Long-Range Planning Launch

School Committee Meeting - October 16, 2026

Agenda

- Overview of Long-Range Process
- Update on School Committee Goals
- Next Steps





Long-Range Planning Process

- Objective: Establish the School Committee Goals for the district
- High-Level Process and Timeline

Update past School Committee Goals	Today
Individual School Committee Member Reflection	Questionnaire Due Monday 11/16
Long Range Planning Workshops (2-3)	December - January
Draft Goals	January
Committee deliberation and vote	February

Long-Range Guiding Principles

- **Clear roles:** SC sets the “what” and “why”; Superintendent the “how”
- **Build on the past:** prior goals, Strategic Plan, data, and community input
- **Independent judgment:** informed existing plans, not bound by them
- **In partnership:** Superintendent and administration participation is essential to success
- **Student-centered:** Center students needs and outcomes
- **Outcome-focused:** Meaningful priorities that guide decisions and oversight

Long-Range Planning

SOMERVILLE PUBLIC SCHOOLS

Questions & Comments

Agenda – SC Goals & Strategic Plan

- Progress on School Committee Goals
- Alignment with Strategic Plan
- Next Steps



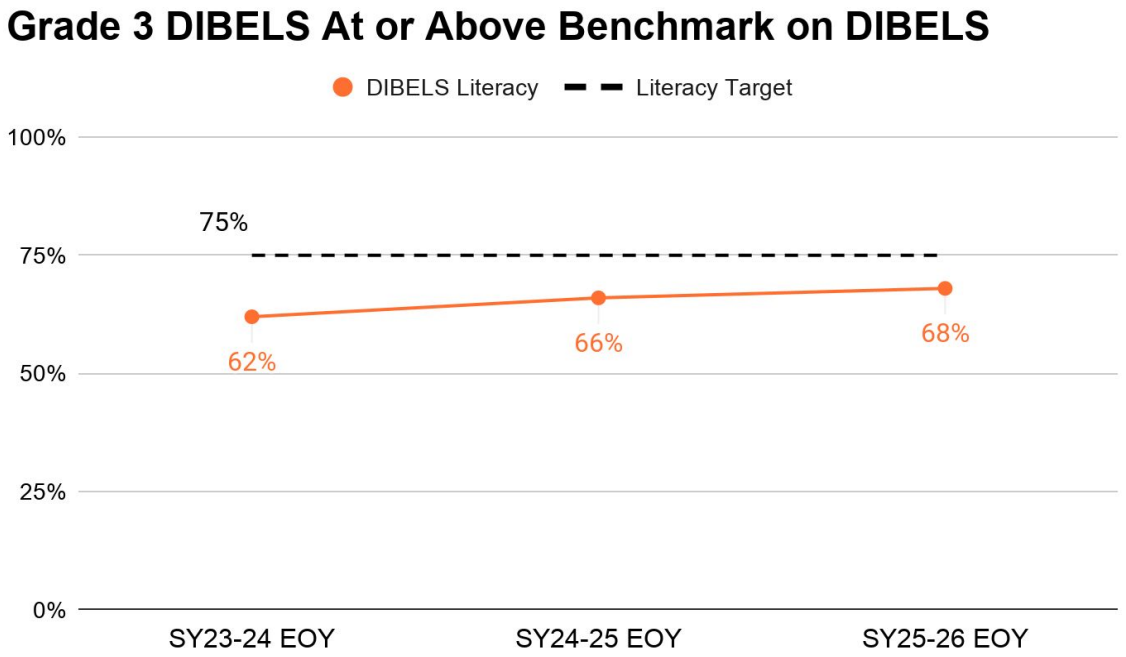


School Committee Goals

SOMERVILLE PUBLIC SCHOOLS

Whole Child Learning

- Strong literacy and math foundation by grades 3, 6, 10, with 75% of students meeting or exceeding the defined formative assessment by 2025



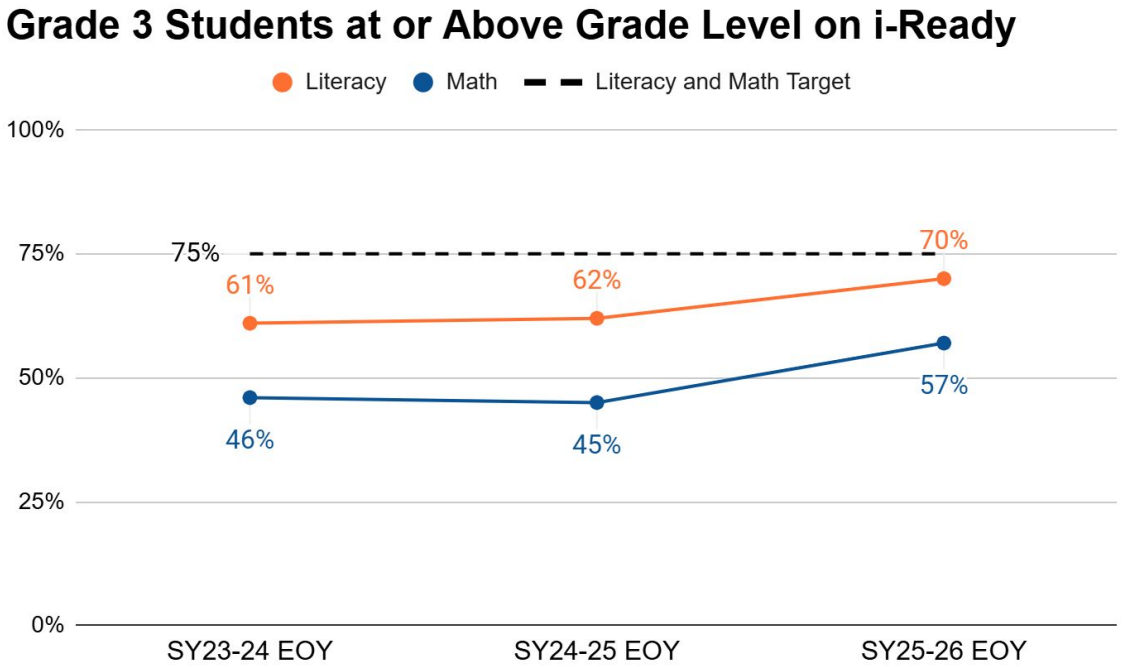
Key Takeaway: *Grade 3 students have shown improvement between SY23-24 and SY25-26. On the DIBELS assessment, which measures early literacy skills, grade 3 students in SY25-26 ended the year 7 percentage points away from the target.*

