

SBLT Meeting Minutes: December 19th,

Members present: Nicole Weeks, Dr. McMillon, Alex Swerbinsky, Haley Almstead, Amy Schoppa, Jennifer Albano-Miller, Kelly McClure, Lori Vernon, Barbara Hultberg, Katie Hazelwood, Andrea Matkins, Parent Rep: Kate Cruz

Welcome/Meeting Called to Order

Approval of Minutes:

Motion to approve: Alex Swerbinsky; Seconded by Kelly McClure

The team voted to approve minutes from the previous meeting.

Celebrations and Successes:

- The Science Fair was a great success; younger grades appreciated the extension of time and the opportunity to walk through the older kids' projects in order to better plan for the new January deadline.
- The Spelling Bee went well.
- It's almost break time! We made it!

New Business:

Fun Run:

The fun run kicks off February 15th. Input is needed from all teams on how we want the money to be spent this year.

Some discussion items for potential spending that were brought up are the following: covered walkway at car rider line, wheelchair ramp to playground; marquee sign contribution; (These ideas are not feasible at this time due to constraints in place on spending this money)

These additional suggestions are more feasible and were also brought up for consideration:

- Headphones- there is a need here as many are breaking; lots of classes don't have complete sets; some are not compatible with certain devices.
- Additional promethium boards for technology, etc;
- Apple TV's
- Additional mounted projectors
- Ladybugs

- Charging carts for laptops
- Generation Genius learning platform (science and math)
- Furniture replacement needs (there are items that are beginning to fall apart)

The team seems to be leaning toward more technology based needs to be funded through this event this year.

Other suggestions – Could we get an inventory of what technology we have that works? Is it possible to create a “wish list” for Northern Elementary if we have additional needs that can’t be met with fun run money? Our parent rep shared that we have lots of community support and people willing to help our school if we have a way to communicate our needs.

Dismissal Thoughts:

There was positive feedback about the special dismissal process on the day we lost power. Several staff provided feedback that this process worked really well. Is it worth considering a change? It cut down on travel time for many kids, it cut down on the chaos outside with kids being playful and not listening; it could give teachers some of their time back if duties could be shared with the monitoring of the hallway, etc.

Team members should talk to your grade level to receive additional feedback to share with the group.

Instructional Leadership Team (ILT) Team:

A framework for an ILT team was shared with the group by Mrs. Weeks. This new team would be separate from this leadership team. How would we pick this team? It could be by EVASS but could also be people who are natural leaders and want to improve the instruction taking place in the building. The ideal team could be around 6 people. The team would support those teachers who request help, but would also be working to get a pulse of the building to help administration determine building needs and areas that can be improved upon with instruction. Are there teachers that are looking to become leaders? Are there teachers looking to move into administration down the road? These could be good candidates as well. Our parent rep shared that a good balance of veteran teachers and new teachers could be beneficial. The fresh perspective of newer teachers could have a place on this team.

Could the team be selected by peer nominations? The goal is to get this group established by the end of January while also putting together a list of norms for the group. There needs to be buy-in from teachers with regard to this group's purpose and also an established trust, so this will not be a rushed process.

Next Steps with RIME time: Mrs. Swerbinsky

We have seen big improvements with this goal in recent months with the use of this time. What are our next steps? We need to continue to consider what is happening at the table but what also is happening out there in the masses. We are working hard to hit our tier 2 and 3 kids, but we also have a lot of kids working on and above grade level. What are we going to do to make sure we are not missing out on meeting all of these needs as well?

Class Attendance Incentives

A concern was brought up to the team about looking at additional incentives for the attendance winners other than extra recess. Suggestions brought up: homework pass, 15 minutes of extra art, 15 minutes of free play. The 15 minutes could be at the teacher's discretion or feel free to choose something that excites your students (ex: eating lunch in the classroom)

EOG Night – Feb. 6th.

This will primarily be a 3rd grade event, but 4th and 5th grade parents would also be able to attend if they want to. There is a need for this in 3rd grade and the desire is to have it earlier in the year. We want it to be an informative session that Ms. Swerbinsky would lead; we want to give parents tools for how they can help their child with mathematics and literacy; A Q & A session will be included; We want parents to understand how important it is and to give them tools to help their children succeed.

