



MCCPS Board of Trustees

Board of Trustees Meeting

Published on March 21, 2025 at 6:55 PM EDT

Date and Time

Tuesday March 25, 2025 at 7:00 PM EDT

Location

Hybrid Format:

- in person at MCCPS
- via Zoom at <https://us06web.zoom.us/j/98355446062?pwd=bVg2VzE4bEZUVXJqY0R4UIJnVmZ1dz09>

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:00 PM
Opening Items			
A. Record Attendance and Guests		Ian Hunt	2 m
B. Call the Meeting to Order		Katie Holt	2 m
C. Public Comment	Discuss	Katie Holt	5 m
II. Presentation: Head of School Evaluation			7:09 PM
A. Presentation from Personnel Committee	FYI	Katie Sullivan	15 m

	Purpose	Presenter	Time
Katie Sullivan, of the Personnel Committee, will present the Board with information on how to perform a successful and meaningful HOS Evaluation			
III. Presentation: iReady Data			7:24 PM
A. MCCPS 2024-2025 IReady Diagnostic Data Analysis (Math)	Discuss	Jessica Xiarhos	15 m
IV. Board Action Items: Approve Minutes			7:39 PM
A. December 2024	Approve Minutes	Ian Hunt	5 m
B. February 2025	Approve Minutes		5 m
V. MCPSA			7:49 PM
A. Advocacy Agenda Discussion and Adoption	Vote	Kimberly Nothnagel	8 m
• Advocacy Agenda Discussion and Adoption			
VI. Head of School Report			7:57 PM
A. March 2025 Report	FYI	Stephanie Brant	30 m
VII. Board Annual Items			8:27 PM
A. Upcoming Agenda Items	Discuss	Katie Holt	2 m
July - Adopt Annual Report, by July 31, Adopt Annual Board Goals			
• August – Adopt HOS Goals, Open Annual Board Self Assessment			
• Sept – Review Annual Board Self Assessment, Approve Committee Memberships and Vice-Chairs			
• Oct – Adoption of the Annual Audit (must be done by Oct 31), MCAS			

	Purpose	Presenter	Time	
Presentation, Presentation on HOS Evaluation Process by the Personnel Committee				
<ul style="list-style-type: none"> • Nov – HOS Contract Renewal Notice • Dec – • Jan – HOS Mid-year review • Feb - Adopt School Calander • March – Set up Satisfaction Survey, Set Annual Board Retreat Date, Presentation of HOS Annual Evaluation Form • April – Presentation by HOS of Annual Goals, Budget Adoption • May – HOS Annual Evaluation • June – Annual Board Retreat 				
B.	Board Retreat	Discuss	Lindsay Smith	5 m
VIII. Committee Updates			8:34 PM	
A.	Finance Committee	Discuss	Emily Promise	10 m
<ul style="list-style-type: none"> • Review of Finance Committee Documents • Relevant Discussion • Relevant Board votes as needed 				
B.	Governance Committee	Vote	Polly Titcomb	10 m
<ul style="list-style-type: none"> • Discussion and Vote: Matt Flaherty for Board of Trustee membership • General Update 				
C.	Academic Excellence	Discuss	Chris Doyon	5 m
D.	Development & Communications	Discuss	Kimberly Nothnagel	5 m
E.	DEI Committee	Discuss	Lindsay Smith	5 m
F.	Personnel Committee	FYI	Katie Holt	5 m
<ul style="list-style-type: none"> • Update 				

	Purpose	Presenter	Time
IX. Public Comment			9:14 PM
A. Public Comment	Discuss	Katie Holt	5 m
X. Closing Items			9:19 PM
A. Recap Action Items	Discuss	Katie Holt	5 m
Clerk to review actions items, add any additional items discussed.			
B. Board Comments	FYI	Katie Holt	5 m
<ul style="list-style-type: none"> • need for meaningful and proactive participation 			
C. Adjourn Meeting	Vote	Katie Holt	

Coversheet

Presentation from Personnel Committee

Section: II. Presentation: Head of School Evaluation
Item: A. Presentation from Personnel Committee
Purpose: FYI
Submitted by:
Related Material: HOS Evaluation Training.pptx

HEAD OF SCHOOL EVALUATION

MCCPS Board of Trustees Training
March 26, 2025
Katie M. Sullivan

Overview

- Timeline and steps in the process
- HOS Evaluation Document
- Evidence that will be used
- Summative Report
- Questions

Timeline

March-April

- HOS Evaluation Training
- Val-Ed, Board on Track, and University of Kansas Surveys launched by Personnel committee
- Board members thoroughly read and understand HOS Evaluation Policy and Procedures Document
- HOS completes self-evaluations within surveys
- HOS launches own surveys

April-May

- HOS presents End of Cycle Progress Report
- Personnel Committee presents summary results of surveys
- Board members collect and synthesize evidence toward assessment

May-June

- Board members complete individual End-of-cycle Summative Evaluation Report
- Board Chair and Vice-chair compile individual ratings and drafts summation
- Board reviews draft, discusses revisions, and adopts report at public meeting
- Report is placed in personnel file and used to inform HOS goals for following year

End-of-Cycle Summative Evaluation Report: Head of School

Head of School: _____

Evaluator: _____

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
School Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

Indicators

Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new Heads of School, performance is on track to achieve proficiency within three years.

Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

Exemplary = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

Unsatisfactory	Needs Improvement	Proficient	Exemplary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard I: Instructional Leadership

Standard II: Management and Operations

Standard III: Family and Community Engagement

Standard IV: Professional Culture

End-of-Cycle Summative Evaluation Report: Head of School



Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; circle one.)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are required in support of any rating other than Proficient.

Comments:

Name: _____ Date: _____

Head of School Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and school improvement.
Check one box for each goal.

📌 +	Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Professional Practice							
1		Standard –	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Improvement							
2		Standard -	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Practice							
3		Standard –	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Improvement							
4		Standard –	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Permanent							
Standard II-D		Law, Ethics, and Policies: Understands and complies with state and federal laws <u>and mandates</u> , Board policies, and ethical process lines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II-E		Fiscal Systems: Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV-E		Shared Vision: Successfully and continuously engages all stakeholders in <u>the creation of a shared educational vision</u> in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Head of School Performance Rating for Standard I: Instructional Leadership

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and <u>levels of readiness</u> . Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Assessment: Ensures that all Heads of School and administrators facilitate practices that propel personnel to use a <u>variety of</u> formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Evaluation: Ensures effective and timely supervision and <u>evaluation</u> of all staff in alignment with state regulations and contract provisions. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state and school assessment results and growth data—to inform school goals and improve organizational performance, educator effectiveness, and student learning. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard I (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (required for all ratings other than Proficient):

Examples of evidence Head of School might provide:

- Goals progress report
- Analysis of classroom walk-through data
- Analysis of school assessment data
- Sample of school improvement plans and progress reports
- Analysis of staff evaluation data
- Report on educator practice and student learning goals
- Student achievement data
- Analysis of student feedback
- Analysis of staff feedback
- Relevant Board meeting agendas/materials
- Analysis of leadership team(s) agendas and/or feedback
- Protocol for school visits
- Other: _____

Head of School Performance Rating for Standard II: Management and Operations

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. Other Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, Board policies, and ethical process lines. Permanent Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II-E. Fiscal Systems: Develops a budget that supports the school's vision, mission, and goals; allocates and manages expenditures consistent with school goals and available resources. Permanent Goal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard II (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (required for all ratings other than Proficient):

Examples of evidence Head of School might provide:

- Goals progress report
- Budget analyses and monitoring reports
- Budget presentations and related materials
- External reviews and audits
- Staff attendance, hiring, retention, and other HR data
- Analysis of student feedback
- Analysis of staff feedback
- Analysis of safety and crisis plan elements and/or incidence reports
- Relevant Board meeting agendas/minutes/materials
- Analysis and/or samples of leadership team(s) schedule/agendas/materials
- Other: _____

Head of School Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, and community. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. Other Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Rating for Standard III (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (required for all ratings other than Proficient):

Examples of evidence Head of School might provide:

- Goals progress report
- Participation rates and other data about school family engagement activities
- Evidence of community support and/or engagement
- Sample school newsletters and/or other communications
- Analysis of school improvement goals/reports
- Community organization membership/participation/contributions
- Analysis of survey results from parent and/or community stakeholders
- Relevant Board presentations and minutes
- Other: _____

Head of School Performance Rating for Standard IV: Professional Culture

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. Permanent Goal, Goal #	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout the school community. Other Evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Standard IV (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a schoolwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (required for overall ratings other than Proficient)

Examples of evidence Head of School might provide:

- Goals progress report
- School improvement plans and reports
- Staff attendance and other data
- Memos/newsletters to staff and other stakeholders
- School visit protocol and sample follow-up reports
- Presentations/materials for community/parent meetings
- Analysis of staff feedback
- Samples of Head of School/administrator practice goals
- Board meeting agendas/materials
- Sample of leadership team(s) agendas and materials
- Analysis of staff feedback
- Other: _____

Evidence

- Mid-cycle Progress Report and comments
- Val-Ed, Board on Track, and U. of Kansas survey result summaries
- End-of-cycle Progress Report presentation by HOS
- All other relevant evidence gathered by Board members including monthly reports, communications, events, etc.

Summative Report

Each Board member individually fills out this “report card” on the HOS.

End-of-Cycle Summative Evaluation Report: Head of School

End-of-Cycle Summative Evaluation Report: Head of School

Head of School: _____

Evaluator: _____

	Name	Signature	Date
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Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
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	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION S?

**THANK YOU FOR
DOING THIS
IMPORTANT
WORK!**

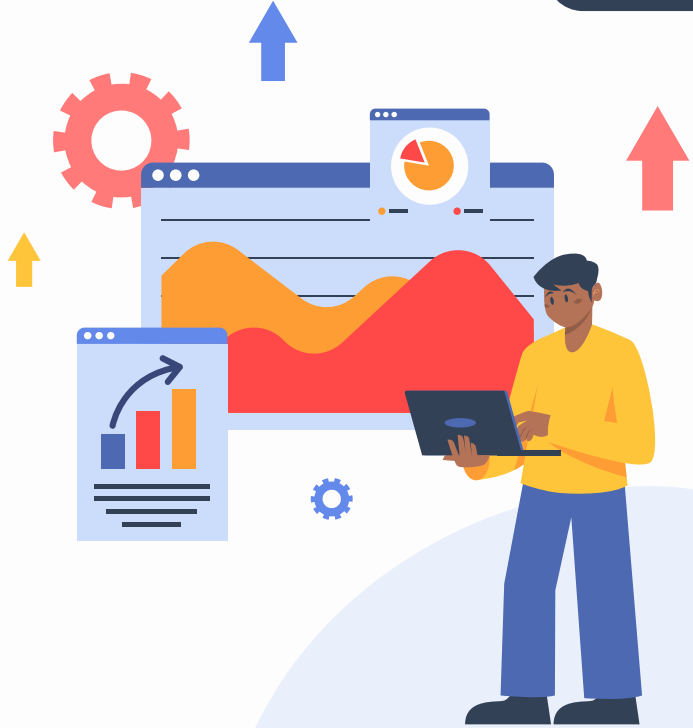
Coversheet

MCCPS 2024-2025 IReady Diagnostic Data Analysis (Math)

Section: III. Presentation: iReady Data
Item: A. MCCPS 2024-2025 IReady Diagnostic Data Analysis (Math)
Purpose: Discuss
Submitted by:
Related Material: iReady - Math 2025.pdf

