

School Committee Curriculum Subcommittee
Tuesday, June 23, 2020
10:00 AM-12:00 PM
Remote via Webex Event

Curriculum Subcommittee Members Present: Barbara Scotto (Chair), Helen Charlupski, and Susan Wolf Ditkoff.

Curriculum Subcommittee Members Absent: Jennifer Monopoli.

Other School Committee Members Present: David Pearlman.

Staff Present: Nicole Gittens, Mary Brown, Meg Maccini, Professional Development Director Michelle Herman, METCO Director Keith Lezama, English Learner Education Director Mindy Paulo, and Director of Brookline Adult and Community Education Michelle McGlone.

Subcommittee members extended their congratulations to Dr. Gittens on her new position; thanked her for work and contributions to the Public Schools of Brookline; and wished her well.

1) Review/Approval of the June 2 2020 Minutes

On a motion of Ms. Charlupski and seconded by Ms. Ditkoff, the Curriculum Subcommittee voted unanimously (by roll call) to approve the June 2, 2020 meeting minutes.

2) Student Opportunity Act Review

On June 11, 2020, the School Committee reviewed the proposed Student Opportunity Act Plan. At that time, members advocated for using the funds for a program that is more clearly targeted toward reducing achievement gaps than the one being presented. In light of the June 15, 2020 deadline, the School Committee voted to submit the plan, subject to further review and possible resubmission. The district submitted the plan on June 5, 2020. The State then extended the deadline for school districts to submit Student Opportunity Act Plans. The new deadline is August 18, 2020.

Dr. Gittens provided an updated presentation on the district's Student Opportunity Act Plan (Attachment A). Members commented that it is possible the State will delay distribution of the funds because of the deadline extension, or that the State may not provide these funds at all. Dr. Gittens noted that the work should be done regardless of whether the State provides the funding. Dr. Gittens discussed the importance of strengthening core instruction in order to ensure that all students, at a minimum, meet learning expectations and stay on grade level. Dr. Lezama discussed the benefits of targeted programs to help address systemic inequalities. He discussed challenges that need to be addressed in order for these programs to operate and be successful. In response to a question, Dr. Gittens stated that the FY 2021 Budget continues funding of the Calculus Project.

Members requested that the Student Opportunity Act Plan be modified in the following manner: make it more student focused; identify specific activities; include a statement on how the plan aligns with the district's values; address training of tutors; and identify additional supports for teachers and students.

Dr. Gittens will revise the Plan and present it at the July 7, 2020 School Committee meeting.

She does not believe that the revisions will necessitate resubmitting the Plan to the State.

3) Professional Development Budget and Plan

Professional Development Director Michelle Herman provided an overview of the Professional Development Budget and Plan (Attachment A).

Subcommittee discussion focused on professional development funds allocated to individual schools. In general, the funds have been rolled over from year to year, and sometimes are reallocated for other purposes. Members asked about the status of the unexpended funds. Dr. Wornum discussed the importance of Cultural Proficiency training in order to center equity. Teachers need time to practice skills necessary to interrupt biases. The district must advance this work even if it needs to be done remotely. Members noted the professional development support provided by partnership organizations such as the Brookline Education Foundation and the Brookline High School Innovation Fund. Members suggested a future presentation to the School Committee that includes the following: summary of how much money is being directed towards the district's priorities; discusses how support from partnership organizations such as the Brookline Education Foundation and the Brookline High School Innovation Fund aligns with the district's priorities; and reflects additional consideration of what can be done to make professional development more meaningful at the school level.

The meeting adjourned at 12:00 PM.



PUBLIC SCHOOLS OF BROOKLINE

Student Opportunity Act
June 11, 2020 -- Curriculum Subcommittee

Objectives

- Provide subcommittee with information about the Student Opportunity Act
- Describe the district's plan to address the mandates of the Act

What is the Student Opportunity Act (SOA)?

- Passed by legislature in 2019, the Student Opportunity Act (SOA) allocates a percentage of each district's Ch 70 funding to addressing achievement gaps in all of our subgroups, including Black and Latinx students, English Learners and students with disabilities.
- All MA public school districts are required to submit three-year, evidence-based plans aimed at closing persistent disparities in achievement among student subgroups.