School Committee Goals

SOMERVILLE PUBLIC SCHOOLS

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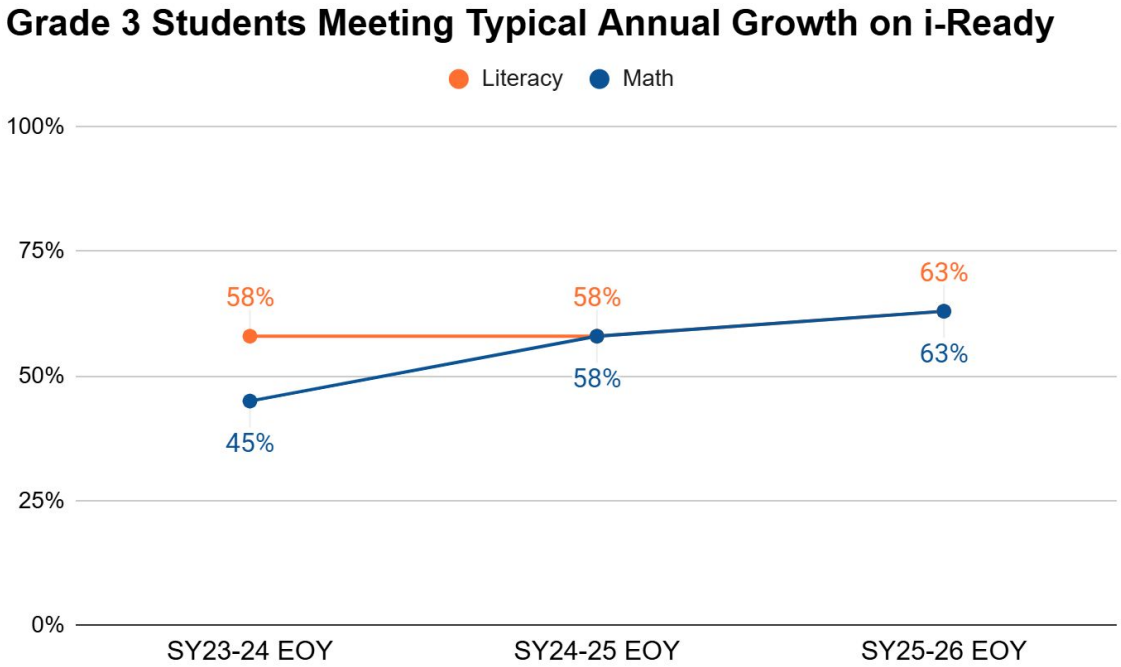
Key Takeaway: *Grade 3 students have shown strong improvement between SY23-24 and SY25-26. On the i-Ready reading assessment, grade 3 students are close to the 75% proficiency target, only 5 percentage points away. On the math i-Ready assessment, grade 3 students have made gains but remain 18 percentage points below the proficiency target.*

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SOMERVILLE PUBLIC SCHOOLS

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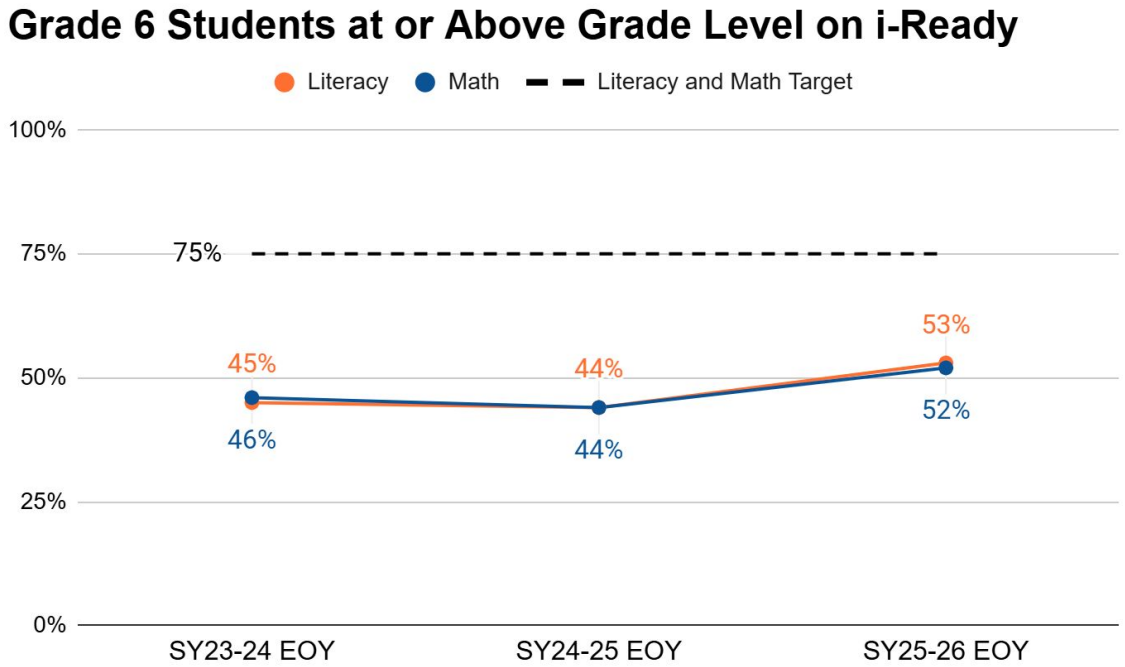


Key Takeaway: *We are seeing increased progress towards annual growth targets among grade 3 students each year in both literacy and math and we look forward to continuing this upward trend as continue utilizing high-quality instructional materials and implementing interventions, and supports to meet student needs in literacy and math.*

School Committee Goals

Whole Child Learning

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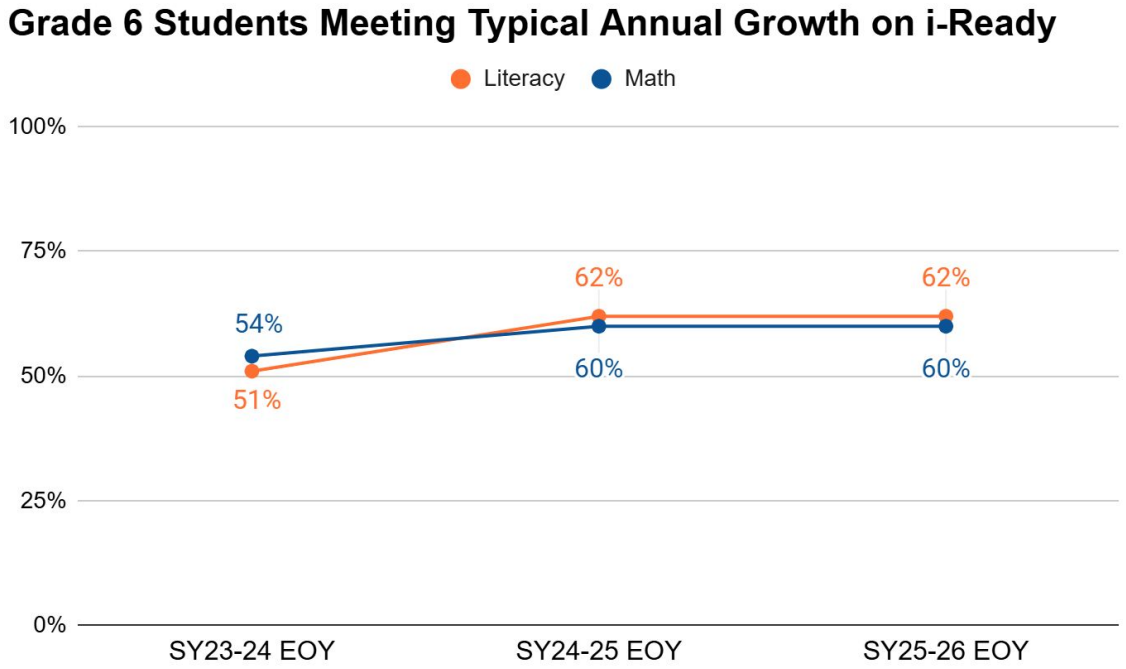
Key Takeaway: *Grade 6 students have similarly made gains in literacy and math when comparing SY25-26 to SY23-24. Approximately 52-53% of students are at or above grade level in literacy and math which is 22 and 23 percentage points from the 75% target.*