24/25 Fall to Spring MCCPS iReady Diagnostic Data Analysis

MCCPS

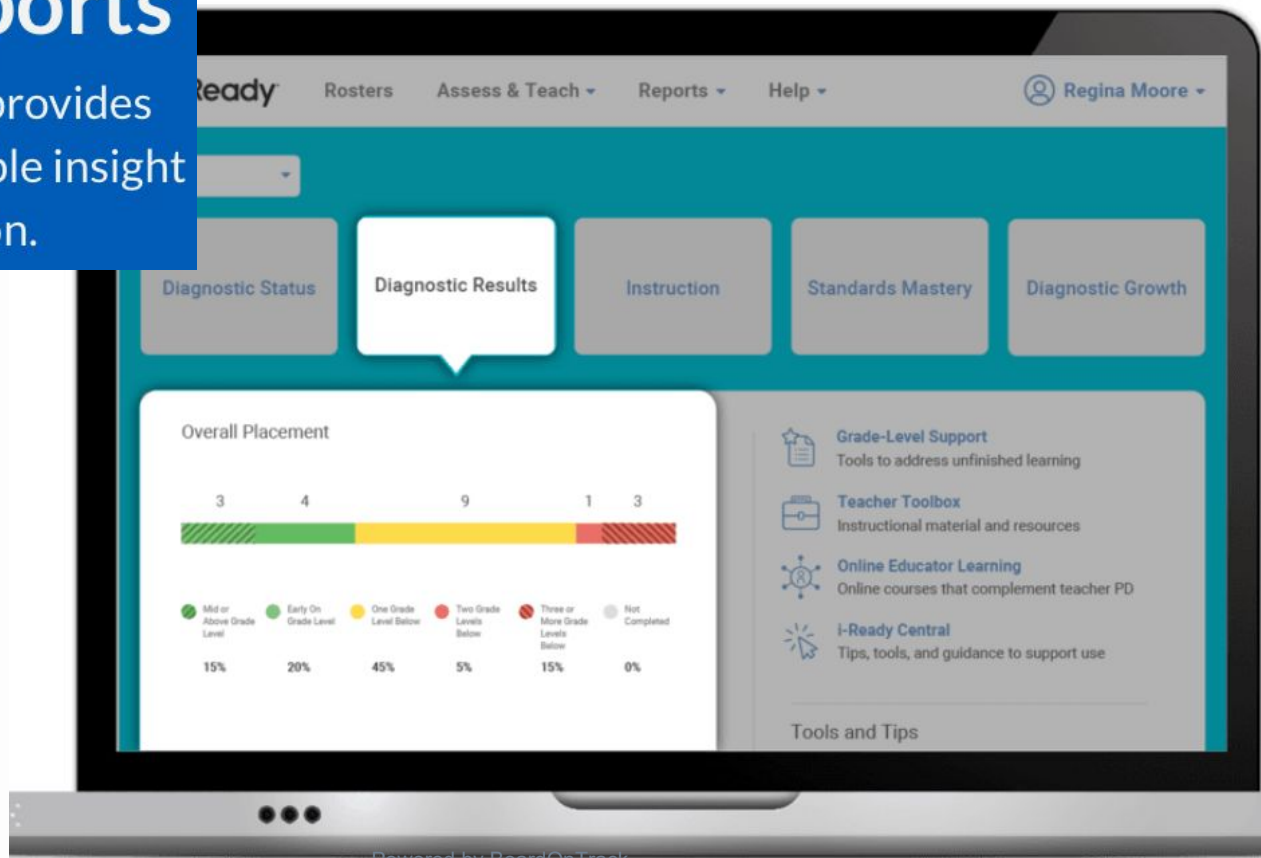




Mathematics

Diagnostic Results Reports

See how *i-Ready* data provides teachers with actionable insight that informs instruction.



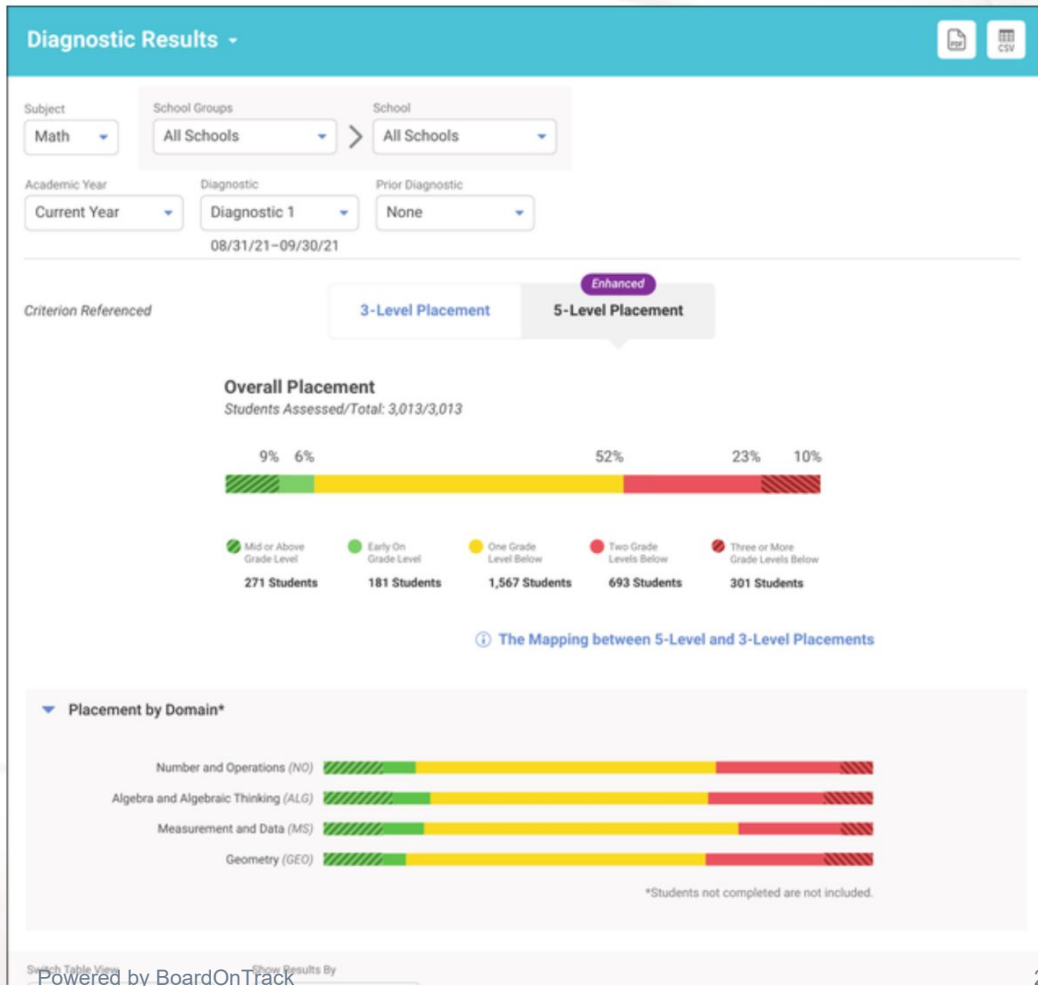
Diagnostic Results for a District

(Single Diagnostic View)

Gives a comprehensive picture of student performance at the school, grade, and class level, or by demographic, enabling administrators to set intervention strategies and inform resource allocation decisions. Also available at the school level.

Educators use this report to answer:

- How can I group my students into grade-level placements?
- What percentage of students is performing below or on/above grade level, and who would benefit from support?
- In which domain(s) do certain grade levels or classes need the most support?



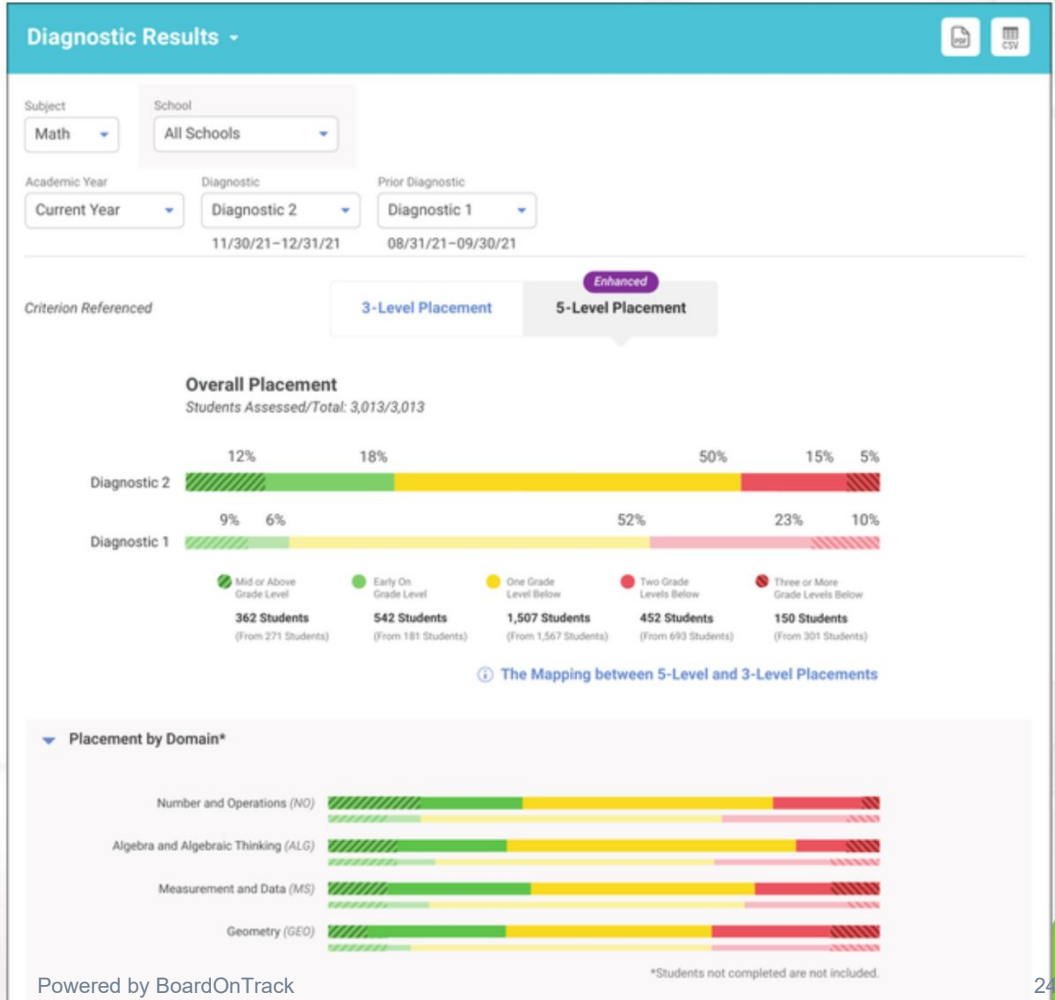
Diagnostic Results for a District

(Comparison View)

Gives a comprehensive picture of student performance at the school, grade, and class level, or by demographic, enabling administrators to set intervention strategies and inform resource allocation decisions. Also available at the school level.

Educators use this report to answer:

- How has student performance changed during the school year?
- How can I group my students using their placement levels?
- What percentage of students is performing below or on/above grade level, and who would benefit from support?



