

Snipes Academy of Arts & Design
School Improvement Team Meeting Agenda and Minutes
Monday 3/22/2021 at 3:00 pm
SIT Team Members

Principal - Rachel Manning	Assistant Principal - Rachael Beckelhimer
Assistant Principal - Stephanie Willis	Impact Instructional Coaches Maura O'Mahony K-2, Mandi Kausak 3-5
School Counselor -Cora Laurens	Kindergarten - Angel Owen
1st Grade - Kristen Peterson	2nd Grade -Beth Shipp
3rd Grade - Julie Horne	4th Grade - Laura Pawlowski
5th Grade - Courtney Hicks	EC Dept - Nancy Taverna
Enhancement - Stacy Menzies	Paraeducator - Tandi Lehocky

Staff Members Absent:

Parent Representatives Present: N/A

Parent Representatives Absent: N/A

Guests Present: Christa Faison

Topics	Presenter
<p>Celebrations</p> <ul style="list-style-type: none"> ● Menzie's son found affordable housing in NYC and he has a job! ● 3 sleeps until spring break ● The substitutes in the building today were raving about our school (support, staff and students) ● K team had a great productive and successful planning session 	O'Mahony
<p>Safety-</p> <p>The team needs to decide what to do for the rest of the school year about recess coverage How can we find common ground here?</p> <p>*Teachers can split duty amongst their team (2 team members go out M,T and 2 team members go out W, Th, everyone Friday?)</p> <p>* Depending on the grade level or class, there needs to be different needs (situation based on location)</p> <p>* The enhancement team would like to discuss days they could help</p> <p>*Teachers are struggling to clean desks after lunch when they need to report straight to recess</p> <p>* Make sure you are taking a walkie outside during your recess time</p> <p>*Masks may be off at recess IF they are 3-6 feet apart CONSISTENTLY</p> <p>Decision:</p> <p>Starting after Spring Break, teachers will be trusted to do what they need to do based on their class or grade level. If this doesn't workout, we will need to readdress it as a team.</p>	Team

<p>EOG Update There will be testing for all children (remote and face-to-face) Face-to Face Test dates start on May 27th 5th grade Science- May 27th 5th grade Science makeup- May 28th 3-5 Reading EOG- June 2nd 3-5 Math EOG- June 3rd 3-5 EOG Make ups- June 4th RTA Grade 3- June 7th</p> <p>Remote Test dates start on June 11th Remote 3-5 Reading EOG- June 11th Remote 3-5 Math EOG- June 14th Remote 5th grade Science EOG- June 15th Remote 3rd grade RTA- June 15th June 16th-18th Make up days</p>	<p>Willis</p>
<p>A1.04-All teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. <i>Research shows that iReady will close these gaps if we utilize it appropriately</i> Action step- + Assign a growth monitoring in both reading and math before Spring Break</p>	<p>O'Mahony</p>
<p>Overall Walkthrough Feedback from Maureen</p> <p>Thank you so much for opening up your school and classrooms to me today. It was so exciting and encouraging to see the great things happening at Snipes to support our readers and writers.</p> <p>I truly enjoyed my time watching your students and teachers in action. Snipes is a great place to learn, be challenged, and to be valued as a learner. Thank you for all your hard work to grow and support our readers and writers.</p> <p>Letterland Instruction:</p> <ul style="list-style-type: none"> ● Students are putting these skills to use and using the cues and supports when they work independently ● Teachers consistently asking students to explain why throughout their lessons ● Consistency in pacing across the grade levels ● Teachers have resources up in the room for students to access and reference <p>Reading and Writing Fundamentals:</p> <ul style="list-style-type: none"> ● Success criteria and checklists made the learning goal focused and clear ● Use of mentor texts to support instruction ● Tools to support student independence, such as anchor charts, packets, graphic organizers ● Students were referred to consistently as readers and skills were introduced as habits of good readers--loved seeing you all make this connection, so students could see the relevance of these skills in their own life/real world <p>Next Steps</p> <ul style="list-style-type: none"> ● Continue to support student independence. Question to consider: How can we shift the cognitive load to students? 	<p>O'Mahony</p>

<ul style="list-style-type: none"> ○ Some resources to support: <ul style="list-style-type: none"> ■ Standard based Text Dependent Question Stems (this could provide opportunities for students to dig deeper into the text themselves) ● Using Reading Fundamental short texts and poems to help build student fluency. Below is a great fluency routine teachers could possibly use: ● There are many different approaches to close reading, this is one that is recommended by Fisher, Frey, and Shanahan. According to these literacy experts there are 4 phases in text interpretation that can help students closely read the text. <ul style="list-style-type: none"> Phase 1 focuses on students determining what the text says; getting a basic understanding of what it means, or getting the gist. Phase 2 emphasizes students figuring out how the text works; making connections between elements in the text. Phase 3 focuses on students determining what the text means by looking at author's purposes, choices, and larger meanings. All of these phases build up to and provide a foundation for the last phase. Phase 4, where students complete a culminating task that requires them to apply the knowledge they gained from Phases 1-3. 	
Parent Input - <ul style="list-style-type: none"> ● N/A 	Team
Next Steps- <ul style="list-style-type: none"> ● iReady Action Steps ● Comprehension plan submitted to NC Star-final actions in place ● In the cafeteria, do the best you can to space out (3-6 feet) 	Team
Plus/Delta *Short meeting *Spring break *Recess plan	Team
Next Meeting: Monday April 19th Snacks- Administration	Team

NC STAR INDICATOR ASSESSMENT WORKSHEET: Draft for discussions		
Indicator Being Assessed:		
Current Level of Implementation:		
No Development	Limited	Fully Implemented
Priority Score:		
High: 1	Medium:2	Low:3

Opportunity Score:

3: Easy to Address

2: more difficult but can be obtained with current policy or budget

1: Changes will be required to policy and/or budget

Action/Tasks 1

What:-

Who is responsible-

Timeline:

Monitor task: (progressing, completed)

Action/Task 2

What:

Who is responsible:

Timeline:

Monitor task: (progressing, completed)

Action/Task 3

What:

Who is responsible:

Timeline:

Monitor task: (progressing, completed)

Action/Task 4

What:

Who is responsible:

Timeline:

Monitor task: (progressing, completed)