School Committee Goals

SOMERVILLE PUBLIC SCHOOLS

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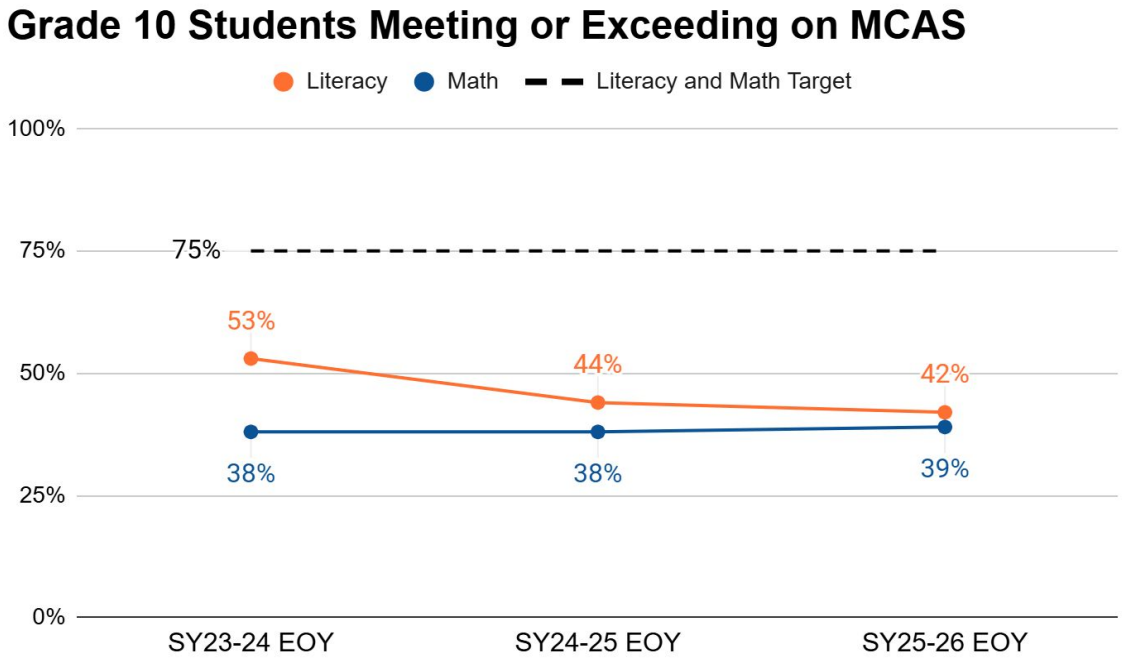
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School Committee Goals

SOMERVILLE PUBLIC SCHOOLS

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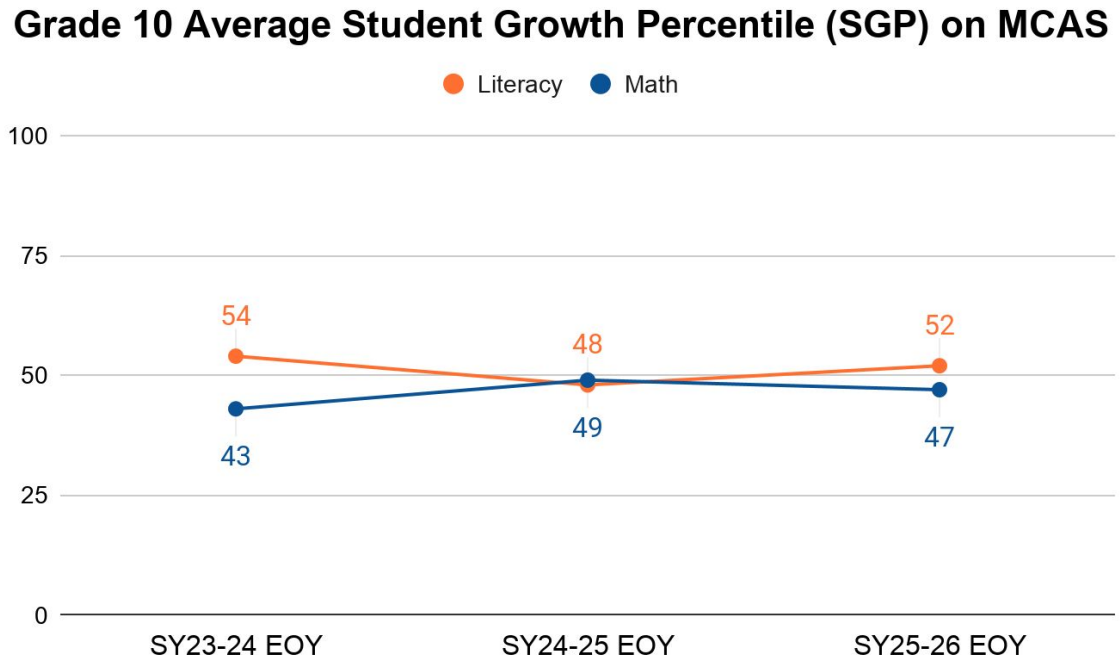
Key Takeaway: *There has been a steady decline in the percent of high school students who are meeting or exceeding expectations on the MCAS literacy assessment. As of SY25-26, high school students are 33 percentage points below the target for literacy. The percent of students meeting or exceeding for math has remained steady over the past three years. Students are 36 percentage points below the target for math. We can infer that ballot measure 2, which repealed MCAS as a statewide graduation requirement, is impacting proficiency levels starting in SY24-25 onward.*

School Committee Goals

SOMERVILLE PUBLIC SCHOOLS

Whole Child Learning

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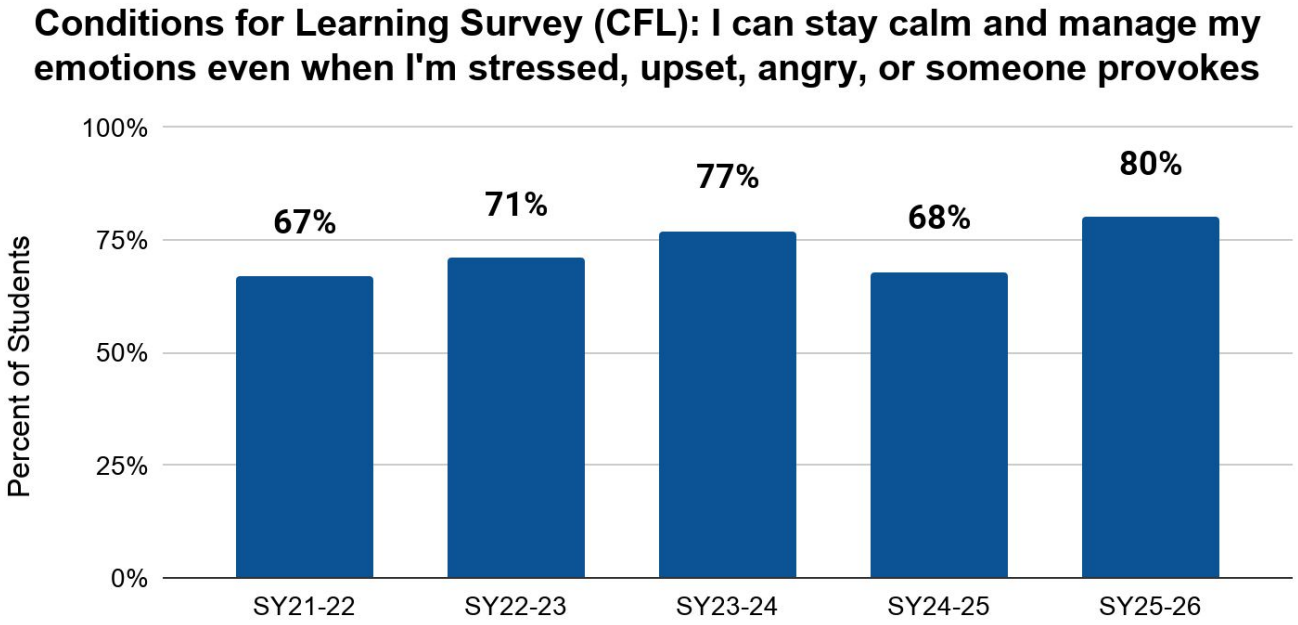


Key Takeaway: *Grade 10 students' growth is measured by student growth percentile (SGP) on the MCAS assessment. As you can see above, average SGP has ranged from 48 to 54 for literacy and from 43 to 49 for math. Note that DESE considers an average SGP of 40-60 to be moderate growth.*

School Committee Goals

Whole Child Learning

- 50% reduction in conduct referrals by 2025 *cf.* 2021
- Improved ratings on questions on student CFL Survey *cf.* SY21
- Improved results on the YRBS survey compared to the 2021

