GRAHAM & PARKS SCHOOL

School Council Meeting Minutes

Date: October 22, 2026
Time: 5:45 PM – 7:00 PM
Location: G&P Library & Online via Zoom

1. Meeting Convened, Welcome & Approval of Minutes

Welcome & Outcomes

- **Welcome**
- **Intended Outcomes:**
    - Review the School Improvement Plan (SIP) so all members have a shared understanding of school goals.
    - Review progress made and Year 2 priority areas.

Administrative & Procedural

- **Approval of Minutes (9/16/26 Meeting):** Approved unanimously by those present.
- **Roles:** Erin Garcia and Karima Cherguaoui acting as Notetakers.
- **Welcome Ritual:** Members and community members shared their current special treat.
- **Opening Remarks:** Moved the school administration report to allow more time for the SIP and open discussion.
- **Format:** Sharing SIP goals directly from staff to hear from multiple voices. Once sharing is complete, open the floor for discussion, questions, and comments.

2. Review G&P School Improvement Plan (SIP)

Goal 1: Literacy

- **ELA:** All student groups- including students with disabilities, multilingual learners, and students across all racial demographic groups- will meet or exceed DESE accountability targets' for achievement and growth on MCAS.
- **Learning Walks:** Significant focus because teachers observe colleagues and learn from each other.
- **PLCs (Professional Learning Communities):** Grade level team are engaged in Inquiry Cycles. This is an opportunity for teachers to collaborate, discuss and analyze student learning, identify a problem of practice, and be strategic about instrucntional strategies to support all learners.
- **Data Analysis & Action:** During our BOY data analysis we have analyzed data, engaged intentionally in the work, and began creating strategic Tiered support (ie WIN plans, Intervention Plans)

- **Coaching:** Coaching blocks have been built into the whole school schedule to allow for intentional instructional partnership.

Goal 2: Math

- **Goal is the same as ELA** All student groups- including students with disabilities, multilingual learners, and students across all racial demographic groups- will meet or exceed DESE accountability targets' for achievement and growth on MCAS.
- **Growth Focus:** Focus on growth given a changing population and students entering with varying needs across programs.
- **Progress Trends:** Math made significant progress prior to last year. Last year's growth was within the typical range, though lower than hoped. Continued math progress is anticipated.
- **Action Steps:** Math goals and action steps are intertwined with ELA goals, with the addition of implementing math labs.

Goal 3: Culture

- **Goal Statement:** Establish a continuum of social and emotional learning (SEL) and support, including a school-wide behavior response system informed by CARES values. Emphasis is on instructive, restorative, developmentally appropriate, and equitably enforced practices measured by Educator's Handbook, Wayfinder SEL data aggregation, and school culture surveys.
- **Key Components & Implementation:**
    - **System Tools:** Familiarizing self and staff with Educator's Handbook (a tool to document school incidents) and Wayfinder (rolled out district-wide).
    - **Explicit Coaching & Tier I Instruction:** Designed grade-level lessons to roll out CARES with the SEL team; SEI teachers support making this accessible to all students.
    - **Restorative Accountability Practices:** Shared the system of accountability with staff two weeks ago.
        - *Excerpt read by Fen:* "At G&P we believe that every day is a new day…"
        - Pathways rooted in CARES have been created for both educators and students.
        - The system is actively operational; feedback from the Council is welcomed.
    - **Antiracist & Culturally Humble SEL:** Supporting teachers in lesson delivery through district-wide Wayfinder implementation.
- **Data & Value Systems:** Acknowledged the challenge of SEL data collection while focusing on effective methods. Grounding the school in a shared value system incorporated across all facilities (classrooms, hallways, cafeteria, bathrooms, playgrounds, dismissal).

Goal 4: Family Engagement

- **Goal Statement:** Establish consistent protocols (classroom newsletters, conferences, learning-centered events).
- **Measuring Success:** Utilizing new questions on the family and caregiver survey:
    - *"Clear opportunity to share what I know about my child with their teachers and*

school staff"
    - *"I have a trusting two-way relationship with my child's teacher"*
- **Core Belief:** Anchored in the belief that all families have the capacity to support their child and positioning them to do so.
- **Current Status:** G&P has among the highest response rates in the district with very high favorability, though it remains a priority for the equity team. Great progress has been made, but full aspirational partnership remains the ongoing objective.