Four Commitments of the SOA

1. Intentionally focus on student subgroups who are not achieving at the same high levels as their peers;
2. Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps for student subgroups and allocate resources to support these programs;
3. Monitor success in reducing disparities in achievement among student subgroups over three years with a small number of metrics and targets; and
4. Engage families, particularly those families representing student subgroups most in need of support, about how best to meet their students' needs.

SOA Plan for PSB

- Brookline is responsible to allocate \$229,400 from Ch 70 funding toward the three year plan for Student Opportunity Act.
- Based on the advice from the state and our recent program review of PK-8 Mathematics, we are focusing on eliminating gaps in our Mathematics achievement among student subgroups.

* Advice from DESE: If a district is expected to receive minimal or no increases in Chapter 70 aid, we recommend the district document existing programs targeted to closing achievement gaps for subgroups or reallocate existing funds, whether General Fund or grant funds, to ensure such programs are in place.

SOA Plan for PSB -- Focus

- Focus: Enhanced Core Instruction in PK-8 Mathematics Program
- Support educators to implement high-quality, aligned curriculum
 - Increased or improved professional development
 - Purchase of curriculum materials and equipment that are aligned with statewide curriculum frameworks

SOA Plan for PSB -- Program Descriptions

Evidence based programming to address the achievement gap:

1. The district has now adopted the *Illustrative Mathematics* (IM) curriculum for grades 6-8. Driven by student discourse, IM Certified™ curricula are rich, engaging core programs built around focus, coherence, and rigor. The curricula are trusted, expert-authored materials developed to equip all students to thrive in mathematics.
2. The district will also begin the adoption of the *Investigations 3* math curriculum in the 2020-2021 school year. *Investigations 3* is a focused, coherent, and rigorous K-5 mathematics curriculum. Fully aligned to the content and practice standards of the Common Core State Standards (CCSS), deep and careful attention is paid to mathematics content and to student thinking and understanding. Making sense of mathematics is the heart of the work, for students and teachers.

SOA Plan for PSB -- How will this work?

- Intentionally focus on student subgroups who are not achieving in mathematics at the same high levels as their peers;
 - African American
 - Latinx
 - Students with Disabilities
 - High Risk
- Closely monitor students by using formal and informal assessments as prescribed by the curriculum
 - Measure grade-level performance on procedural fluency, conceptual understanding, application
 - Immediate intervention within the classroom

SOA Plan for PSB -- How will this work?

- Professional Development
 - Developing Mathematical Ideas (DMI)
 - Understand a broad range of mathematical topics and how they work together to support development of student skills
 - Young Scholars Calculus Project approach
 - Build student confidence
 - Addressing the effects of implicit bias on instructional practice
- Professional Development for
 - Teachers and principals
 - Paras and afterschool support staff

SOA Plan for PSB: Proposed Budget

Over 3 years:

Amount	Description
\$123,000	Materials and resources for grades K-5 including teacher curriculum packages, student workbooks, assessments, and subscriptions to digital courseware for teachers and students
\$36,000	Curriculum Implementation courses and workshops for K-5 teachers and ongoing monthly professional development support for Math Specialists supporting teacher teams
\$36,000	Student supplies and materials to support the implementation of new curriculum K-8 (math manipulatives, card packs)
\$35,000	Books, materials and online access for grades 6-8
\$230,000	Total

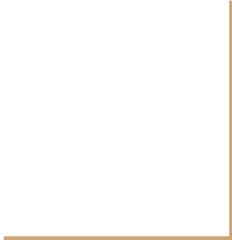


Questions?



School
Committee PD
Budget

7/07/20



SY19-SY20 Plan- Positive Outcomes

Three Year Cycle Began
Focus Areas:

- Cultural Proficiency
 - Restorative Justice
 - Developing Mathematical Ideas
-
- ❖ Provided for common content at all K-8 schools
 - ❖ Work supported meeting the needs of all learners

Revised Plan with
4-day CP

BAKER

This table is a detailed grid representing a school plan. It features multiple columns and rows, with cells colored in shades of blue, green, and purple. Three vertical columns are highlighted with red rectangular boxes, indicating specific focus areas or content. The grid appears to be a calendar or a schedule of activities, with text within the cells that is too small to read clearly.

Plan you Saw on
Monday 6/24

This table is another detailed grid, similar in structure to the one above. It also features multiple columns and rows with colored cells (blue, green, purple). The layout of the grid is different, and it appears to be a different version or a different section of the school plan. Like the first table, it contains text within the cells that is not legible.

