

**We are a B-Well  
Collaborative  
School Committee**

**February 8, 2021**

# CSC Members/Introductions

## **Principal**

- o Valecia von Weise

## **Teacher Representatives:**

- o Bailey Fiegl (Year 2) Anne Marie Stevenson (Stand In) - Secretary
- o Sarah Kennedy (Year 1)
- o Ashley Walker (Year 1)

## **Parent Representatives:**

- o Edward Taylor (Year 2)
- o Brit Bass (Year 1) - CSC Chairperson
- o Carla Beal (Year 1) -Community Member
- o Andrea Stapleford (Year 1)

## **Other attendees:**

- Keith Murphy

## Agenda

- Bromwell Mission/Vision
- School's Major Improvement Strategies
- School Funding: Per Pupil Funding
- Planning for School Priorities
- Staffing Scenarios
- Consensus
- Public Input

## **Vision**

**Bromwell teachers, staff, and the community believe in order for children to be successful, we need to consistently provide a safe, loving, supportive, respectful, positive, welcoming, inclusive, and nurturing environment where we believe in excellence for ALL students. Bromwell teachers, staff, and community create this excellence by meeting the Academic and Social Emotional needs of ALL students.**

# Major Improvement Strategies

- **Individualized learning opportunities for students in both whole and small group**
  - Assessments used to create individual learning goals for every student - I Ready, DRA progress monitoring, and academic screeners.
  - Differentiation for students along with academic feedback
  - Revised MTSS referral process for students in academic or SEL need
- **Orton Gillingham Phonics Instruction in Kindergarten through 5th Grade**
  - Will replace the Houghton Mifflin spelling programs and tests.
  - Teacher professional learning for implementation
  - All staff trained in OG
  - 20 minutes phonics block daily

# Bromwell's Major Improvement Strategies



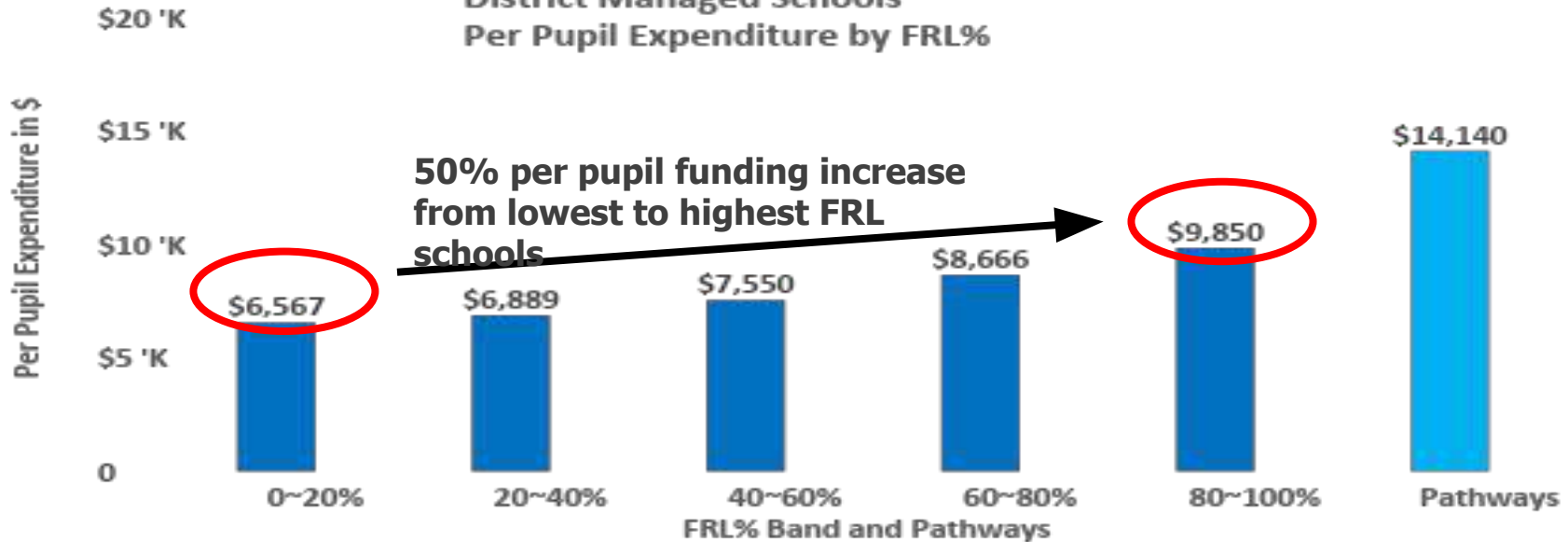
- **Whole Child Supports for every child through social emotional curriculum in the classroom.**
  - Zones of Regulation school wide
  - PAWS throughout the school (expected behaviors for students)
  - Living our Values! Bear PAW Assemblies and Shout outs!
- **Leading for Equity and Black Excellence**
  - Bromwell teachers and staff will prioritize students of color who are not yet at grade level with differentiated instruction tailored to students individual learning goals and small group instruction daily.
  - Bromwell teachers and staff will prioritize students of color to ensure increased voice in the classroom, engage all students in social justice learning, and will teach about black history.
  - Bromwell teachers, staff, and community will participate in monthly meetings to reflect on school's black excellence plan, create action steps, and plan for opportunities to engage our community members of color.

