



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

Phone: (508) 854-8400 Fax: (508) 854-8484

www.akfcs.org

Education Committee Meeting Agenda-Digital Meeting

Friday, January 14, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/99441156707?pwd=cWVlS2pVcDkzNjFEVWJjWnY0eW5BUT09>

Meeting ID: 994 4115 6707 **Passcode:** 047160

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 994 4115 6707

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the November 12, 2021, Meeting Minutes
 - a. **Motion:** To approve the November 12, 2021, Meeting Minutes.
- IV. Student, Staff & Parents Survey Results- Dr. Cole/ Ms. Cabral
- V. Mid-year Testing Plan- Curriculum Coordinators
- VI. Principal Updates- Ms. Gould/ Mr. Gero/ Mr. Kursonis
- VII. Budgetary Request-Curriculum/Software/Subscriptions- Ms. Paluk, IED
- VIII. Upcoming Education Committee Meeting(s):
 - a. Friday, February 11, 2022
 - b. Friday, March 11, 2022
 - c. Friday, April 8, 2022
- IX. Adjournment

APPROVED

01.11.2022 3:41 p.m.
City of Worcester, MA



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Education Committee Meeting Agenda

Friday, November 12, 2021

<https://akfcs-org.zoom.us/j/95769808330?pwd=UCtmaGZhM2swVG9OOHdVTGxtcUhzdz09>

Meeting ID: 957 6980 8330 **Passcode:** 940789

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 957 6980 8330

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the October 8, 2021, Meeting Minutes
 - a. **Motion:** To approve the October 8 2021 Meeting Minutes.
- IV. I-ready scores/comparison- Curriculum Coordinators
 - a. Correlation of MCAS & I-ready
- V. Establishment of Math Committee - Curriculum Coordinators
- VI. Principal Updates- Ms. Gould, Ms. Puliafico, Mr. Kursonis
- VII. Interim Executive Director Goals- Ms. Paluk
- VIII. Upcoming Education Committee Meeting(s):
 - a. Friday, December 10, 2021
 - b. Friday, January 14, 2022
 - c. Friday, February 11, 2022
- IX. Adjournment



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Education Committee Meeting Agenda-DRAFTS

Friday, November 12, 2021

<https://akfcs-org.zoom.us/j/95769808330?pwd=UCtmaGZhM2swVG9OOHdVTGxtcUhzdz09>

Meeting ID: 957 6980 8330 **Passcode:** 940789

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 957 6980 8330

The meeting was called to order by Amy Vernon at 8:00 a.m. The attendance was recorded as follows:

Board/Committee Members: Amy Vernon, Dr. Jie Park, Shelly Yarnie

Staff in attendance: Heidi Paluk, Kristine Hersey, Amelie Cabral, AnnMarie Little, Dr. Carrie Cole, Chris Kursonis, Rob Kerr, Jennifer Giusto, Jessica Regan, Kelly Gould, Michelle Vigneux, Maxwell Weiss

The Committee reviewed the Meeting Minutes from the October 8, 2021 meeting. Amy Vernon asked for a motion to approve the October 8, 2021 meeting minutes. The motion was made by Dr. Park and seconded by Amy Vernon.

Ms. Vernon wanted to make a correction to the minutes to this meeting and it should read as “ Ms. Vernon then moved on to the Executive Director goals. Ms. Vernon stated that one of the roles the Board plays in monitoring continuous progress at the school is to work with the Executive Director to identify goals that are in priority areas that the school intends to focus on throughout the year.” along with “Mrs. Paluk explained that students that are two grade levels behind and working in that group will see at least an 80% growth. Ms. Vernon also explained that the other goal that was being looked at was actively producing a measure and structure for social-emotional success across all grades. This will be a processed goal as opposed to an outcomes-related goal.”

Mr. Kerr said that data has been assessed for IReady to see where the students are academically and stated that students are behind one year following the standards from year to year. Mr. Kerr explained that IReady is important and shows what we are missing at foundation levels. Mr. Kerr let it be known that the number do line up but the Math scores are extremely alarming.

Ms. Vernon noticed the same pattern and asked why grades 4 and 5 IReady are over predicting. Ms. Regan explained that they use a standardized curriculum in check with Lesley University.

Dr. Park asked that the 4th and 5th as a stand-alone curriculum- what is the rationale for using it? She asked whether it was coherent and does it align or misalign.

Ms. Regan stated that they do align and that they are looking at a new version for the students.



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Ms. Regan said the Middle School Tier 1 instructional support was given to all students (such as visual aids and multiplication charts) because highlights were missed when the learning occurred. Ms. Regan also stated that the Math coach is working with these students and the teachers are being supported by staff but that there is a need for extra time for math this year.

Ms. Hersey stated the need to increase Tier 1 instruction in the Elementary School and incorporate critical thinking into this program.

Ms. Regan said accessibility is being provided to all students and that this is a mindset and going very well for staff.

Mr. Kerr said that DESE will release the roster of the lowest-performing students which are in the lowest 25% of the district. Math is the priority. Mr. Kerr explained the students are getting more Tier 2 and 3 strategies.

Ms. Cabral mentioned that ESL students are being pushed in content areas for grades K-7 and that Grade 1 ESL teachers are getting Orton Gillingham training and will make sure that everyone has the necessary tools.

Ms. Yarnie noted the low percentage of scores. Although the staff is being proactive there needs to be extra support for students 1 to 2 levels behind. She states that this needs to be addressed sooner; there must be an urgency.

Ms. Cabral stated the Title 3 grant is extended for ESL students and tutoring will begin after Thanksgiving for Math and ELA.

Ms. Gould said that 19% of Elementary School students are involved in intensive support groups.

