

## School-Based Planning Team

**Date:** 01/17/2024

**Time:** 3:30pm - 4:30pm

**Location:** Francis Parker School No. 23/Microsoft Teams

**Facilitator:** Katie

**Time keeper:** Sheila

**Note taker:** Meghan

**Norms Tracker:** Danielle

**Members Present:** Katie Yarlett-Fenti, Jen Rothfuss, ~~Jamie Klotz~~, Danielle Carlson, Sheila Howland, Ben Edwardsen, Jonathan Marsh, ~~Patricia McKinney~~, ~~Carla Roberts~~, Megan O'Hara, ~~Paula Bryant~~

### Schedule [60 min]

Time	Mins.	Action/Activity	Person Responsible	Target Dates	Status
		<b>Review objectives for today/Agenda</b> Standing Items: <ul style="list-style-type: none"> <li>• Assign Times &amp; Roles (Standing)</li> <li>• Review Norms (Standing)</li> <li>• PD Approval (Standing)</li> <li>• Faculty/Committee Meeting Updates</li> <li>• School Improvement Plan Updates</li> <li>• New Business</li> </ul>	Facilitator		
		<b>Topic: Assign Times and Roles</b> <b>NOTES:</b> <ul style="list-style-type: none"> <li>• Done</li> </ul>	Facilitator		
		<b>Topic: <u>Review Norms</u></b> <b>NOTES:</b> <ul style="list-style-type: none"> <li>• Take an inquiry stance</li> <li>• Ground statements in evidence</li> <li>• Assume positive intentions and take responsibility for impact</li> <li>• Stick to protocol and hear all voices</li> <li>• Start and end on time</li> <li>• Be here now</li> <li>• Expect non-closure</li> <li>• Expect discomfort in the service of learning</li> </ul>	Norms Tracker		
3:40 - 3:47		<b>Topic: PD Approval</b> <b>NOTES:</b> <ul style="list-style-type: none"> <li>• The PD Request form required some revisions from the Office of Professional Learning. Aprille Burton is handling that and will resubmit this week.</li> <li>• Thanks to all who signed.</li> </ul>	Katie		

		<ul style="list-style-type: none"> <li>• PD was submitted, it was sent back for some minor revisions, we anticipate it going through.</li> </ul>			
<p>3:47 - 4:13</p>		<p><b>Topic: Faculty/Committee Meetings Updates</b></p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Building Relationships</u></b> <ul style="list-style-type: none"> <li>○ Currently in planning phase of piece of Africa/PBL showcase.</li> <li>○ Everyone is picking jobs.</li> <li>○ Night at the Museum, families will walk around the school with a passport to be stamped in each room, possibly to be turned in for reward.</li> <li>○ Gym will have Light refreshments, student artwork, activities for families, student research projects.</li> <li>○</li> </ul> </li> <li>• <b><u>Student Equity &amp; Engagement</u></b> <ul style="list-style-type: none"> <li>○ Nothing new since last meeting</li> <li>○ Safety patrol: Mr. Greer no longer has a post in a classroom and is able to monitor safeties in AM</li> <li>○ Culturally responsive book recommendations via student council and morning announcements</li> <li>○ We are working on t-shirts for safety patrol.</li> </ul> </li> <li>• <b><u>Data Wise</u></b> <ul style="list-style-type: none"> <li>○ We are almost done with iReady data, after we will be focusing on CFAs and F&amp;Ps, CKLA (K-2), Writing Benchmark (building wide, hence this will be last)</li> <li>○ iReady Reading Completion Data: <ul style="list-style-type: none"> <li>▪ 4% Not Started</li> <li>▪ 6% In Progress</li> <li>▪ 90% Completed</li> </ul> </li> <li>○ iReady Reading Growth <ul style="list-style-type: none"> <li>▪ 1st grade, K, and 5th grade were in high performance high growth band.</li> <li>▪ 2nd, 4th and 5th grade were in the low performance high growth.</li> <li>▪ 3rd grade was in the low performance low growth band.</li> </ul> </li> <li>○ iReady Reading Results <ul style="list-style-type: none"> <li>▪ We did very well with high frequency words, phonics.</li> <li>▪ Vocabulary and comprehension are areas of growth.</li> <li>▪ We are not diving deep into genres with our current reading curriculum. Our hopes are to change that.</li> <li>▪ Most need is in 6th grade (54% are 2 or more grade levels below grade level) intervention teachers are giving a lot of support to that group.</li> </ul> </li> <li>○ iReading Math Completion Data: <ul style="list-style-type: none"> <li>▪ 4% Not Started</li> <li>▪ 7% In Progress</li> <li>▪ 90% Completed</li> </ul> </li> </ul> </li> </ul>	<p>All</p>		