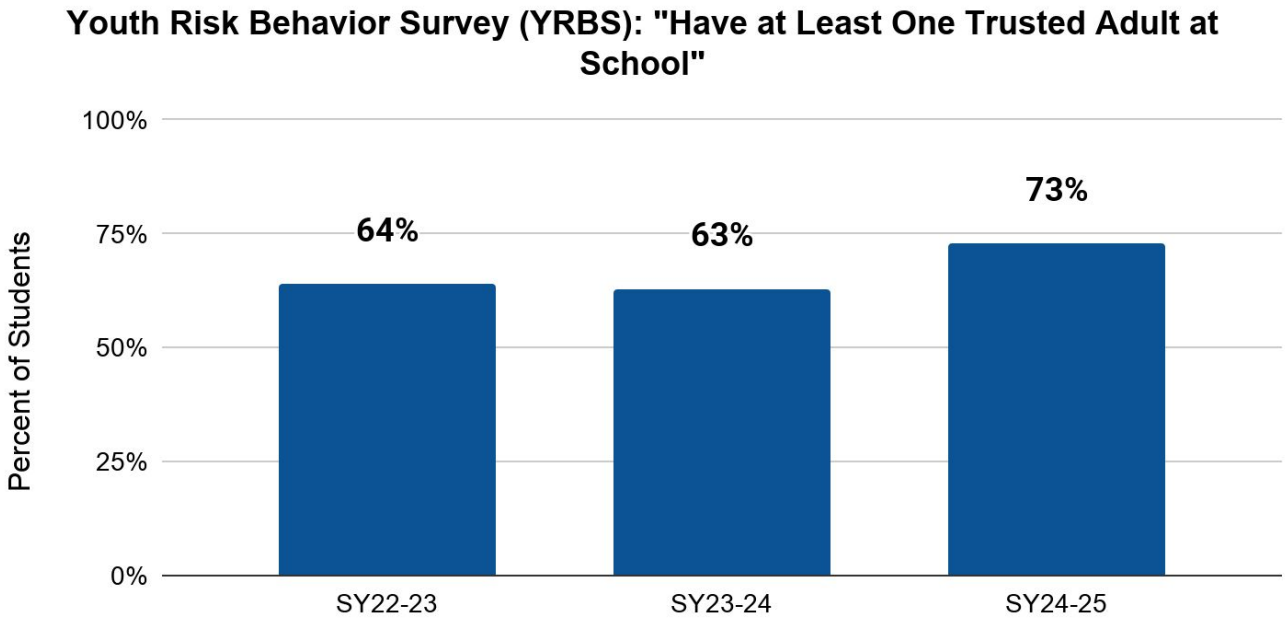


Key Takeaway: *The annual student Conditions for Learning survey includes this question tied to students' ability to regulate their emotions. From SY21-22 to SY25-26 there has been a relatively steady increase in students responding that they can "always" or "usually" regulate their emotions, with the exception of SY24-25 where we saw a decreased percentage of students responding "always" or "usually."*

School Committee Goals

Whole Child Learning

- 50% reduction in conduct referrals by 2025 *cf.* 2021
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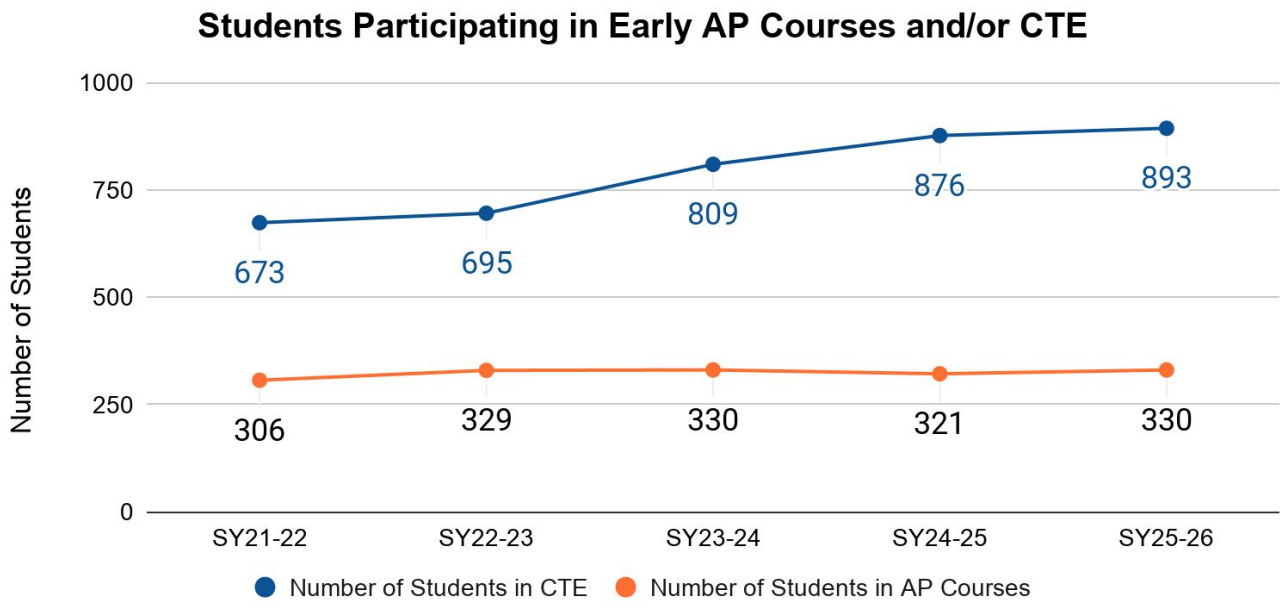


Key Takeaway: *The Youth Risk Behavior Survey demonstrates between SY22-23 and SY24-25 shows an increase in students responding that they have at least one trusted adult at school that they can turn to. (Please note: SY25-26 results are not yet available.)*

School Committee Goals

Whole Child Learning

- 80% of students participate in Early College, AP, and CTE
- 5% increase in 4-yr graduation rate
- 90% of graduating students with a defined post-secondary plan

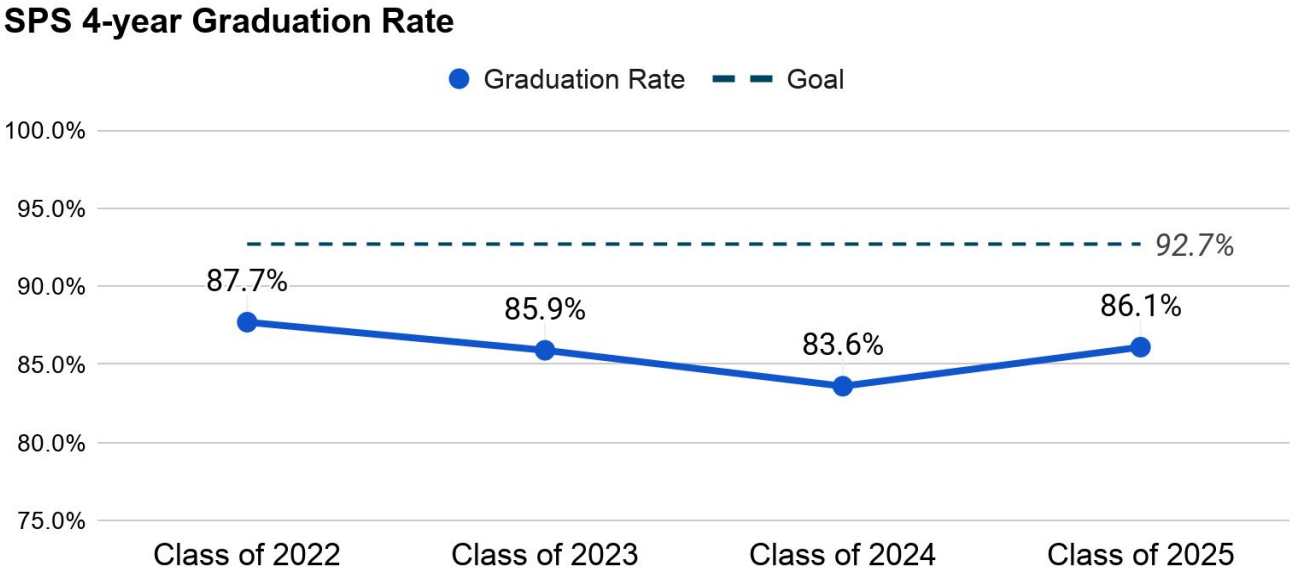


Key Takeaway: *CTE enrollment has seen a substantial increase over the years, demonstrating significant efforts to expand equity and access to the program. The number of students completing AP courses has remained relatively steady over the years.*