SY19-SY20 Plan Challenges

Revised Plan with
4-day CP

BAKER

Plan you Saw on
Monday 6/24

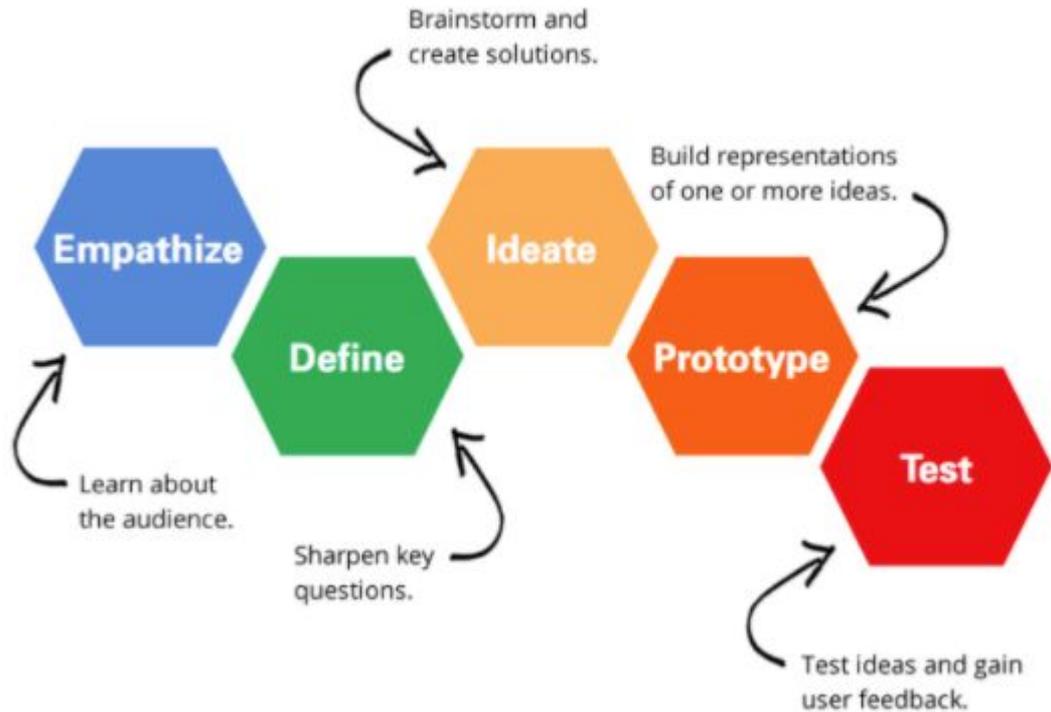
The image displays two screenshots of a school calendar grid. The top screenshot, titled 'Revised Plan with 4-day CP', shows a grid with columns for 'Session Dates' and 'Session Times'. Three vertical columns are highlighted with red boxes. The bottom screenshot, titled 'Plan you Saw on Monday 6/24', shows a similar grid but with a different layout of sessions and colors.

Three Year Cycle Began
Focus Areas:

- Sub coverage/having teachers out of the building
- Messaging around expectations and outcomes was not clear
- Model unsustainable over time

PD Council:

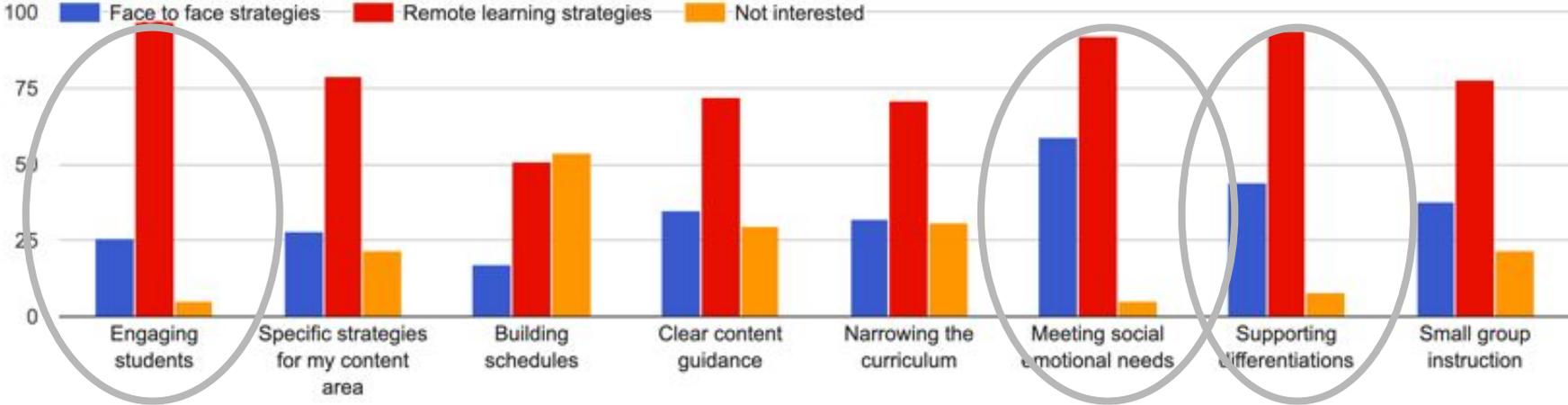
- Matt Picard- Baker
- Molly Richards - BEEP
- Greg Porter - Lawrence
- Matt Durant - Heath
- Matt Rosenthal - ECS
- Danielle Baker - Baker
- Melissa Lyons - BEEP
- Julie Boss - District Math Specialist



Regarding student learning, what matters to you the most?

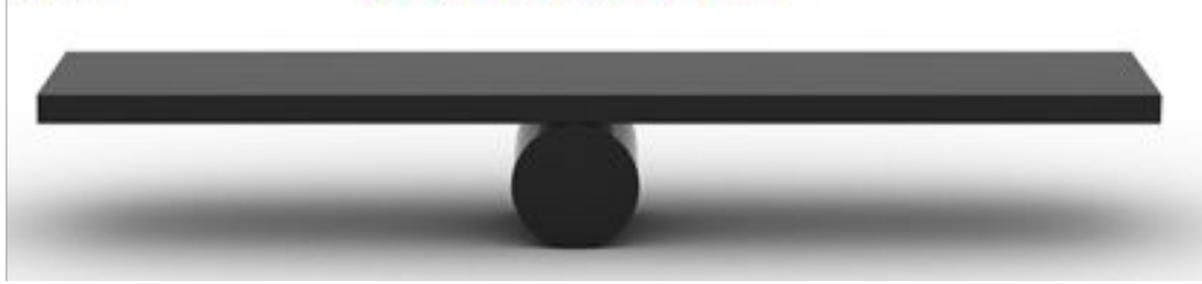
Topic	Most Important	Somewhat Important	Not that Important
Social Emotional Learning	175	37	4
Engaging with Students Directly	162	51	4
Ability to Differentiate Learning	146	65	7
Regular Routines for Learning	151	53	13
Time to Develop Curriculum with Coordinators and Colleagues	143	59	18

Regarding student learning: What professional development needs do you have in order to support instruction in a model that could include remote and in-person learning? Check all that apply.



Immediate Needs to Open School in the Fall

Technical **Curriculum** **Instructional**



Ongoing Stipended Work: \$129,120 (*CARES ACT)

Planning Workshops <ul style="list-style-type: none">● Cross District Teams	<ul style="list-style-type: none">● Defining big ideas and curriculum● Developing lessons to create cohesive learning● Identifying strategies and practices for both in person and remote learning
Interdisciplinary Work	<ul style="list-style-type: none">● Identify natural connections between and among content areas● Creating units that reflect multiple content areas
Technical Support	<ul style="list-style-type: none">● Teachers sharing strategies from their own practice● Ed Tech providing guidance around using identified platforms
SEED - Seeking Educational, Equity and Diversity	<ul style="list-style-type: none">● Teachers explore their own identity to explore systems of oppression, power and privilege

Contractual Costs: \$81,600

Item	Cost	Objective
PD Council	\$ 7,500 Stipends	Inform the district of PD needs for units A,B, and C
Mentors Units A and B	\$33,000 Stipends	Supports individuals in first year of career
Mentor Facilitators	\$4,000 Stipends	Supports all staff new to district by school
Tuition Assistance	\$36,100	Provide reimbursement for university courses for units A,B and C

Partner and Memberships: \$59,600

Item	Cost	Objective
TeachPoint	\$5,000	Provides PD credit tracking for teachers towards licensure
Primary Source	\$10,000	Provides 33 seats for full day courses and unlimited seats for webinars
Marshall Memo	\$500	Weekly research publication
EDCO	\$27,000	Provides discounted seats from a menu of PD sessions
MSAN (Minority Student Achievement Network)	\$17,1000	National organization of districts with demographics similar to PSB with significant achievement/opportunity gaps. Students and staff participate.