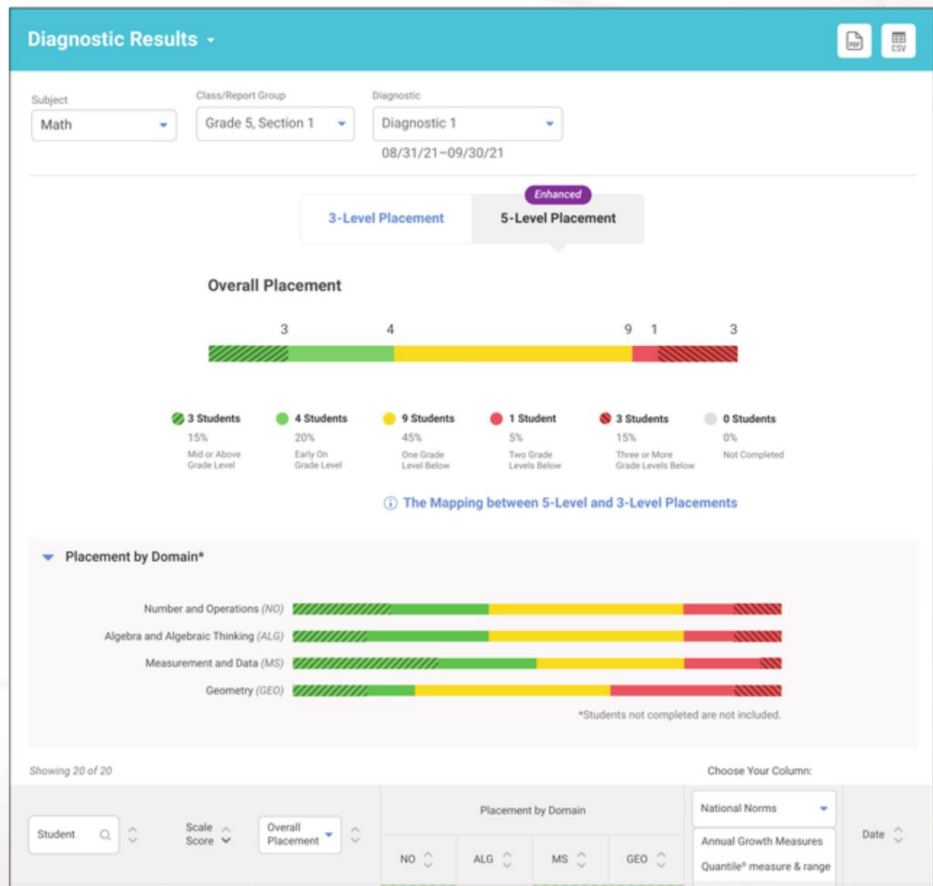


Diagnostic Results for a Class

This comprehensive picture of instructional needs provides multiple key data points in one place, including criterion-referenced grade-level placements, national norms, Quantiles, and growth measures.

Educators use this report to answer:

- How is my class performing, and what are their domain-specific instructional needs?
- What are the suggested growth measures for each of my students?



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Diagnostic Results for a Student

Uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student

Educators use this report to answer:

- What are the strengths and areas of need for this student?
- How do I plan my differentiated instruction and identify the right resources to best support my students' needs?

Diagnostic Results ▾ Elijah Powell ▾ Grade 5 📄

Subject Math ▾ Diagnostic Diagnostic 1 (09/14/21) ▾ 🟢🟡🔴 Key

Diagnostic 1

Typical Growth
The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

Stretch Growth
An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels. ⓘ

Diagnostic 1
470
Grade 4
09/14/21

This Diagnostic is considered the baseline and is used to establish growth measures for this student.

Overall Grade 4 (470)
Standard Error +/- 7

Domain	Placement	Can Do & Next Steps
Number and Operations	Grade 4	↓
Algebra and Algebraic Thinking	Grade 4	↓
Measurement and Data	Grade 4	↓
Geometry	Grade 3	↓

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm 51st Percentile ⓘ	Quantile® Measure: 685Q	Quantile Range: 635Q–735Q
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The Lexile® & Quantile® Hub provides educators, parents, and students with easy access to math tools. Discover new and enhanced Quantile tools that support student learning and growth at Hub.Lexile.com.

Powered by BoardOnTrack [Understanding Quantile Measures](#) 📄
[How to Use Quantile Tools on the Hub](#) 📄

Instructional Groupings

Groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources to support differentiated instruction

Educators use this report to answer:

- How can I group my students and plan my instruction to best meet their needs?

Instructional Groupings

Subject: **Math** | Class/Report Group: **Grade 5, Section 1** | Diagnostic: **Diagnostic Window 1** (08/31/21–09/30/21) | Grade: **Grade 5**

View All Groupings | **Grouping 1** (4 Students) | **Grouping 2** (10 Students) | **Grouping 3** (0 Students) | **Grouping 4** (2 Students) | **Group 5** (4 Students)

Students

Showing 10 of 10

Student	Diagnostic Language	Scale Score	Overall Placement	NO	ALG	MS	GEO
Baker, Danielle		459	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Bowers, Tara		472	● Grade 4	Early 5	Grade 4	Grade 4	Grade 4
Choi, Isabelle		470	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Lowe, Noah		470	● Grade 4	Grade 4	Grade 4	Early 5	Grade 4
Powell, Elijah		470	● Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Jones, Anna	Spanish	472	● Grade 4	Grade 4	Mid 5	Grade 4	Grade 4
Ruiz, Justin		450	● Grade 4	Grade 4	Grade 4	Grade 3	Grade 4
Singh, Brian		463	● Grade 4	Grade 4	Grade 4	Early 5	Grade 4
Vo, Isaiah		484	● Early 5	Grade 4	Early 5	Mid 5	Early 5

Tools for Instruction

Teacher-led instructional resources that are available at point of use in *i-Ready* reports and the Teacher Toolbox to support needs identified by the Diagnostic

Instructional Groupings -

Subject: Math | Course: Grade 5, Section 1 | Diagnostic Window 1 | Grade 5 | 08/23/19 - 09/23/19

Recommendations for Teachers and Instruction

Operations

- Add and subtract multi-digit numbers.
- Multiply three-digit numbers by one-digit numbers.
- Divide three-digit numbers by one-digit numbers.

Students who struggle with operations involving regrouping in any of the four operations often fail to understand what is going on in the algorithm. These students may benefit from working with concrete or visual models, or alternative algorithms, to make the focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and algorithms, and eventually use a more efficient algorithm alone.

Number-Fraction

- Decompose a fraction into a sum of fractions with like denominators.
- Compare fractions with unlike denominators.
- Write equivalent fractions, including fractions to represent tenths.
- Write fractions with denominators of 10 or 100 as decimals.
- Add and subtract fractions and mixed numbers with like denominators.

Use models to reinforce or as an opportunity when fraction notation represents. Be prepared to help students strengthen their understanding that, for example, two-thirds means two copies of one-third, or a variety of interpretations to create a whole in a modeling situation including halving, doubling, halving, doubling, halves, quarters, and similar ideas. Provide frequent practice adding and subtracting comparing unlike fractions and finding equivalent fractions on number lines as well as with area models and set models.

Algebraic Thinking

- Identify factor pairs for numbers to 100.
- Identify multiples of other numbers with products to 100.
- Identify number patterns.

Identifying factors and multiples allows a student to divide multi-digit numbers, finding a common factor to simplify fractions, and finding a common multiple to add or subtract.

Resources

Tools for Instruction

- Place Value Through Hundred Millions (2)
- Add Multi-Digit Numbers (2)
- Subtract Multi-Digit Numbers (2)
- Multiply by One-Digit Numbers (2)
- Divide by One-Digit Numbers (2)
- Modeling Three-Digit Numbers Through Digit
- Place Value Through Hundred Millions (2)
- Subtract Multi-Digit Numbers (2)
- Multiply by One-Digit Numbers (2)
- Divide by One-Digit Numbers (2)
- Place Value Through Hundred Millions (2)
- Subtract Multi-Digit Numbers (2)
- Multiply by One-Digit Numbers (2)
- Divide by One-Digit Numbers (2)

Additional Resources

- Ready Mathematics Instruction at 4th Grade Access to Ready Learning - Teacher Toolbox
- Learn More
- Grade 4 Lesson 1: Understand Place Value
- Lesson 2: Compare Whole Numbers
- Lesson 3: Add and Subtract Whole Numbers
- Lesson 4: Round Whole Numbers
- Lesson 5: Understand Multiplication
- Lesson 6: Multiplication and Division in Word Problems
- Lesson 7: Multiples and Factors

Divide by One-Digit Numbers

Tools for Instruction

Divide by One-Digit Numbers

Objective Divide three-digit numbers by one-digit numbers.

This activity builds on the meaning of division and on fluency with basic division facts. The standard algorithm for long division has often been taught to students through rote practice until mastery. To prepare students to understand the division algorithm, this activity provides three methods of modeling and computing quotients by building on place-value understanding and the relationships of division to multiplication and subtraction. Students should gain an understanding of what division is as a mathematical operation, which will help them to make sense of fraction concepts, and to identify applications of division in real-world scenarios.

Three Ways to Teach

Use Repeated Subtraction to Divide 15–20 minutes

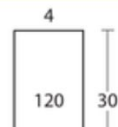
Write " $144 \div 4$ " on the board. Have the student estimate the quotient. (between 30 and 40) Explain that the goal is to separate 144 into groups of 4. Help the student choose a multiple of 4 that is easy to subtract, such as 40. Explain that it would take too long to subtract 4 over and over, and that subtracting 40 is the same as subtracting 4 ten times. Have the student perform repeated subtraction by 40, keeping track of steps as shown. When the student finds that less than 40 remains, have her determine how many 4s are left and how many 4s were subtracted in all. (36) Compare the quotient to the estimate and use multiplication to check.

$$\begin{array}{r} 144 \\ - 40 (4 \times 10) \\ \hline 104 \\ - 40 (4 \times 10) \\ \hline 64 \\ - 40 (4 \times 10) \\ \hline 24 (4 \times 6) \end{array}$$

$$\begin{aligned} 10 + 10 + 10 + 6 &= 36 \\ 144 \div 4 &= 36 \end{aligned}$$

Use an Area Model to Divide 15–20 minutes

Use the same problem, $144 \div 4$. Draw a rectangle on the board. First, label the top, side, and area as shown. Ask the student to identify a multiple of 4 that can be multiplied by 10 to get close to 140, such as $(4 \times 3) \times 10$, or 120. Walk the student through the steps for completing the labeling, adding the numbers and symbols as you go. Ask the student to identify the number that is multiplied by 4 to get an area of 24. Replace the ?



Prerequisites

Identifies unfinished learning and provides instructional resources to address prerequisites, either during small group instruction or whole class instruction, depending on the needs of the class

Educators use this report to answer:

- What are my students' learning needs for upcoming grade-level mathematics instruction?


Prerequisites PDF

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: Grade 5 | Topic: Fraction Operations...

i-Ready Topic Overview


Topic: Fraction Operations, Part 1





Students build on their knowledge of adding and subtracting fractions with like denominators and of equivalent fractions to learn to add and subtract fractions and mixed numbers with unlike denominators. They go on to solve word problems involving adding and subtracting fractions and mixed numbers with unlike denominators. Next students connect their understanding of division and of fractions to explore the idea of a fraction as the division of the numerator by the denominator. They use area models to represent fraction multiplication and compare to multiplying using equations to see that the products are the same.

 Learning Progression

Whole Class

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

 Topic Support

Prerequisite Groups	Topic Group A 2 Students	Topic Group B 4 Students	Topic Group C 10 Students	Topic Group D 4 Students
Prerequisites	Recommendations 	Recommendations 	Recommendations 	Recommendations 
Add and subtract fractions and mixed numbers with like denominators	✓	Additional Support	In-depth Review	In-depth Review
Understand equivalent fractions	✓	Additional Support	In-depth Review	In-depth Review
Understand division as equal sharing	✓	✓	Additional Support	In-depth Review
Essential Skill Multiply a fraction by a whole number	✓	Additional Support	In-depth Review	In-depth Review
	Sanchez, Abby	McDonald, Kal	Baker, Danielle	Cochran, Damon

For Families

Provides teachers with a report they can share with families and caregivers to help them better understand how to support their child. Available in English and Spanish.