Mr. Kerr said that the 8th-grade after-school tutor program is going well. Mr. Kerr explained that there are 31 upper-classmen participating in this program and that there are 60 students after school with a 1-1 tutor. Mr. Kerr stated that this is going well and teachers are also helping out. It was also noted by Mr. Kerr that any student with a grade of 70 or below is taking advantage of this program and the students are paired up with the same tutor every Thursday and the session is about 45 minutes. Mr. Kerr stated that the 3-week turnout seems to be a good sign and that the IB students are using this as a CAS project.

Ms. Regan mentioned that the Mass Academy is providing Middle School remote tutoring at night for all AKF students and that communication between parents, students, and staff have been sent out regarding this program. Ms. Regan did note that there is a lower enrollment - last year there were 29 students; this year only 8 students are participating.

Ms. Vernon noted there is a Math Committee forming to include Rob Kerr, Jessica Regan, and Kristine Hersey and stated in January through June they would be focusing on the domain we are weakest in math.

Mr. Kerr said this is a big undertaking and does not expect this to happen over 1 year but to expect this to be implemented around January 2022 because the focus at the moment is on assessing the weaknesses.



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Ms. Paluk stated that there is a need to have high expectations while still nurturing students and we have to raise expectations for all grades. We are here to support the students and this has to be implemented across the district; the job as staff is to support these students while holding them accountable.

Dr. Park said that if need be do not hesitate to ask the Board for any assistance.

Ms. Gould stated 2nd graders were the hardest hit in intervention support. There are 24 students receiving support. The ES students are referencing their folders before asking teachers for help. Teachers are reporting success and are in good spirits.

Ms. Regan stated there are 77 students in the MS that are an intervention. 36 students in Grade 4, 23 in Grade 5, 18 in Grade 6. A Reading Specialist will train all ELA staff to provide Tier 1 Phonics. There is no Math intervention at this time but teachers are helping out and working in small groups.

Mr. Kursonis said they are comfortable with the Team approach at the High School. Mr. Kerr is responsible for Grades 8 and 9 for academics and behavior. Ms. Davila is responsible for Grades 10, 11, and 12 for academics and behavior. There are team meetings 2 to 3 times a month for IReady and Math updates. Monthly data from 2 years ago showed the numbers were similar with students failing grades. 8th-grade numbers are higher than normal. 6 more students failing a class than 2 years ago. There was no change overall in the 2 years. There were 52 students in Grade 12 who were on the honor roll, Grade 11 - 35 students, Grade 10 - 34 students, Grade 9 - 32 students, and Grade 8 - 40 students. The academic probation list shuts down any students from participating in sports per the MIAA guidelines. Students are told of this when they meet with Mr. Kursonis regarding poor grades. The senior class is amazing and helping out on Thursday with the Math extra help. The focus is on Math. There are 10 students struggling and are meeting with the adjustment and guidance counselors after school.

Ms. Vernon asked if tutors/mentors have any training?

Mr. Kerr said that 2 Math teachers are there after school. If time allowed we would have had training but all in all the teachers and students are doing well. The IB students are doing a great job with the after-school program and there are 2 teachers monitoring the extra help session.

Ms. Paluk discussed her 3 goals for AKF. Number 1 - The District Administration has 10 members; 7 are new in the last 3 years; Number 2 - Getting students back on track; 2 or more grade levels behind have more of a year of growth; IReady data is the key; Number 3 - Social-emotional students - this type of behavior is countrywide and we are not immune to it. We are attempting to help these students that have these issues. Dr. Cole has a handle on these issues.

Christian Science Monitor came to interview Mackenzie Woll regarding the amount of learning students lost due to the pandemic. The writing was national and the pictures were regional. This article will be going out to staff and families soon.

Also, Abby Kelley was voted best of Central Mass by Readers Choice.

300 applications were submitted in the first couple of weeks of the enrollment period.

Abby Kelley Foster Charter Public School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and all students have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.



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Ms. Vernon called for a motion to adjourn the meeting. The motion was made by Dr. Park and seconded by Ms. Yarnie. The meeting adjourned at 9:30 a.m.

2021 Student Survey Results

Student surveys were administered to students in Grades 3-12 during the beginning of December 2021. For Grades K-2, the teachers completed a survey for each of the students in their class. Almost 90 percent (89.3) of students completed the student surveys. The following table offers a description of the results from each survey.

2021 Fall Student Survey Results Grades 3-5	Percent Favorable
Self-Management	66% favorable
Growth Mindset	52% favorable
Emotion Regulation	45% favorable

2021 Fall Student Survey Results Grades 6-12	Percent Favorable
Self-Management	73% favorable
Growth Mindset	52% favorable
Emotion Regulation	45% favorable

Student Survey Grades 3-12 Explanation

Students in grades 3-12 were asked to rate themselves regarding Self Management skills, Growth Mindset and Emotion Regulation skills. Results are broken down into grades 3-5 and grades 6-12.

Self Management

Self management skills are skills related to controlling and regulating our emotions, thoughts and behaviors. Students were asked questions about how well prepared they are for class, how well they follow directions, pay attention and are able to keep their temper under control.

The results from grades 3-5 indicated that 66 percent of students responded favorably. This means that 66 percent of the students in grades 3-5 endorsed *frequently* or *almost all the time* to these questions pertaining to self management. Compared to all schools nationally, AKFCS falls in the 30th percentile on this topic. (Prepandemic results from other schools).

The results from grades 6-12 indicated that 73 percent of students responded favorably. This means that 73 percent of the students in grades 6-12 endorsed *frequently* or *almost all the time*

to these questions pertaining to self management. Compared to other schools nationally, AKFCS fall near the 60th percentile on this topic.

