

Morse School Council

Attended: Chad Leith, Stephanie Brennan, Therese Bellino, Mary Gallant, Diane Abu-Eid, Shannon Finley, Delia Puntonio, Thalia Krakower, Sayem Khan

Extra attendees: Matt Correia

Meeting Agenda - October 16, 2018

Introductions:

Review of spring 2018 Data

- Spring 2018 MCAS Data
 - While see a lot of strengths in our data but we see a big achievement gap between our students with disabilities vs those with no disabilities.
 - Another group that has a large divide is Economically disadvantaged 31% did not meet expectations vs Non economically disadvantaged performed 73% meet the expectations.
 - There we also some achievement gaps in the science as well.
 - Our data is similar to the state and the district. In some areas we are a few points ahead but in some we are a few behind.
 - Parent asked: Do we think that the scores matched what we are seeing in the classroom? We felt that what we are seeing are accurate. We give screeners at the beginning of the year and they were close or matched how they did on the MCAS
- Spring 2018 family survey
 - 150 families took the survey last year - Although this represents a relatively high response rate, it represents - at best - only ½ of our families. Families of color, non-English speaking families, and families of children on IEPs appear to have been underrepresented among respondents.
 - Many positive response rates
 - Qualitative responses - areas we could do better - communication drops off in the upper grades.
 - 73% of parents did not give us the top two ratings in the area of providing the kind of help our students need to be successful.
 - These areas are ones that we could use in our SIP

Review of 2018 - 2020 DRAFT School Improvement Plan

- Implement a social, emotional and behavioral learning frameworks
 - Mindfulness for all students
 - Polling the upper grades around feeling safe, friends, worries
 - Making sure that the after school has PBIS handbook
- Family engagement

- Using the district people to use to reach out to the different groups
- Maybe having a groups of parents that could reach out to certain groups of families - cultural representative
- Mid-progress reports sent home to families about how their child is doing beofre reports cards
- Workshops - maybe have some in the morning and evening or in other parts of Cambridge
- Same parents involved and when new parents come in to help they might not feel as welcome.
- Morning technology time where the students could access technology like we have morning music. How do we help families who need access to technology? Variable that some students will have more
- Family engagement
 - Establishing clear expectations to meet with families.
 - Teachers are the first entry way into the families - taking the time to get to know their families beyond just meeting around report cards.
 - Teachers going to families homes or meet in Starbucks or in the classroom.
 - Having an open house before school starts for families to come in and see the classroom and meet the teacher
- Develop and expand effective inclusive practices in all classrooms
 - Guest speakers around inclusive practices
 - Teams of teachers share a goal - use of PD would support it
 - Goal setting workshop for teachers
 - PD around UDL
 - Support for materials for resources for a culturally responsive practices.

Looking forward

- Moving forward what other conversations?
- When do you want to meet again?
- Chad will send out an email with a google poll around our next meeting and notes.