

October 18, 2023 Committees Meeting

Academics (Math & Reading)

The Purpose of School Improvement

Purpose/Context: To monitor the implementation of the 2023-2024 School Improvement Plan


Learning Target(s): Committees will...

- ☐ Understand their roles and responsibilities for the 23-24 school year
- ☐ Review Indicators and Actions for the 23-24 school year
- ☐ Discuss any new action plans for committee through June 2024

Meeting Participants: Bobay, Bailey, Ramsey, White, Russell, Schimm, Dickerson, Bruining, Willis, Logan, A. Jennings

Roles & Responsibilities:
Facilitator: Kelly Bailey
Time Keeper/Task Manager:
Recorder: Emily Bruining

What	How	Who	Time	Notes from dialogue
Icebreaker	Slides	School Action Leader (SAL)	5 minutes	
Roles and Responsibilities	Share & Volunteer	Whole group	5 minutes	

Review Indicator	A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	School Action Leader (SAL)	5 minutes	<p>Prioritizing action steps:</p> <p>-Vocabulary: how to get the information that was worked on last year in SIP committee out to the whole school.</p> <ul style="list-style-type: none"> • Do we want to focus on reading/math vocabulary or team up with science/magnet? • High-yield strategies • Ideas from LETRs (wear the word, student dictionary, etc.) • Focus on math: common vocabulary that will build upon each year • Use vocabulary from curriculum and standards and then build upon that. <div data-bbox="1255 787 1726 1399">  <p>...</p> <p>10 Instructional Strategies That Drive High Growth</p> <ul style="list-style-type: none"> + Provide supplemental learning time for targeted retrieval practice + Mix whole-group, small-group, and individual activities + Adjust student groups in real time + Share students and strategies within a grade level + Differentiate tasks within a unit + Provide targeted practice for foundational skills + Teach from multiple standards at once + Create opportunities for self-directed learning + Use student discourse as formative assessment + Explicitly teach academic vocabulary </div>
Review Actions Prioritize the Actions and Plan on how we will meet these steps.	<p>A2.04</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Academics Committee and grade-level teams will participate in Learning Rounds during core instruction to focus on implementation of best practices in a variety of content areas. Teachers will use the walk-through tool to enhance their instructional strategies. <input type="checkbox"/> The Academics Committee will provide support to grade level PLC's to align school-wide best 			

	<p>practices for vocabulary instruction.</p> <ul style="list-style-type: none"><input type="checkbox"/> The Academics Committee (Math, ELA & Science) will support grade level PLCs to analyze quarterly data that impacts core instruction.<input type="checkbox"/> The Academics Committee will track Dreambox usage and analyze student growth. In grades 3-5, the committee will also align STAR benchmark data with Dreambox intentional assignments.<input type="checkbox"/> The Academics Committee will provide support to grade level PLC's to align school-wide best practices for			<div><p>The Transformative Ten</p><p>Derived from observing more than 75 hours of instruction at a high-growth school, the Transformative Ten are instructional strategies that can work in any classroom, subject, or grade level to help teachers differentiate while still exposing students to grade-level content. The strategies are grouped into three themes:</p><p>Optimizing instructional time</p><ol style="list-style-type: none">1. Provide supplemental learning time for targeted retrieval practice2. Mix whole-group, small-group, and individual activities3. Adjust student groups in real time4. Share students and strategies within a grade level<p>Exposing students to more content</p><ol style="list-style-type: none">5. Differentiate tasks within a unit6. Provide targeted practice for foundational skills7. Teach from multiple standards at once<p>Empowering students</p><ol style="list-style-type: none">8. Create opportunities for self-directed learning9. Use student discourse as formative assessment10. Explicitly teach academic vocabulary<p>This guide examines how MAP Growth data can be used to support the strategies. For more details on each strategy, download our white paper.</p></div> <ul style="list-style-type: none">• More opportunities for explicit instruction for common vocabulary. Spiraled vocabulary• L.4, L.5-priority standards in 3-5. Figuring out the meaning of a word based on the words around it. Teaching the vocabulary in an authentic way vs in isolation• How do we implement vocabulary work around the school?<ul style="list-style-type: none">○ Work that was done last school year? Making vocabulary more visible throughout the school year, literacy night, LETRs unit 5 <p>Next Steps-</p> <ul style="list-style-type: none">• Where to find the academic/ content area vocabulary?
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	<p>comprehension instruction as aligned to professional learning in LETRS Volume 2.</p> <p><input type="checkbox"/> The Academics & Science/Magnet Committees will implement Environmental Connections Instructional Framework to guide integration into core instruction.</p>			<ul style="list-style-type: none"> ○ Compile a list that is easily accessible for everyone ○ There will be overlap between grade levels. Look at the words vertically ○ Tier 2 words that can apply to all domains ● Instructional High Yield Strategies ● Learning Rounds <ul style="list-style-type: none"> ○ Focus on a different strategy each month ○ See where we are at as a school with these strategies ● Focus on academic vocabulary within learning targets <p>Team members will have access to the Learning Target article before their teams. Start collecting words from learning targets as you unpack targets with your team.</p>
W Copy of Question St...				
Dreambox/STAR alignment update		Jennings		

Academics (Science & Magnet)

The Purpose of School Improvement

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Learning Target(s): Committees will...