For Families

School: Cyprus Elementary
 Subject: Math
 Student: Elijah Powell
 Student ID: ElPowell4896
 Student Grade: 5

What is i-Ready? i-Ready is an online learning program focused on reading and math. Elijah has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit www.i-Ready.com/FamilyCenter.

Elijah's Overall Math Performance



Domain	Test (09/14/21)	Test (12/14/21)
Overall	Approaching Grade 5	At Grade 5
Number and Operations	Approaching Grade 5	At Grade 5
Algebra and Algebraic Thinking	Approaching Grade 5	At Grade 5
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	Approaching Grade 5

Additional Suggestions

✔ **Discuss these results with your child**
 Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

✔ **Reach out to the teacher**
 Ask your student's teacher for additional insight into Elijah's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom.

Scale Scores provide a single, consistent way to measure growth across

Standards Performance for a Class

Shows how students are performing against state standards, based on the results of each Diagnostic. This report is state specific in most states.

Educators use this report to answer:

- Which standards do my students likely understand and which standards do they likely not have sufficient understanding of yet?

CCSS Performance

Subject: Math | Class/Report Group: Grade 5, Section 1 | Grade: 5 | Diagnostic: Diagnostic Window 1 (08/31/21 - 09/30/21) ✓ X Key

Students Assessed/Total: 20/20 | Common Core State Standards for Mathematics

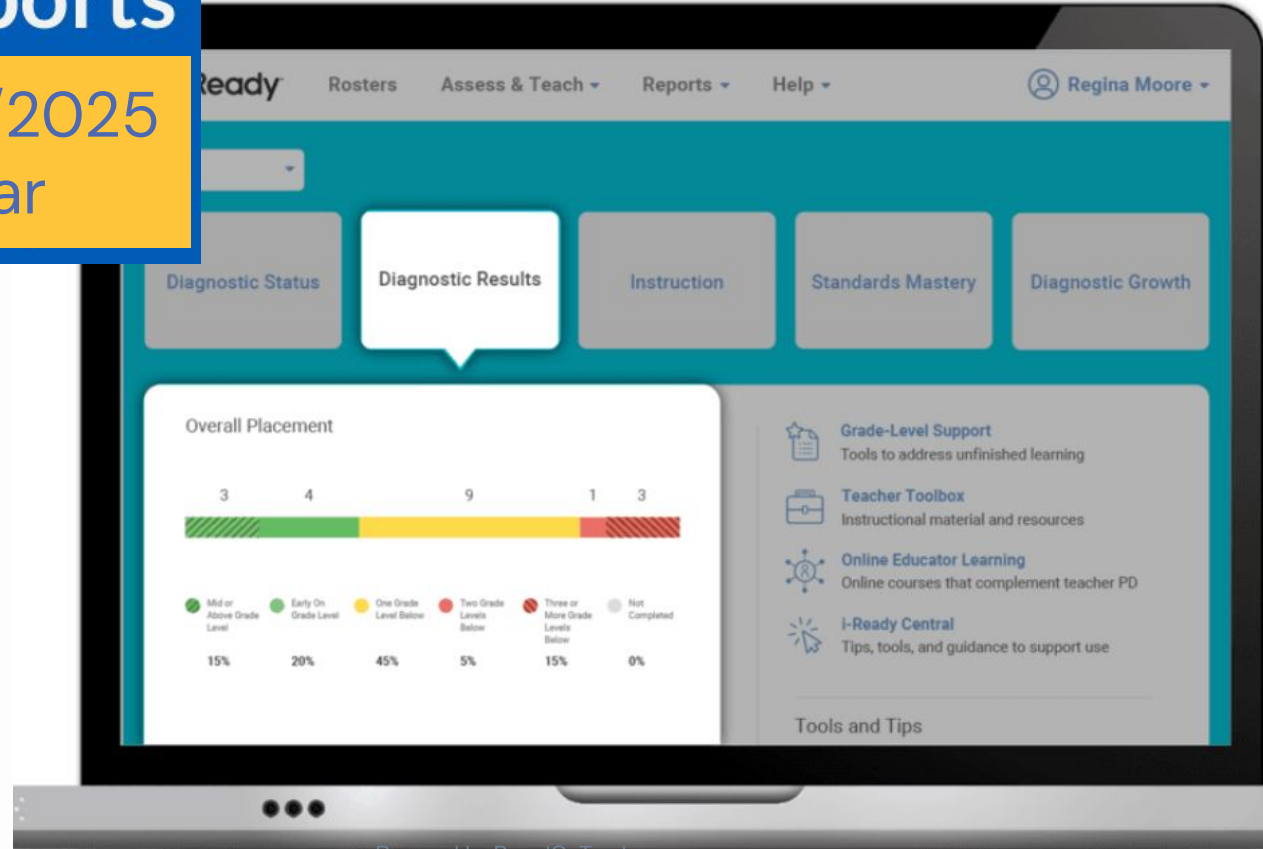
Grade(s) of Standards: Grade 5 to Grade 5 | Switch Table View: Skill Summary

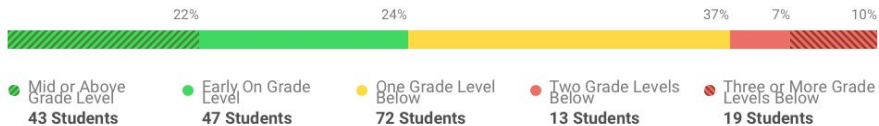
Showing 12 of 43

Standard Code	Standard Description	✓	✗	X
5.OA.A.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	3	0	17
5.OA.A.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	0	3	17
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	2	0	18
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	0	0	20
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	2	0	18
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1,000)$.	2	0	18
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	5	5	10
5.NBT.A.4	Use place value understanding to round decimals to any place.	2	0	18
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	4	0	16

Diagnostic Results Reports

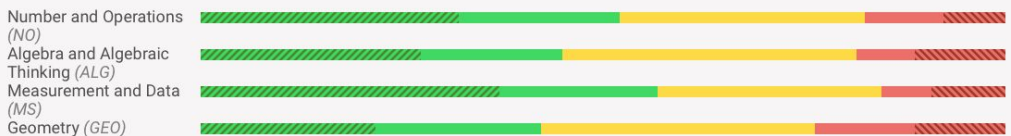
MCCPS 2024/2025
School Year





[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Switch Table View

Placement Summary

Choose to Show Results By

Grade

Showing 5 of 5

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade 4		46%	17%	14%	6%	17%	35/35
Grade 5		10%	28%	46%	6%	10%	50/52
Grade 6		18%	13%	60%	2%	7%	45/46
Grade 7		24%	34%	27%	10%	5%	41/47
Grade 8		30%	26%	13%	13%	18%	23/25

Current "state of affairs" - more complex view

Diagnostic Results for a District

(Single Diagnostic View)

Overall Placement

Students Assessed: Total: 94/200

Diagnostic Results for a District

(Single Diagnostic View)



- **At Risk for Tier 3**
16%
- **Tier 2**
37%
- **Tier 1**
46%

Placement By Domain



[The Mapping Between 5-Level and 3-Level Placements](#)

Switch Table View

Placement Summary

Show Results By

Grade

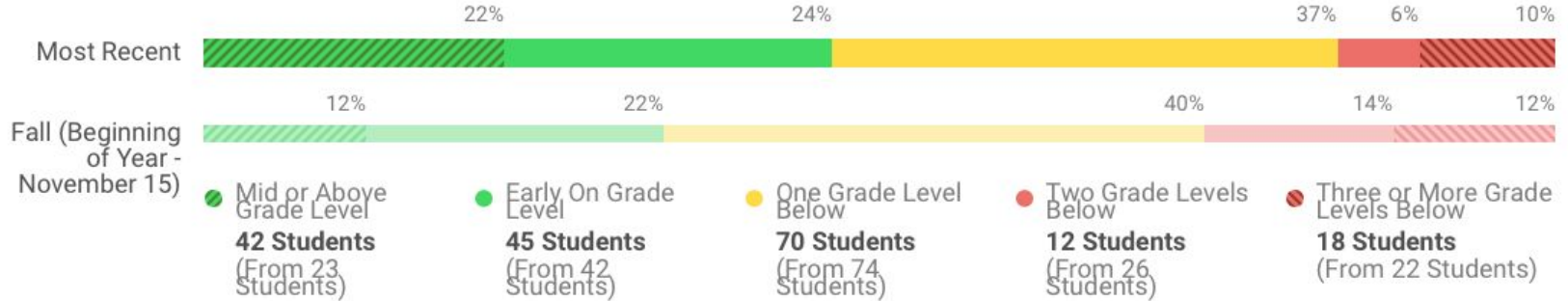
Showing 5 of 5

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 4	<div style="display: flex; justify-content: space-between;"> 63% 14% 23% </div>	35/35
Grade 5	<div style="display: flex; justify-content: space-between;"> 38% 46% 16% </div>	50/52
Grade 6	<div style="display: flex; justify-content: space-between;"> 31% 60% 9% </div>	45/46
Grade 7	<div style="display: flex; justify-content: space-between;"> 59% 27% 15% </div>	44/44
Grade 8	<div style="display: flex; justify-content: space-between;"> 48% 26% 26% </div>	44/44

Current "state of affairs" – simpler view

Diagnostic Results for a District

(Comparison View)



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Diagnostic Results for a District

Overall Grade-Level Placement



Students Assessed/Total

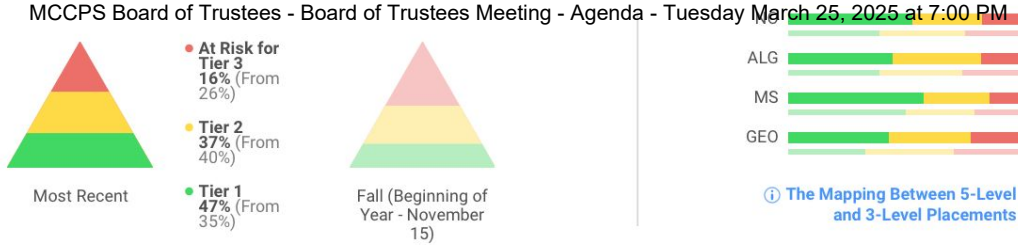
(Comparison View)

Grade 4	Most Recent		47%	16%	16%	6%	16%	32/35
	Fall (Beginning of Year - November 15)		16%	22%	34%	13%	16%	
Grade 5	Most Recent		11%	28%	47%	4%	11%	47/52
	Fall (Beginning of Year - November 15)		11%	21%	45%	17%	6%	
Grade 6	Most Recent		18%	14%	59%	2%	7%	44/46
	Fall (Beginning of Year - November 15)		11%	18%	45%	16%	9%	
Grade 7	Most Recent		24%	34%	27%	10%	5%	41/47
	Fall (Beginning of Year - November 15)		12%	24%	39%	7%	17%	
Grade 8	Most Recent		17%	30%	26%	13%	13%	23/25
	Fall (Beginning of Year - November 15)		13%	30%	26%	17%	13%	

Diagnostic Results for a District

(Comparison View)

Overall Placement



Switch Table View: Placement Summary | Show Results By: Grade | Showing 5 of 5

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 4	Most Recent: 63% Tier 1, 16% Tier 2, 22% Tier 3	32/35
	Fall (Beginning of Year - November...): 38% Tier 1, 34% Tier 2, 28% Tier 3	
Grade 5	Most Recent: 38% Tier 1, 47% Tier 2, 15% Tier 3	47/52
	Fall (Beginning of Year - November...): 32% Tier 1, 45% Tier 2, 23% Tier 3	
Grade 6	Most Recent: 32% Tier 1, 59% Tier 2, 9% Tier 3	44/46
	Fall (Beginning of Year - November...): 30% Tier 1, 45% Tier 2, 25% Tier 3	
Grade 7	Most Recent: 59% Tier 1, 27% Tier 2, 15% Tier 3	41/47
	Fall (Beginning of Year - November...): 37% Tier 1, 39% Tier 2, 24% Tier 3	
Grade 8	Most Recent: 48% Tier 1, 26% Tier 2, 26% Tier 3	23/25
	Fall (Beginning of Year - November...): 43% Tier 1, 26% Tier 2, 30% Tier 3	

Changes from Fall '24 to January '25 - school-wide & by grade-level, simpler view



Mathematics

Diagnostic Growth Reports

See student progress toward growth measures.

