

November 15, 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):

- Respond and reflect on Quarter 1 data (K-5); How can this data play a role in your committee's indicators and/or actions?

Meeting Participants: Bailey, Bruining, Logan, Jennings, Russell, Bobay, Ramsey, Willis, Tillery, Paschal, Schimm, Jenkins, Jones

| Roles & Responsibilities: Facilitator: Bailey/Bruining Time Keeper/Task Manager: Bruining Recorder: Jennings | | | |
|---|---|----------------------------|---------------------|
| What | How | Who | Notes from dialogue |
| Icebreaker | Slides | School Action Leader (SAL) | |
| Roles and Responsibilities | Share & Volunteer | Whole group | |
| Review Indicator | A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. | School Action Leader (SAL) | |

Review Actions

A2.04

- 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.
- The Academics Committee will provide support to grade level PLC's to align school-wide best practices for vocabulary instruction.
- The Academics Committee (Math, ELA & Science) will support grade level PLCs to analyze quarterly data that impacts core instruction.

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| | <ul style="list-style-type: none"><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 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 | | |
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| | instruction. | | |
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| <p>Qtr. 1 Data Review</p> | <p>Review data Complete Padlet Reflection questions As you reflect on the Padlet Responses...</p> <ul style="list-style-type: none"> • What are some commonalities? • What rises to the top to be a priority focus? • How can this data play a role in your committee's indicators and/or actions? • Any notices or wonders we need to reflect on as a team? | | <p>Data Review: Behavior- wonder how many kids are represented in this data?</p> <p>Kinder- Data is mixed, NKT is high, daycare/home support is a factor (we see it all the way up)</p> <p>1st- Similar math and Mclass scores 65% NKT (previous NKT 83.2%. MClass is similar 66% (Previous 88% MCLASS))</p> <p>2nd- similar math and ELA again both around 70% (previous near 80%)</p> <p>3rd- Ended 67% ELA, 82.7% NKT This year starting similar to reading but math dropped to 65% (different test), Check-in is similar to BOG scores but much lower than Mclass</p> <p>4th- (ended 74% ELA) starting 80% Math is lower than ELA. STAR (ended 78.1%) and starting 69%,</p> <p>5th- (ended 73%, STAR 59%) starting is similar less summer loss? Check-In is not in line with MClass</p> <p>CORE- K-2 is focused on Phonics, 3-5 is focused on Fluency & Comprehension</p> |

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| | | | <p>How are we monitoring success?</p> <ul style="list-style-type: none">- PM on focus skill only. 1 time per quarter- As PLC we need to look into this data and discuss how we are doing. Use this data to support instruction moving forward. <p>We added our feedback as a committee to the Padlet.</p> <p>**Literacy Night will be March 7th - alongside the Book Fair** Start brainstorming how we want this night to look for family engagement (can do literacy or change to academic focus)</p> <p>What we have done in the past...</p> <ul style="list-style-type: none">● Literacy Game Night● Take a Road Trip (Read Alouds/Literacy Take Home Activity)● Guest Reader outside & dinner <p>-Read Aloud is a struggle because people have to wait till the next session to start. Parents liked it, but logistics was a struggle. No sessions, maybe just stop and start.</p> <p>-Students can teach their parents how to complete games.</p> <p>-Student led conferences- this might not be a great idea since we want more personal time with parents.</p> <p>-Academic night is a preference. Parents can float in to play games that students can lead/teach parents.</p> <p>-We are going to think about Theme.</p> |
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Academics (Science & Magnet)

The Purpose of School Improvement

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

Learning Target(s): Committees will...

- Respond and reflect on Quarter 1 data (K-5); How can this data play a role in your committee's indicators and/or actions?
- 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: Gillespie, Wood, Minnish, Weaver, Kimble, Marzen, Steele, Blankenship, Knudson, Rodriguez

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

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| <p>Review Indicator</p> | <p>A2.04 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level.</p> | <p>School Action Leader (SAL)</p> | <p>5 minutes</p> | <p>Quarter 1 Data Review (see below)</p> |
| <p>Review Actions</p> | <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 practices for vocabulary instruction. <input type="checkbox"/> The Academics Committee (Math, ELA & Science) will support grade level PLCs to analyze quarterly data that impacts core | | | <p>Vocab slides</p> <p>K-1</p> <p>2-3</p> <p>4-5</p> <p>Vocabulary activities</p> <p>Vocab list for windows</p> |

