

School Council Minutes
December 3, 2018

In attendance:

Mark Wilson, principal
Wyatt Sullivan, teacher
Michael Schaffer, teacher
Michael Newby, teacher
Cheri Armstrong, teacher
Sarah Cortese, teacher
Diane Nash, parent
Joy Jordan, parent
Kim Robbins, parent
Doreen Escher, parent
Emily Milan, parent

Unavailable:

Michael Schaffer, teacher
Tara Gallagher, teacher
Nicole Moniz, parent

The meeting opened with school council members unanimously approving, with one abstention, the minutes from its meeting on October 22, 2018.

The meeting continued with Mark Wilson sharing a summary of the activities from the school's day of "safety, service, and sacrifice" on November 13th, including some student reflections that provided insight into how they felt about the day. Several council members commented positively about the day's agenda, and those that did were especially appreciative of Staff Sgt. Jeremy Armstrong's work with the students to have them write letters of appreciation and to create care packages for soldiers stationed in overseas deployments.

The meeting continued with Sarah Cortese providing school council members with an overview of the school's "Brain Frame" initiative, which is intended to equip students with six approaches for "visually mapping" both their thoughts and their textual evidence as a means to organize their work for essays. An image of the six visual maps appears at the end of these minutes. The initiative responds to a root cause behind the school's historically average performance on MCAS essays.

- Analysis of Student Learning: Over the past three years, a review of ELA MCAS achievement and growth at Monomoy Regional Middle School reveals that our students' scores on Open Response questions remain stuck at slightly below state average, with most students earning less than half of the available points. The story for our school's at-risk population is similar, with most students earning less than one-third of the available points.
- Analysis of Professional Practice: Over the past three years, classroom observations reveal that MRMS does not follow a school-wide approach to helping students organize their language, their ideas, and their evidence for Open Response questions.

Mark Wilson also shared an example of an optional SMART goal designed to support the initiative through the supervision and evaluation process. A copy of this SMART goal appears at the end

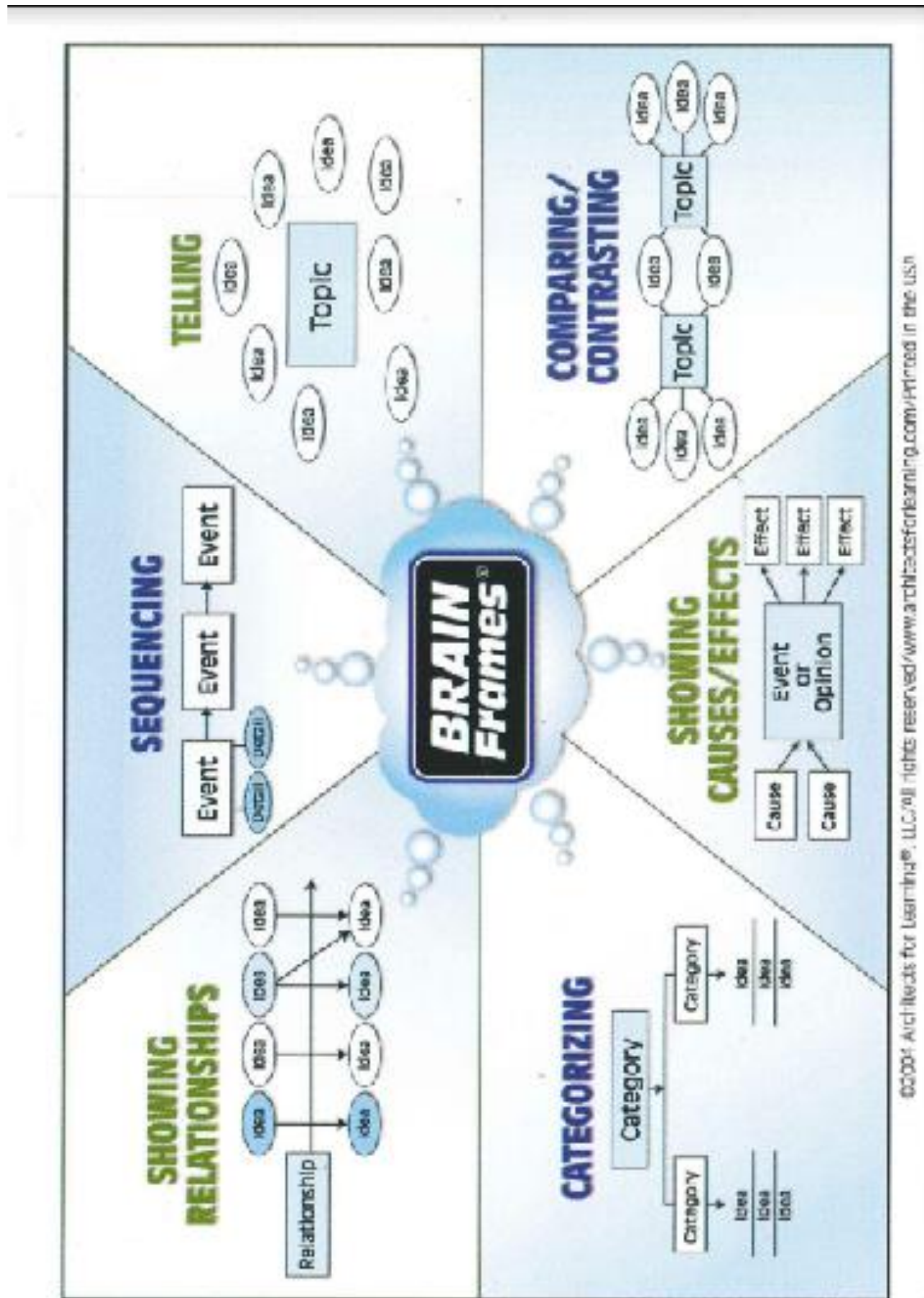
To close out the meeting, school council members identified ways that MRMS staff have gone "above and beyond" to create a welcoming, supportive, and effective school. Some of the noted efforts included the Washington D.C. trip for grade 7; the "Evenings of Inspiration" to help struggling learners at all grade levels; the Science Writer's Retreat; the all-school field trip; and the numerous field-based experiences that connect our students with local geography and historical events, and often require staff support outside of normal contractual hours. Diane Nash volunteered to publicly recognize and appreciate these efforts at the upcoming school committee meeting on 12/13/18.