The screenshot displays the BoardOnTrack interface. At the top, there is a navigation bar with the following items: "dy", "Rosters", "Assess & Teach", "Reports", "Help", and a user profile for "Regina Moore". Below the navigation bar is a teal header with several menu items: "Diagnostic Status", "Diagnostic Results", "Instruction", "Standards Mastery", and "Diagnostic Growth" (which is highlighted with a white callout box).

The main content area is divided into two columns. The left column features a white card titled "Progress to Annual Typical Growth (Median)". It shows "20 students assessed" and a progress bar that is approximately 144% complete, with a green star icon and a checkmark. The bar has markers at 50% and 100%. Below the bar, it states: "The median percent progress toward Typical Growth for this class is 113%. Typical growth is the average annual growth for a student at their grade and placement level." At the bottom of the card is a button labeled "Evaluate Student Growth".

The right column contains a grey card with three sections: "Teacher Toolbox" (Instructional materials and resources), "Online Educator Learning" (Online courses that complement teacher PD), and "i-Ready Central" (Tips, tools, and guidance to support use of i-Ready). Below these is a section titled "Tools and Tips" with a link for "Data Analysis Guide".

At the bottom of the screen, there are three dots and the text "Powered by BoardOnTrack".

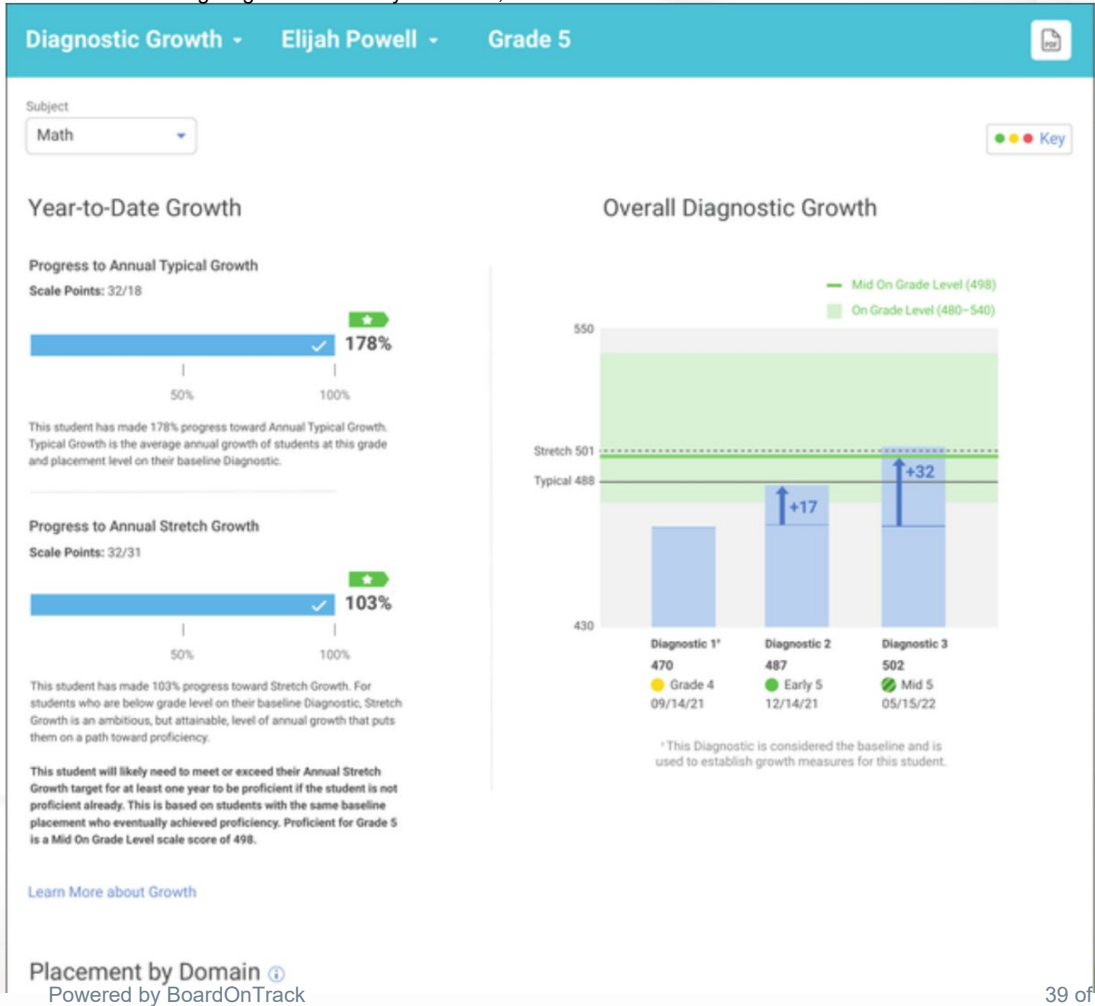


Diagnostic Growth for a Student

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Educators use this report to answer:

- How is an individual student progressing toward their growth measures?
- How is an individual student progressing toward grade-level proficiency?

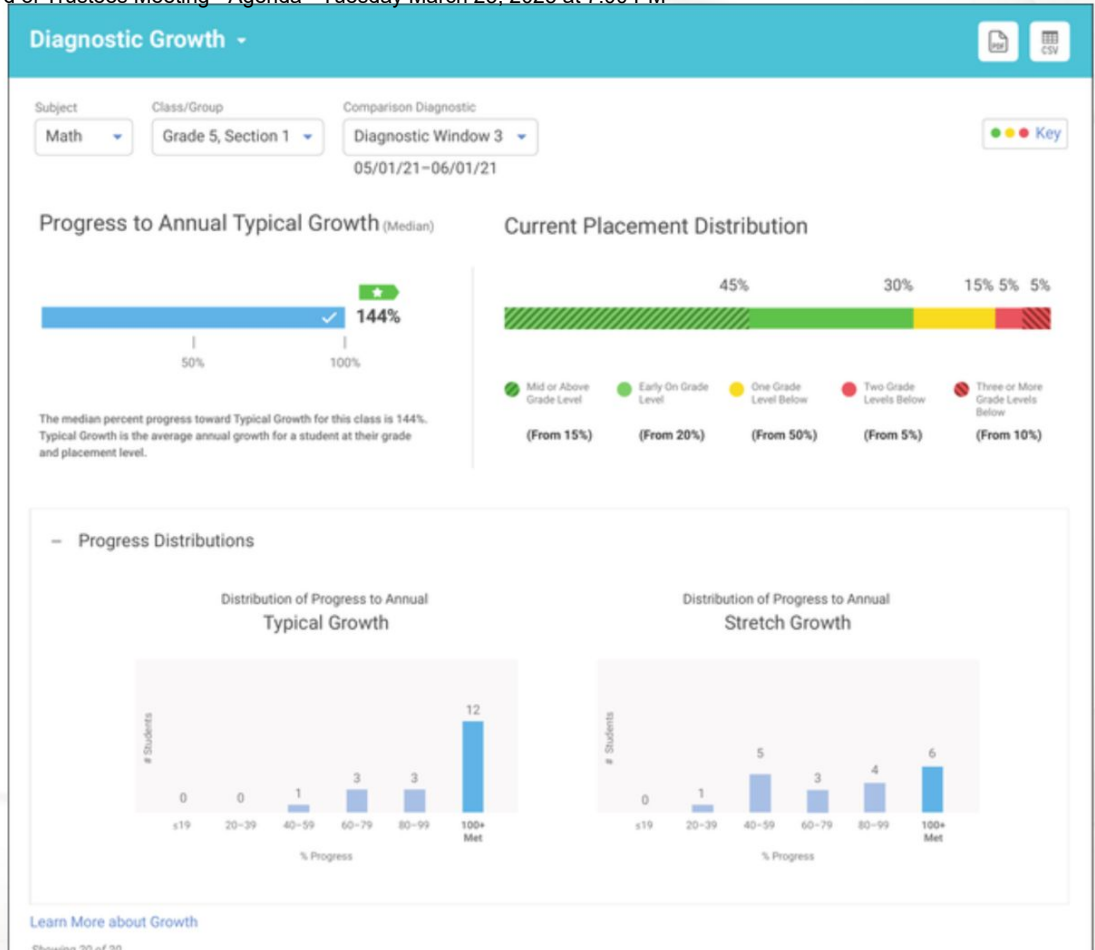


Diagnostic Growth for a Class

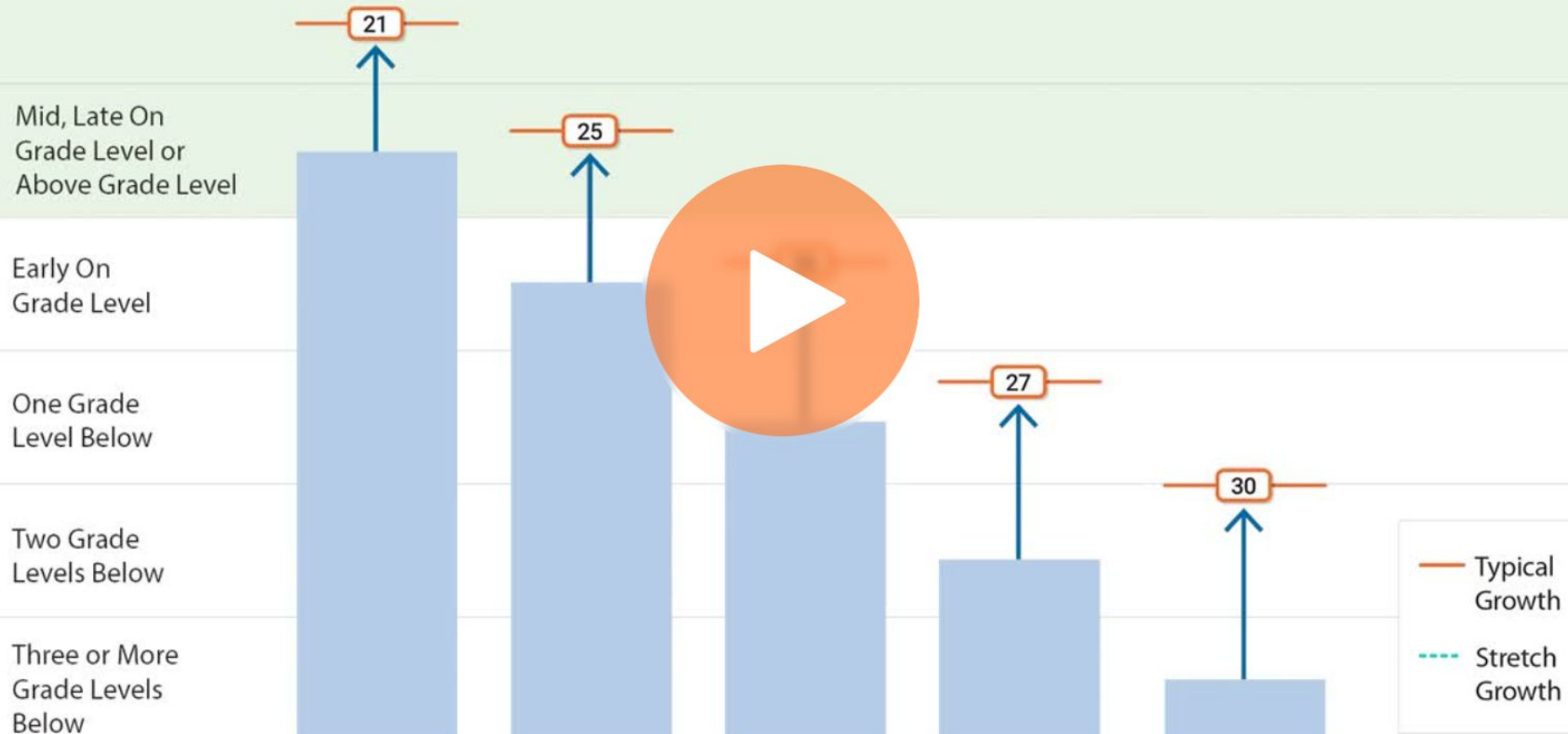
Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

