

To: School Committee Members

From: Jeffrey M. Young  
Superintendent of Schools

Re: Additional FY2016 Budget Information

Date: April 10, 2015

This memo is written in response to questions and comments raised by the School Committee during our FY 2016 Budget deliberations. At the April 7 meeting, we agreed that the three major areas of interest are: (1) Level 3 schools, (2) Social/Emotional learning, and (3) CRLS coaching model. In these pages, we discuss our approach to these three issues in a way that we hope is responsive to the interests voiced by School Committee members.

This year's budget process has been somewhat unusual but particularly powerful. While the inclement weather disrupted our public meeting schedule, the Budget Co-chairs worked hard to ensure that we had significant opportunities for public input and that input, clearly informed our budget planning. In particular, I want to acknowledge the CPS staff members who asked us to keep the focus on direct services to students. Families, too, have voiced strong support for programs that would make a difference for their children. While no budget can make every single person happy and content in all ways, we believe that the one we respectfully ask you to adopt on April 14 achieves the best possible balance in addressing the multiple areas of interest expressed by members of the CPS school community. The School Committee also held high standards for our budget work this year, and we hope we have provided you with the information and documentation you need in order to support the FY 2016 spending plan, adopt it, and advance it to the City Council for their further consideration.

#### **I. FY 2016 SUPPORT FOR LEVEL 3 SCHOOLS**

Support for Level 3 Schools in FY 2016 will include the addition of a literacy interventionist at each school, Title I funds for before/after school support programs, State grant funding and technical assistance from the DESE District and School Assistance Center (DSAC), supplemental funding from the district's Level 3 Assistance line item account (\$45k in total, established in the FY 2015 Budget) and intensive support from district administrators. The information below outlines the specific additional

supports at each school. For your information, I have also included the chart that was provided previously that outlines the additional supports that each Level 3 school received during the current school year. Please note that there may be some adjustments to the specific activities listed on this chart for next year.

### **Kennedy Longfellow School**

#### New in FY 2016

- Addition of 1.0 FTE Literacy Interventionist, which will supplement existing 1.0 FTE Reading Recovery Teacher and 1.0 FTE Title I Reading Teacher.
- Addition of .5 FTE Social Worker to work as a member of the school's SEL team to support classroom teachers in implementing an evidence-based social /emotional learning curriculum, collaborate with teachers to identify students at risk of being successful with social emotional learning, develop and implement additional supports and interventions, and work to develop a system of tracking interventions.
- New Phonics and Phonemic Awareness program pilot in grades JK-2.

#### Continued Support

- Title I Summer Program
- Title I Supplemental Funding (required for Level 3 Schools) which must be used to provide before/after school student support.
- DSAC funding (pending DESE budget approval) for the continued support of the school's Accelerated Improvement Plan.
- Restructuring of the role of the Technology Integration Specialist to support teachers in the implementation and integration of technology into all curricular areas and expand upon the networking, research and projects currently in place.

### **King Open School**

#### New in FY 2016

- Addition of 1.0 FTE Literacy Interventionist, which will supplement existing 1.0 FTE Reading Recovery Teacher.

#### Continued Support

- Title I Summer School
- Title I Supplemental Funding (required for Level 3 Schools) which must be used to provide before/after school student support.
- District Level 3 Assistance funding. The district's Teaching and Learning Team will collaborate with the school principal to determine best use of this supplemental funding.

- DSAC funding (pending DESE budget approval) for the continued support of the school's Accelerated Improvement Plan

### **Putnam Ave Upper School**

#### New in FY 2016

- Addition of 1.0 FTE ELA Interventionist to supplement existing staff of 1.0 FTE ELA Coach/Interventionist. **(NOTE: Based on input from the School Committee, we have decided to add 1.0 FTE ELA Interventionist to this school. Funding for this position will come from reducing the allocation of 4.0 FTE Elementary Literacy Interventionists to 3.0 FTE.)**
- Addition of 1.0 FTE Math Interventionist to supplement existing staff of 1.0 FTE Math Coach/Interventionist
- With addition of 1.0 FTE Guidance Counselor, Putnam Ave will have two Guidance Counselors in FY 2016. As you may recall, at the School Committee's request, the Putnam Ave School was allocated an additional FTE in the first year of the Upper Schools (SY12/13). The school was given the discretion to determine how to use this FTE and chose to add a Guidance Counselor to complement the work of the School Adjustment Counselor.