The meeting concluded with school council members setting their next meeting for Monday, January 28th.

Respectfully submitted,

Mark Wilson

BRAIN FRAME – Visual Maps



Professional Practice Goal

1. **Learn about Brain Frames, a set of six graphical patterns – or “mind maps” – used to organize thoughts and make thinking visible**
 - *participate in a minimum of six hours of school-sponsored professional development and/or independent research, with professional development occurring during school day, in PLC, or at offsite workshops*
2. **Adopt a common rubric for assessing student writing**
 - *adopt the common writing rubric as developed and provided by MRMS instructional leaders, or adapt that rubric for my content / grade level*
3. **Set a baseline BEFORE I TEACH one or more of the Brain Frame patterns**
 - *share the common writing rubric with students*
 - *administer a “paired-text” assessment*
 - *with my teaching-partner(s), use rubric to jointly score student work*
 - *with my teaching-partner(s), identify 2-3 ways student work needs to improve*
4. **Teach and model appropriate Brain Frame(s)**
 - *choose the Brain Frame(s) that is/are the most appropriate for my content area*
 - *with my teaching-partner(s), develop a set of mini-lessons to introduce the chosen Brain Frame(s)*
 - *provide students with instruction, modeling, and practice on the chosen Brain Frame(s)*
5. **Reflect on my practice**
 - *post-teaching about Brain Frames, bring student work samples to PLC and discuss strengths and weaknesses in student use/implementation*
6. **Adjust my instruction as needed**
 - *If necessary, adjust instructional practices in response to PLC discussions / weaknesses in student work*

Student Learning Goal

1. **Gather formative data on student use of Brain Frames and, where necessary, reteach**
2. **Measure student growth AFTER teaching Brain Frame(s)**
 - *administer a “paired-text” assessment*
 - *with my teaching-partner(s), use rubric to jointly score student work*
 - *with my teaching-partner(s), compare completed Brain Frame with completed essay to determine degree of success in transferring content*
 - *use Excel spreadsheet, or other simple method, to show growth in ALL students’ ability to respond effectively to “paired-text” essay prompts using Brain Frame(s) OR track a subset of students (at-risk, on-the-fence, ELL, special education, etc.)*
3. **Ask students to self-assess / self-reflect**
 - *have students review Brain Frame, essay, and rubric, identifying strengths in their own work and specific improvements they can make in their next essay*