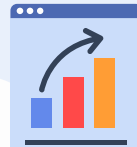
Educators use this report to answer:

- How is my class progressing toward Annual Typical
- Growth and grade-level proficiency?
- Which students would benefit from additional support to help achieve their growth measures?



Growth in a Grade Three Classroom

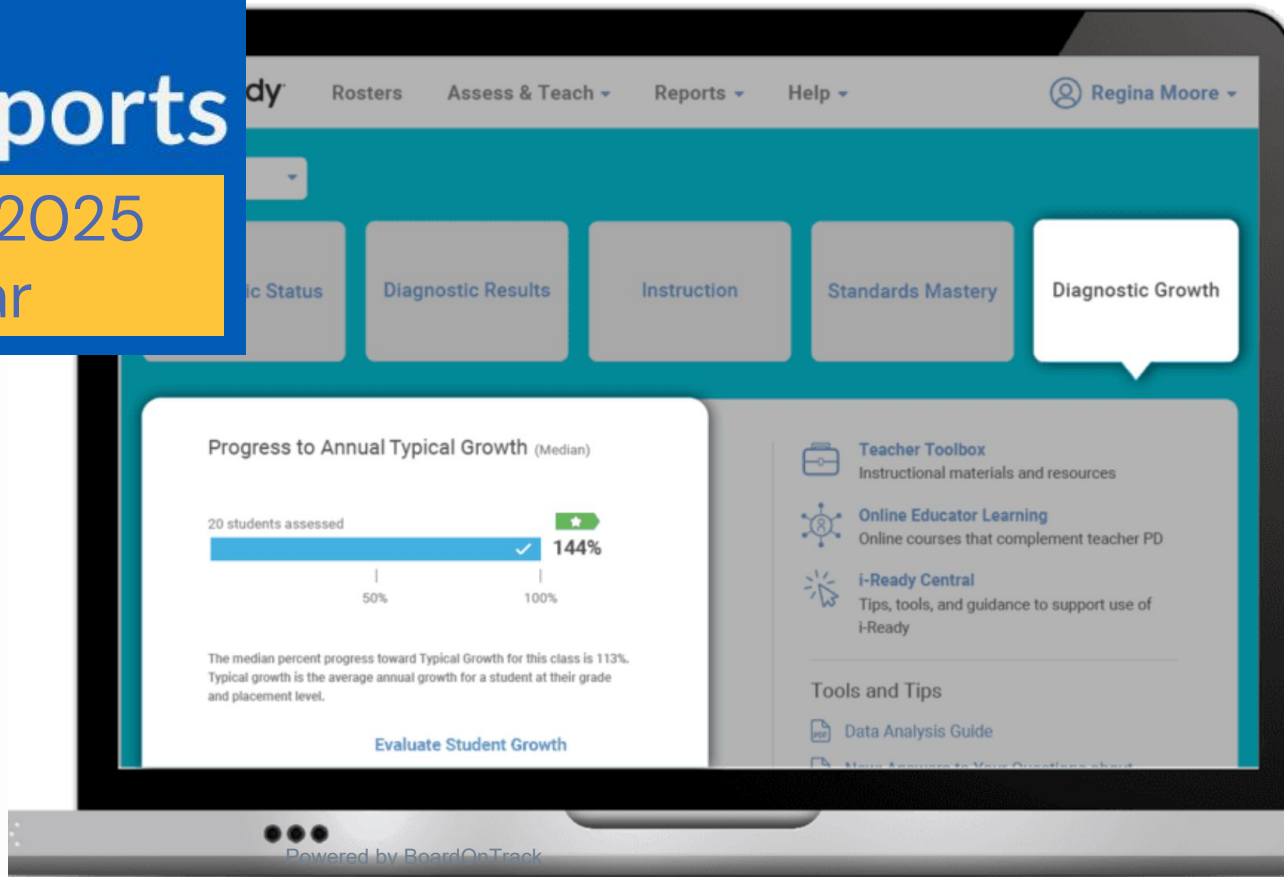


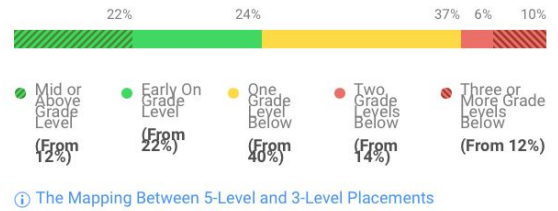
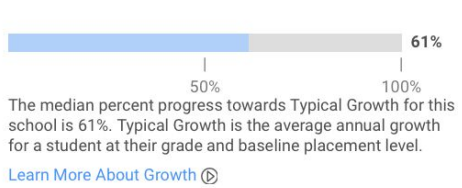