#### Continued Support

- Full implementation of a Progress Monitoring Plan developed in the Spring 2015. The purpose of the plan is to ensure that the progress monitoring action steps are implemented and occur. These steps include continuous self-assessment, making teaching & learning judgments, identifying evidence to support judgments, and making teaching & learning adjustments or solving problems as needed.
- Full implementation of the Galileo Assessment System. Galileo is a system of interim assessments developed by Assessment Technologies, Incorporated and customized to meet the specific needs of a school/district in collaboration with the school/district.
- DSAC funding (pending DESE budget approval) for the continued support of the school's Accelerated Improvement Plan
- District Level 3 Assistance funding. The district Teaching and Learning Team will collaborate with the school principal to determine best use of this supplemental funding. In FY 2015, these funds were primarily used for professional development. Currently under discussion is the potential of every teacher at PAUS taking the RBT course entitled "Skillful Teacher."
- Title I funding will continue to support before/after school Academic Learning Centers

### Level III Improvement Funding FY 2015

| ACTION                                                                                                       | FUNDING SOURCE              | AMOUNT         |
|--------------------------------------------------------------------------------------------------------------|-----------------------------|----------------|
| <b>Kennedy Longfellow School</b>                                                                             |                             |                |
| Professional development support for administrative leadership and instructional leadership team development | DSAC grant                  | 13,809         |
| Math interventionist (18 hrs)                                                                                | Title I                     | 20,000         |
| Professional Development for Professional Learning Communities for Grades 1 and 4                            | Title I                     | 10,000         |
| Consultant to support implementation of RtI (Chris Parker)                                                   | Other General Fund Accounts | 45,000         |
| 10 hour PD course for paraprofessionals and interns: Tier 2 supports                                         |                             | In-kind        |
| Facilitative Leadership with Gene Thompson-Grove September 2014-June, 2015                                   | Level 3*                    | 8,000          |
| Harvard Graduate School of Education Leadership Course for assistant principal                               | Level 3*                    | 2,500          |
| <b>Total Kennedy Longfellow School</b>                                                                       |                             | <b>99,309</b>  |
| <b>King Open School</b>                                                                                      |                             |                |
| Before/After school support program                                                                          | Title 1                     | 20,000         |
| Professional Development                                                                                     | Title 1                     | 3,000          |
| 2 Reading interventionists                                                                                   | Level 3*                    | 9,585          |
| Math interventionist                                                                                         | Level 3*                    | 10,600         |
| Play Works                                                                                                   | Level 3*                    | 10,000         |
| Literacy support program RAZ                                                                                 | Level 3*                    | 1,450          |
| Substitutes for Writing Scoring                                                                              | Level 3*                    | 750            |
| Support for administrative leadership and instructional leadership team development                          | DSAC                        | In-kind        |
| <b>Total King Open School</b>                                                                                |                             | <b>55,385</b>  |
| <b>Putnam Ave Upper School</b>                                                                               |                             |                |
| Before/After School Support                                                                                  | Title 1                     | 20,000         |
| Galileo                                                                                                      | Level 3*                    | 2,460          |
| Galileo                                                                                                      | DSAC                        | 5,400          |
| ILT vouchers to support Galileo                                                                              | Other General Fund Accounts | 7,100          |
| Support for administrative leadership and instructional leadership team development                          | DSAC                        | In-kind        |
| <b>Total Putnam Ave Upper School</b>                                                                         |                             | <b>34,960</b>  |
| <b>GRAND TOTAL – ALL LEVEL III SCHOOLS</b>                                                                   |                             | <b>189,654</b> |

\*"Level 3" funding source refers to funds appropriated in the FY 2015 budget specifically to support Level 3 Schools.