School Committee Goals

Whole Child Learning

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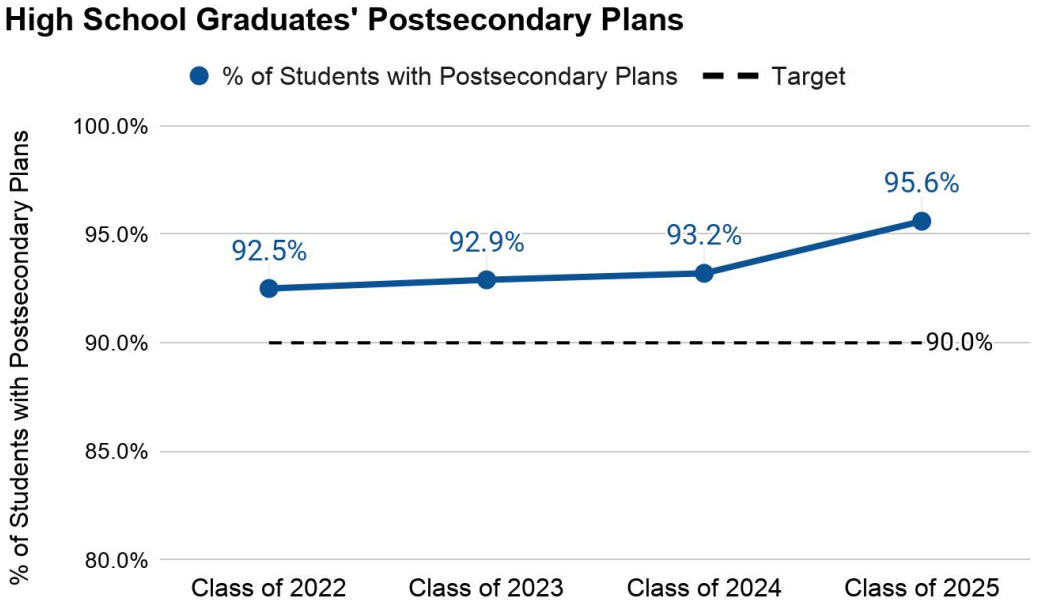


Key Takeaway: *The SPS graduation rate had declined each year between 2022 to 2024, but for the class of 2025, there was change in this downward trend getting us closer to the 5 percentage point increase that was set as the goal (approximately 92.7% based on the 2022 baseline).*

School Committee Goals

Whole Child Learning

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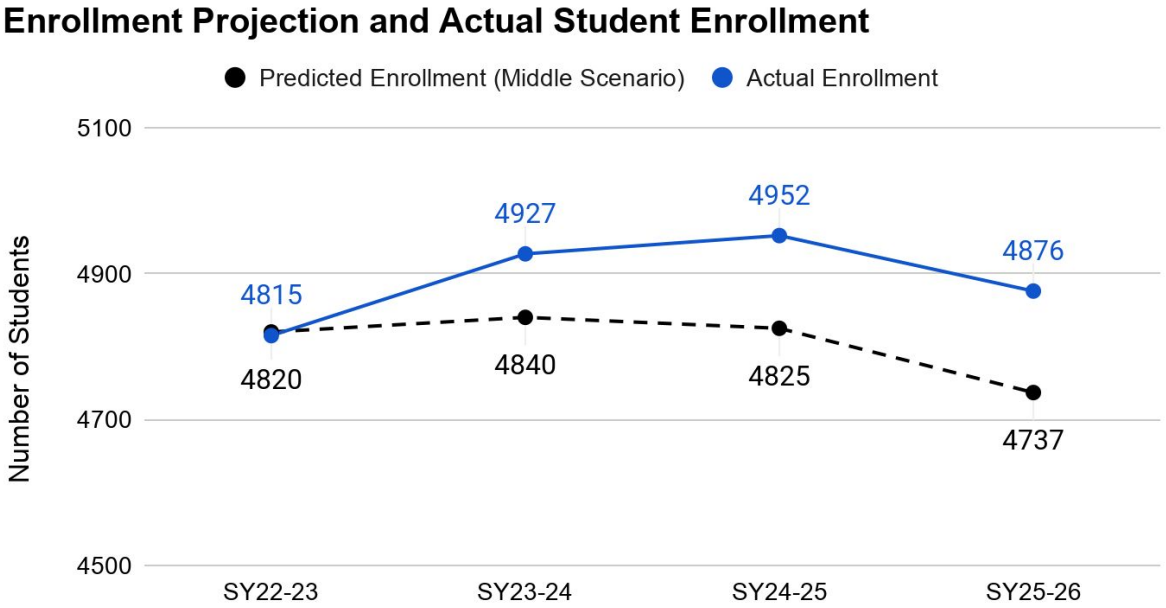
Key Takeaway: *Each year, there has been a slight increase in the percent of students that are graduating with a postsecondary plan in place, whether that plan includes attending college, entering an apprenticeship, working, etc. As you can see above, each year, we have remained above the target of 90% of students graduating with a postsecondary plan.*

School Committee Goals

SOMERVILLE PUBLIC SCHOOLS

Equitable Access

- Conduct district enrollment study
- Develop strategy for school building development
- Create strategy for assignment and programming that aligns with the district's equity policy



Key Takeaway: *While there is ongoing progress being made to put systems in place to maintain and improve our facilities, continued collaboration with the city is required to move things forward on various fronts. Also, policy changes related to enrollment, assignment and programming, will require broad input from the community.*

School Committee Goals

SOMERVILLE PUBLIC SCHOOLS

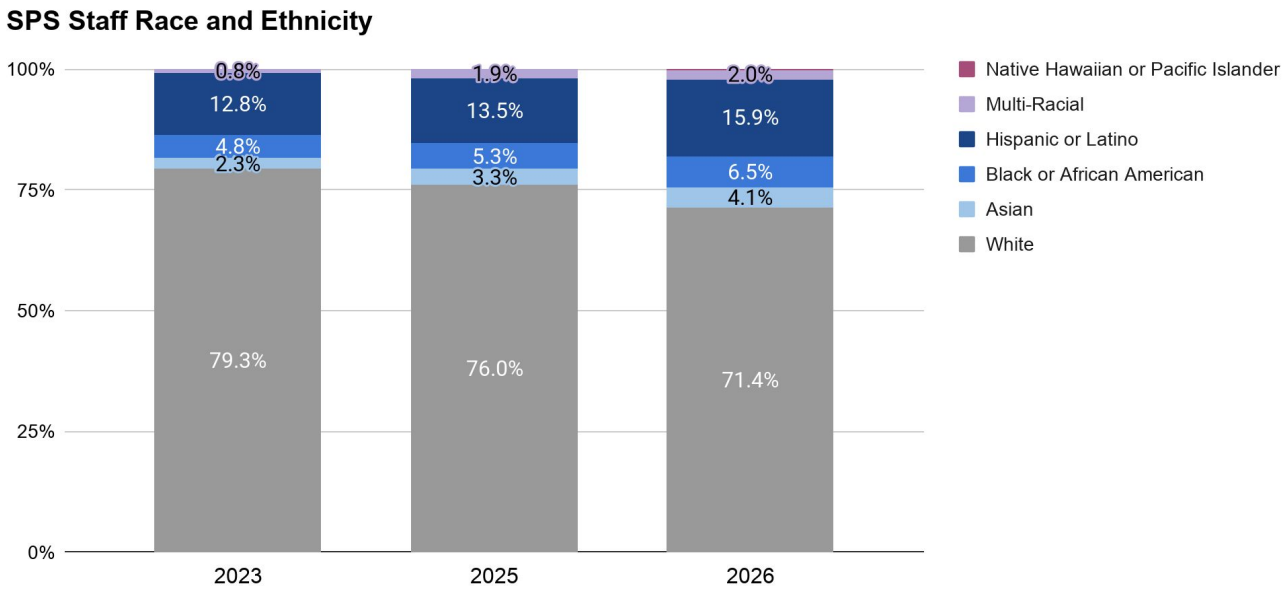
Equitable Access	Progress Report
❖ Conduct district enrollment study ❖ Develop strategy for school building development ❖ Create strategy for assignment and programming that aligns with the district's equity policy	❖ **Data-Driven Facilities Assessment:** Developed a districtwide facilities readiness tracker to monitor building conditions, outstanding repairs and operational priorities. ❖ **Continuity of Operations Plan:** Worked with the City to create a plan for temporary relocation of students, should an immediate need arise. ❖ **Facilities Planning:** This year, the City and SPS will coordinate on a long-range plan for capital projects affecting SPS schools and addressing large-scale facility needs.

