

TOWN CLERK'S STAMP

February 2, 2025 @ 8:26 am

MEETING MINUTES

TOWN OF ROCKLAND



Board or Committee

SCHOOL COMMITTEE MEETING

Date & Time of Meeting

Monday, February 10, 2025, 6:30 PM

Meeting Location:

DAVID CABLE-MURPHY STUDIO

or

Remote Information:

Meeting ID:

Passcode:

Requested By:

Noelle Novio

OF PAGES (including cover sheet) 5

REVISED

☐

Yes

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No

**ROCKLAND PUBLIC SCHOOLS
ROCKLAND, MASSACHUSETTS
MONDAY, FEBRUARY 10, 2025, 6:30 PM
SCHOOL COMMITTEE MINUTES
The David Cable-Murphy Studio**

In attendance: Chair Mrs. Maroney, Vice Chair Mrs. Hennessy, and member Mrs. Bissonnette. Also in attendance were Superintendent Dr. Cron, Assistant Superintendent Ms. Hackett, Mrs. Novio, and Ms. Carpine, Mr. MacAllister and Ms. Colburn along with two students; Braelynn Barbato and Aliyah Almond in the audience.

Pledge of Allegiance.

Acceptance of the minutes of the January 27, 2025 School Committee Meeting, a motion to approve by Mrs. Hennessy, seconded by Mrs. Bissonnette, unanimous.

Nothing under Audience.

On to monthly reports for Administrators; Ms. Schipper, Mr. MacAllister, Mrs. Scheufele, Ms. Sheehan, Guidance; Ms. Black, Nurse; Ms. Davis, Pupil Personnel Services; Dr. Maniglia. On 7 motions to approve by Mrs. Hennessy, seconded by Mrs. Bissonnette, unanimous.

School Newsletters – EECC, Phelps, Rogers Middle School and Rockland High School. It's always exciting to see what is going on.

New Business. Curriculum Corner for Rogers Middle School, Mr. MacAllister. Mr. MacAllister invited Ms. Colburn to walk through our IXL Program. (Powerpoint Presentation). Mr. MacAllister: "We rely heavily on data to help drive our changes in curriculum in our teaching styles in the classroom. Previously we were using IReady as our platform to gather that data and help to make those changes or foster those changes. We have since shifted to which was a move we made over the summer and teachers have been incorporating IXL into their classroom into their programs to help guide appropriate changes that needed to be made. One of the benefits of IXL is that it not only provides us with usable data for reading, as well as in mathematics, but it also allows other departments to utilize data as well, whether it's World Languages, History or Science. Ms. Colburn has done a remarkable job of implementing that into her classroom and helping to give students an opportunity to kind of lead their own learning and help guide themselves towards proficiency in a number of skills that maybe they were deficient in coming into the year. We have seen incredible growth already in those areas and as I mentioned Ms. Colburn is kind of at the forefront of all of this so I thought she could walk you through what we are doing and implementing in the classrooms and some of the things we'd like to do building