### High School Coaching

As the School Committee correctly noted, the consultant report focused on coaching in the elementary and upper schools. The superintendent will issue a specific direction to the Highly Effective Teaching Taskforce to consider a potential coaching model for CRLS. Any changes to the coaching model would be included in the FY 2017 Budget.

### CRLS Coaching Model & Decision to Change the Model

The original instructional support coach model at CRLS, established during Dr. Saheed's tenure, was a content based program that supported teachers in the Math, Science, History, English and World Language departments. There was also a Technology Instructional Support coach that all staff could access. From the outset, instructional coaches were classroom teachers who taught one course per semester and coached staff in their department for two blocks of the school day. While there is a lot of anecdotal staff data about the positive impact of the program on increasing teacher capacity, there were implementation issues that hindered the development and the impact of the program. In addition, according to Principal Smith, there is not a body of CRLS-based metrics that point to a significant impact the coaching model had on increasing student achievement.

Principal Smith evaluated the monetary cost of the program, which included both the salary cost of the portion of the FTE of each teacher not available to teach students (.67 FTE each in Math, History and ELA and 1.0 FTE in Science) plus approximately \$30K in coaching stipends, the impact of removing highly qualified staff from instructional responsibilities with students, as well as the fact that coaching was not occurring in a consistent way across departments. As a result, in SY 12/13, Principal Smith made a change to the model by increasing the teaching requirement to two blocks per semester and reducing the coaching block to one per semester for each instructional coach. This change devoted more instructional resources to students, but limited the ability of the coaches to work with staff on instructional support and improvement. In SY 13/14, to respond to continued increases in student enrollment, as well as the difficulty in providing adequate instructional coaching with only one block available per coach per semester, Principal Smith made the decision to fully schedule all teachers with instructional responsibilities, thereby eliminating instructional coaching. At the same time, Principal Smith has engaged in discussions with his leadership team about implementing a pedagogical coaching model rather than a content based model. While there is strong interest in this approach, a decision was made to delay moving forward with this work in part because the district is in the midst of examining coaching models and plans to make recommendations that will impact coaching K-12.

While teachers in the ELA, Math, Science and History departments no longer have instructional support coaches, they do have common planning periods by department subject that allow them to work together to improve individual and collective instructional practice. Common planning teams are required to meet at least once per week for a one hour meeting to discuss curriculum design/implementation, student performance and instructional strategies. These team meetings are facilitated by department-based staff.

### **Social/ Emotional Learning: Implementation of MTSS**

The attached chart outlines the action steps underway and planned for implementation of a Multi-tiered System of Supports (MTSS) for social/emotional learning. In addition to following through on these steps, the district will explore two potential partnerships. First, a group of CPS principals will attend a

follow-up meeting with the team from City Connects. Second, we have scheduled a second meeting for Cabinet members and principals with two professors from the Harvard Graduate School of Education to consider Tier I strategies that can be implemented in classrooms next year.

