

QUINCY SCHOOL COMMITTEE

TEACHING and LEARNING SUBCOMMITTEE MEETING

Tuesday, November 12, 2013

A meeting of the Teaching and Learning Subcommittee was held on Tuesday, November 12, 2013 at 5:00 pm in the NAGE Building 2nd Floor Conference Room. Present were Mr. Paul Bregoli, Mrs. Kathryn Hubley, Ms. Barbara Isola, Mr. Dave McCarthy, and Mrs. Emily Lebo, Chair. Also attending were Superintendent DeCristofaro, Deputy Superintendent Kevin Mulvey, Mrs. Mary Fredrickson, Ms. Beth Hallett, Mrs. Ellen Murray, Mrs. Maura Papile, Mrs. Erin Perkins, Ms. Madeline Roy, Ms. Gina Scanlan, Mr. Keith Segalla, Mr. Robert Shaw, Mr. Larry Taglieri, Ms. Judy Todd, and Ms. Laura Owens, Clerk.

Mrs. Lebo called the meeting to order at 5:00 pm.

North Quincy High School Principal Robert Shaw presented the **North Quincy High School Improvement Plan**, student achievement and participation are at the forefront of the school's mission. North Quincy High School's spring 2013 MCAS scores were excellent with the school showing gains for students with disabilities, including a 40% increase in students who scored proficient or advanced on the ELA MCAS and 34% increase in Math. Former English Language Learner students demonstrated a 94% proficiency or advanced score on the ELA MCAS and 82% for Math. The average student growth rate showed rapid growth with ELA at 68 and Math at 71. North Quincy High School is rated as a Level 1 School by the Department of Elementary and Secondary Education.

2013-2014 School Goals are: (1) During the 2013-2014 school year, students will demonstrate an increased ability to read and comprehend literary and informational texts independently and efficiently, as measured by a 2% increase on the Reading Anchor Standard on the spring 2014 ELA MCAS (from a base of 78% in 2013) and demonstrated by related departments achieving their aligned improvement goals. (2) By June 2014, all students will demonstrate an increased ability to persevere and use abstract reasoning to solve complex problems as well as construct a detailed argument with precise and accurate mathematical language, as measured by a 2% increase on each of the Open Response and Short Answer portions of the 2014 Math MCAS (from a base of 70% in 2013) and the development and implementation of content aligned midyear and final assessments. (3) During the 2013-2014 school year, ELL students will demonstrate a proficiency-level appropriate ability to listen and speak academic English while developing perseverance for sustained listening and speaking at the WIDA appropriate discourse level. This will be evident by an average 0.5 increase on the student 2014 ACCESS Speaking test (from a 3.0 baseline in 2013). (4) During the 2013-2014 school year, the school will continue to provide educational activities and opportunities that enhance development of lifelong wellness practices. This will be evident by the school's wellness team, guidance department

and special education department achieving their aligned Individual Improvement Goals, as shown by successful completion of Access Steps, detailed agendas and notes from regular Team meetings, related Professional Development and consistent reflection of ongoing goal assessment.

The Foreign Language, Science, and Social Studies department goals align to the ELA/Reading Anchor goal. The goals are also focused on textual analysis exercises which will be the base for District-Determined Measures. The Math goal emphasizes reasoning and problem solving. Professional Development is focused on Educator Evaluation, debriefing from NEASC, and moving into the work of action steps and goal achievement.

Ms. Isola complimented the achievement scores and asked about the School Council and suggested that it would be important to include a student and a community member, as the statute calls for. Mr. Shaw said that many students served on NEASC and could be included. Ms. Isola asked for clarification on the language of the Math goal and Ms. Roy clarified that the language is intentional and connects to Common Core and PARCC expectations. Mrs Lebo asked why there is no baseline for Social Studies, Foreign Language, and Career and Technical Education. Mr. Shaw explained that the baseline is being established this year. Mrs. Lebo complimented the Special Education Department goal and asked for clarification on the class size issue; classes at 29 or above are senior electives. Mrs. Lebo suggested that subgroups that did not make PPI could have targeted interventions in this year's goals.

Ms. Isola moved to approve the North Quincy High School Improvement Plan and Mrs. Hubley seconded the motion. On a voice vote, the ayes have it.

Quincy High School Principal Larry Taglieri and Assistant Principal Ellen Murray presented the **Quincy High School Improvement Plan**. In reviewing the MCAS scores from 2013, Quincy High School is a Level 2 school based on the participation rate of one subgroup. 93% of Grade 10 students were proficient or advanced in ELA, a significant improvement over previous years. 80% of students performed at proficient or advanced for the Math MCAS. Mr. Taglieri spoke of the collaboration between the two high schools in developing the common goals and the concept of the content area departments supporting the ELA goal.