Key Takeaway: SPS, through it's strengthened partnership with the City, has more pro-actively assessed building readiness, addressed infrastructure needs, and tested emergency response capabilities.

School Committee Goals

Workforce Diversity

- Increase the percent of staff of color by 6% by SY25 compared to SY22



Key Takeaway: *The race and ethnicity of the SPS staff has shifted since the baseline year, 2023. We saw an increase in the proportion of staff of color going from 20.7% in 2023 to 28.6% in 2026 which means we have exceeded the target which was a 6% increase.*

School Committee Goals

SOMERVILLE PUBLIC SCHOOLS

Equitable Resource Allocation	Progress Report
❖ Design, evaluate, & implement student-based budgeting by 2025, or identify alternative mechanisms to more equitably allocate district resources	❖ FY27 budget now includes an equity-driven formula which allocates non-personnel dollars to schools based on student enrollment and demographics - led to an increase in funding to all schools ❖ Launched a working group to build an enrollment-informed staffing model to help us more equitably allocate staff across the district. ❖ Launching a budget software to help departments build their FY28 budgets. ➢ Includes more detail in each budget center ➢ Helps leaders transparently budget for all anticipated investments ➢ Allows for more direct connection between investments, district priorities, and student outcomes

Key Takeaway: *We're laying the groundwork for a more equitable funding model through the introduction of new budget software, an equity-driven non-personnel funding formula, and a working group to address enrollment-informed staffing.*

Alignment With Strategic Plan

SOMERVILLE PUBLIC SCHOOLS

Shared Vision: We envision a student-centered learning community where every student – honoring their unique strengths and background – is empowered to thrive academically, socially, and emotionally through tailored supports and equitable access to opportunity.

Key Areas of alignment

1) **Mission, Vision, Values**
2) **Shared priorities and goals**
3) **Data-driven decision making**
4) **Family & Community Engagement**



Next Steps

- Continue to implement the Strategic Plan
  - School Improvement Plans
  - Professional Development
  - Progress monitoring
- Continue to use data to drive decision-making
- Provide periodic progress reports to the School Committee
- Continue to engage students, staff, families and community partners
- Launch Long-Range Planning Process
  - SC Complete Reflection Questionnaire by 11/16
  - Design and Execute Workshops - watch for scheduling



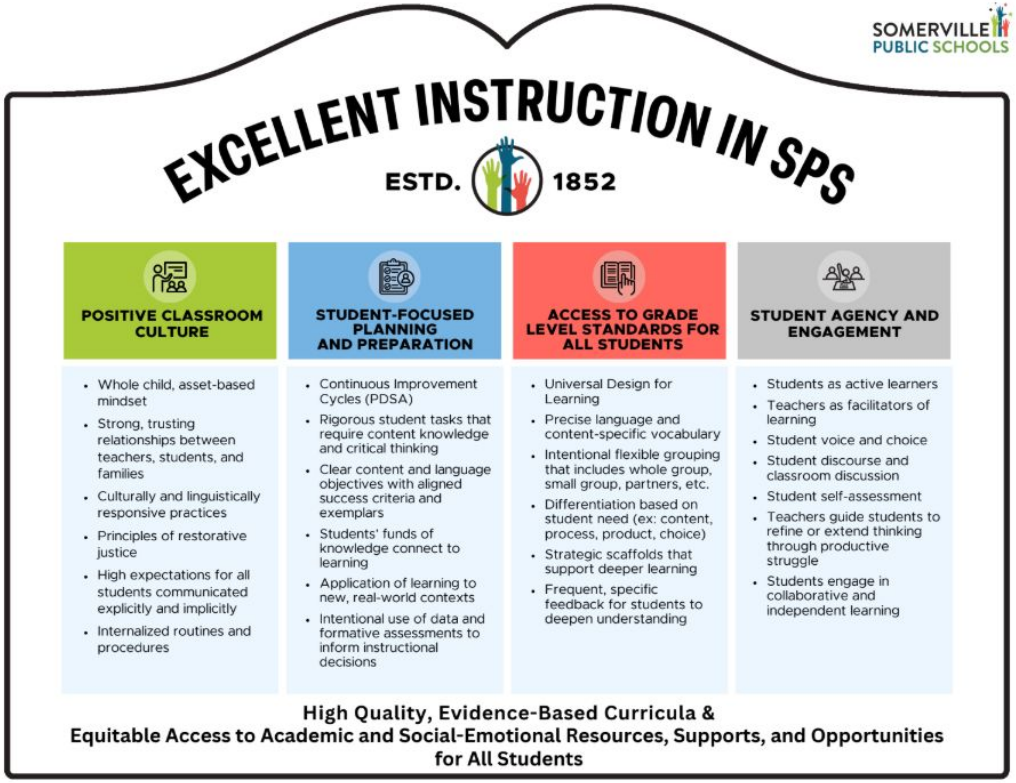
Thank you!

Appendix

Additional information that would be helpful to consider

Vision for Excellent Instruction

SOMERVILLE PUBLIC SCHOOLS



Curricula Roll-out Plan Gr K-2

	2023-2024	2024-2025	2025-2026	2026-2027
ELA	Needs assessment & Strategic literacy plan development	Strategic Plan Implementation	Begin Implementation of New Curriculum - Details TBD by Literacy Leadership Team	Year 1 of new HQIM: • Wit and Wisdom (knowledge building) • FUNdations (foundational skills)
Math	SPS-developed curriculum	Early Adopters • Illustrative Math Prepare for full implementation	Year 1 of new HQIM: • Illustrative Math	Implement & Monitor
Social Studies	G1 & G2 initial SPS educator-created units launched	Implement & Monitor All G1 and G2 units launched	Implement & Monitor	Implement & Monitor
Science	SPS-developed curriculum	Prepare for curriculum review cycle - *BU-Somerville MLL & Science Education Partnership*	Prepare for curriculum review cycle - *BU-Somerville MLL & Science Education Partnership*	Potential curriculum review cycle *BU-Somerville MLL & Science Education Partnership*
SEL	New Second Step-Early adopters Restorative circles rollout	Implement & Monitor All K-8 launching new Second Step	Implement & Monitor	Implement & Monitor