Mathematics

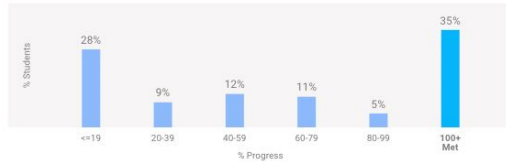
Diagnostic Growth Reports

MCCPS 2024/2025
School Year

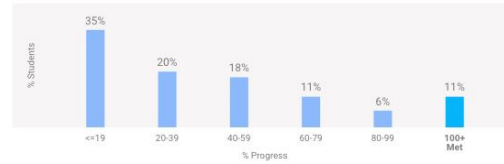




Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth

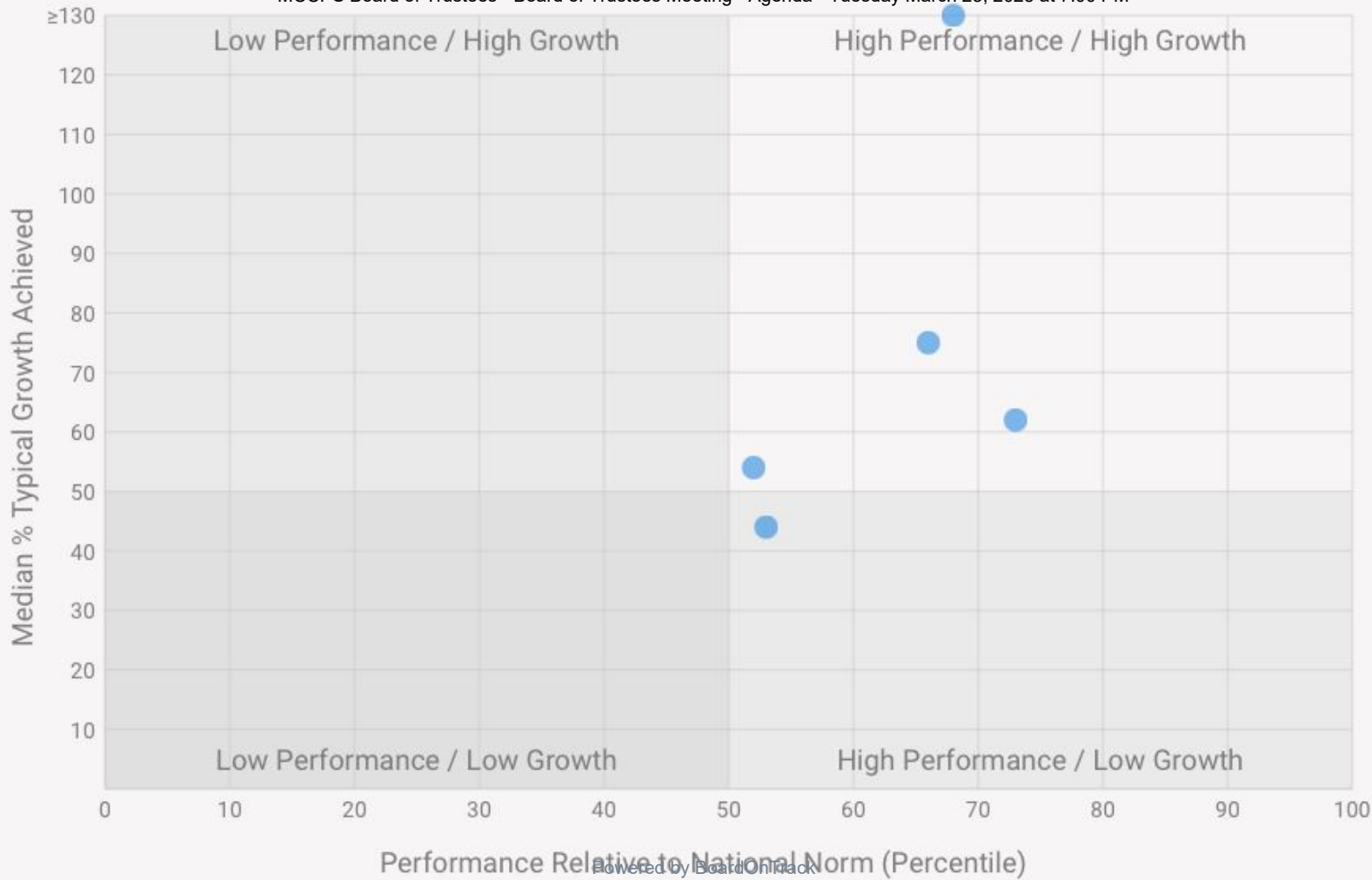


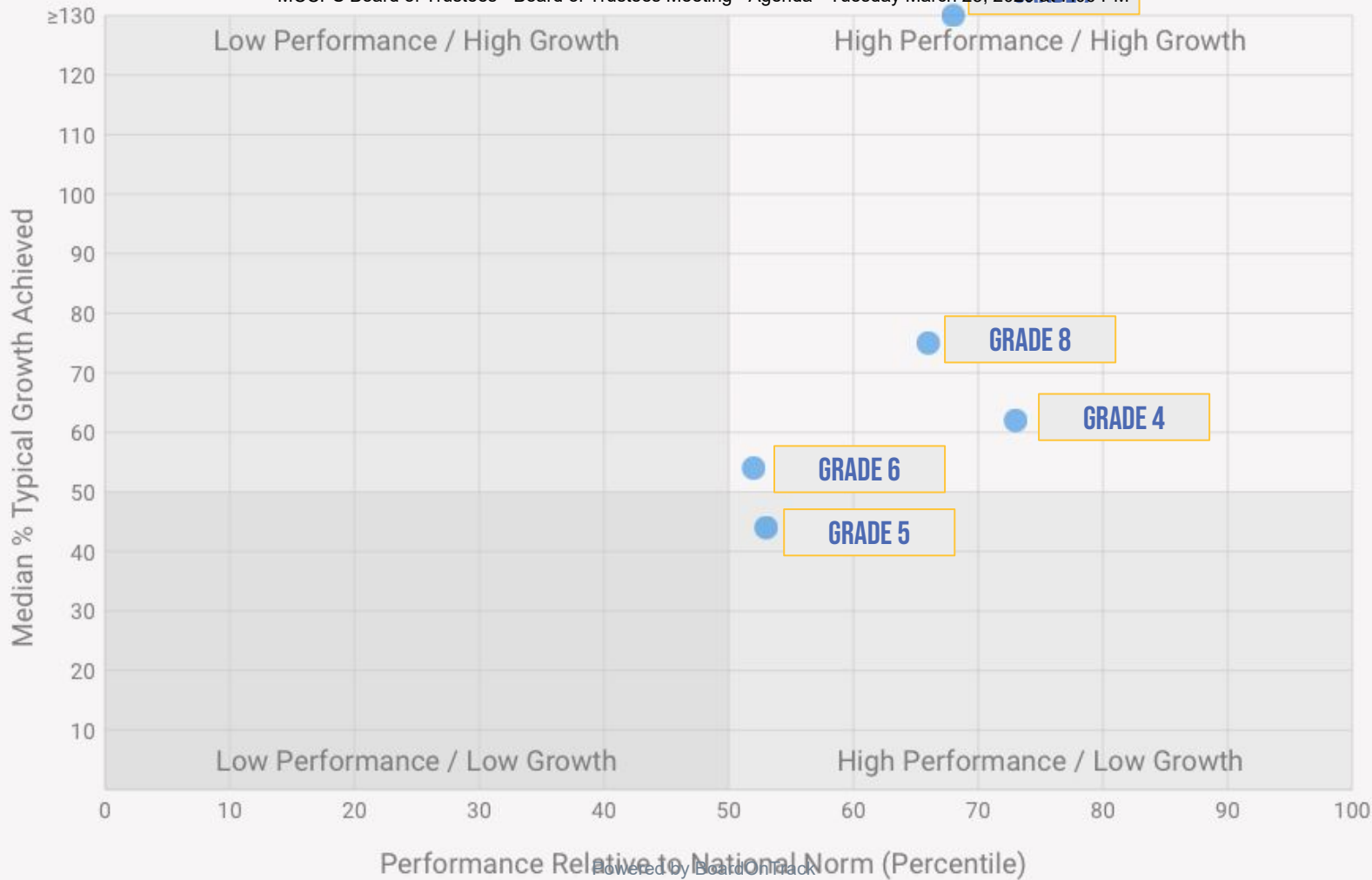
Choose to Show Results By: [+ Add secondary demographic to show results by](#)

Showing 5 of 5

Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade 4	62%	28%	36%	13%	59%	32/35
Grade 5	44%	15%	26%	0%	28%	47/52
Grade 6	54%	34%	27%	5%	34%	44/44
Grade 7	133%	61%	61%	29%	59%	41/44
Grade 8	75%	43%	30%	9%	35%	23/27

Changes from Fall '24 to January '25 - school-wide & by grade-level growth

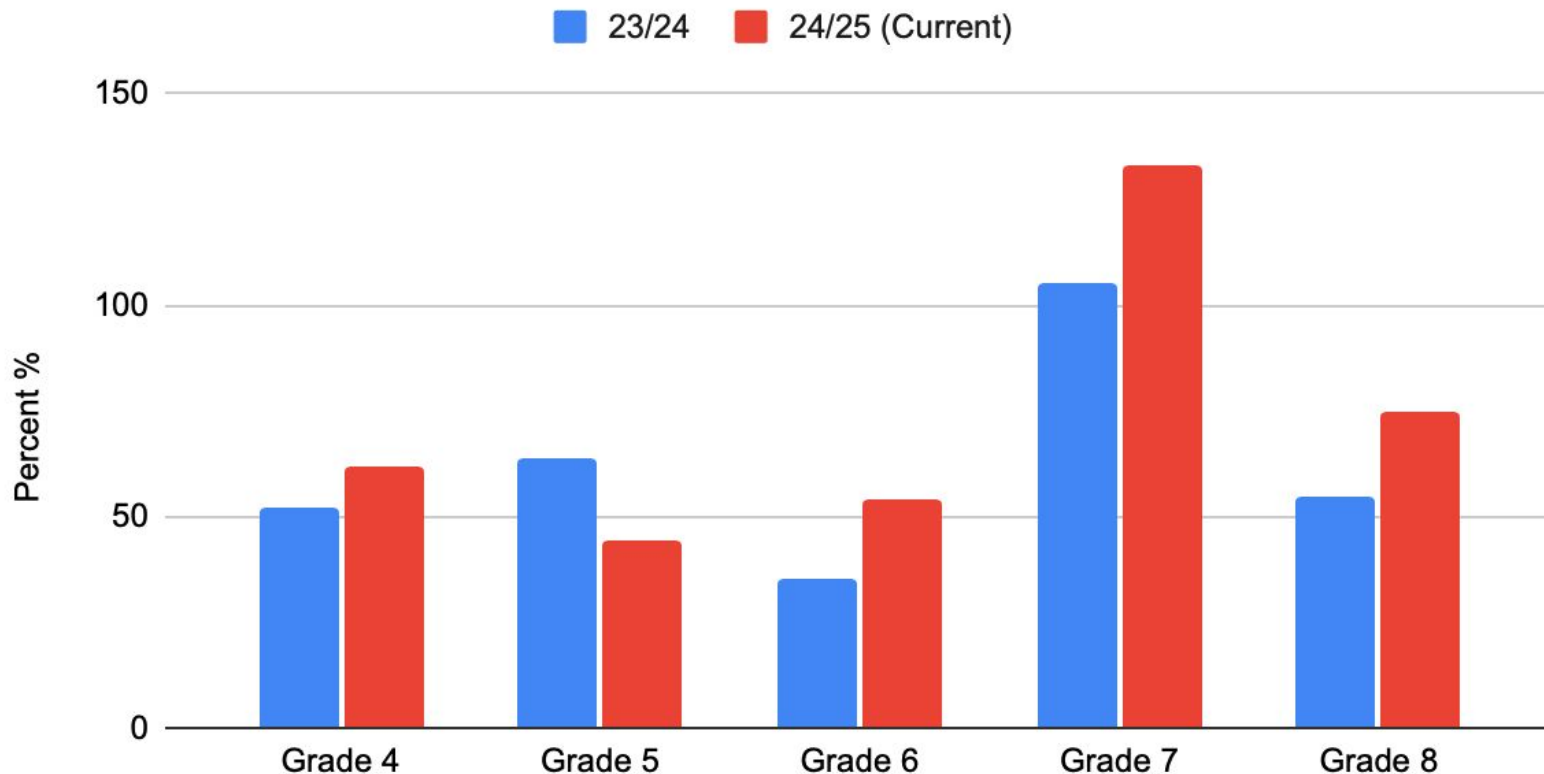






Percent Median Progress to Annual Typical Growth

Fall to Mid-Year Diagnostic



Key Takeaways

- **Increase** in percent of students “Mid- or Above Grade Level” from Fall Diagnostic to Mid-year; 12% → 22%
- **Increase** in students “On or Above Grade Level” from Fall to Mid-year; 34% → 46%
- **Decrease** in students “Two or More Grade-Levels Below”; 26% → 16%
- **All grades had an increase** in percentage of students on or above grade level
- Domains of strength – Numbers and Operations (NO) and Measurement (MS)
- 4 of 5 grade levels showing increased growth in 24/25 between Fall to Mid-year Diagnostic compared with previous school year
- All grade levels fall in the upper half (“High Performance”) for performance relative to national norms
- 4 of 5 grade levels categorized as “High Growth”



Coversheet

December 2024

Section: IV. Board Action Items: Approve Minutes
Item: A. December 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Meeting on December 3, 2024



MCCPS Board of Trustees

Minutes

Board of Trustees Meeting

Date and Time

Tuesday December 3, 2024 at 7:00 PM

Location

Hybrid Format:

- in person at MCCPS
- via Zoom at <https://us06web.zoom.us/j/98355446062?pwd=bVg2VzE4bEZUVXJqY0R4UIJnVmZ1dz09>

Trustees Present

Carol McEnaney, Ellen Lodgen, Jessica Xiarhos, Kimberly Nothnagel, Lindsay Smith, Polly Titcomb (remote), Stephanie Brant

Trustees Absent

Emily Promise, Ian Hunt, James Lewis, Katie Holt

Guests Present

Chris Doyon (remote), Eric Neagle (remote), Molly Wright

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Lindsay Smith called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Dec 3, 2024 at 7:06 PM.

C. Public Comment

II. Board Action Items

A. Minutes to Approve: October

Pending absences update, vote moved to next BOT meeting.

III. Head of School Report

A. November Report

B. Enrollment update

4 students placed out of district starting January 2. Potential loss of a 5th grade student if a sibling follows. HOS received several inquiries for this year since last BOT meeting. Accepted 3 students: 2 in grade 4, 1 in grade 5, several more expressed interest. Potential to fill 7 more seats from inquiries.

YMCA after school numbers are low. Goal to increase by 10 families. Looking to increase homework support/academic support by including teacher in room starting 1/1. Staff from Children's Island coming in Thursdays to run clubs. Hopefully increase in overall enrollment will help.

C. Staffing update

New inclusion teacher in grade 5. MCCPS graduate. Full staffed beginning December 16. Hired instructional assistant in grade 5 and will stay on to provide support to 3 person teaching teams.

Professional development on ELL, part of school's corrective action plan from DESE, PALS presentation, and IEP evaluations coming up.

The New Teacher Training Program coach coming in for classroom observation and to do teacher coaching to bring school scores in math closer to state average.

D. Recruitment Update

December open house is full. Postcard mailing to go out at end of month. Hot cocoa station at Christmas Walk. Meg working on lawn signs, social media push after 1/1.

E. MCAS data review from the Leadership Team

See attached materials. Overview of history of test from 1990s forward. Emphasis on equity across subgroups and across-the-board improvement.

11/2024 election eliminated graduation requirements but keeps test.

IV. Board Annual Items

A. Upcoming Agenda Items

Board will not be meeting again in December.

B. MCPSA monthly update

Trustees are encouraged to go to workshops.

Does the BOT want a facilitated retreat? Lindsay Smith meeting with MCPSA to learn more.

C. Stipend to hire a meeting admin for the board and its committees

Polly Titcomb suggests having dedicated clerk to post meetings, create agenda, post minutes. Some software is available which does the same.

V. Committee Updates

A. Finance Committee

Mortgage rate increase overall but substantially less than expected. Balance of mortgage is \$3,256,244 at 3% below market rate.

Net income July through October on track with budget if enrollment stays at 192.

B. Governance Committee

Have rough draft of handbook.

C. Academic Excellence

D. Development & Communications

Working on planning for 5/3 annual fundraiser, June Day of Giving, and October 2025 30th annual anniversary celebration.

E. DEI Committee

Will lean into proofreading with an emphasis on inclusive language. Next project will be parent handbook.