**Targeted Social Emotional Learning Implementation Steps**

| Specific Action Steps                                                                                                          | Who is responsible?                           | 2014-2015 | Year 1 Rollout 2015-2016 |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------|--------------------------|
| CONSULT & COLLABORATE with other districts on effective SEL Implementation                                                     | OSS and TLT                                   |           |                          |
| ASSIGN a lead Behavior Specialist to work with classroom teachers and school principals                                        | OSS                                           |           |                          |
| COMPLETE a JK-12 self-assessment and root cause protocol with district leaders as recommended by education facilitator GTGrove | TLT                                           |           |                          |
| IMPLEMENT the Massachusetts Kindergarten Entry Assessment (MKEA) at the JK-K level to ASSESS SEL behaviors across the district | Asst. Superintendent for Elementary Education |           |                          |
| PILOT implementation of a research based SEL curriculum at one elementary school                                               | Asst. Superintendent for Elementary Education |           |                          |
| ADOPT MTSS Framework                                                                                                           | TLT                                           |           |                          |
| ADOPT core CASEL competencies                                                                                                  | TLT                                           |           |                          |
| IDENTIFY district level point person                                                                                           | TLT                                           |           |                          |
| ESTABLISH District SEL Team                                                                                                    | TLT                                           |           | Spring 2015              |
| IDENTIFY agreed upon indicators for Social Emotional and Behavioral Learning                                                   | District SEL Team                             |           | Spring 2015              |
| IDENTIFY Grade Band Curriculum [JK-5, 6-8, 9-12]                                                                               | District SEL Team                             |           | Spring 2015              |
| IDENTIFY early evidence of change benchmarks (agreed upon data source)                                                         | District SEL Team                             |           | Spring 2015              |
| DETERMINE and ADOPT a behavioral screener to be phased in over the next 2 years                                                | District SEL Team                             |           | Spring 2015              |
| ADMINISTER behavioral screeners as a means to monitor and document early evidence of change data.                              | TLT and Principals                            |           | Fall/Winter 2015         |
| HIRE Upper School Guidance Counselors                                                                                          | TLT                                           |           | Spring 2015              |
| HIRE a district-wide Social Worker                                                                                             | TLT                                           |           | Spring 2015              |
| DEVELOP new & STRENGTHEN ongoing partnerships with community agencies to implement Wrap Around services                        | OSS Leadership with TLT                       |           | Summer 2015              |
| SCHEDULE an Administrative retreat to build capacity in establishing school-based SEL teams                                    | District SEL Team                             |           | Summer 2015              |
| ESTABLISH school-based SEL Teams                                                                                               | Principals                                    |           | Fall 2015                |

**KEY:** Completed Tasks XXX Immediate Tasks for Year 1 Rollout XXX Planning Tasks to Be Completed XXX

| Specific Action Steps                                                                                                                                                                | Who is responsible?                                              | 2014-2015 | Year 1 Rollout 2015-2016       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-----------|--------------------------------|
| STRENGTHEN Cultural Competence Training                                                                                                                                              | Chief Planning Officer w/Cultural Competence Team                |           | On-going throughout SY:2015-16 |
| ANALYZE data to revise Tier 1 instruction as needed and to prescribe Tier 2 and Tier 3 interventions                                                                                 | District SEL Team w/school-based SEL teams                       |           | On-going throughout SY:15-16   |
| PROVIDE professional development for all teachers and support staff for social emotional and behavioral learning in schools                                                          | District SEL Team, School-based SEL teams & Prof. Devel. Manager |           | On-going throughout SY:2015-16 |
| PRODUCE a draft comprehensive SEL plan during the Summer 2015 Leaders' Retreat in preparation for review, modifications, and finalization by SEL teams during the Fall of SY:2015-16 | TLT                                                              |           | Summer – Fall of 2015          |
| SET clear district and school-based roles/responsibilities                                                                                                                           | TLT                                                              |           |                                |
| COMMUNICATE norms and expectations                                                                                                                                                   | TLT                                                              |           |                                |
| PUBLISH available continuum of resources and supports aligned with Tiers 1,2,3                                                                                                       | TLT                                                              |           |                                |
| CONDUCT workshops and educate the community in SEL skills to support the schools                                                                                                     | TLT                                                              |           |                                |
| REQUIRE a minimum of four hours of SEL professional development as part of our New Teacher Induction program.                                                                        | TLT                                                              |           |                                |
| CONTRACT with an outside evaluator to assess both implementation and impact of Responsive Classroom and Developmental Designs. (focus groups???)                                     | TLT                                                              |           |                                |
| INCLUDE this initiative in the queue of CPS programs to be evaluated as part of the program evaluation cycle                                                                         | TLT                                                              |           |                                |

**KEY:** Completed Tasks XXX Immediate Tasks for Year 1 Rollout XXX Planning Tasks to Be Completed XXX