My name is Becca Scherz and I'm thrilled to be joining the Bates community as a new third grade teacher! I graduated from the Donovan Urban Teaching Scholars Program at Boston College in 2010, and have since spent the past 8 years teaching in the South End as part of BPS, third grade for the past 6. I've lived in Roslindale for the past four years, and look forward to seeing you all out and about as I head out for walks with my favorite guy, Rocky (pictured with me above)!

0.8 Paraprofessional interviews this week
Internal Climate Survey
Whole School (3-5th)

Count of I have at least one close/supportive friend:
- Yes: 87.6%
- No: 12.4%

Count of There is at least one adult at my school who cares about me:
- Yes: 86.0%
- No: 14.0%
Whole School (3-5th)

Count of Teachers treat me fairly.

- Always: 49.4%
- Sometimes: 27.1%
- Never: 1.6%
- Often: 27.9%

Count of I feel safe with my teachers.

- Sometimes: 14.7%
- Always: 64.3%
- Never: 2.3%
- Often: 18.6%
Whole School (3-5th)

Count of I feel safe with specialist teachers.

- Always: 35.0%
- Often: 22.5%
- Sometimes: 18.6%
- Never: 3.9%

Count of I feel safe in the bathroom.

- Often: 25.6%
- Sometimes: 26.4%
- Always: 31.8%
- Never: 16.3%
Whole School (3-5th)

Count of I feel safe in the cafeteria.
- Often: 16.3%
- Sometimes: 31.8%
- Always: 43.4%
- Never: 8.5%

Count of I feel safe on the playground.
- Always: 31.8%
- Sometimes: 36.4%
- Never: 10.1%
- Often: 21.7%
Count of Other students have hit/kicked/scratched/punched me:

- Never: 45.7%
- Sometimes: 41.9%
- Always: 6.2%
- Often: 6.2%
DATA HIGHLIGHTS
Student Learning Shifts

- K2 → 9 students already at or beyond EOY F&P Level
- 1st grade
  - percentage of students meeting or exceeding benchmarks rose from 42% to 48%. The percentage of student well below benchmark fell from 51% to 39%. The percentage of SWD scoring well below benchmark fell from 92% to 75%
- 2nd grade
  - For ELLs, data demonstrates that 45% met or exceeded benchmark, by the BOY and that 53% met or exceeded benchmarks by the MOY. When looking at whole class data, at the BOY 56% met or exceeded benchmark, by the MOY, 59% met or exceeded benchmarks.
- 3rd grade
  - ELA 60% of students well above benchmark on Dibels
  - MTH Of students assessed in 3rd grade Math Interims, 9.7% got “needs some support /meeting” on Interim 1 compared to 21% on interim 2.
4th grade
- ELA 6/7 of SWD students in one HR have moved up at least 2 reading levels on F+P Benchmark Assessment since the beginning of the year. (A couple students have moved 3-4 levels!)
- MATH Class average on our first of three Multiplication and Division EoUs (U1) was 58% and the class average on the second (U3) was 73%.

5th grade
- ELA Interim 1 2.6% meeting expectations to 31.6% meeting expectations. Needing significant support from 21% to 5%
- Math interim 1 0% meeting expectations to 41% meeting expectations
Instructional Focus: Inclusive and culturally responsive practices that facilitate academic student discourse through multiple means of expression.

<table>
<thead>
<tr>
<th>Multiple Means of Expression</th>
<th>Culturally and Linguistically Sustaining Practices</th>
<th>Social Emotional Learning/Regulation</th>
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<tbody>
<tr>
<td>Increase equitable and inclusive opportunities through the integration of multiple means of expression.</td>
<td>Leverage our core values and common language in social emotional skills to drive school culture and proactively support social emotional learning specifically targeting our racial, ethnic and gender diverse community members.</td>
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Use data strategically to plan in response to students’ needs
Feedback From IFR

- Planning for MME and controlled choice
- Supports in place for students
- Strong teacher leadership/culture
- Warm environment and atmosphere
- Did not know who SWD were
• Move towards focusing on productive struggle
  • How are our supports allowing for productive struggle?
  • Are we purposefully planning for productive struggle.
• (Next year)--> invite parents to participate
On our way!

- Approx $20,000 from school budget
  - Including a close to $9,000 soft landing from BPS
- $15,000 from Excellence for All
- ($5,000) SPC?
- ($5,000) SOM?
- =$40-45,000 out of $$51,427
Next steps

- Grant writing team
- GoFund Me
- FoxFest
We are getting closer to our goal! I think that as parents create the GoFund Me page, we make it clear that a large portion of the funding for the partnership, so far, is coming from our instructional materials budget, meaning fewer materials for students and teachers AND that our parent council is financially supporting through fundraising that would otherwise be used for enrichment and extracurricular activities. The truth is we shouldn't HAVE to fund this in that way. We can say in our GoFund Me page that any excess towards whatever goal we have for fundraising will go towards those extracurricular and enrichment opportunities that are now in jeopardy as we work to sustain this needed partnership.