VI. Closing Items

A. Recap Action Items

B. Board Comments

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Kimberly Nothnagel

Coversheet

February 2025

Section: IV. Board Action Items: Approve Minutes
Item: B. February 2025
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Meeting on February 25, 2025



MCCPS Board of Trustees

Minutes

Board of Trustees Meeting

Date and Time

Tuesday February 25, 2025 at 7:00 PM

Location

Hybrid Format:

- in person at MCCPS
- via Zoom at <https://us06web.zoom.us/j/98355446062?pwd=bVg2VzE4bEZUVXJqY0R4UIJnVmZ1dz09>

Trustees Present

Carol McEnaney, Emily Promise (remote), Eric Neagle (remote), Ian Hunt, Katie Holt, Kimberly Nothnagel, Lindsay Smith, Polly Titcomb (remote), Stephanie Brant

Trustees Absent

Ellen Lodgen, James Lewis

Guests Present

Chris Doyon (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Katie Holt called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Feb 25, 2025 at 7:03 PM.

C. Public Comment

II. Board Action Items: Approve Minutes

A. May 2024

Katie Holt made a motion to approve the minutes from Board of Trustees Meeting on 05-28-24.

Kimberly Nothnagel seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Kimberly Nothnagel	Aye
Ellen Lodgen	Absent
Polly Titcomb	Aye
Emily Promise	Abstain
Stephanie Brant	Aye
Eric Neagle	Abstain
James Lewis	Absent
Lindsay Smith	Aye
Carol McEnaney	Aye
Ian Hunt	Abstain
Katie Holt	Aye

B. October 2024

Katie Holt made a motion to approve the minutes from Board of Trustees Meeting on 10-22-24.

Kimberly Nothnagel seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Lindsay Smith	Aye
Katie Holt	Aye
Polly Titcomb	Aye
Emily Promise	Abstain
James Lewis	Absent
Eric Neagle	Abstain
Ellen Lodgen	Absent
Carol McEnaney	Aye
Ian Hunt	Aye
Stephanie Brant	Aye
Kimberly Nothnagel	Aye

C.

January 2025

Katie Holt made a motion to approve the minutes from Board of Trustees Meeting on 01-28-25.

Kimberly Nothnagel seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Carol McEnaney	Aye
Katie Holt	Aye
Emily Promise	Abstain
Lindsay Smith	Abstain
Ellen Lodgen	Abstain
Stephanie Brant	Aye
Polly Titcomb	Aye
James Lewis	Abstain
Kimberly Nothnagel	Aye
Ian Hunt	Aye
Eric Neagle	Aye

Polly Titcomb made a motion to Move to appoint Chris Dohen to be Head of MCCPS Academic Excellence Committee.

Kimberly Nothnagel seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Kimberly Nothnagel	Aye
Carol McEnaney	Aye
Stephanie Brant	Aye
James Lewis	Absent
Emily Promise	Aye
Polly Titcomb	Aye
Katie Holt	Aye
Ellen Lodgen	Absent
Ian Hunt	Aye
Lindsay Smith	Aye
Eric Neagle	Aye

III. MCPSA

A. Action Items

- Board Chair encouraged participation in the MCPSA Board Diagnostic Survey. Action - ALL Board Members.
- Kim Nothnagel shared details of the Advocacy Agenda from MCPS.
- Open Meeting "Training" was also flagged. The Board Chair encouraged Board members to participate (including new board members).

IV. Head of School Report

A. February 2025 Report

- HoS shared updates on ongoing recruitment activities.
- Intent to Return forms are also being sent out for next year. In parallel, conversations with staff will also begin.
- Update on Strategic Plan development including pending training for LT. Strategy Planning process, will begin in March, 2025.
- HoS shared update on DESE findings relating to the Charter's renewal. DESE did approve school charter renewal, but with two conditions relating to student enrollment (see attached report). HoS also shared reflections from a meeting on Feb 25 with DESE in which conditions were discussed in more detail. Generally, positive feedback was reported. Key outcomes:
 - Priority 1 | Target activities to reach full enrollment of 230 students from all districts.
 - Priority 2 | Explore strategies to increase sending district to ~80% of the total student population.
- HoS shared perspectives on strategies to realize the two conditions, with particular emphasis on full enrollment at school to 230 in the next 1–2 years. This includes focusing on improving MCAS scores to attract more local families and focusing on academic excellence with staff.
- HoS shared updates of HoS goals for 2025.
 - Mid-Year Progress Check on iReady diagnostic assessments (Board Presentation on iReady data on 3/25)
 - Adjustments to PALS through weekly PD
 - Grade-level teams provided professional Development for staff on differentiated math instruction for struggling students.
 - (Registered) April 2025 2 days of professional development through Learning Acceleration Network for the entire math department to support vertical alignment in math practices
 - Observations of math teachers by TNTP are scheduled for April 1 and 2; professional development will be observed.
- DESE Food Survey / Audit findings shared. Additional information will be shared at future board meeting.
- Misc: Fund Raising events planned for March.

B. DESE Renewal Findings

See notes above. BoD monthly update focused on DESE renewal conversations.

V. Board Annual Items

A.

Upcoming Agenda Items

B. Vote: School Calendar 2025-2026

HoS shared changes to the school calendar to encourage sustained student learning with longer, more focused periods of study (e.g. prevent start/stops).

Katie Holt made a motion to Marblehead Community Charter Public School Calendar 2025-2026.

Kimberly Nothnagel seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Carol McEnaney	Aye
Stephanie Brant	Aye
Lindsay Smith	Aye
Katie Holt	Aye
Eric Neagle	Aye
Ellen Lodgen	Absent
James Lewis	Absent
Emily Promise	Aye
Kimberly Nothnagel	No
Ian Hunt	Aye
Polly Titcomb	Aye

C. Board Retreat

Lindsay provided an update on the proposed dates for the MCCPS Board Retreat.

Proposed dates are June 21. Lindsay asked all board members to reply to survey by EOB, Feb 26.

VI. Committee Updates

A. Finance Committee

Emily shared updates from the most recent meeting (Feb 2025) that centered around DESE feedback and enrollment projections for next school year.

B. Governance Committee

- Polly shared an update on approving missing published minutes from past committee meetings.
- Chris Dohen was interviewed by the Gov. Committee as a possible candidate as the Head of the MCCPS Academic Excellence Committee. The committee elevated Chris for consideration for Head of Schools AEC.
- Chris Dohen shared his perspectives on fleshing the committee including frequency and focus of meetings.

- Update on Board recruitment process is also shared with 2+ potential new members.

C. Academic Excellence

D. Development & Communications

Updates on sponsorship for talent show and silent auction events. The silent auction was a major fund-raising opportunity for the school in 2024. The team is looking to moving the silent auction to exhibition night to advance fund-raising activities. Targeting March 20 exhibition.

E. DEI Committee

Did not meet in Feb.

F. Personnel Committee

Will update at next Board Meeting.

VII. Closing Items

A. Recap Action Items

Board members to share availability for June retreat.

B. Board Comments

C. Adjourn Meeting

Katie Holt made a motion to Close meeting.

Kimberly Nothnagel seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Ian Hunt

Documents used during the meeting

- Head of School Report 2_25_2025 .pdf
- Summary of DESE Findings.png
- Calendar 2025-2026- proposed start day for students Sept 2 (1).pdf

Coversheet

Advocacy Agenda Discussion and Adoption

Section: V. MCPSA
Item: A. Advocacy Agenda Discussion and Adoption
Purpose: Vote
Submitted by:
Related Material: Advocacy .png



2025-2026 Legislative Session Advocacy Agenda

Massachusetts Charter Public Schools

Charter Public Schools

Equitable Facilities Funding

All Massachusetts public school children deserve equitable access to safe facilities that support robust educational opportunities. Unfortunately, charter public school facilities funding has remained flat in 14 out of the past 17 years. Today, children attending Massachusetts charter public schools receive \$430 less annually to support their school building, as compared with their siblings, friends, and neighbors who attend district public schools. As a result, many charter public schools lack critical components that support student health and success (such as cafeterias, gymnasiums, and performing arts spaces), and many schools are forced to reallocate educational funds intended to support teacher salaries and student programming in order to support facilities costs. We aim to eliminate this existing funding inequity and tie the facilities funding rate to inflation moving forward.

Increasing Access for Vulnerable Students

Massachusetts charter public schools offer admission through a blind, unbiased, public lottery. Committed to serving students who need access to high-quality public school options the most, within existing enrollment caps, we seek to allow charter public schools to offer admissions lottery enrollment preferences to high needs students, offering students experiencing homelessness, students with high needs, English Learners, and other high needs populations a greater likelihood of admission to the school their families have determined is best fit to address their needs.

Racial Equity & Justice

Educator Diversity

The Massachusetts Charter Public School Association and its member schools played a critical role in advocacy for passage of the Educator Diversity Act – landmark legislation that lays the groundwork to reduce barriers and support the cultivation of a more racially and ethnically diverse educator workforce. The Association and its member schools will now focus on implementation advocacy, working with the Department of Elementary and Secondary Education to ensure that as the law is translated into regulation, it is done so in a way that supports efficient and effective realization of an educator workforce that more closely reflects the diversity of the Commonwealth's students.

K-12 Public Education

Priorities that support advancement of high-quality opportunities for children across the K-12 public education sector will be identified in the Spring of 2025.

Coversheet

March 2025 Report

Section: VI. Head of School Report
Item: A. March 2025 Report
Purpose: FYI
Submitted by:
Related Material: 3_25_2025 Head of School Report .pdf

Head of School Report

February 25, 2025

Stephanie Brant LICSW

1. Current Enrollment
2. 2025-2026 Projected Enrollment
 - a. New family events:
 - i. Magic Show: Prospective & Current Families 3/10/2025
 - ii. 4th grade new student shadow day 3/5/2025
 - iii. 4h grade sibling shadow day 3/31/2024
 - iv. Monthly Prospective Family Newsletter
 - b. Intent to Attend forms due by 4/1 for new students
 - c. Intent to Return Forms will be sent to current MCCPS students on 4/1/25 with a return date of 4/10/25
 - d. Projected Enrollment by grade level
 - e. 2025-2026 Waitlist Report
3. 2025 Strategic Plan/Accountability Plan Development
4. Miscellaneous:
 - i. MCCPS Talent Show Fundraiser 5/10/2025
 - ii. ELPAC/SEPAC
 - iii. 7th grade Step Up Night on 4/7
 - iv. Winter Sports Banquet
 - v. Spring Sports begins!
5. 2025-2026 School Leadership Structure
6. Progress Towards Goals:
 - a. Student Learning Goal
 - b. Professional Practice Goal
7. Math Presentation on mid-year iReady Test Results in Math: Jessica Xiarhos—
MCCPS Director of Curriculum, Teaching and Learning for Math

Coversheet

Governance Committee

Section: VIII. Committee Updates
Item: B. Governance Committee
Purpose: Vote
Submitted by:
Related Material: IMG_7054.png



'Matt Flaherty' via Boar... Feb 15
to board, Lsmith ▾



MCCPS Board Members,

I am writing to express my interest in joining the board of MCCPS. As a parent of a 4th grader, my family and I have been very happy with the school's approach to both learning and community. I am eager to serve the community and support the board in addressing any current needs I can, ensuring the continued success and growth of the school.

As a software executive and engineer working in AI and an avid "maker", I am passionate about ensuring our children are prepared for the technology opportunities and challenges of the future. I offer to contribute my skills in this area to help further enhance the school's offerings.

Additionally, I would welcome the opportunity to work with the board, the school community, and other stakeholders to ensure we are maximizing opportunities for funding, which will allow us to continue expanding and improving the school's resources.

Thank you for considering my application.

Sincerely,
Matt Flaherty (Maya's dad!)