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| | <p>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. | | | |
| | <ul style="list-style-type: none"> ● We will continue to 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. ● Finish Q2 and start Q3 | | | |
| <p>Qtr. 1 Data Review</p> | <p>Review data</p> | | | <p>-informational text on check in</p> |

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| | <p>Complete Padlet Reflection questions As you reflect on the Padlet Responses...</p> <ul style="list-style-type: none"> • What are some commonalities? • What rises to the top to be a priority focus? • How can this data play a role in your committee's indicators and/or actions? • Any notices or wonders we need to reflect on as a team? | | | <p>and lots of vocabulary practice -writing and reading are very connected and we should have students respond to a reading by writing</p> <p>- expeditions can have a vocab (which is our action step) then read aloud every day with a written response a few times a week</p> <p>Let Laura or Kari know about books that you may ask us for them and we will find them for you</p> <p>-interactive science notebooks that travel with students throughout the year?</p> <p>-add science vocab back to cafeteria</p> |
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BASE

[The Purpose of School Improvement](#)

[Purpose/Context:](#) To monitor the implementation of the 2023-2024 School Improvement Plan

[Learning Target\(s\):](#) Committees will...


- Respond and reflect on Quarter 1 data (K-5); How can this data play a role in your committee's indicators and/or actions?
- 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
- Create a Google Form for Restorative Circle Training

Meeting Participants: Brown, Sumrell, Dominowski, Ryan, Strauber, B. Jennings, Giro, Evans

| Roles & Responsibilities: Facilitator: Time Keeper/Task Manager: Recorder: | | | | |
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| 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 | A1.07 - ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. A4.06 - ALL teachers are attentive to students' emotional | School Action Leader (SAL) | 5 minutes | Review Data Book Study GROW expectation think sheet K-2 3-5 |

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| | states, guide students in managing their emotions, and arrange for supports and interventions when necessary. | | | Heather will create behavior framework |
| 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 from Winter and Spring break to reinforce the school-wide expectations for behavior in designated areas. <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. | | | |

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| | <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 implementation. | | | |
| <p>Qtr. 1 Data Review</p> | <p>Review data Complete Padlet Reflection questions As you reflect on the Padlet Responses...</p> <ul style="list-style-type: none"> ● What are some commonalities? ● What rises to the top to be a priority focus? ● How can this data play a role in your committee's indicators and/or actions? ● Any notices or wonders we need to reflect on as a team? | | | |

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| Building Our Toolbox to Support Behaviors | Website https://www.pbisworld.com/ | | | |
| Discussion of Logical Consequences | Playbook Resources; Reflect and Revise | | | <p>Heather can also share this:</p> <p> Core Practices & Tiered Fun...</p> <p>Logical Consequences (from above WCPSS document)</p> <p>What do these look like at our school?</p> <ul style="list-style-type: none"> • Restitution • Reduce Freedom • Reteach |

Family Engagement

The Purpose of School Improvement

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Learning Target(s): Committees will...

- Respond and reflect on Quarter 1 data (K-5); How can this data play a role in your committee's indicators and/or actions?
- 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: Gilbert, Siler, Marlow, Kaiser, Stacy, Woodham, Gozy, Hunter-Johnson

| Roles & Responsibilities: Facilitator: Gilbert & Siler 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 | 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 <input type="checkbox"/> The Family Engagement Committee will collaborate with all school event coordinators to provide parent communication in order to increase family | | | |

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| | <p>participation and track data to address the needs of families for learning opportunities.</p> <ul style="list-style-type: none"> <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 contact with families. | | | |
| <p>Family Engagement Survey 2023</p> | <p>Look at the results Discuss moving forward</p> | | | <p>We only got 12 responses on the survey from where it was sent out on the parent Sunday message. We are sending out an email to teachers to send out in their newsletters or through a parent message to hopefully get more responses.</p> |
| <p>Qtr. 1 Data Review</p> | <p>Review data Complete Padlet Reflection questions As you reflect on the Padlet Responses...</p> <ul style="list-style-type: none"> ● What are some commonalities? ● What rises to the top to be a priority focus? | | | <p>Our team completed the padlet</p> |

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| | <ul style="list-style-type: none">• How can this data play a role in your committee's indicators and/or actions?• Any notices or wonders we need to reflect on as a team? | | | |
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