Insight: For grades 3-12, areas of growth are in the students ability to remain calm when they get upset or angry. Responses to this particular question, brought down the overall percentage.

Growth Mindset

Growth mindset refers to the belief that basic abilities can be developed through dedication and hard work. Students were asked how possible it was for them to change by giving effort to a task, behaving well in class, liking the subjects that they are studying, their level of intelligence and how talented they are at something.

The results from grades 3-5 found that 52 percent of students responded favorably. This means that 52 percent of the students in grades 3-5 endorsed that it was either *quite possible to change* or *completely possible to change* these abilities. Compared to all schools in Panorama's national dataset, this score is near the 50th percentile.

The results from grades 6-12 indicated that 52 percent of students responded favorably to these questions. This means that 52 percent of the students in grades 6-12 endorsed that it was either *quite possible to change* or *completely possible to change* these abilities. Compared to all schools in the Panorama national dataset, this score is at the 50th percentile.

Insight: Being able to increase students Growth Mindset across the district, especially in the area of persistence and ability to not give up. Overall, this is a positive response to growth mindset and students' perception of skills to be developed.

Emotion Regulation

Emotion regulation is the ability to exert control over one's emotional state through a variety of strategies to influence which emotion an individual experiences. Individuals with good ability to use strategies to manage their emotions often cope more effectively with life stressors and are more resilient. Students are asked questions about their ability to pull themselves out of a bad mood, their ability to control their emotions, how often they can get themselves to relax and how well they are able to remain calm when things go wrong.

For grades 3-5, 45 percent of students responded favorably. This means that 45 percent of students in grades 3-5 responded that they *frequently* or *almost always are able* to regulate their emotional response. Compared to other schools nationally, our score is at the 40th percentile on this topic.

For grades 6-12, 45 percent of students also responded favorably. This means that 45 percent of students in grades 6-12 responded that they *frequently* or *almost always* are able to regulate their emotional response. Compared to other schools nationally, our score is near the 50th percentile.

Insight: For students in grades 6-12, many identified that it is challenging pulling themselves out of a bad mood and having difficulty remaining calm when things go wrong. For grades 3-5, students identified more difficulty in coping with negative emotions.

The results of the survey were reviewed by the administrative council on a broad level looking at trends across ethnicity, grades and gender. Results were also analyzed with principals from each school building as well as with the guidance counseling staff who used the results of the survey to identify specific students who rated themselves as having more vulnerable social emotional skills and developed interventions to address these issues. To appropriately address these concerns, classroom observations, phone calls with families or conversations with teachers were also completed in order to identify the severity of the concern and to develop the most appropriate intervention. Interventions that were developed included a variety of interventions including, but not limited to:

- Targeted check in with a student by the guidance counselor
- Participating in a group with a particular topic to assist in developing specific skills
- Engaging in focused, short term counseling sessions with a guidance counselor
- Interventions for the teacher to implement and/or support provided to a specific teacher
- Informed professional development trainings for staff across all three buildings

Comments from Students (3-5)

"I feel good in school"

"I like how they ask about feelings and how we belong"

Comments from Students (6-12)

"I like how I can be mad and get out what I need to let out."

"The pandemic changed everyone in different ways so don't put so much high expectations to be how we were before we left."

Student Survey # 2 - Sense of Belonging

Sense of Belonging Survey Grades 3-5	Percent Favorable
Sense of Belonging	63% favorable

Sense of Belonging Survey Grades 6-12	Percent Favorable
Sense of Belonging	37% favorable

Students in grades 3-12 were asked to take a second survey that asked them questions pertaining to their sense of belonging. They were asked how well the school understands them as a person, how supported they feel by their teachers and peers at school and how much they feel as if they belong at school.

For grades 3-5, 63 percent of the students responded favorably. This means that 63 percent of the students endorsed *quite a bit* or a *tremendous amount* of support, respect and belonging to the school. Compared to schools in an urban setting in the national dataset, these scores are near the 90th percentile.

For grades 6-12, 37 percent of the students responded favorably. This means that 37 percent of the students endorsed *quite a bit* or a *tremendous amount* of support, respect and belonging to the school. Compared to middle schools in an urban setting, this result is near the 20th percentile. Compared to high schools in an urban setting, this result is near the 30th percentile. In breaking down this further, 29 percent of the students felt only somewhat connected to adults at school and 31 percent of the students only felt slightly connected.

Insight: In the younger grades (3-5) students are reporting a greater sense of belonging within the school compared to their counterparts in grades 6-12. In reviewing specific questions regarding their sense of belonging, the younger grades, (3 and 4) reported a 77% and 73% favorable response compared to 5th grade, which had a 57th percent favorable response. These findings identify that as students get older, their sense of belonging declines slightly.

The results of this survey are being interpreted and analyzed alongside data from the DEI family and staff survey. The information from all three surveys will help set potential goals and plans for the AKFCS community as a whole. Interventions that are already in development:

- Family discussion groups focused on introducing SEL topics such as, Gratitude, Mindfulness and Responsible Decision Making
- Creating additional professional development for teachers on SEL practices.

- Implementing additional supports for teachers to assist them in developing effective self care strategies. This might include yoga, access to apps such as Headspace

-

Teacher Perception Surveys - Grades K-2

For students who are in Kindergarten through second grade, a teacher perception survey was completed on each student in the areas of emotion regulation, social awareness, grit, self-management, self-efficacy, and learning strategies.

Emotion Regulation	77 percent favorable
Social Awareness	69 percent favorable
Grit	56 percent favorable
Self-Management	53 percent favorable
Self-Efficacy	52 percent favorable
Learning Strategies	48 percent favorable

National numbers are not provided due to only one to two questions in each section.