Additional items to be discussed at this event:

- Purpose of the test
- Demographics (standards)
- Format of test
- How to read an ISR, etc.,
- What the scores mean
- Follow up from the test if scores do not reflect proficiency

- Read to Achieve understanding;
- The importance of showing growth

4-5 teams should think about what they would like their parents to get out of it. Hultberg suggest that we add a science component to the evening for 5th grade.

Indistar Action Steps: Review and Update

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.

Indicators to be looked at and discussed this week:

C2.01 Teachers will analyze individual EVASS data (expired action item was updated by Matkins)

E1.06 Communication with Families

There have been some discussions recently about the discrepancies between the interim report and the actual report card. Are parents getting the whole story about how their child is doing on the interim report card? Mrs. Weeks has made some updates to the current interim reports to bring them more in line with the information that is shared on the report card. Team members will take them back to our grade levels and gather feedback to be brought to the whole team.

B2.02 Leadership Team

Book Club: Grading For Equity: Chapters 3 – 6

Groups worked together to split up each of the three chapters this week to share out important points that were discovered in each part. Groups members shared out what they learned and what they felt were key points in our reading this month.

Grading for Equity Book Study Chapters 3-6 Highlights

Chapter 3

How Traditional Grading Stifles Risk-Taking and Supports the “Commodity of Grades”

- Learning cannot occur without mistakes
 - Teachers depend on students taking risks/mistakes to help them
- Traditional grading that penalizes students for mistakes often isn't limited to students' academic work.
- Students being able to admit mistakes and ask for help
 - Builds and develops trust
- No matter the qualifications or experience of the teacher, successful learning depends on a successful student-teacher relationship.
- Traditional grading practices send the opposite message; mistakes are unwanted, unhelpful, and punished.
- We take children who come to school with innate interest in learning and growing, and we teach them that those things are only a means to the ultimate end.
- When we rely on extrinsic motivation but a student is not motivated by the specific reward (the student who couldn't care less if she gets the five points for turning in homework), we assume a character weakness-laziness or a of responsibility-or missing elements in her home environment or upbringing, rather than recognize the ineffectiveness of extrinsic rewards to motivate learning.

Chapter 4

Traditional Grading Hides Information, Invites Biases, and Provides Misleading Information

- Bias impacts grades
 - Implicitly

- Explicitly
- Grade Breakdown
 - Category weights vs outcomes
 - Effort vs. mastery (performance)
- Grading variance: Teacher survey
 - Individual teachers trust their grading practices, but do not trust their colleagues' grading and feel that incoming students are not prepared for the grade level.
- Our grading system can't render accurate grades when two students with entirely different academic and behavior performance profiles receive the same grade.
- When grading weights are weighted based on what teachers find important in their classrooms, this can become confusing to parents and also affects identifying if students need support.
- Being that both students above received the same grades, it is difficult to determine if either student needs intervention.
- Both students will be promoted to the next grade. However, one student will be prepared because she has consistently done well on tests and projects. The other student will struggle because she has a 60% on tests and projects, showing that she needs more support.
- Imagine the difficulty for students when every teacher has their own category weights, policies for late work, retakes, and other grading policies.
- Because of inconsistent grading practices, teachers receive misplaced students from other teachers-students who aren't ready for a course or who already know enough to move on and become behavior problems- and can become more distrustful, even suspicious and disdainful, of their fellow educators, accusing them of having the wrong expectations, of being "too easy" or "too hard."

Chapter 5

Traditional Grading Demotivates and Disempowers

- When we do not prepare students for challenge, they give up
- Mastery goals have been found to improve students persistence
 - Performance goals encourage competition and external judgment and rewards.
- Our traditional grading practices generate tremendous uncertainty for students.
 - When everything is judged and assigned a point value, students can't be realistically confident they will succeed at all the many different tasks.
 - Omnibus grades are nearly impossible to understand, making students uncertain about how and whether they can be successful.

- When each teacher has a different system of grading, students don't know whether any given teacher's system will benefit them or be fair.

Chapter 6

A New Vision of Grading

- Grades must be
 - Accurate
 - Bias-resistant
 - Motivational (growth mindset)
- Coherence
 - Practices across teachers who share a common understanding about grading
- If grades are here to stay, we want them and our grading practices to promote the best and most aspirational thinking of what our students are capable of as learners, regardless of their race, their first language, their family's income, or their previous educational experiences, and to similarly support the best of what we are capable of as educators.
- We want grading to be truthful, dignifying our students by telling them exactly where they are academically and what they need to be successful.

Adjournment: Motion made to adjourn: Matkins and seconded by McMillon.