

Morse School Council Meeting
October 17, 2019 - Morse School Library

Morse School Meeting Norms

1. Listen and be respectful of others.
2. Have worthwhile, relevant and productive meetings.
3. Be an active and positive participant.
4. Use time effectively, efficiently and respectfully.

School & District Priorities for 2019-2020

1. Deliver culturally responsive instruction to all students.
2. Foster trust & relationships that support a positive student-centered culture.
3. Build capacity and accountability at all levels to address systemic barriers to racial equity

AGENDA & NOTES
(Notes appear in blue.)

5:30-5:50 - Introductions & Community Building

- Quick write:
 - What has brought you to the Morse School?
 - What has brought you to the Morse School Council?

5:50-6:00 - Welcome & Review of Norms, Priorities and the Scope of the School Council

6:00-6:30 - Review of Spring 2019 Data

Choose a group:

- Spring 2019 Family Survey
- Spring 2019 MCAS Data
- Spring 2019 Student Survey (Gr. 4 & 5)

Suggested Protocol

- 10 min - Review the data individually
- 20 min - Group identifies glows (apparent strengths) & grows (apparent areas for improvement) - Please select one member to add these to the note-catcher and another member to share ideas with the larger group

6:30-6:40 - Groups share out “grows & glows” for their datasets

Spring 2019 Student Survey

(Diane Abu-Eid, Stephanie Brennan, Therese Bellino, Matt Correia, Chris Lim):

Areas of strength observed in the data; Survey results suggest that:

- In general, students feel that teachers accept them for who they are.
- Students feel safe.
- Student feel they are treated with respect by adults in the school.

Areas for growth:

- There appears to be a clear concern with students about the absence of their mirrored reflection in the literature (e.g. class texts).
- We need to re-look at anti-bullying policy to understand why certain students may be targeted and identify the bullying mindset.
- It would be helpful to see subgroups broken out to make sure that we are holding to our culturally responsive goals.

Spring 2019 MCAS

(Mary Gallant, Jennifer Bettancourt, Thalia Krakower, Caleb Hurst-Hiller)

Areas of strength observed the data:

- We have continued to improve over the past three years.
- Data is showing that we did well over this past year.

Areas for growth:

- There is a gender gap in science. What can we do to help support girls with science?
- There are also gaps in performance between all students and students identified as economically disadvantaged, as well as between all students and students of color - How can we support our Black/African-American students; they are the biggest sub-group who are not meeting expectations.

Questions:

- How do we want to handle this data? Are we content with doing relatively well? Or should we be aiming higher?
- Do we as a school need to build more consistency into our math curriculum (e.g. the way math is taught across grade levels)?

Spring 2019 Panorama Family Survey

(Neal Klinman, Nuria Jane Chemeno, Joanne Jang, Shannon Finley)

Areas of apparent strength:

- Overall, there appear to be a positive attitude towards family-school engagement.
- Overall, there is a positive perception of school climate.

Areas for growth:

- Feelings about district climate are less positive.
- Classroom motivation for kids is lower than expected and has dropped from the previous year.

Questions:

- The survey does not appear to be broadly representative of our school demographics. Is it reliable?

6:40-6:50 - Next steps for school improvement

Based on these data points and/or your own experiences and observations, please take a moment to jot down (these will be typed up and shared with members):

a) Additional questions that you would like answered; and/or

- I would like to understand our approach to interpersonal relationship building/monitoring for the children.
- What has sub-group performance looked like over the last few years?
- How much can Morse change math vertical alignment issues? Is this CPS dictated?
- Curious about the percentage of student in sub-separate vs. inclusion classrooms?
- It is not clear what success looks like for the Morse School and why.
- How were last year's test results used to make improvements?
- How does the school interpret the data?

b) Action steps that you believe the school should take to build on our strengths, address our areas for growth, and align our school's efforts with district priorities

- I think we need to think about facilitated activities/lessons for the students on empathy/bullying.