wide to continue to help students.” Ms. Colburn: “I have two students with me Aliyah and Braelynn, who are holding our Mastery skill posters. At the beginning of the school year, I really wanted to create a positive correlation with IXL in the student’s minds. We are working with some PBIS to try to find that motivation to keep going and growing. All of my classes are competing with each other. Every time that a student masters a skill on IXL they color in one of those boxes, write their name in and then once they reach a designated spot with my handwriting they can choose from a list of prizes. That might look like game time, outside class time, donuts, pizza or popcorn. Right now there is no homework assigned to them for IXL, this is all self-driven so during Bulldog Block they’ll work on IXL, they’ll do lessons and come back and fill in boxes unprompted, which is wonderful. You can see one student in C block likes to go home and complete about nine lessons at night and come back and fill in the boxes in the morning. So it’s very competitive. They are tracking their own growth throughout the school year. Every one of my students has a folder with all of their assessments in it and we have added their scores to the inside. So this particular student in the presentation started with a 630. IXL scores are really easy to follow; the first number is the grade level and the two following numbers are how far into the grade level they are performing at. The student started at a 630, halfway through sixth grade are the skills that they could currently do at the beginning of the school year and then at about a December time frame they moved to an 820. Moving from a sixth grade level to an eighth grade level in a matter of 3-4 months is incredible. Students are constantly analyzing their own growth and looking at their numbers. They are trying to figure out, does this number accurately reflect my abilities? Do I need to try a little harder? Do I need to work on vocab or grammar? So it’s really great to let them take the reins and focus on what they need to do for themselves. A student can see how they have grown throughout the school year and keep track of their diagnostic level. So every time they practice a skill it updates their level in real time. It is being used on what they need as an individual, rather than the entire class. So it’s helpful to pinpoint those learning gaps and tailor my instruction towards individual students. It’s 100% tailored to them and enforcing my instruction. I can quickly run data. I made a quiz in about five minutes the other day. We had just finished doing a unit on arguments. We did a mock trial and it was real life practice on how to formulate an argument. I wanted to see if my students could transfer these skills that we practiced in our mock trial and utilize those skills by answering questions that use the same skills but in a different way. So when we are doing a mock trial we’re talking about counter claims, we’re talking about how to find evidence to support your argument as a lawyer. They transfer that skill into written questions that are formulated like an MCAS question. I can click on the skill I wanted to assess the level and make a quiz in 5 minutes. Kids answered those questions in real time and I was able to look at the data and say okay most of you have a really strong grasp on argument skills, however, we all struggled on counter claims. We came to the conclusion that we just didn’t read the question correctly so then I could in real time change my lesson not on how do we identify counter claims but how do we take apart the question and figure out what it’s asking. It’s really quick data analysis in real time. It’s not taking over my instruction, and not taking away from my time as a

teacher but adding and supporting that instruction. If a student is struggling with a skill at a seventh grade level in about one second I can take that same skill and put it down two levels or maybe even up one level so if they are struggling matching the quotation with a theme, I can bump it down to a fifth grade level and we can start there and then they can master that skill, work our way up to seventh grade so no is losing the grade level instruction. It is saving time and giving so much more information about my students.” Student reports that she has gone from a 770 to an 820 and is able to do an eighth grade level skill vocabulary. Her score has raised two grade levels from the start of the school year. “My writing test grades have improved and I am motivated to improve my grammar and complete my IXL lessons.” Another student reports, “I have gone from a 630 to an 820. I'm now able to do eighth grade skills, two grade levels in a half of the year. “My writing test scores are improving from an 87 to a 98. My vocabulary is now at a ninth grade level. I am motivated to complete IXL lessons because I’m understanding more and accomplishing mastery levels in all of the things I have been experiencing.”

Superintendent’s Report – “A quick shout out to Dave Taylor and the Rockland Highway Department. When the snow comes; we remember and appreciate them all year but especially when it rains and freezes. The School Department does not own the equipment that can handle that kind of work, we don’t have the salt trucks to salt everything, so we really depend on the Highway Department’s cooperation, so thank you.” “We had ten students and two chaperones, Julie Dore and Sean Carney, an English teacher at the High School who went to Quebec from Thursday until Sunday and the weather was pretty challenging but they had a great time.” “I have to report a founding member of the Rockland Education Association, Jack McGrath recently passed away and his wife Carol McGrath who was a principal of the Esten School when I first came.” “Our sympathies to Carol and thank you Jack for his service to the Rockland Community and to Rockland Public Schools.”

Public Service Announcements – Ms. Hennessy: “Four more days until February school break, good luck to the students as they finish out the week and parents and family members enjoy time home with your students.” Mrs. Bissonnette: “Kudos to the Phelps Art Night, the level of excitement there was amazing. I got a lot of positive feedback as we walked through. I look forward to the Arts Festival in the Spring.” Ms. Maroney: “I have the Phelps Elementary School was one of the top three schools in Massachusetts who participated in the Anton’s and Jordan’s Furniture coats for kids and families coat drive. As a result, we will receive \$1500 from Jordan’s Furniture towards recess and active play equipment for our school. Thank you for participating in the event. Not only did we help others in our community keep warm, we helped our schools win funds.” “We had the Polar Plunge, it was a freezing day. Colder this year than last year. Student Council brought back the mobile Polar plunge and between online fundraising and cash donations, were able to raise \$1338 for Special Olympics Massachusetts. Thank you to those students for being brave.”

A motion to adjourn the meeting at 6:51 pm by Mrs. Hennessy, seconded by Mrs. Bissonnette, unanimous.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Jill Maroney", is written over the printed name.

Jill Maroney, Chair, on behalf of
Emily Davidson
Secretary