through IST
- 21 are identified as special education or have testing pending
- 10 entered CPS between January and May
- 11 are Blenders who scored on the ORF subtest

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

(Report yearly)

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|-----------------------------------|-----------|-----------|-----------|-----------|
| Enrolled in AP Courses | 192 | 227 | 252 | 301 |
| AP tests taken | 192 | 237 | 244 | |
| # of Students scored a 3, 4, or 5 | 90 | 97 | 78 | |

| | | | | |
|-----------------------------------|-----|-----|-----|--|
| % of Students scored a 3, 4, or 5 | 47% | 41% | 32% | |
|-----------------------------------|-----|-----|-----|--|

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

| | Sept | | Oct. 24 | | Nov. 14 | | Dec 12 | | Jan 19 | | Feb 10 | | March 13 | | April 19 | | May 17 | | June | | TOTAL |
|----------------|------|-----|---------|-----|---------|-----|--------|-----|--------|-----|--------|-----|----------|-----|----------|-----|--------|-----|------|-----|-------|
| | In | Out | In | Out | In | Out | In | Out | In | Out | In | Out | In | Out | In | Out | In | Out | In | Out | |
| ELC (K only) | 26 | 3 | 15 | 5 | 4 | 2 | 6 | 1 | 6 | 4 | 3 | 2 | 6 | 3 | 7 | 3 | 1 | 2 | | | 99 |
| Elementary | 30 | 22 | 14 | 11 | 8 | 7 | 14 | 13 | 14 | 11 | 8 | 8 | 17 | 8 | 14 | 13 | 4 | 3 | | | 219 |
| Middle School | 39 | 23 | 26 | 17 | 11 | 3 | 13 | 15 | 11 | 6 | 13 | 9 | 19 | 7 | 9 | 7 | 9 | 8 | | | 245 |
| High School | 58 | 40 | 33 | 31 | 17 | 16 | 18 | 17 | 23 | 16 | 24 | 32 | 14 | 22 | 13 | 16 | 4 | 23 | | | 417 |
| District Total | 153 | 88 | 88 | 64 | 40 | 28 | 51 | 46 | 54 | 37 | 48 | 51 | 56 | 40 | 43 | 39 | 18 | 36 | | | 980 |

*District-wide mobility rate (sum of transfers in and transfers out divided by October 1st enrollment (5692)) is 17.2% year to date.

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

| | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| Rate | 30.0 | 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 |

**CHELSEA PUBLIC SCHOOLS
STRATEGIC PLAN
2012-2013**

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 core instructional system implemented and monitored with fidelity across the school district.

Theory of Action

In 2012-2013, if the Chelsea Public Schools District Leadership Team strengthens Tier I core 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 Core 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 Initiatives (to achieve the strategic objective)

1. Adopt Understanding by Design (UbD) Framework across the school system.
2. Connect MA Educator Evaluation System to *Theory of Action* and the five key elements of Tier I core instruction.
3. Deepen the work in Professional Learning Communities connecting student work to reflective teaching and instructional practice.

Benchmarks

Strengthen Tier I core instruction.

| | | | |
|-----------------------|---|---|---|
| Strategic Objectives | | | |
| Strategic Initiatives | <p>1.</p> <p><i>Adopt Understanding by Design framework across the school system.</i></p> | <p>2.</p> <p><i>Connect MA Educator Evaluation System to Theory of Action and the five key elements of Tier I core instruction.</i></p> | <p>3.</p> <p><i>Deepen the work in Professional Learning Communities connecting student work and reflective teaching and instructional practice.</i></p> |
| SMART GOAL | <p>By the end of the 2012-2013 school year, 100% of DLT members will have a deep understanding of Ubd and how it impacts instruction through DLT members learning, calibrating, and practicing with Ubd.</p> | <p>By the end of the 2012-2013 school year, 100% of DLT members will have a deep understanding of the Educator Evaluation System and how it impacts instruction through DLT members learning, calibrating, and practicing with the evaluation system.</p> | <p>By the end of the 2012-2013 school year, 100% of DLT members will have a deep understanding of PLCs and how they impact instruction through DLT members learning, calibrating, and practicing with key elements of PLCs.</p> |
| Benchmark | <p>Learning—DLT members will attend at least two (Ubd) PD sessions (I-district and I-school level) as a learner; DLT members will learn how to calibrate for standards of excellence in Ubd units.</p> | <p>Learning—DLT members will attend at least two Educator Evaluation PD sessions (I-district and I-school level) as a learner; DLT members will learn how to calibrate for standards of excellence in rating educators.</p> | <p>Learning—DLT members will revisit and relearn the key elements and key practices of PLCs; DLT members will understand their role and how they are guiding the work within the PLCs to impact student academic achievement; DLT members will learn how to calibrate for standards of excellence in a PLC.</p> |
| Benchmark | <p>Calibration—DLT members will spend 2-3 DLT meetings reviewing Ubd units and practice giving and receiving feedback to ensure standardization of excellence of Ubd units across the school district.</p> | <p>Calibration—DLT members will spend 2-3 DLT meetings calibrating educator ratings from videos and Instructional Rounds.</p> | <p>Calibration—DLT members will spend 2-3 DLT meetings modeling and calibrating looking at student work (i.e. student performance and standardized assessments) to ensure standardization of excellence of student work.</p> |
| Benchmark | <p>Practice—DLT members will submit 2-3 Ubd plans (from faculty meetings, PD sessions, curriculum meeting, School Improvement Planning sessions, etc.); DLT members must submit evidence that the plan was collaboratively designed and reviewed; DLT members must submit evidence that the plan was effective.</p> | <p>Practice—DLT members will practice giving and receiving feedback conversations (difficult conversations) at 2-3 DLT meetings (District and school level).</p> | <p>Practice—DLT members will practice having conversations, giving, and receiving feedback; DLT members will practice developing action steps/plans as a result of the conversations (2-3 DLT meetings).</p> |