- A School Council sub-group to dive deeper into the MCAS data (and perhaps the other datasets too).
- Think about intersection with DEI (Diversity, Equity, Inclusion) work (particularly related to African-American subgroup performance).
- I like the idea of an end-of-year gathering.
- I would like to gather resources for afterschool options in the city.
- Create a sub-group to re-design bullying policy.
- Continue to address cultural proficiency in the curriculum.
- Wondering about possibilities:
 - Revamping school climate survey to address concerns about vagueness and representation.
 - Perhaps an end-of-year “exit” meeting event with families to allow them to give voice to “glows” and “grows?”
 - I’d like to talk about adding meaningfully to our PBIS and therapeutic strategies to include more flexible/smaller groupings by need and ability as well as the possibility of adding more counseling/social work staff to meet the social/emotional needs of students and families.
- Form sub-group to re-design bullying policy.
- Look deeper into student feedback.
- Review bullying prevention program and frequency/quality of instruction on this topic.
- MCAS informative sessions for families.
- Re-visiting anti-bullying policies or initiatives.
- Would like further exploration of math MCAS scores.
- Would love to talk about math at the Morse - fidelity to whichever program.
- Could we do a Morse-specific family survey? It could be simple open-ended questions. We could then group responses into buckets, categorized for further exploration.
- Re: Bullying - some sort of peer group to address minor issues. I think kids are more sophisticated re: bullying behavior, so what may have been viewed as a minor issue generations before are bigger issues now. We know hitting is bad, but now it is about subtle slights and digs.

6:50-6:55 - Items to Include on Agenda for December 5th Meeting

6:55-7:00 - Wrap Up & Exit Ticket

On a white index card, please offer answers to any/all of the following questions:

- What is one thing about this meeting that worked well for you?
 - I really liked the format of this meeting.

- I liked the small group/deeper dive discussions.
- Introductions - Loved getting a sense of the who and the why.
- I enjoyed the structure of the meeting. I think breaking into small groups to analyze data is very effective.
- Varied perspectives on remedies.
- Appreciated the introductions.
- Meeting went well.
- Enjoyed breakout group time - great conversation.
- I like the breakout sessions, but each topic requires so much more discussion.
- Great agenda and data. Working in small groups was a great idea.
- Small groups went well.
- Small group discussion.
- What is one thing that would have made this meeting more effective?
 - I think we need to leave a little more time for group debriefing.
 - I think it was a good meeting; unsure of what would be more effective.
 - More offline, but perhaps some framing related to data validity and our natural tendencies to poke holes as opposed to finding value.
 - Less intro time, allowing more share time.
 - Would have been helpful to have the data in advance as a pre-read.
 - Would have liked Chad to walk us through MCAS data and then break out into groups.
 - Wondering how we can open up to brainstorming “out of the box” ideas to build upon our strengths and address our worries.
 - It may have been helpful to collaborate with different people halfway through.
 - Always need more time.
 - The meeting was great.
 - I think some prep before meeting would help.
 - Perhaps more focused question on MCAS data rather than allowing our untrained gestalt to guide us.
- Are there any other thoughts, questions or concerns that you would like to share?
 - I would like to leave room on the agenda for new items.
 - How much from School Council is helpful for teachers/principals?
 - Appreciated your facilitation.
 - Very happy to see more people participating in the school council.
 - Thank you for your time and effort!
 - Wondering: To what do you (Chad) attribute last year’s strong scores?
 - How can we include parent voices to identify strengths and worries?

- I would like to see us look deeper into the bullying curriculum and consider adjustments to reflect the current needs of our student population.
- Are meeting minutes published to the broader community?
- Nothing to add. Waiting for the next agenda.

IDEAS FOR NEXT AGENDA

- Addressing how to promote science and math in girls, not just at upper grades but starting at JK/K.
- Discussion of math curriculum at the Morse School

Morse School Council
Data Review Note-Catcher
October 17, 2019

Dataset we looked at: _____

Names of members: _____

“Glows” (strengths) your group observed in the data

“Grows” (areas for growth) your group observed in the data

Questions your group is left with

Diane Abu-Eid, Staff Member	
Therese Bellino, Staff Member	
Jennifer Bettancourt, Parent	
Stephanie Brennan, Staff Member	
Nuria Jane Chemeno, Parent	
Mary Gallant, Staff Member	
Caleb Hurst-Hiller, Parent	
Neal Klinman, Staff Member	
Thalia Krakower, Parent	
Chad Leith, Principal	
Delia Puntonio, Parent	
FoM Representative	
