

**Smith Middle School
School Improvement Team
Monday, March 18, 2019
Smith Media Center, 4:30-5:30 p.m.**

SIT Members:

Faculty Co-Chair: Lori Clark
Parent Co-Chair: Rachael DiSantostefano
Faculty/Staff Members: ~~Ryan Kulikowski~~, Matthew Bello, TBD
Parent Members: ~~Liane Carneiro, Becky Lee~~, Kavita Rajagopal, Rane Montgomery
Administration: Stephon Goode, Spencer Hawkins
Student Members: Vaughn Vandegrift, Daniel Perrin

Minutes

Meeting started at 4:32, adjourned at 5:35 pm

1. Stephon will go over mid-year Benchmarks.

Results were a little lower than Stephon wanted to see in some areas, but they were generally in line with what was expected. Given the shift to standards-based grading (6th grade) and timing, sometimes the test contains topics that have not been taught. Therefore, the test results are based on prior knowledge, for example Geometry, rather than what's taught (Math 1, 6th grade). Opportunities to learn include 'numbers sense' (no calculator), which was lowest overall and then relational strand. This was close to expected but low. ELA overall proficiency thresholds were 68, 60, and 64% for 6th, 7th, and 8th grades. This is about right for where things are in the year. Next steps include EOG exposure by the different question types. Tier 2&3 -> 15% need more, 5% will have individual plans.

2. Matt will review discipline data (topline).

There are seasonal patterns relating to school breaks. He has about 0.6 major referrals per day – and there are a few high flyers (~10 kids that have multiple infractions). One of the biggest concerns about overcrowding at Smith is that less than optimal support for EC children. However, additional overcrowding also affects other children (huge class sizes), affects safety (entry, egress, discipline statistics) and stretches administrators in a way that does not set them up for success.

We are not able to give the 10 or so kids that have multiple infractions the deeper level of support and attention that he'd like (with current staffing) – He'd like to better address the root cause (social, emotional, learning, and mental health needs of these EC children). Relatedly, there are clearly some children at Smith who would have a better potential to thrive in a smaller learning environment (Phoenix-like)- and yet there are major obstacles that prevent admission into the BEST program. After the SIT meeting, Rachael ran into Pan Baldwin at the district SIT meeting and raised this to her attention in an e-mail per her request (re: EC needs).

3. Daniel/Vaughan – we'd like to hear your perspective on the school -- perceptions regarding culture/student experiences

The student members of the SIT raised 3 things. We ran out of time to discuss further, and we will continue the next time. These are:

- 1) Testing – Testing upends the schedule and is tedious. CDM testing takes several weeks on top of other testing. Re: benchmarks, there are kids that don't even try.
- 2) Bell schedule – this isn't quite working as it was intended. Classes lose time and elective teachers get less time. LEAP classes have the 10-minute overlap. This is worth revisiting.
- 3) School culture is lacking. Classes seem to be cohesive but there isn't school spirit and culture like there could be.

We will start the next SIT finishing this conversation.