EDCO FY20

Budget FY20

Dues: \$17,000

Tuition: \$9,000

Member Per-Course Cost: \$200-350

**EDCO is not differentiating between member and non-member for some of the summer courses.

Actual Cost FY20

Dues: \$17,000 + \$24,000 assessment

17 Participants

- Many courses canceled
- Courses didn't align with Brookline Curriculum
- Teachers dropped the course

Cost per course pre assessment: \$1230/teacher

Cost post assessment: \$2,668/teacher

Additional FY 21 Items- Possible Title II

Item	
Cultural Proficiency	In house course
Para PD	Provide strategies for partnering with teachers in a new environment
Para course work	Build partnership with state university to support paras in becoming licensed teachers
Restorative Justice	Continue to grow common RJ practices to support code of conduct and SEL
Math Curriculum Rollout	Current content focus development: Implementation of Investigations, Literacy Coaching
On-Going Literacy PD	

School Allocations: FY20



School	Staff Development	Educational Conferences	Total/School	PD Use	Notes	Remaining
Baker	\$12,789.00	\$7,329.00	\$20,118.00	\$1,000		\$15,700
CCS	\$16,620.00	\$7,894.00	\$24,514.00	\$1,800		\$23,365
Driscoll	\$15,175.00	\$5,499.00	\$20,674.00	\$250		\$14,951
Heath	\$16,052.00	\$1,630.00	\$17,682.00	\$2,000		\$11,873
Lawrence	\$19,307.00	\$4,322.00	\$23,629.00	\$800		\$16,340
Lincoln	\$9,810.00	\$5,305.00	\$15,115.00	\$300		\$12,362
Pierce	\$21,211.00	\$2,616.00	\$23,827.00	\$0	Covid	\$13,934
Runkle	\$13,987.00	\$2,425.00	\$16,412.00	\$0	Covid	\$14,859
BHS	\$71,933.00	\$5,528.00	\$77,461.00			\$53,013
			\$239,432.00			\$176,397

Summer 2020

Please select the type of Professional Development offering you would like to view:

Summer Courses ▾

SUPPORT

ABOUT

OFFERINGS

CLASSLISTS

RECORDS

TOOLS

2020-2021 ▾

Version 5.0+

[Previous Data](#)
(prior to 08-09)
ses-PDYear:2021
CurrentPDYear:2021

Summer Courses

[- Science in a Hybrid or Remote Environment Grade 3](#)

OPEN FOR REGISTRATION

Instructor: Emily Speck

Date/Times: 07/15/20,08/06/20,08/12/20 9:30-11:30

[- Social Studies in an Hybrid or Remote Environment Grade 2](#)

OPEN FOR REGISTRATION

Instructor: Gabriel McCormick

Date/Times: 07/22/2020, 07/29/2020 9:00-12:00

[- Social Studies in an Hybrid or Remote Environment Grade 3](#)

OPEN FOR REGISTRATION

Instructor: Gabriel McCormick

Date/Times: 07/14/2020, 07/21/2020 9:00-12:00

[- Advancing the Visual Arts K-8 Online Curriculum](#)

OPEN FOR REGISTRATION

Instructor: Alicia Mitchell

Date/Times: 7/27/2020, 7/28/2020, 7/29/2020 TBD

[- Canvas 101: Building a Canvas Course \(August Hybrid Course\) Session-1](#)

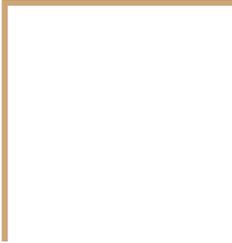
OPEN FOR REGISTRATION

Instructor: Bob Thomas

Created By: Bob Thomas

[- Canvas 101: Building a Canvas Course \(July Hybrid Course\) Session-2](#)

OPEN FOR REGISTRATION



Questions?