## DPS Crisis Priorities - Accelerate Student Learning

- Enhanced best first instruction through a focus on grade-level content with support for students needing prerequisite skills. These are provided while students are engaged in the grade-level content.
- Extended learning is available to reinforce core content that is culturally relevant, and engages students in groups of 8 to 12.
- Intensive tutoring for students with the greatest need, through individualized instruction for one or two students that meets them where they are and connects to what is taught in the classroom.
- Social-emotional learning that supports students' social-emotional needs and is embedded in core instruction.

# SBB AT DPS: EQUITY

District Managed Schools  
Per Pupil Expenditure by FRL%



- **Funding for Each Student Smooths out Funding Cliffs**
- **Differentiated Student Need Supports Equity**
- **Flexibility w Appropriate Guardrails: ALL SCHOOLS must staff appropriate resources for Students with Special Needs, English Language Learners, and voter approved Mill Levy Programs such as Art, PE, technology**

Family and Community Engagement



## Per Pupil Funding Bromwell K-5

School Year	Projections	Actual	+/- Funding
19-20	310	313 (PPR \$6400)	\$19.2K
20-21 (Pandemic)	313	313 (PPR \$6600)	Held Harmless
<i>20-21 (if not held harmless)</i>	313	<i>284 (PPR \$5,172)</i>	<i>(-\$149,988)</i>
21-22	313	Sept '21 (PPR \$6900)	

## Bromwell Funding

- CSC Grant 175K
- Stimulus Funding 53K
- Whole Child Increases 37K

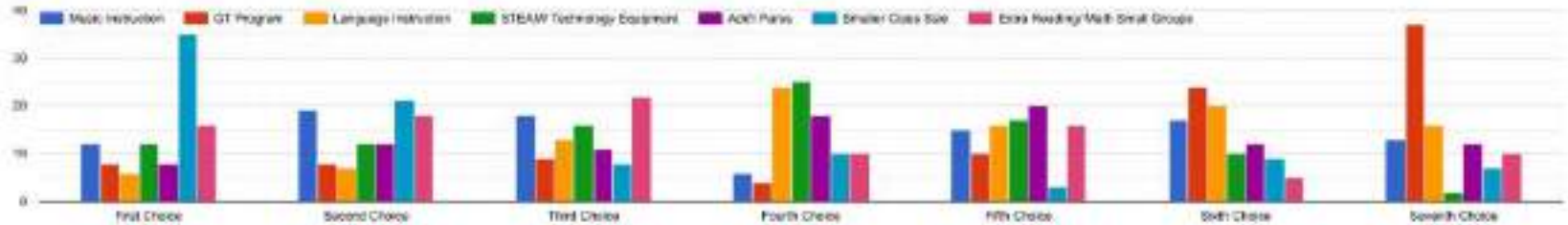
# Planning for School Priorities- School

- Student's First Approach
- Smaller Class Sizes
- Clearly Defined Roles for both paraprofessionals and intervention teachers
- Accountability for all staff
- Collaborative Planning Time
- Music (4th Special)
- 2 Week Booster (August 2021)

# Planning for School Priorities - Community

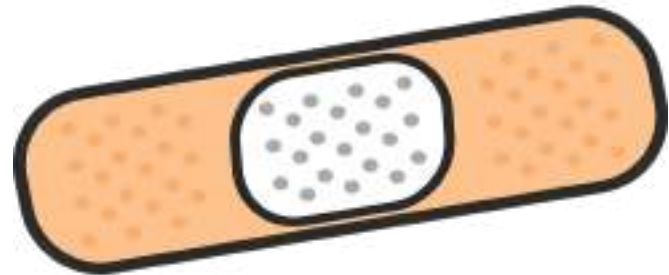
**Bromwell Funding Priorities Survey**  
 Results as of 2/8/21 – 97 Responses

Please rank the following in order of importance:



# 20-21 SY Current Staffing

- 1 Office Support III
- ECE Teacher
  - 7 Hour ECE Para
- Kindergarten - 2 Teachers (1 LTS) (.5 virtual)
  - 2 - 7 Hour Paraprofessionals
- First Grade - 2 Teachers (.5 virtual)
  - 1 - 7 Hour Paraprofessional (Job Share)
- Second Grade - 2 Teachers
- 2nd/3rd Grade Split Virtual - 1 Teacher
- Third Grade - 2 Teachers (1 LTS)
  - 7 hour para supports 3rd and 2nd grade lunch
- Fourth Grade - 3 Teachers (1 Virtual)
- Fifth Grade - 3 Teachers (1 LTS)
  - 7 hour para supports 4/5th grade
- 1 - Senior Team Lead Position
- 1 - Psychologist
- 1- Special Education M/M
- .25 Nurse
- 5 days health tech
- 1 Physical Education
- 1 STEAM
- .5 Arts
- 1 Principal



# DRAFT 21-22 Proposed Staffing Plan: Option 1

- 1 Office Support III
- ECE Teacher
  - 7 Hour ECE Para
- Kindergarten - 2 - Teachers
  - 2 - 6.5 Hour Kinder Paraprofessionals
- First Grade - 2 Teachers
- Second Grade - 2 Teachers
- Third Grade - 2 Teachers
- Fourth Grade - 2 Teachers
- Fifth Grade - 2 Teachers
- 3.5 FTE Small Group Intervention Teachers (Co-teachers for grades 1-5)
- 5 Hour Tutor Para/Library
- 2 - Senior Team Lead Positions (included in small group teachers)
- .25 - GT Services
- 1 - Psychologist
- 1- Special Education M/M
- .6 Nurse
- .6 Health Tech
- 1 Physical Education
- 1 STEAM
- .5 Arts
- .5 Music
- 1 Principal

*Instructional schedule and blocks created in grades 1-5 for co-teachers to support students in small group instruction for accelerated learning. Math and Literacy focus for M-Thursday with extended collaborative planning for all teachers on Friday's. Co-teachers would be assigned to classrooms and specific grade levels.*

# DRAFT 21-22 Proposed Staffing Plan: Option 2

- 1 Office Support III
- ECE Teacher
  - 7 Hour ECE Para
- Kindergarten - 2 - Teachers
  - 2 - 6.5 Hour Kinder Paraprofessionals
- First Grade - 2 Teachers
- Second Grade - 2 Teachers
- Third Grade - 2 Teachers
- Fourth Grade - 2 Teachers
- Fifth Grade - 2 Teachers
- 3 FTE - Small Group Intervention Teachers
- 2 - 7 Hour General Assignment Paras
- 5 Hour Tutor Para/Library
- 2 - Senior Team Lead Positions (included in small group teachers)
- .25 - GT Services
- 1 - Psychologist
- 1- Special Education M/M
- .6 Nurse (3 days)
- .6 Health Tech (3 days)
- 1 Physical Education
- 1 STEAM
- .5 Arts
- .5 Music
- 1 Principal

*Instructional schedule and blocks created in grades 1-5 for co-teachers to supports students in small group instruction for accelerated learning. Math and Literacy focus for M-Thursday with extended collaborative planning for all teachers on Friday's. Co-teachers would be assigned to classrooms and specific grade levels. Paraprofessionals would be assigned to classrooms based on student need and tbd by personnel committee.*

# DRAFT 21-22 Proposed Staffing Plan: Option 3

- 1 Office Support III
- ECE Teacher
  - 7 Hour ECE Para
- Kindergarten - 2 - Teachers
  - 2 - 7 Hour Kinder Paraprofessionals
- First Grade - 2 Teachers
- Second Grade - 2 Teachers
- Third Grade - 2 Teachers
- Fourth Grade - 2 Teachers
- Fifth Grade - 2 Teachers
- 2.75 - Small Group Intervention Teachers
- .25 Language Teacher (ELL Support)
- 1 - 7 hour General Assignment Para
- 5 hour Tutor Para/Library
- 2 - Senior Team Lead Positions (included in small group teachers)
- .25 - GT Services
- 1 - Psychologist
- 1- Special Education M/M
- .6 Nurse (3 days)
- .6 Health Tech (3 days)
- 1 Physical Education
- 1 STEAM
- .5 Arts
- .5 Music
- 1 Principal



# Consensus

Consensus is a process through which a group makes a decision (without voting) that all members can support. Consensus decisions represent a group decision, supported (or at least accepted) by all group members, that is based on:

- A thorough understanding of relevant information
- Participation by all group members
- An understanding of different perspectives, concerns, needs and recommendations
- Creative effort to accommodate different needs
- A willingness to raise and understand disagreement and address the underlying needs manifested in disagreement

## Public Input/Questions





Thank  
You!

## Next Meeting Agenda

