SBLT Meeting Minutes: April 16th, 2024

Members present: Nicole Weeks, Dr. McMillon, Alex Swerbinsky, Lee Probst, Amy Schoppa, Tricia Archer, Kelly McClure, Lori Vernon, David Hammack, Barbara Hultberg, Katie Hazelwood, Andrea Matkins, Kate Cruze, Kim Brenneman

Welcome/Meeting Called to Order

Approval of Minutes:

Motion to approve: Andrea Matkins; Second: Alex Swerbinsky

The team voted to approve minutes from the previous meeting.

Vote to approve changes in previous minutes to reflect our process in voting:

Motion to approve: Kelly McClure; Second: Dr. McMillon

The team voted to approve the changes.

**Celebrations and Successes:**

* 3rd graders worked extremely hard on NWEA.
* We are almost done with all transition meetings for our 5th graders, thus celebrating the success our students moving on to middle school.
* Battle of the Books team placed 3rd in their last round of competition earlier this year.

**Old Business:**

Progress has been made on getting a trial program of *Progress Learning* in place at Northern. This program was discussed at our last leadership meeting. A plan will be in place for some students to try this program on a trial basis so that an informed decision can be made regarding whether the school wishes to use funds to purchase for the next school year.

**New Business:**

**Indistar Action Steps: Review and Update:**

By June 30, 2024, Northern Elementary will increase overall 3rd grade reading EOG proficiency by at least 3 percentage points, from 74% in 2022-23 to 77% in 2023-24.

By June 30, 2024, Northern Elementary will increase its overall Performance Composite by at least 3 percentage points, from 77.5% in 2022-23 to 80.5% in 2023-24.

By June 30, 2024, Northern Elementary will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 11.7% in 2022-23 to 6.7% in 2023-24.

By June 30, 2024, Northern Elementary will reduce the number of lost instructional days resulting from discipline referrals by 10% from 9.91 number in 2022-23 to 8.9 number in 2023-24.

By June 30, 2024, Northern Elementary will utilize assessment data (Dibels for K-2 and CFA data for 3-5) in all classrooms to guide small group and tiered interventions.

**Indicators to be looked at and discussed this week:**

The following item will be marked as complete:

4/16/24: During April PLC’s, Mrs. Weeks will meet with 3-5 teachers on an EOY plan. This will include mapping out the last two months of school, as well as answering reflective questions on student readiness. (Indicator C2.01: Overall Composite and 3rd Grade Reading Goal)

**FAM-S update (Indicator A4.01: FAM-S):**

Several members of the leaderships team previously met to go through all 42 items on the FAM-S and rated how our school was doing on these items. The following three indicators were chosen for our school to focus on for the current 2023-2024 school year:

* Item #3: A linked teaming structure exists that facilitates the implementation of a multi-tiered system of support for attendance, behavior, social-emotional and academic support.
* Item #5: A plan for MTSS implementation is developed and aligned with part of the school improvement plan.
* Item #19: Staff is provided data on MTSS implementation and student outcomes at all tiers.

New items for the FAM-S need to be chosen for the upcoming school year. Several items have been selected after previous FAM-S conversations and will be final items to consider and decided upon by the team during the summer SBLT retreat. Small groups discussed all of these narrowed down items and provided feedback to the team about their relative importance and how they might best impact Northern Elementary.

The following items were considered: #’s 2, 4, 6, 7, 16, 22, 27, 31

After discussion in table groups, the following thoughts were shared regarding those items deemed most important:

#31: from the perspective of our school parent rep, having a strong base of core social and emotional practices that are defined in a school wide setting makes it very appealing to have your child at a school with these practices in place.

#7: Making sure that MTSS implementation is defined and understood by the entire staff is a good starting point that could help us achieve some of the additional goals at a later date.

#16: Processes/procedures and decision rules being established for data-based problem solving at each tier was deemed a priority by one group.

#27: Data-based problem solving that includes regular analysis of performance of diverse groups would certainly help us to be more thoughtful in the decision making that happens across our school.

#2; Having an established leadership team with cross-disciplinary representation that is responsible for facilitating MTSS implementation would get more school involvement.

