

## **SBLT Meeting Minutes: September 19<sup>th</sup>**

**Members present:** Nicole Weeks, Dr. McMillon, Alex Serbinsky, Amy Schoppa, Jennifer Albano-Miller, Kelly McClure, Lori Vernon, David Hammack, Barbara Hultberg, Katie Hazelwood, Michelle McGee, Andrea Matkins, Renee Bomar,  
**Parent Reps:** Kim Bennneman, Kate Cruze

Welcome/Meeting Called to Order

Approval of Minutes:

Motion to Approve: Alex Swerbinski; 2<sup>nd</sup> - Kelly McClure

Team voted to approve minutes from last meeting.

### **New Business –**

Mrs. Weeks on behalf of PTA Rep: Discussion of having a PTA rep join the leadership team in order to have a voice on the team. There was discussion of whether this rep should be a consistent person for the entire year. This could be up to the PTA board to decide who this person is. This issue will be tabled until Ms. Hanlon, PTA President, is here to speak with us.

### **Celebrations and Successes:**

- Increased communication from staff; parents feeling more connected and informed.
- Fire Drill/Evacuation Drill was a success.
- All devices have been distributed thanks to Mrs. Hazelwood

### **Absences and Make up Work Update:**

Mrs. Weeks led the team in a conversation about homework expectations. She would like the expectation to be more universal rather than each teacher having their own expectation.

Do teachers have folders for missed work that is going home?  
Are some grade levels using Canvas already so that kids at home still have access to what they are missing in class?  
Do we have consistency within a grade level?

In lower grades, some of the hands-on tasks are difficult to make up so teachers will often utilize TA's to help catch students up upon their return.

The expectation is that some of the missed work that students miss during sickness and travel is indeed made up. It may not necessarily be ALL the work. Grade levels need to devise a plan to be consistent across the board and address the issue of missed work.

### **Grading:**

This team will be tackling a year long discussion about what grades are and what they should and should not represent. This will include a book study at some point in the future.

Discussion take-aways:

What do grades represent?

- Indication of effort and ability
- A way of monitoring students' ability to consistently and independently show mastery of standards
- A way to show successes and areas of growth
- Mastery vs. snapshot (CFA's); remediation and reteaching are a part of this. Should grades reflect mastery or should they reflect the snapshot?
- A chance to redeem yourself?

- General ed. world in contrast to the EC world – how are the two different when it comes to grades?
- Working toward proficiency and striving towards mastery
- A fluid measurement of mastery?
- Verbiage is important ex: “consistently.”
- Looking through the lens of consistent vs. independence – How do we navigate both of these things?
- Do we have a discrepancy when most kids are getting A/B honor roll but our EOG scores do not quite match up in showing proficiency?

Thoughts on what grades should represent or not represent?

- We tend to be influenced by social/emotional factors – students, parents, and teachers alike.
- Grades should not be fluffed – no cushioning
- Problems with compliance – are kids being graded on the criteria that they are actually learning, or are they losing points for noncompliance in other areas? For ex – name in wrong place, not choosing to follow directions, etc.
- At what point does compliance become important? Is compliance addressed in the work habits section of the report card?
- Comments should be able to further explain the grades that are reported on a document.
- Canvas does allow for additional comments to be made when a grade is given.
- Transparency to parents is important.
- Any overhaul will need buy-in; the process of looking into changing our system of grading should be slow, thoughtful, and purposeful.

Mrs. Weeks stated that there is a schoolwide problem in what our grades represent; for example - the weighting of grades; multiple

attempts allowed vs. those that allow no multiple attempts. This conversation is an attempt in seeking to resolve this problem at NES.

Question posed? Are we all using the same rigor in our teaching? If we are not using the same rigor, then this might negate any changes that are made to our system of grading. This will also be tabled until our next meeting for further discussion.

### **Interim Report Revisions:**

- Should some of the work habits be re-worded?
- Should we include an area for attendance? Possibly document the hours missed in instruction?
- Solution: add an extra line on interim with percentage of attendance? Another space for lost hours of instruction?

Mrs. Weeks will be making an edit to the forms to reflect attendance. Grade levels can talk amongst themselves to determine in any work habits need to be changed.

### **Canvas:**

Updates from Swerbinsky:

47% of teachers have their pages updated and running. Many are ready to roll but have not been published. Mrs. Hazelwood will be taking over working with students in Canvas and making sure they are familiar with it. We are doing this in a logical way that makes sense for your class and grade level.

You can have your first quarter conferences as soon as you have enough data available to you to share with your parents.

### **Indicators:**

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.

- Shout out to Ms. Matkins for taking a leadership role in tackling Indistar and really stepping up to help administration.
- The group completed work in small teams to go through indicators and update them; we crossed out actions steps that have already been accomplished and developed a couple of new next steps to continue progress towards accomplishing our goals.

**Adjournment:** Motion made by Mr. Hammack and seconded by Mrs. McClure