Goal 5: Multilingual (ML) Student Discourse

- **Prioritization:** Prioritizing this goal following work started last year.
- **Theory of Action:** If ML students engage in classroom discourse, they will gain greater access to core instruction and demonstrate high growth in academic areas.
- **WIDA Framework:** Moving students through the three WIDA categories (word, sentence, discourse). Speaking is a core instruction component requiring targeted support.
- **Collaborative Strategies:**
    - Collaboration between classroom teachers and ML educators to build rubrics and conduct ongoing assessment of classroom language use.
    - Reviewing student work in PLCs to assess what works, identify barriers, and shift instructional practices.
- **Performance Metrics:**
    - Overall Student Growth Percentile (SGP) was at the 56th percentile.
    - Comparing demographics to other schools: ML and Former English Learner (FEL) students placed in the 79th percentile in math and 77th percentile in ELA.
    - Maintaining a dual focus on student growth alongside percentile ranks.

3. Open Discussion

What Resonated?

- Applauded the staff's hard work and expressed excitement over how initiatives are evolving in Year 2.

Questions & Key Discussion Points

- **Question regarding classroom dynamics:** *How do we address dysregulation in small groups of students while thinking about overall growth and SEL playing out together?*
    - **Response (SEL Coaching & Tier I):** Pushing into academic blocks to co-collaborate on lessons (e.g., math) to scaffold SEL components directly within the classroom setting without reducing academic rigor.
    - **Response (In-Class Support):** Mental health professionals pushing into classrooms to support both students' self-efficacy and teachers' classroom management strategies.
    - **School Council Focus:** Roles of different staff and systems to ensure classrooms remain on a positive academic and SEL growth trajectory.
    - **Student Intervention Team (SIT):** Serves as an ongoing resource for teachers requiring extra support. Systems have been developed over the last 5 years to

expand this work.
- **Question regarding accountability rollout:** *With the new system of accountability rolling out, what would you like to see from parents?*
    - Moving away from reactive systems toward a predictable, proactive, and individualized living framework involving all community members.
    - Seeking strong caregiver partnerships and clear communication so students feel safe and confident.
    - **Teacher Perspective:** Acknowledging that students may present differently at school than at home; emphasis on mutual honesty and trust.
    - **Idea for Partnership:** Presenting this framework to the caregiver community to build a shared approach.
        - Developing parent guidance around communication preferences ("what do you want to hear about" and preferred channels).
        - Utilizing Listening Conferences as an opportunity to align on communication expectations.
        - Ensuring two-way information sharing between caregivers and teachers.

Learning Priorities & Data Breakdown

- **Caregiver Inquiry:** *How can I support my child who is struggling and hard on herself?*
- **Data Inquiry:** *How granular is the data? Can it be broken down by demographic groups to show specific learning curves and growth?*
    - **Response:** Yes, data can be broken down. Strong focus on collaborative work using "Ace Habits of Mind" to ensure all students learn, supported by a relentless focus on evidence.
    - **Specific Metric:** Math showed lower growth for students with disabilities, but significant growth is already being observed this year. Noted work with our LBLD program and IM curriculum.
    - **Family Partnership:** Building honesty and shared norms; parents are seeking specific strategies to support learning at home.

4. Community Comment

- **Question:** *How are we communicating the School Improvement Plan to the broader community?*
    - **Response:** Embedding core principles into school newsletters (data updates, WIN block planning, etc.). Balancing the depth of information with what families need to know.
    - **Context:** Shared within School Council, with extensive year-one opportunities for community feedback.
- **Caregiver Feedback / Suggestion:**
    - Families need specific insight into how subjects (especially math) are taught, as instructional methods differ globally. Caregivers want to align their home support with the school's instructional approach.
- **Response & Action Items:**
    - Acknowledged as valuable feedback. Some information was shared at Back to School Night, and conferences present further opportunities. Given how central

math is to many families across cultures, the school will seek additional avenues to share instructional methods with home support in mind.

5. Debrief & Adjournment

Debrief

- **Plus (What worked well):**
  - Applauded staff for efficiently condensing a significant amount of information into a brief window.
  - Open discussion flowed well with a balanced representation of voices following topics naturally.
  - Welcome ritual was well-received.
- **Delta (What can be improved):**
  - Virtual pizza!
  - Send information via printed flyers rather than relying solely on digital/online communication, as internet access varies

Adjournment

- **Motion to Close:** Erin Garcia
- **Second:** Ira Nichols-Barrer & Karima Cherguaoui
- **Vote:** Unanimous in favor
- **Meeting Adjourned:** 7:00 PM