

February 2025

School-Based Planning Team Members:

<input checked="" type="checkbox"/> Colleen Vay (Lead Teacher)	<input checked="" type="checkbox"/> Lindsay Tuschong (Counselor)	<input checked="" type="checkbox"/> Gretchen Briscoe (Parent)
<input checked="" type="checkbox"/> Cody Rogers (AP)	<input checked="" type="checkbox"/> Caitlin Farrell (ICT)	<input type="checkbox"/> Nicole Juzwiak (Parent)
<input checked="" type="checkbox"/> Leia Petty (Counselor)	<input checked="" type="checkbox"/> Anna Conti (Music Teacher)	<input type="checkbox"/> LaFonda Thompson-Yawn (Parent)
<input checked="" type="checkbox"/> Aviaja Brimstein (Psych)	<input type="checkbox"/> Christine Penner (5th Grade Humanities)	<input type="checkbox"/> Gerald Coleman (Parent)
<input checked="" type="checkbox"/> Claire Hamilton (6th Grade Teacher)	<input checked="" type="checkbox"/> Jennifer Brooker (5th Grade Teacher)	<input type="checkbox"/> Mareshea Green (Parent)
<input checked="" type="checkbox"/> Lindsay Lennertz (4th Grade)	<input checked="" type="checkbox"/> Liz Wamsley (Teaching Assistant)	<input type="checkbox"/> Sara Vroman (Parent)
<input checked="" type="checkbox"/> Megan Ambrosetti (5th Grade STEAM)	<input checked="" type="checkbox"/> Kristin Williams (Intervention)	<input type="checkbox"/> Erica Kane (Parent)
	<input type="checkbox"/> Brittany Sedor (Special Education)	<input type="checkbox"/> Lakeisha Washington (Parent)

Meeting Topic/Type:	School-Based Planning Team Meeting
Date:	February 3, 2025
Time:	8:00-8:40
Location:	Mrs. Hamilton's Classroom (Room 103)

Learning Targets:

I can review the K-4 Report Card adjustments and consider the plan presented for 5-6 report cards to promote equitable grading practices.

I can provide feedback on the 5-6 report card plan to inform next steps.

Consistently implement our K-12 Instructional Model to directly impact student achievement through evidence-based differentiation.
Refine implementation systems to ensure high expectations and access for all.
Implement curriculum with fidelity and through a culturally responsive lens.
Increase implementation of social-emotional practices and supports.

Agenda:

	Item	Meeting Notes
1 min	Warm Welcome	
5 min	Overview of K-4 Report Card Shifts	<p>Provided updates about current updates k-4. bringing to staff in March.</p> <p>Major shifts</p> <ul style="list-style-type: none"> • 3 trimesters - aligns nicer with benchmarking, and intends to paint clearer picture of progress • Homework Guidance for consistency • Reviewed indicators (fewer and more standards aligned) • Moving away from ES,MS,AS to 1-4 • Guidelines for narratives
10min	<p>Shifts at the 5-6 Level</p> <ul style="list-style-type: none"> • Current state of grading practices at 5-6 • Share out Draft Of 5-6 Grade book and 	<p>Goal: establish grade book structures that promote consistency. (Right now collecting feedback from SBPT, then teacher</p>

	<p>grading practices</p> <ul style="list-style-type: none"> • Plan for teacher input 	<p>representatives, then implement</p> <ul style="list-style-type: none"> • 5-6 will shift to trimesters • Looking to build off 7-12 model (80% academic success, 20% academic behavior) <p>Current State:</p> <ul style="list-style-type: none"> • Reviewed inconsistency across same grade level with HW & Quizzes (Steam) • Reviewed inconsistency with extra credit (in humanities), assessment % of each assignment. • # of writing assignments (humanities) <p>Proposal: Three major buckets (assessment, application, academic behavior)</p>
15 min	Feedback and questions	<ul style="list-style-type: none"> • For Steam, we discussed how there are two curriculums warranting two grade looks, VS humanities is one curriculum. • Student learning profiles being different but the grading is universal - We are looking for something similar to our curriculum. • What are the solidified work, and then the unique experiences teachers offer • Would our gradebook be set up with the three buckets - yes • When parents check will they be able to see the category? - Yes. • Discussed how we can apply this to the 4th grade transition as they near 5th grade. • Discussed curriculum night - How we can use this avenue to speak to parents about the shift in grading (4to5) • Consideration - when we communicate to parents we need to be specific about what we mean when we say "executive functioning" <p>Sharing participation rubrics (based on classroom constitution)</p> <ul style="list-style-type: none"> • Previously we would do an interim report, now that we are going to trimesters, is this something we can bring back? Are their guidelines for teachers to communicate current standing? • Expectation of students failing VS no failing - discussed the example of math

		<p>corrections and it representing an inaccurate grade. - discussed how this is an expectation to address with the committee.</p> <ul style="list-style-type: none"> • Comments changing? - They can. • Any implications to special areas - Yes. • Red flag - what do we want report cards to communicate about student learning? • Alignment between student IEP and the switch to trimesters (quarterly progress notes VS trimester grades)
	<p>Shared Decision Making: <u>Plant Distribution</u> (click for guidance)</p>	<p>9 plants delivered 2/24 week Where do they go? #1 - Cafeteria #2 - Cafeteria #3- Cafeteria #4- Main office #5 - Main office #6- Main office #7-Conference room #8-Counseling #9-Counseling Who will take care of them? Individual, club, team? Diane Killigrew and office staff</p>

Meeting Date	Time	Location
<input type="checkbox"/> February 3	8-8:40	Mrs. Hamilton's Classroom (Room 103)
<input type="checkbox"/> March 3	8-8:40	Mrs. Hamilton's Classroom (Room 103)
<input type="checkbox"/> April 21	8-8:40	Mrs. Hamilton's Classroom (Room 103)
<input type="checkbox"/> May 5	8-8:40	Mrs. Hamilton's Classroom (Room 103)
<input type="checkbox"/> June 9	8-8:40	Mrs. Hamilton's Classroom (Room 103)