Curricula Roll-out Plan Gr 3-5

	2023-2024	2024-2025	2025-2026	2026-2027
ELA	Needs assessment & Strategic literacy plan development	Strategic Plan Implementation	Year 1 of new HQIM: • Wit and Wisdom G3 & G4 (knowledge building) • Fishtank G5 • FUNdations G3 (foundational skills)	Implement & Monitor
Math	Early Adopters • Illustrative Math Prepare for full implementation	Year 1 of new HQIM: • Illustrative Math	Implement & Monitor	Implement & Monitor
Social Studies	G5 Implement Investigating History	G5 Implement Investigating History G3 & G4 Early Adopters, Investigating History	Implement & Monitor	Implement & Monitor
Science	SPS-developed curriculum	Prepare for curriculum review cycle - *BU-Somerville MLL & Science Education Partnership*	Prepare for curriculum review cycle - *BU-Somerville MLL & Science Education Partnership*	Curriculum review cycle (?) *BU-Somerville MLL & Science Education Partnership*
SEL	Early adopters • New Second Step Restorative circles rollout	Year 1: • All K-8 launching new Second Step	Implement & Monitor	Implement & Monitor

Curricula Roll-out Plan Gr 6-8

	2023-2024	2024-2025	2025-2026	2026-2027
ELA	Curriculum selection committee	Year 1 of new HQIM: • Fishtank ELA	Implement & Monitor	Implement & Monitor
Math	Implement & Monitor	Implement & Monitor	*Update to latest version of Illustrative Math* Implement & Monitor	Implement & Monitor
Social Studies		G6 Early adopters of Investigating History G7 Implement Investigating History G8 SPS Educator created units	Implement & Monitor (G6 implements Investigating History)	Implement & Monitor (G6 implements Investigating History)
Science	Implement & Monitor Study/evaluate curriculum	Curriculum selection committee - recommendation to pilot two options (OpenSciEd & Amplify Science)	Curriculum pilot: • OpenSciEd & Amplify Science	*Recommendation: Year 1 of Amplify Science*
SEL	Early adopters • New Second Step Restorative circles rollout	Year 1: • All K-8 launching new Second Step	Implement & Monitor	Implement & Monitor
ESL *New-comer Acad.*	Curriculum selection committee	Initial implementation	Implement & Monitor	Implement & Monitor

ELA Student Achievement

Grade Level	% Meeting or Exceeding 2025	% Meeting or Exceeding 2026	% Point Change 2025 to 2026	% Point Difference 2019 to 2026
3	40	52*	+12	+3
4	40	31	-9	-14
5	37	41*	+4	-8
6	41	39	-2	-14
7	39	37	-2	-12
8	40	38	-2	-10
3-8	39	40*	+1	-9
HS	44	42	-2	-11

Note: This year DESE considers a +/- 2% point change meaningful.
*Areas where we performed on par or better than the state's percent of students meeting or exceeding expectations.

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Math Student Achievement

Grade Level	% Meeting or Exceeding 2025	% Meeting or Exceeding 2026	% Point Change 2025 to 2026	% Point Difference 2019 to 2026
3	32	46*	+14	+4
4	31	36	+5	-7
5	31	36	+5	-10
6	34	38	+4	-11
7	32	31	-1	-12
8	37	34	-3	-7
3-8	33	37	+4	-7
HS	38	39	+1	-7

Note: This year DESE considers a +/- 2% point change meaningful.
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Science and Civics Student Achievement

Science				
Grade Level	**% Meeting or Exceeding 2025**	**% Meeting or Exceeding 2026**	**% Point Change 2025 to 2026**	**% Point Difference 2019 to 2026**
5	42	44*	+2	+3
8	39	35	-4	0
5 & 8	40	40	0	+2
HS	43	42*	-1	NA
Civics				
8	39	40*	+1	NA

Note: This year DESE considers a +/- 2% point change meaningful.
*Areas where we performed on par or better than the state's percent of students meeting or exceeding expectations.

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DART Comparison

DART District	Gr 3-8 ELA %ME	Gr 3-8 Math %ME	Gr 5 & 8 Science %ME
Somerville	*40*	*37*	*40*
Barnstable	27	27	28
Malden	35	34	35
Methuen	30	25	26
Milford	27	26	31
Peabody	29	30	28
Quincy	43	43	43
Saugus	27	32	32
Stoughton	37	39	38
Waltham	38	40	34
West Springfield	36	40	37

Somerville has the **second highest** % of students meeting or exceeding in **ELA** compared to the 10 DART districts.

Somerville has the **fifth highest** % of students meeting or exceeding in **math** compared to the 10 DART districts.

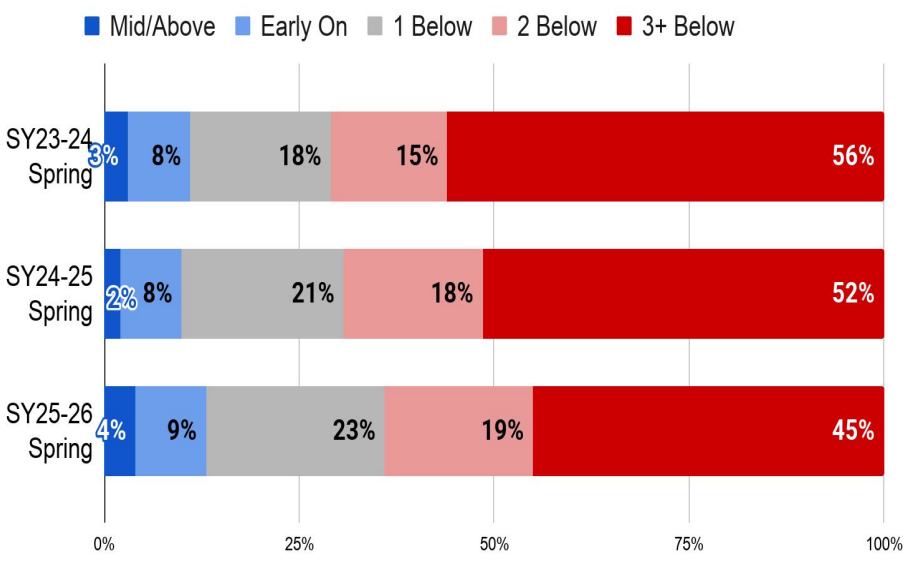
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SOMERVILLE PUBLIC SCHOOLS

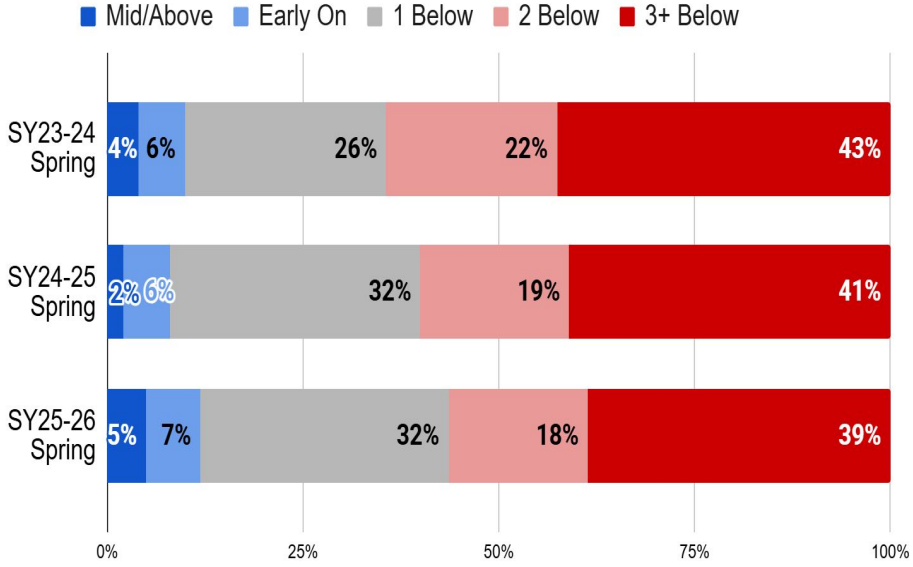
Multilingual Learners

In reading and math, we're seeing a shift in the positive direction as more MLE students improve placement from year to year (fewer students in the dark red/3 or more grade levels below).