- ☐ Understand their roles and responsibilities for the 23-24 school year
- ☐ Review Indicators and Actions for the 23-24 school year
- ☐ Discuss any new action plans for committee

Meeting Participants: Minnish, Gillespie, Blankenship, Rodriguez, Stooks, Knudson, Jackson, Weaver, Wood, Kimble

Roles & Responsibilities: Facilitator: Gillespie/Minnish Time Keeper/Task Manager: Stooks Recorder: Rodriguez				
What	How	Who	Time	Notes from dialogue
Icebreaker	Slides	School Action Leader (SAL)	5 minutes	Norms: Honor time-be on time Focused conversation Be present Share action items Communicate with teams Come prepared Complete tasks for next meeting
Roles and Responsibilities	Share & Volunteer	Whole group	5 minutes	Bird problem- Teams need to put vocab cards or such on their windows to save birds hitting the

				windows
Review Indicator	A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	School Action Leader (SAL)	5 minutes	Vocab slides K-1 2-3 4-5 Vocabulary activities Vocab list for windows
Review Actions	A2.04 <ul style="list-style-type: none"> <input type="checkbox"/> The Academics Committee and grade-level teams will participate in Learning Rounds during core instruction to focus on implementation of best practices in a variety of content areas. Teachers will use the walk-through tool to enhance their instructional strategies. <input type="checkbox"/> The Academics Committee will provide support to grade level PLC's to align school-wide best practices for vocabulary instruction. <input type="checkbox"/> The Academics Committee (Math, ELA & Science) will support grade level PLCs to 			

	<p>analyze quarterly data that impacts core instruction.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Academics Committee will provide support to grade level PLC's to align school-wide best practices for comprehension instruction as aligned to professional learning in LETRS Volume 2. <input type="checkbox"/> The Academics & Science/Magnet Committees will implement Environmental Connections Instructional Framework to guide integration into core instruction. 			
Work this session:	<ul style="list-style-type: none"> ● We will look at grade level science vocab words to make slides to use during expeditions. ● Bring computers so we can also look at cmapp to get the science words. ● Some teachers will create a list of engaging vocab 			

	<p>methods to give to teachers.</p> <ul style="list-style-type: none"> • Another group can come up with posters or words/examples to hang up in the courtyard. 			

BASE

The Purpose of School Improvement

Purpose/Context: To monitor the implementation of the 2023-2024 School Improvement Plan

Learning Target(s): Committees will...

- ☐ Create Google Form for Circle Keeping Training
- ☐ Review Indicators and Actions for the 23-24 school year
- ☐ Discuss any new action plans for committee through June 2024

Meeting Participants: Brown, Sumrell, McDaniel, Johnson, Dominowski, Bambule, Ryan, Strauber, Jennings, Giro, McAuley, Traylor

Roles & Responsibilities:

Facilitator:

Time Keeper/Task Manager:

Recorder:

What	How	Who	Time	Notes from dialogue
Icebreaker	Slides	School Action Leader (SAL)	5 minutes	
Roles and Responsibilities	Share & Volunteer	Whole group	5 minutes	
Review Indicator	<p>A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.</p> <p>A4.06 - ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.</p>	School Action Leader (SAL)	5 minutes	<p>Grade levels will review Behavior data on the last PLC of each month. (15 minutes)</p> <p>BASE Survey link</p>
Review Actions	<p>A1.07</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers will participate and implement revised GROW behavior expectations to create a school-wide positive and safe environment daily. <input type="checkbox"/> The BASE Committee will review and update GROW lessons for teachers to use at the beginning of the year and upon return 			

	<p>from Winter and Spring break to reinforce the school-wide expectations for behavior in designated areas.</p> <ul style="list-style-type: none"><input type="checkbox"/> The BASE Committee will meet monthly to review data in ECATS.<input type="checkbox"/> The BASE Committee will report quarterly to the staff the data findings from ECATS to reassess the needs of our students. <p>A4.06</p> <ul style="list-style-type: none"><input type="checkbox"/> The BASE Committee will create, conduct, and analyze a mid-year student climate survey.<input type="checkbox"/> The BASE Committee will review and revise question stems for Restorative Practices around emotions to be used by classroom teachers.<input type="checkbox"/> The BASE Committee will create and use a data-tracking system for Restorative Practices and Conflict Circles to support teachers in continued			
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	implementation.			

Family Engagement

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- ☐ Understand their roles and responsibilities for the 23-24 school year
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Meeting Participants: Siler, Gilbert, Gozy, Kaiser, Stacy, Baker, Hleza

Roles & Responsibilities: Facilitator: Siler & Gilbert Time Keeper/Task Manager: Recorder: Gilbert				
What	How	Who	Time	Notes from dialogue
Icebreaker	Slides	School Action Leader (SAL)	5 minutes	
Roles and Responsibilities	Share & Volunteer	Whole group	5 minutes	

Review Indicator	E1.06 - The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).	School Action Leader (SAL)	5 minutes	
Review Actions	E1.06 <ul style="list-style-type: none"> <input type="checkbox"/> The Family Engagement Committee will collaborate with all school event coordinators to provide parent communication in order to increase family participation and track data to address the needs of families for learning opportunities. <input type="checkbox"/> The Family Engagement Committee will provide engagement opportunities for students and families monthly through a Family Engagement Night/Event. <input type="checkbox"/> Teachers will increase family engagement through more direct 			Reviewed and edited the survey

	contact with families.			that was created last year.
Family Engagement Survey Results	A survey was sent home 2 years ago to families so we will review the results and discuss if we need to send another one home. A survey was created last year but not sent home. Do we want to use that?			Sent survey to Scott, Anita and B. Jennings for approval
Create Flyer for November 30th Family Engagement FV Christmas Tree Lighting Event				Family Engagement FV Christmas Tree Lighting Event Flyer was created