Emotion Regulation

Emotion regulation are skills related to how well students are able to cope with their emotions effectively. Teachers are asked how often the student is able to control their emotions when needed. The results showed that 77% of teacher responded favorably that their students were able to *frequently or almost always* control their emotional responses.

Social Awareness

Social awareness is how well a student is able to consider the perspectives of others and empathize with them. The results showed that 69 percent of the teachers responded favorably. This means that 69 percent of the students were rated as quite considerate and extremely considerate.

Self Management

Self Management is how well students manage their emotions, thoughts and behaviors in different situations. Teachers are asked how focused their students are in class. The results showed that 56 percent of teachers responded favorably indicating that 56 percent of students were rated as *quite focused or extremely focused*.

Self Efficacy

Self Efficacy relates to how much students believe they can succeed in achieving their academic outcomes. Teachers are asked about a student's confidence in their ability to learn the material presented in class. 53 percent of teachers responded favorably. This means that 53 percent of teachers perceived the student to be either *quite confident* or *extremely confident*.

Grit

Grit refers to how well students are able to persevere through setbacks to achieve important long-term goals. Teachers are asked their perception of how long a student remains focused on the same goal and how likely a student is to try a task again if they had previously failed. The results showed that 52 percent of teachers perceived their students to *frequently* or *almost always* be able to persevere.

Learning Strategies

Learning strategies refers to how well students are deliberately using strategies to manage their own learning processes. Teachers are asked how well their own learning strategies help him or her learn more effectively. The results show that 48 percent of teachers perceived their students as being able to independently use learning strategies either *quite well* or *extremely well*.

Insight: Students in grades K-2 would likely benefit from teachers and staff focusing on developing independent school readiness skills. This year there has been a focus on helping students develop predictable routines and engage in age appropriate school behaviors.

Climate Survey Presentation

Interpreting Results

What is “Percent Favorable”?

A score of “81% favorable” means that 81% of respondents selected a favorable answer choice. Most often, the top two answer choices are favorable for a question with five answer choices, and the top three answer choices are favorable for a question with seven answer choices.

Example question: How excited are you about going to this class?



What is “Compared to others nationally”?

To help put results in context, Panorama compares each topic score to the average score for schools or districts in Panorama’s national dataset. For example, while one of your topic scores may appear low compared to another topic score, you may find that the score is higher than the average topic score for other schools in the nation. Use this comparison to find areas for celebration or improvement.

What do the colors mean?

The colors allow you to quickly scan the results and identify focus areas. Color does not indicate significance.



What does "confidentiality protected" mean?

By default, Panorama will not show the responses of a demographic group that contains fewer than 5 individuals. For smaller or larger schools or districts, this number may vary, but its purpose is to protect the confidentiality of the students, staff, and family members who are responding to your survey, so they can continue to share authentically.

Teacher Perception Survey K-2

Emotion Regulation	77 percent favorable
Social Awareness	69 percent favorable
Grit	56 percent favorable
Self Management	53 percent favorable
Self Efficacy	52 percent favorable
Learning Strategies	48 percent favorable

Overview of Student Survey Results

Emotion Regulation

2021 Student Surveys - Grades 3-5



45%



40th-59th percentile



2021 Student Surveys - Grades 6-12



45%



40th-59th percentile



Growth Mindset

2021 Student Surveys - Grades 3-5



52%



40th-59th percentile



2021 Student Surveys - Grades 6-12



52%



40th-59th percentile



Overview of Student Survey Results Continued

Self-Management

2021 Student Surveys - Grades 3-5



66%



20th-39th percentile



2021 Student Surveys - Grades 6-12



73%



60th-79th percentile



Sense of Belonging

2021 Student Survey #2 - Grades 3-5



63%



60th-79th percentile



2021 Student Survey #2 - Grades 6-12



37%



0th-19th percentile



Sense of Belonging (3-5)

Sense of Belonging

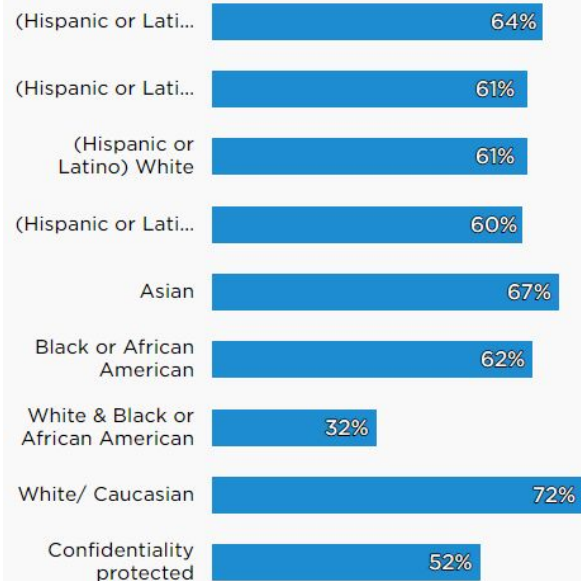
2021 Student Survey #2 - Grades 3-5



63%



60th-79th percentile



Sense of Belonging (6-12)

