**Meeting Wise Template Adapted for School #35**

*Grade Level Team:\_\_\_\_\_\_\_\_\_*

*Location: \_\_Zoom\_\_\_\_\_\_*

*Date: April 5, 2022*

\*\*\*REMEMBER TO MAKE A COPY FIRST\*\*\*\*

| **Topic:** * Constituents & Terms
* Superintendent’s Conference Day & half day
* Writing Portfolios/programs
* Master Schedule 2022-2023
	+ 30 minute intervention/writing/
	+ Bldg wide program
* Next year/Focus instructional priorities.
	+ Test Prep beginning in September/Action Block/CFA Alignment
	+ DEAR in primary??
	+ Literature Circles 4-6
	+ Newsletters? Grade level vs. CR
	+ Monday folders or grades work signed by parents
	+ Progress checks reported by parents and report cards aligning.
	+ Monday Folder/Parent Communication
 | **Attendees**: Torres, Tellex, McNamara, Mrs. Santana, Mrs. Holberton, Garcia-Adkins**Facilitator:** **Notetaker:** **Timekeeper:**  | **Terms:** Quinones- 9/23Tellex- 9/22McNamara- 9/22Torres- 9/23 |
| --- | --- | --- |
| **Meeting objectives:** |  |
| **To prepare for this meeting, please:** |  |
| **Schedule -** |  |
| **Time** | **Minutes** | **Activity** |
| 2:15 | Constituents and terms | Terms have been added to the top page of the minutes template. Elections will be held this coming September for 2 positions.  |
| 2:20 | Superintendent's day conference & half day schedule  | Half day schedule* Lunch
* Updates from admin
* I-Ready reports
* SEL activity
* Classroom time

Superintendent's day schedule* Admin
* Grade level meetings
	+ K, 1, 2, 3, & 5- unpack SAVAAS
	+ 4th- science (Cordero)
	+ 6th- TBD (Pellegrino)
* Gallery walks (classrooms)
	+ Tellex, Torres, McNamara/ Cordero
* Break
* SPED meeting
* Make & Take
* Lunch
* Classroom time
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| 2:28 | Writing portfolios/ programs | Writing portfolios has been a practice, need to bring it back/ return to. * We would go grade by grade and decide what makes sense for each grade. Primary and intermediate would look very different.
* We have to decide if we are going to say that our writing is SAVAAS, whatever we decide will go on that instructional priorities page. Grade level meetings that look at those pieces/ displays/ looking at student work and grading them.
* These processes need to be put in place to monitor those.
* Is this an important piece that will tie into our school improvement plan? Yes. Then we need to establish the framework and scaffolds to get put in place.
* SAVAAS does have writing attached, however the portfolio would contain pieces that we pull throughout.
* As a building, we follow myview writing, however in the portfolio these are the three pieces that need to get put into the CUM folder.
* Writing program- are we staying with myview?
	+ Tellex: In being a writer program, you start with a tradebook whole group. The lesson start building into a writing piece. This is much more scaffolded and more student friendly.
	+ Santana: Can we use the prompts that are given in myview, but use another program to develop the writing.
	+ Holberton: Let’s look at a few different writing programs. Let’s pitch them to a small group. Create a pros and cons list and then come together and make a decision based on that. We would say that as a school, we are going to continue using the myview prompts and then use another program to develop writing plus add portfolio’s.
	+ Torres: Writing is embedded, don’t have a specific block just for writing. Let’s add to the agenda for next month- which we will pick. Between now and then Santana will bring out: Lucy Calkins-Torres, Being a writer- Tellex, awaken the writer within- McNamara.
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|  | Master Schedule | * We do have a possibility of a writing block for next year.
* There is a section that can be either writing, intervention or whatever we would like to do.
* Every other day- SS and Science will switch.
* One way dual- keeping students in the bilingual program.
* At the heading on top of schedules instead of “B” next to a bilingual class, it will say DL1 for one way dual language.
* No ENL teacher can push into the SS/ Science time.
* We do want to continue with SEL in the morning.
* Admin will be meeting with Kim Michels next week to work on the master schedule.
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|  | Next year/ Focus instructional priorities | * An appendix or one pager that we can reference and hand out and use as a guidance for a lot of instructional pieces that go on throughout the year.
* The handbook can be more operational
	+ **Test prep beginning in September/ action block/ CFA alignment**- making sure that all of these assessment measures start sooner. This will involve some summer planning. Looking at possible funding for this. PD planning from September- June.
	+ **DEAR in primary**- what are some good practices that we have done in the past that we want to bring back after this transitional year with COVID. In primary k-2, we could start with DEAR and SEL? There are a ton of AR books up in the library. We could use the destiny database to look up what books are available? This could be all the way up to intermediate. Talk to grade levels to see if they and when they would want to incorporate this next year.
	+ **LIterature circles 4-6** (any grade level really). This could also be a walk to read time. PD opportunity- summer institute? Support that in the beginning PD plan.
	+ **Newsletters? Grade level vs. CR.** Newsletters would be a great communication piece. We could do a site off the website where parents can go in and see what is going on in the classrooms. Parent- it would be nice to know what is going on in multiple grades across the school with parents who have kids in other classes. 3 different ideas: individual classroom, **grade level** or primary/intermediate. Take it back to grade levels and get an idea of what they would prefer. This would be an electronic version that can be put anywhere.
	+ **Monday folders or grades work signed by parents.** There needs to be more communication with parents regarding their progress. What are some mechanisms that can be put in place to communicate progress to parents. One teacher had a monday folder with a graphic organizer with assignments, behavior, write feedback- could be a checklist. Something to communicate back to parents on a regular basis. Tellex- the student agenda books can be used as a checklist for parents to sign and see how the day went. Perhaps a PD on how this should be done.
	+ Progress checks reported by parents and report cards aligned. A newsletter is different than what goes on the report cards. 5 week progress report? There are multiple templates, we can choose which one we want to use. It can be created by each grade level. Tellex- The data sheet and the 5 week report could align. It could be based on standards that would change at the 15 week and 25 week.
	+ Monday folder/ parent communication
	+ ELA/Math Guidance Documents: How to best support Iready (create doc).
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|  |  | Agenda for next time:  |