Reading



Math



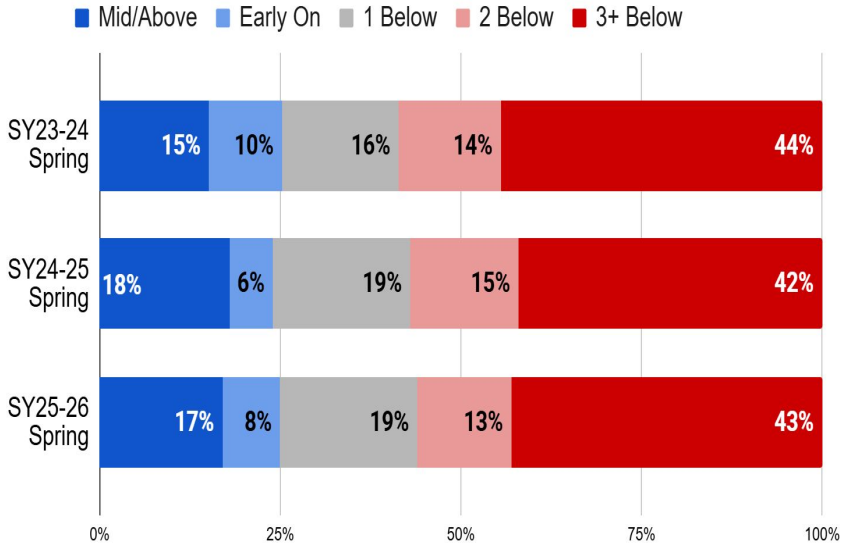
For reading, in SY25-26, 57% met typical growth target, 23% met stretch growth target.

For math, in SY25-26, 44% met typical growth target, 13% met stretch growth target.

Students with Disabilities

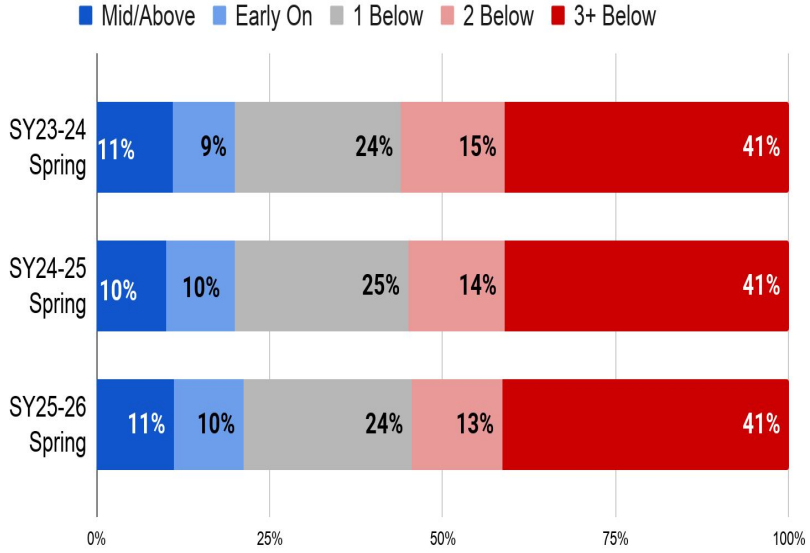
In reading and math, we're seeing a stable pattern students with disabilities students improve placement from year to year (fewer students in the dark red/3 or more grade levels below).

Reading



For reading, in SY25-26, 51% met typical growth target, 21% met stretch growth target.

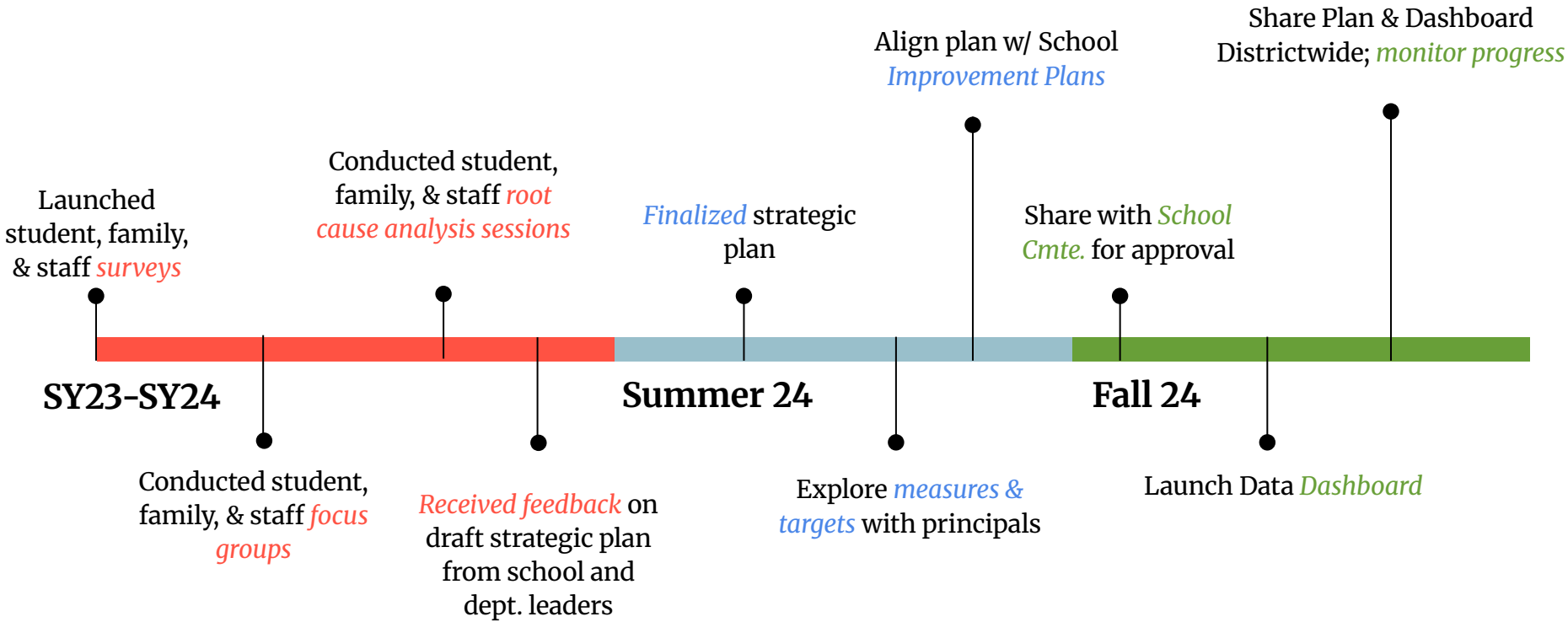
Math



For math, in SY25-26, 42% met typical growth target, 14% met stretch growth target.

Strategic Plan Development Process

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Focus Groups

22 Student | 16 Staff | 4 Family

2,607

Survey Responses

Responses from all

11 schools

Taken in

6 languages

English, Spanish, Portuguese, Haitian Creole, Arabic, Nepali

Out of 2,607 survey respondents:

66% from students

26% from families

8% from staff*

<1% from community partners

Students in Grades

4-12

33%

Multilingual Family respondents

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Staff responses from:

educators, administrators, Specialists, Coaches, Paraprofessionals, Counselors, Social Workers, Secretaries, and more

40%

Of families access district services such as: carrot cards, free food market, support from School & Community Liaisons, and/or MBTA cards

Past School Committee Presentations for Reference

- Entry Plan Findings - February 26, 2024
- Strategic Plan Presentation - September 9, 2024
- Strategic Plan Progress Update - December 15, 2025
- Strategic Plan Progress Update - June 15, 2026
- Spring 2026 MCAS and Accountability Results - September 28, 2026
- Education Programs & Instruction Subcommittee - May 29, 2026
- Education Programs & Instruction Subcommittee - June 16, 2026