2021 Student Survey #2 - Grades 6-12



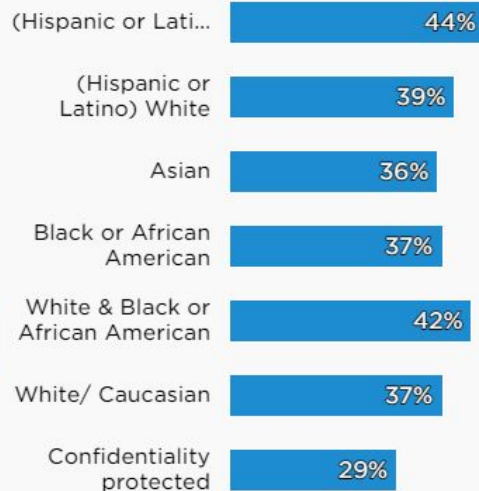
37%



0th-19th percentile



Results by group



Student Question- Belonging (Gr 3-5)

QUESTION

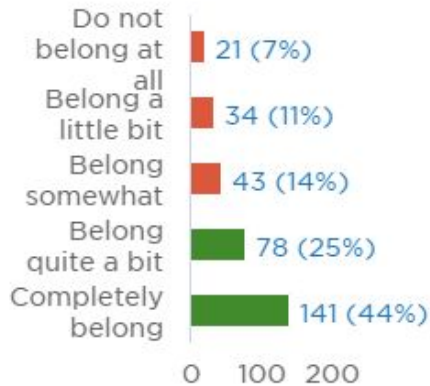


Overall, how much do you feel like you belong at your school?

69% 

responded
favorably

Answer distribution



Category

Abby Kelley

Foster Charter

Public School

3

77

4

73

5

57

Category

Abby Kelley Foster Charter Public School

(Hispanic or Latino) American Indian or Alaskan Native

67

(Hispanic or Latino) Black or African American

77

(Hispanic or Latino) White

64

(Hispanic or Latino) White & Black or African American

80

Asian

67

Black or African American

68

White & Black or African American

57

White/ Caucasian

78

Confidentiality protected

62

Student Question- Belonging (Gr 6-12)

QUESTION



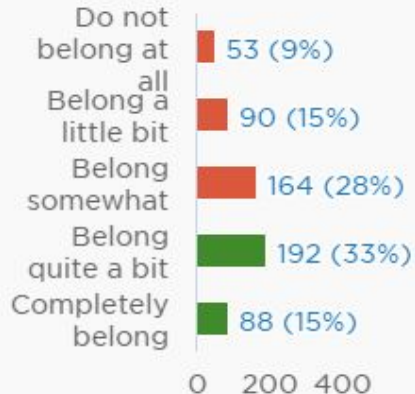
Overall, how much do you feel like you belong at your school?

48% 

responded favorably

Category	Abby Kelley Foster Charter Public School
6	53
7	52
8	40
9	57
10	46
11	45
12	41

Answer distribution



Category	Abby Kelley Foster Charter Public School
(Hispanic or Latino) Black or African American	64
(Hispanic or Latino) White	45
Asian	44
Black or African American	47
White & Black or African American	55
White/ Caucasian	53
Confidentiality protected	32

Student Question- Belonging (6-12)

QUESTION



How connected do you feel to the adults at your school?

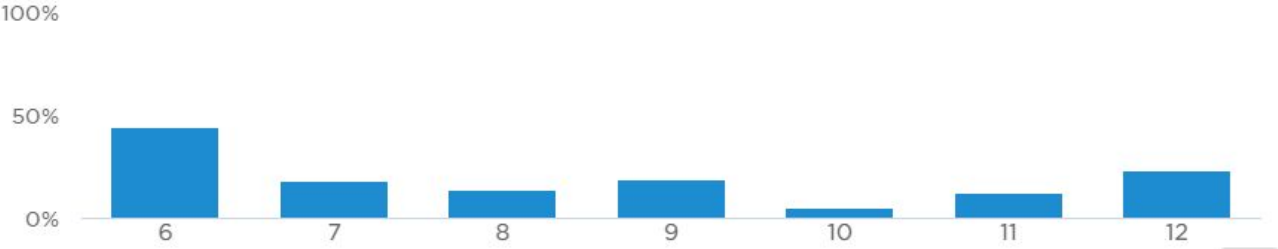
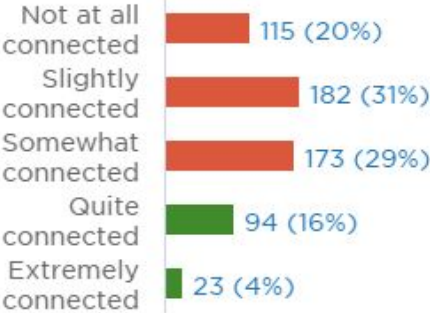
20% 

responded
favorably



Percentage favorable responses for this question

Answer distribution



Grades 6-12 answered
higher than other grades

Category	Abby Kelley Foster Charter Public School
6	44
7	18
8	14
9	19
10	5
11	12
12	23

Parent Question- Belonging

QUESTION

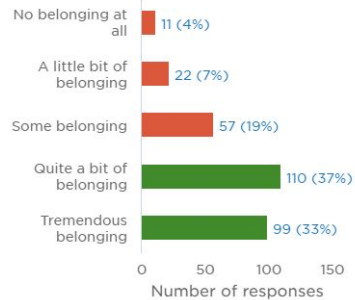


How much of a sense of belonging does your child feel at his/her school?