2013-2014 School Goals are: (1) During the 2013-2014 school year, students will demonstrate an increased ability to read and comprehend literary and informational texts independently and efficiently, as measured by a 2% increase on the Reading Anchor Standard on the spring 2014 ELA MCAS (from a base of 77% in 2013) and demonstrated by related departments achieving their aligned improvement goals. (2) By June 2014, all students will demonstrate an increased ability to persevere and use abstract reasoning to solve complex problems as well as construct a detailed argument with

precise and accurate mathematical language, as measured by a 2% increase on each of the Open Response and Short Answer portions of the 2014 Math MCAS (from a base of 63% in 2013) and the development and implementation of content aligned midyear and final assessments. (3) During the 2013-2014 school year, the school will continue to provide educational activities and opportunities that enhance development of lifelong wellness practices. This will be evident by the school's wellness team, guidance department and special education department achieving their aligned Individual Improvement Goals, as shown by successful completion of Access Steps, detailed agendas and notes from regular Team meetings, related Professional Development and consistent reflection of ongoing goal assessment. Students make an impact on school culture, participating in Rachel's Challenge and SADD (wellness goal). Health Interventionists are another key piece for supporting wellness and school culture; and the community service pilot is continuing to make progress. Professional development is focused on Educator Evaluation; teacher goals are connecting to department goals and school-wide goals.

Mr. Taglieri noted that Quincy High School has the same issue with lacking a student and a community member on the school council. Ms. Isola noted that the School Improvement Plan was well-developed and asked about the auditorium lighting issue. Maintenance is working on securing on the equipment needed to replace the lights that are over the seats.

Mrs. Lebo asked about the larger class sizes, 57 sections are at 29 or above. The majority are senior electives, but there are a few English and Math classes. Mrs. Lebo asked for clarification of the school's overall performance rating, the progress is impressive. Mrs. Fredrickson said that Quincy High School is doing very well and making steady progress.

Mr. McCarthy asked about the status of the heating system issues. Mr. Taglieri said that Mr. Scott has uncovered some fundamental issues; Public Buildings has also surveyed the entire staff. The assessment has been very thorough and so far, things seem to have improved. Mr. McCarthy asked about any issues with water or drainage since the former Quincy High School building has been demolished; none has been noted. Mr. Taglieri is looking forward to the landscaping being completed to finish the high school campus.

Mrs. Hubley asked about the class size issue; one Foreign Language class is 32 students and an AP Psychology. Mrs. Murray said that students will move out of this section as the year progresses. Mr. Bregoli asked about Science laboratories; Mrs. Murray said special attention is paid to those class sizes to be sure there are not more students than equipment. Mrs. Lebo asked about Foreign Language waivers; very few are granted (Special Education, move-in Seniors where this was not a requirement). Mrs. Lebo requested a list of the classes above 31 students.

Ms. Isola moved to approve the Quincy High School Improvement Plan and Mrs. Hubley seconded the motion. On a voice vote, the ayes have it.

Mr. Keith Segalla and Ms. Gina Scanlan then presented the Career and Technical Education Program Improvement Plan. Quincy High School has 15 career and technical programs and North Quincy High School has 2, plus a number of electives.

Goals for 2013-2014: (1) During the 2013-14 school year, all first year CTE students will demonstrate Speaking and Listening by showing an ability to read, comprehend, and present, using informational texts or periodicals. Students will be assessed using the Shares Knowledge Effectively and Works Independently rubrics. Student progress will be monitored to encourage improvement. Speaking and Listening are part of the ELA Core Curriculum. (2) The CTE staff will pilot, format, and begin to assess student competence on the new VTEF (Vocational Technical Education Frameworks) standards in their respective technical majors by June 2014. Mrs. Lebo suggested the first goal should be SMART, and incorporate an 80% benchmark.

The Career and Technical Education Advisory Team goals are (1) Design and develop CTE Advisory Committee Report by April 2014 by presentation to the Quincy School Committee by May 2014. (2) To enlist one CVTE Program Advisory Board member to present a relevant lesson or a visitation to their workplace or post-secondary institution for students in each CTE major by May 2014.

On the progress towards meeting CVTE Core Indicators, the areas needing improvement is Nontraditional Participation; Perkins funding is based on meeting these and increased funding will follow success on these Core Indicators. Mrs. Lebo would like to see the Industry Credentialing Report included; this will assist with the DDM development. Mr. McCarthy asked about program growth; numbers are very healthy and several positions were increased to full time due to demand. Mrs. Lebo asked that the budget information be added to the Career and Technical Education Program Improvement Plan; the funding has not changed in several years and should be addressed in the upcoming budget.

Ms. Isola moved approval of the Career and Technical Education Program Improvement Plan and Mrs. Hubley seconded the motion. On a voice vote, the ayes have it.

Ms. Isola made a motion to adjourn the meeting at 6:15 pm. Mrs. Hubley seconded the motion and on a voice vote, the ayes have it.