

Duxbury Public Schools



**School Improvement Plan:
School
2026-2027**

***The Duxbury Public Schools commit to the following Core Values:
Relationships, Inclusivity, Students-First, and Empowered Learners & Educators***

School Councils

School Councils are part of the Education Reform Law of 1993 that ensures meaningful involvement of parents, community members, and school staff. The establishment of School Councils is one of the most important provisions of the law and is considered an integral component of district best practices.

The School Council, co-chaired by the school principal, is required to:

1. meet regularly throughout the school year,
2. assist in the identification of the facility and educational needs of students,
3. make recommendations for the development, implementation, and assessment of programming,
4. assist in the review of the annual school budget,
5. promote relevant professional development,
6. review and make recommendations for the school handbook, and
7. develop school improvement plan goals that are consistent with the goals and standards of the district and the Department of Elementary and Secondary Education (DESE).

School Council Members:

Parent/ Guardian: Courtney L'Italien

Parent/ Guardian: Martha Loring

Parent/Guardian: Cindy Brintnall

Faculty Member: Deb Burns

Faculty Member: Danyelle Torrey

Community Member: Dan Kostreva

Administrator: Sarah McGuire

The initiatives outlined in the 2026-2027 DMS School Improvement Plan are aligned with priorities identified in the following documents:

[DPS Strategic Plan](#)

[District Action Plan 2026-27](#)

[Duxbury Portrait of a Graduate](#)

[DPS Equity Audit](#)

DMS School Improvement Plan: 2026-2027	
STRATEGIC OBJECTIVE 1: Operationalize PK-12 Portrait of a Graduate	
DMS Initiative 1:	By June 2027, DMS will develop a portrait of a learner, aligned with Duxbury’s Portrait of a Graduate, that identifies the skills and practices all students will master by the end of 8th grade.
Action Steps:	• Reorient DMS staff to DPS Portrait of a Graduate, introduce it to new staff • Collect feedback and input from staff regarding the development of a Portrait of a Learner for DMS with outcomes at grade 8 highlighted • Collect feedback and input from parent/guardians and students through established committees and surveys to include stakeholder input on the Portrait of a Learner development • Integrate feedback to develop Portrait of a DMS learner document • Review vertical alignment with Chandler, Alden, and DHS to ensure support of Portrait of a Graduate
Evidence/Data:	• Department, Faculty, Professional Development day agendas • Survey responses • Meeting Notes • Draft Portrait of a DMS Learner
STRATEGIC OBJECTIVE 2: Focus on Student Learning and Growth	
DMS Initiative 2:	By June 2027, 90% of students will meet or exceed their growth targets on mathematics and reading assessments through the improvement of MTSS intervention systems, leveraging student data to effectively target areas of need, and through the integration of a mathematics specialist to provide targeted student support.
Action Steps:	• Administer fall assessments to gather baseline data on student reading and math skills • Integrate fall baseline data with spring 2026 MCAS data to identify students most at risk or in need of support to target areas of growth to meet grade level standards leveraging student support meetings, department time, faculty time, PLC time, data meetings, and the Open Architects data platform

	• Develop tier 1 instruction responsive to the demonstrated needs of students across core classes • Develop groupings and begin administering tier 2 support through the form of small group interventions • Facilitate targeted prioritization for students demonstrating high needs in tier 3 settings • Progress monitor regularly to reassess areas of needs for students, and to adjust tier 1 instruction and tier 2 and 3 support • Administer spring assessments to measure growth across student reading and math skills
Evidence/Data:	• Meeting agendas • Open Architects reports • Intervention groups • Progress monitoring data • Fall assessment data • Spring assessment data
STRATEGIC OBJECTIVE 3: Empower Faculty and Staff	
DMS Initiative 3	By June 2027, a group of DMS teachers will pilot proficiency based grading and instructional practices. DMS will use their learning and strategies, as well as feedback from their students and parent/guardians, to inform future grading and instructional practices at DMS.
Action Steps:	• Identify diverse group of staff to pilot proficiency based grading and instructional practices • Establish norms for those pilot classes based on prior professional development learning and share these with families and students in syllabi and Open House formats • Meet regularly as pilot practitioners to share best practices, learning, feedback, and strategies tried using professional development time • Collect feedback on proficiency reporting strategies from students and families • Share experiences to a wider DMS staff audience in order to inform future grading and instructional practices at DMS
Evidence/Data:	• Meeting agendas and meeting notes for professional development, faculty, department, PLC time • Syllabi, course pages, resources created for students and families • Survey data • Recommendations for DMS grading and instructional practices to inform preparations for 2027-28 school year
STRATEGIC OBJECTIVE 4: Maximize Organizational Partnerships and Collaboration	
DMS Initiative 4	By June 2027, DMS will develop and refine resources to support parents and guardians on various areas of DMS student life including the areas of appropriate technology use, social supports, academics and curriculum, DMS student and family platforms.

Action Steps:	● Review K12 and other forms of data to determine key areas of need for parent and guardian education and support ● Collaborate in various staff roles (teacher/ counselor/ admin/ tech) to prioritize resource development and topics for support and creation ● Create learning opportunities for families based on these identified areas of need ● Collect feedback from families on effectiveness of tools and accessibility of support
Evidence/Data:	● Newsletters ● Website ● Open House, Conferences ● On site events ● Virtual “Coffee with…” DMS team members