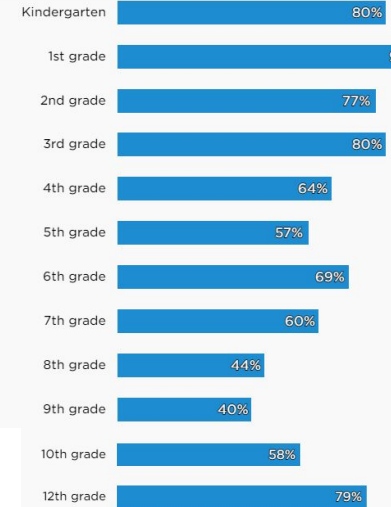
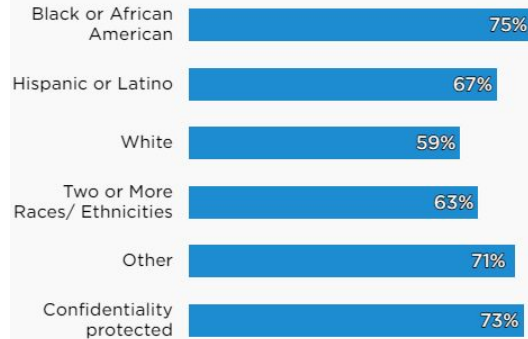
70% 
responded
favorably



Answer distribution



Results by group



Staff/Faculty Question- Belonging

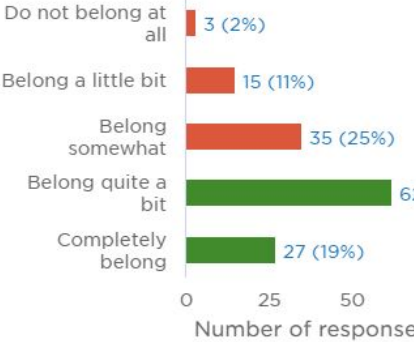
QUESTION

Overall, how much do you feel like you belong at your school?

63%
responded
favorably



Answer distribution



Category	Abby Kelley Foster Charter Public School
Hispanic or Latino	57
White	66
Confidentiality protected	40

Percentage favorable responses for this question



Perception Questions

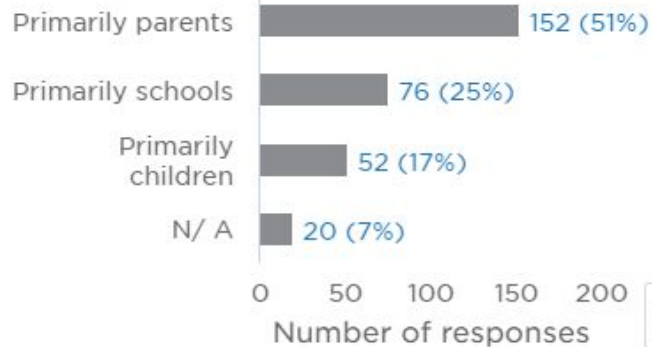
- In the family survey, parents were asked four perception questions
- These perception questions are meant to gauge who families think should be primarily responsible for school success.

Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...ensuring children have good relationships with their peers?

Answer distribution

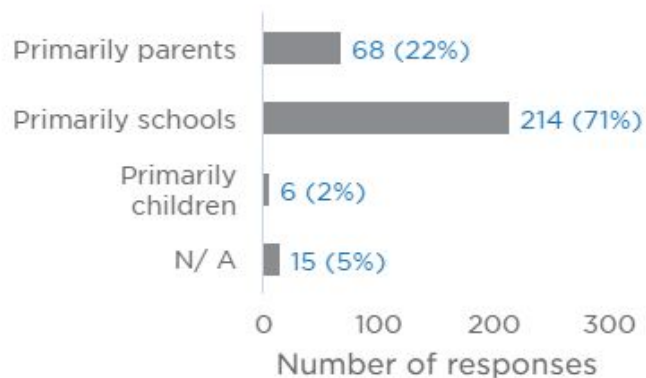


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...making sure that the children have an adult to talk to at school?

Answer distribution

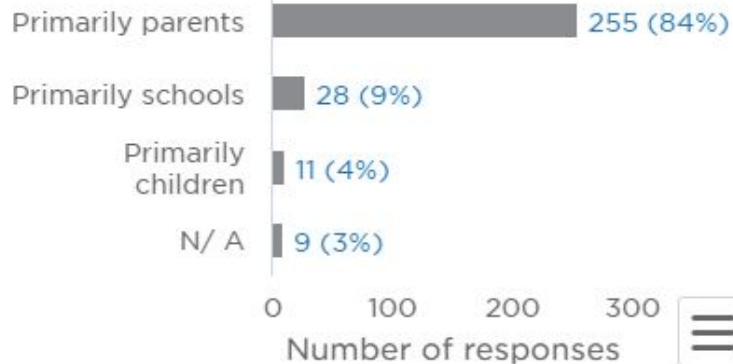


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...helping children deal with their emotions appropriately?

Answer distribution

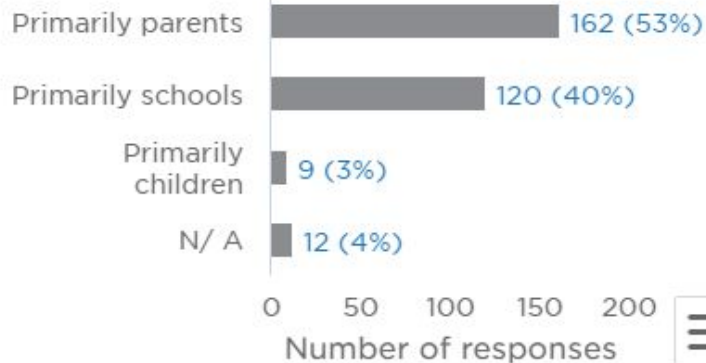


Roles and Responsibilities

QUESTION

Who do you think is principally responsible for...ensuring good communication between home and school?