More discussion about the items that were deemed most important will take place at the next SBLT retreat.

**Book Club - Grading for Equity: Chapters 13-14:**

Key point that we discussed from these two chapters:

* What is the “real world” to our students and how do we validate it? Sometimes the way we talk to students dismisses their ideas of their own “real world”.
* Soft-skills connections to our grading: Should our grading reflect student performance with these soft skills?
* Shifting our thinking: Student data trackers can help set true and reasonable goals for our students that reflect adequate growth. This would be something beneficial.
* Pros and cons of the book: It gave us the opportunity to explore different models in thinking about grades. Did it give us a true solution? The hunt for solutions still warrants additional conversations with our staff.
* Different deficits were exposed to help us think about the ways that we could change our policies.
* Opening our minds to get rid of biases while putting the finding of a solution in our own corner has been beneficial.
* Is this relatable to our school? We all come from different places and do have different thoughts on grading. This book allowed us to be more aware of the problems that exist and have further discussions about the avenues that could bring about needed change.

The team then broke into small groups to examine different grading practices that might be biased and to determine solutions for the following:

* Zeroes
* Missing assignments
* Retakes (how many?)
* Grades and what they should represent.
* EC, tier 2 and tier 3 students within this conversation
* Continuity across grade levels
* The comment section of report cards
* Transparency of grades to students, as well as parents
* Continuity of rigor across classes on a given grade level

All table groups provided written feedback that had been received from their grade levels on each of these bulleted points. They were then given to Dr. McMillon as a starting point for carrying on our work with the next steps.

Mrs. Weeks would like to use the beginning of year parent meeting next year to communicate Northern’s vision regarding fair, equitable, and non-biased grading practices.

**Professional Development Suggestions for Next Year (Indicator B2.02: Overall Composite)**

2nd grade- Would like some additional PD in Blended Learning topics.

3rd grade – Would like more enrichment support like Ms. Matkins and Mrs. Pugh previously shared with us. This was very beneficial to their team. 3rd grade would like to hold off on any additional Kagan training until they have the first round under their belt.

Team members should go back to their grade levels and inquire about topics that we would like more information on. Mrs. Weeks would like to hear from all team members to make a team decision. PD options could also be more individualized to help meet teacher PDP goals.

**MTAC updates:**

Mrs. Probst shared an update from the media center:

* Our collection review was completed and turned in to the district in January. Our collection has been much updated with outdated items being discarded.
* Some great STEM work with “*Have You Ever Seen a Flower*?” took place that was very successful.
* A *Read Across America* reading challenge took place: our school goal was to read 11,000 minutes that would be a contribution to the total goal of a million minutes. However, our students exceeded this with 44,000 minutes read.
* 4th and 5th grades took part in a successful Civic engagement challenge.
* Battle of the Books wrapped up in February with our team coming in third place.
* The book fair was a great success!
* The high school buddies program has been wonderful and will be coming to a close on April 26th.
* The book swap will be coming up at the end of May.
* As you received in an email from Mrs. Weeks, the end of year device collection will be coming up. GCS is recognizing that we are approaching a time when some devices may need to be replaced/updated. Tech services will be coming on Thursday this week to review devices. Devices and charges will be counted during your lunch time on Thursday. Any spare devices in your room should also be set out.

**General Staff Concerns**:

* Anonymous submissions: Mrs. Vernon shared that it is sometimes difficult to respond to anonymous submissions the right way. Team members should talk to their teams about how to handle these submissions so that a team member could be a touchpoint for a solution while the submitter could still remain anonymous.
* Parent input survey: What occurs when teacher input conflicts with parent input in terms of students to place together - Mrs. Weeks shared that this is a rare occurrence. However, in this case she generally will take the teacher’s input as they know students in the classroom setting. Teacher opinions weigh heavily on the creation of new rosters. Rosters will not be created until July this year to hopefully minimize changes that would need to be made due to staff allotments.
* K, 2nd, 4th – Voting forms are coming out for new SBLT team members. They will likely be to you this week.

**Adjournment**:

Motion made to adjourn by Ms. Matkins and seconded by Mrs. Schoppa. The meeting was adjourned.