		<ul style="list-style-type: none"> <li>○ iReady Math Growth <ul style="list-style-type: none"> <li>▪ First grade is just with in the high performance and high growth band.</li> <li>▪ 4th, 5th and 6th are with in the low performance high growth band.</li> <li>▪ Grades 2 and 3 were in the low performance low growth band.</li> </ul> </li> <li>○ iReady Math Results <ul style="list-style-type: none"> <li>▪ We tend to do better in number and operations.</li> <li>▪ Measurement and data and geometry are less taught in the curriculum.</li> <li>▪ While the current 6th grade has 59% 2 grade levels or below, we are seeing growth based on the diagnostic, which is holistically most important.</li> </ul> </li> <li>● <b>Community Excellence</b> <ul style="list-style-type: none"> <li>○ 420 books have been given away via the book vending machine.</li> <li>○ We made up the December lion’s den in January.</li> <li>○ Lion’s den in January is in the works.</li> <li>○ Attendance in grade levels may seem skewed due to chronic absenteeism. <b>How could we make this more equitable to the pizza parties earned by grade levels?</b></li> <li>○ <b>Suggestion was to take out students who were severely chronically absent, and recalculate the totals.</b></li> <li>○ While the district sends home 2 per year, Katie is planning to send perfect attendance awards in report cards each quarter.</li> <li>○ Katie will provide school base planning team with the understanding for attendance calculations.</li> <li>○ It was noted that excused and unexcused absences still count as an absence.</li> </ul> </li> </ul>			
4:13 - 4:15		<p><b>Topic: New Business</b></p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>● <b>Curriculum Requests</b> <ul style="list-style-type: none"> <li>○ District sent out a notice to principals that they are allowed to put in a curriculum request form for a change of curriculum, provided they have backed evidence to support their claims.</li> <li>○ Within our school, many teachers do not find MyView satisfactory. We are looking at possible options here and getting feedback from staff in academic meetings.</li> <li>○ Within K-2 we do not use MyView for intervention or foundational skills instruction; we are using CKLA. This has shown great growth and success.</li> <li>○ As per Jen, our science liaison, we are hoping to give amplify a bit more of a try as it is so new.</li> </ul> </li> </ul>	All		

		<ul style="list-style-type: none"> <li>○ We are currently not looking at this option in subjects other than ELA.</li> </ul>							
		<p><b>Topic: Agenda for Next Meeting</b></p> <p><b>NOTES: Next meeting</b></p> <ul style="list-style-type: none"> <li>• Assign Times &amp; Roles (Standing)</li> <li>• Review Norms (Standing)</li> <li>• Approval of Minutes (Standing)</li> <li>• PD Approval (Standing)</li> <li>• Faculty/Committee Meeting Updates (Standing)</li> <li>• New Business (Standing)</li> </ul>	All						
		<p><b>Discuss what worked well about this meeting and what we would like to change next time</b></p> <table border="1"> <thead> <tr> <th data-bbox="305 577 1104 657"> <p><b>Plus +</b></p> </th> <th data-bbox="1104 577 1510 657"> <p><b>Delta Δ</b></p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="305 657 1104 793"> <ul style="list-style-type: none"> <li>• Ended on time</li> <li>• iReady data looks good</li> <li>• We had data prepared to look at.</li> </ul> </td> <td data-bbox="1104 657 1510 793"> <ul style="list-style-type: none"> <li>• Started late</li> <li>•</li> </ul> </td> </tr> </tbody> </table>				<p><b>Plus +</b></p>	<p><b>Delta Δ</b></p>	<ul style="list-style-type: none"> <li>• Ended on time</li> <li>• iReady data looks good</li> <li>• We had data prepared to look at.</li> </ul>	<ul style="list-style-type: none"> <li>• Started late</li> <li>•</li> </ul>
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