Answer distribution





Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

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Education Committee Meeting Minutes-DRAFT

Friday, January 14, 2022, 8:00 a.m.- DIGITAL MEETING

<https://akfcs-org.zoom.us/j/99441156707?pwd=cWVlS2pVcDkzNjFEVWJjWnY0eW5BUT09>

Meeting ID: 994 4115 6707

Passcode: 047160

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 994 4115 6707

The meeting was called to order by Amy Vernon, Chair at 8:02 a.m. The attendance was recorded as follows:

Board/Committee Members: Amy Vernon, Shelly Yarnie, Dr. Jie Park

Staff in attendance: Jennifer Giusto, Dr. Caroline Cole, Christopher Kursonis, Rob Kerr, Amelie Cabral, Heidi Paluk, Jessica Regan, Kelly Gould, Kristine Hersey, AnnMarie Little

The Committee reviewed the Meeting Minutes from the November 12, 2021 meeting. Ms. Vernon wanted to make note of a typo correction on the second page which should say "Orton Gillingham." A note has been taken on this and the correction has been made. Ms. Vernon asked for a motion to approve the November 12, 2021 meeting minutes. The motion was made by Dr. Park and seconded by Ms. Yarnie.

Student, Staff & Parents Survey Results

Dr. Cole began by sharing the survey results completed by Grades K-12 and reminded everyone that this is a dynamic process that will be done several times a year over a 3 year period. Because grades K-12 were teacher perception surveys, there were 1-2 questions for each area that assessed the larger areas and they looked at emotional regulation, social awareness, quiet self-management, self-efficacy, and learning strategies. Dr. Cole states that when it came to how often the students were able to control their emotions when needed, teachers responded with a 77% favorable rating.

Dr. Cole stated that the lowest rating was under the learning strategies questions which respond with a 48% favorable rating. Dr. Cole stated that her perception of this score is that the students are coming from a pandemic and many students had not yet been in school so they are now learning these strategies such as being in school, raising their hands, and developing independent school readiness skills. Dr. Cole also explained that the students who rated with no SEL strengths were also examined and their focus was to determine what would be the best course of action to address the needs of those students.

Dr. Cole then shared the overview results of the students in grades 3-12 and explains that one survey was done for the students in grades 3-5 and another survey was done for the students in grades 6-12. Dr. Cole states that this was done due to the developmental ages of the students and they are at an 89.3% response rate as



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almost 90% of students have completed the survey. The three areas of focus on this survey were self-management, growth mindset, and emotion regulation skills. Dr. Cole explained that the student self-management skills were based on how well the students felt prepared for class, how well they followed instructions, and how well did they pay attention and the score was 66% favorable among the students. When comparing these results to the national results, Abby Kelley students fell into the 30th percentile on this topic which is the average range.

Dr. Cole stated that for grades 3-12, 73% of the students from grades 6-12 answered favorably but the question was brought this score down was whether the students were able to remain calm with upset and angry. Students were asked how possible it was for them to change by putting effort into a task such as behaving well in class, enjoying the subject they were studying, their level of intelligence, and how talented they may be at something in which 52% of students responded favorably. According to Dr. Cole, when compared nationally, both grades 3-5 and grades 6-12 rank in the 50th percentile.

Dr. Cole explained that for the emotional regulation question, the students were asked about their ability to control their emotions and whether they were able to change their mood if it was not a good one, and for grades 3-5, 45% of students responded favorably, placing them in the 40th percentile. Dr. Cole also states that for grades 6-12, 45% of students also answered favorably to the question, placing them in the 50th percentile when compares to the national average. For this set of questions, the low response question dealt with the students being able to pull themselves out of a bad mood, remaining calm when things go wrong, and having difficulty coping with negative emotions.

Dr. Cole stated that she, along with the principles and guidance team has been using the data to be able to identify students that have more vulnerable social-emotional skills and address them. The students were also given a survey to gauge their sense of belonging and how well they felt supported at Abby Kelley. In grades 3-5, 63% of students responded favorably to this question, which placed us in the 90th percentile, and in grades 6-12, we were in the 37th percentile. Dr. Cole explained that the family discussion groups would be starting soon where she will address the SEL topics and also gratitude, mindfulness, and responsible decision making. Additional supports for teachers are also being developed to address burnout and provide self-care strategies.

Dr. Cole states that many students who came upon the survey as needing assistance were already being worked with and that a small percentage of students were actually not on the radar. Dr. Park inquired about whether the students had a place to put in comments to which Dr. Cole stated they did and that most of the comments were generally positive. Dr. Park suggested a root cause analysis be done as to why students do not feel as though they are supported.

Ms. Cabral then spoke on the sense of belonging survey that was done for the students. Ms. Cabral first explained that there is a large percentage that is under the confidentiality protected category and that is because when working with race and ethnicity data, there are many subgroups that contribute to the high percentage. Ms. Cabral stated that they have not yet made any conclusions as it is too early, but it is something that they will be looking at once reviewing the results. Ms. Cabral also explained the information on the documents that she provided to the Education Committee and stated that with this data, they were able to determine the exact



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student who may have stated that they do not feel as though they belong as opposed to the staff and family survey which is an open link and limits how far it can be filtered.

Ms. Cabral stated that they also asked students in grades 6-12 about how connected they felt to the adults and there was a 20% favorable response rate. Ms. Cabral states that students in grades 6 and 12 had a higher favorable rate for this question and they will dig deeper into that question to help determine future action steps for the students. Parents were also asked about the sense of belonging their child feels at school and this had a 70% favorable rate. Ms. Cabral also stated that the survey was limited to one grade per survey as perceptions about different teachers for different students are possible. Faculty and Staff were also asked about their sense of belonging and there was a 63% favorable response rate.

