

Duxbury Middle School School Council Meeting Minutes
March 7, 2019

Attendance:

Linda Moriarty - Community Member
Sarah McGuire - DMS Principal
Kristen O'Connell - Parent
NEED - Parent
Brent Watts - 7th Grade Student
Christine Sovik - Parent
Caroline Mullins - Faculty
Caitlan Sheehan - Faculty
Shira Limmer - Faculty

Review/Approve Meeting Minutes from November

School Update:

- Events:
 - 8th Grade Dance: How did it go? Successful experience, low key, lots of activities
 - Positive feedback from kids
- Course selection:
 - Preparing for next year; 6th, 7th, 8th graders will have assemblies/meetings to discuss options for following year
 - March 20th: course selection night for current 6th and 7th grade families to discuss some changes that are happening next year
 - Window will open in March; Teachers will make recommendations for rising 9th graders for levels, as well as for math for middle school students
 - Course selection website and programs of study available online
 - Highlights from Course Selection
 - 8th grade social studies will change from World History I to Civics as a result of the changes to MA History Frameworks
 - Adjustments made to 7th grade Geometry based on MCAS data; ½ year Geometry course will no longer be a requirement
 - Content will be embedded into the core 7th grade math curriculum in hopes to positively impact student learning and increase achievement among students
 - Provides more options for students to take another exploratory courses (Project based, experiential learning such as Art, STEM, etc.)
 - Math Elements course will also be offered and some students will be recommended for this class who may need an additional level of support

SEL Survey:

- Survey conducted in grades 6-12 to measure students' competencies in SEL across different indicators (Growth Mindset, Self-management, Social Awareness, Emotional Regulation)
 - 25-30 questions developed to key in on various results; 97% response rate
 - Results tied to proficiencies across the competencies; data is easy to digest and meaningful
 - Data also organizes results by specific classroom rosters for each teacher, making it specific to student, which enables teachers to mold lessons and activities in order to improve students proficiency among these competencies
 - Data also compares to other schools nationally and locally to see where we might fall among other schools who have been surveyed
 - Data can also be broken down by grade level, gender
- Next Steps:
 - Data has been presented to faculty; faculty then analyzed, asked questions, and sifted through to start conversation, then also discussed in department based groups with faculty
 - Data then discussed among the principal's advisory groups (6th, 7th, and 8th grade students) to dissect the results, questions, perceptions, and responses
- Trends: Mostly favorable results across competencies
 - Student-teacher relationship perceptions
 - How do we make sure that every student has at least one meaningful, lasting, supportive relationship with at least one adult? If students are following through the cracks, how can we be better to identifying these students?
 - Some schools use every adult in the building to link up students with adults to build relationships so every person has connections; thoughtful links so the relationship can go beyond academics and grades but to the core of checking in and discussing the day to day
 - Other schools strongly utilize the team based system and focus on the team/advisory type approach
 - The looping of our Guidance enables this department to really understand their students, which is key
 - Consistent differences among 6th, 7th, and 8th graders
 - Grade 6: Report more favorably about climate and relationships; strongly teamed because kids on team all the time
 - Grade 7: Declines a bit; stakes get higher/academics get higher and sense of team falls away a bit more
 - Grade 8: Declines a bit more; stakes even higher and a bit ready to get to the high school

- This theme correlates with high school data where grade 9 is a bit more favorable and then dips a bit in 10th and 11th before rising again among 12th
 - Student behavior impacting overall classroom climate
 - Students reflected they have been with students over the course of their educational careers and reported challenges with group work
 - Misbehavior regularly among students can impact the entire class; students reflected being frustrated for their teachers and their experience
- Survey platform also offers a playbook
 - Series of activities, lessons developed by teachers across the country that are tied to elements the survey has measured
 - Teachers have access to these resources that provide helpful content to implement changes in their day to day that will help to improve students proficiencies
 - District has also purchased to a platform called NewsELA, which provides abundant resources for teachers to access in their classrooms
 - All resources help faculty to start to think about their own classrooms, kids competencies level to bring in to support improvement across the board
- Reassessment
 - Survey will continue in spring to continue to build data
 - Help mold strategies for upcoming September to support our students
 - What will data show us in spring vs fall in terms of competencies and how it impacts the kids
- April PD
 - Allow teachers to really dig in and discuss outside of time they have already been provided

Next Meeting: April 25, 2019, Review of Handbook; Tentative May 16 for Handbook follow-up