Ms. Cabral also stated that perception questions were included in the survey sent out to parents and one of the questions was who the parents thought was primarily responsible for ensuring students have a good relationship with their peers to which 51% of families said parents, 25% of families said at school, 70% of families said primarily the students and 7% showed up as not applicable. The families were then asked about who they felt was responsible for making sure that the students have an adult to talk to and 71% of families stated primarily the school. Families were also asked about who they felt was primarily responsible for helping children deal with their emotions appropriately and 84% of families stated the parents. The last question that was asked in the perception group was about communication and who they felt was primarily responsible for ensuring communication between the home and school, 53% said primarily the parents, and 40% stated that it was the responsibility of the school. Ms. Cabral explained that this data was not ranked with any other data and was more for clarification on what the next steps should be.

Ms. Vernon inquired about whether certain proportions of the survey would be shared with staff and maybe even students to which Ms. Cabral stated that they would but they are not yet sure of the capacity but are working on that. Ms. Vernon then inquired about the SEL data and whether that was something that teachers were able to receive at the individual level for their own students to which Dr. Cole stated that there was a way for them to be able to look at that specific classroom and obtain that data. It was also noted that the teachers would have access to the Panorama database and be able to see their class results and see interventions that have been placed for their class. Ms. Paluk also noted a feature in Panorama known as the playbook which would allow the teachers to see suggested strategies that can be implemented along with lesson plans and worksheets.

Mid-Year Testing Plan

Elementary School

Round 2 of testing began on January 3, 2022, and will continue until January 28, 2022, and the iReady Math diagnostic will take place the last week of January/first week of February. The iReady ELA diagnostic will then take place the week after the Math, concluding the final week with round 2 of diagnostic cycle meetings with teachers and team.



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Middle School

iReady Math and Reading diagnostic tests were administered a week before Christmas break as the hope was to be able to resume instruction in January without the interruption of the tests. Because of a surge in the middle school at that time, lower completion rates were noted, averaging 60%- 70% completion per grade level before leaving for the break and they are now testing the remaining students. Individual reading assessments were completed by the reading specialists which is going to be used for progress monitoring. Intervention groups based on the reading diagnostic results from the benchmark assessment system began on Monday using interventions such as Orton Gillingma and Just Words which has a subset of screeners that are used in the fall, winter, and spring to reallocate which groups and progress students may need. It was noted that the middle school will also be moving away from benchmark assessments and they are working in conjunction with the middle school.

High School

Grades 9-12 will be taking the exams for all subjects next Tuesday, January 18, 2022. For grade 8, it was determined that the iReady results in Math and Reading would be used in replacement of a mid-term exam and that will be administered next Wednesday, January 19, 2022, and next Thursday, January 20, 2022. The results from that test will be used to create small groups as the tutoring for the 8th-grade students has ended. The students will now be tutoring with the teachers directly.

Principal Updates

High School

With teachers and students being out due to Covid, the focus has been on completing missing work/exams and instructions. Because the term ends today, Mr. Kerr has created a list that will allow for teachers to fill in the students who have been out during the last week that may not have completed important work and they will use this list will help determine which assignment should be based on the level of importance. The third quarter is set to begin and during this time, classes will shift, allowing for students to have a fresh start upon returning.

Middle School

The staff absence due to Covid has decreased during the past two weeks and they are averaging 4 staff per day. The surge months for the middle school were in November and December and the number of students that have been out due to Covid has also decreased. Pool testing was done the previous day, which rendered 9 positive results but is not reflective of the students and staff that have been out the past two weeks. A Day-to-day building substitute was hired and used during the month of December, which allowed for one classroom to have covered every single day. It was noted that new staff members have been added.

Abby Kelley Foster Charter Public School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and all students have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.



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Elementary School

It was noted that 146 students had interrupted learning either due to Covid or because of them being a close contact and one classroom was closed for a week per the CDC. Ms. Gould explained that the test and stay program has been a great asset and this allows the students to not have to miss a day of education even though they may have been a close contact. There have been 112 students who have missed 10 days of school at the moment and 21 students have missed more than 18 days. In terms of staff absences, December averaged 2 per day and at the moment, they are averaging 10 full-day absences and 5-6 partial day absences.

Ms. Gould also stated that small group instruction has not been interrupted and the intervention team is also continuing to meet with students. A caution of abundance is being taken and contact tracing is done for any group that meets for 15 minutes or more but teachers are doing their best to keep the group under that time frame. Ms. Yarnie inquired about the students that have missed large amounts of school days not due to Covid and the supports that were being provided to them and was informed that guidance has been an asset in helping to determine what the families need and how those needs can be provided.

Ms. Gould also noted that the team approach is being used when it comes to the number of teachers that may be out and that everyone is stepping in to assist with coverage and going above and beyond to assist the people that are covering for them by providing them assistance such as slides and lesson plans. Ms. Gould stated that they are looking to obtain high-quality reading material so a grant request was placed

Budgetary Request

Ms. Paluk provided a general explanation as this has been tabled for the next meeting. Ms. Paluk explains that an ELA curriculum is necessary yet expensive, which is why the grant was applied for but if for some reason this grant request is not successful, it would be included in the budget as it is necessary.

Ms. Paluk closed out the meeting by speaking about the overwhelming amount of work that the nurses were currently doing. She explained that decisions would have to be made about continuing contact tracing as the work that goes into it is extensive. Ms. Paluk states that she is assessing this situation and working to make sure that the students are safe and that the nurses are not experiencing burnout. Ms. Yarnie inquired about seeking a temporary nurse to which Ms. Paluk stated that there are 4 per diem nurses on staff but there are some issues that have arisen such as a lack of time for training and the per diem nurses also getting sick.

Adjournment

Ms. Vernon called for a motion to adjourn the meeting. The meeting adjourned at 9:22 a.m.

List of Documents Provided:

Student, Staff & Parents

Survey Results

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