

West Irondequoit Central School District



Meeting Topic/Type:	March SBPT/SDMT Meeting
Date:	March 4, 2026
Time:	2:45-3:30
Location:	Iroquois Middle School Library
Attendance:	R Britt, E Greco, L Cronin, T Ferro, A McGarry, J Gottfried, D Calderon, K Sawh, E Mitchell, J Seiffer, N Avallone, J Hillebrant, M Mead, M Ventura

Meeting Targets:

We can monitor our current progress toward our building-wide goals.

We can work toward making shared decisions re: spring assembly and team-building plans/events and homework expectations.

Agenda Items:

Immediate Needs, Concerns, & Celebrations

Review of Norms:

- Be Transparent
- Communicate with Honesty, Courage, & Compassion
- Create a Space That's Inclusive and Safe
- Agree To Support/Not Undermine Team Decisions

School-Based Plan Progress Monitoring: *Are We There Yet?*

The team reviewed, gave feedback on, and celebrated our mid-year, building-wide data—tracking progress toward the goals outlined in the 25-26 plan. Highlights included:

- Outperforming our end-of-year goals for proficiency rates in reading comprehension and mental computation fluency as measured by the winter Aimsweb assessments;
- Outperforming our end-of-year goals for proficiency rates in vocabulary among English Language Learners and Students with Disabilities as measured by the winter Aimsweb assessments;
- And lower year-to-year rates of chronic absenteeism.

One area we identified for improvement was in the use of CARE letters as part of school-wide positive behavior program. The team discussed a plan to boost our progress toward this goal by leveraging student voices/empowering students to recognize one another for positive behavior and using morning meetings/community circles as a time to review and celebrate positive behaviors.

Shared-Decision Making:

- ***Spring Assembly and Team-Building Events***
 - The team selected the week of 5/18 for an added spirit week with an assembly aimed at wrapping our year-long character education efforts.
- ***Homework Expectations***
 - The team discussed an observed need among students for increasing the executive-functioning skills needed in order to be successful with homework assignments;
 - Team members suggested that teachers engage in direct instruction of such skills—for example, how to use an agenda—once a week in order to help students be more successful;

- Team parent member noted that the longer, weeklong assignments are often easier to manage for families;
- Teachers also shared that they have seen their students have additional success with the assignment of Monday-to-Monday review packets.
- C Zwahlen to share these reflections and recommendations as part of our opening faculty meeting in the fall.

Closing: Agenda Items for Next Month?

N/A

Welcome. Nurture. Inspire.

Are We There Yet?

SBPT/SDMT Goal:	Winter Updates:
Curriculum & Instruction: By June of 2026, 87% of students in grades 4-6 will be proficient in Reading Comprehension as measured by Aimsweb.	90% of students in grades 4-6 demonstrated proficiency in Reading Comprehension as measured by the winter Aimsweb benchmark.
Curriculum & Instruction: By June of 2026, 90% of students in grades 4-6 will be proficient in Mental Computation Fluency as measured by Aimsweb.	94% of students in grades 4-6 demonstrated proficiency in Mental Computation Fluency as measured by the winter Aimsweb benchmark.
Well-Being of Self & Community: By June of 2026, students in grades 4-6 who are chronically absent will decrease to below 19% .	15% of students in grades 4-6 are chronically absent (compared w/ 19% at this time last year). 28% of ELLs in grades 4-6 are chronically absent (compared w/ 35% at this time last year). Grade level breakdown = 8% @ Gr 4; 14% @ Gr 5; and 23% @ Gr 6
Well-Being of Self & Community: By June of 2026, student access to instruction will increase by reducing number of office referrals to below 60 .	30 referrals as of the end of February
STEAM: By June of 2026, 63% of students in Gr 4 will be at/above grade-level in Math (compared w/ 58 % in 2024-25) as measured by iReady.	43% of Grade 4 students tested at/above grade level on the winter iReady benchmark (compared with 40% at the winter benchmark last year).
STEAM: By June of 2026, 70% of students in Grade 5 will be at/above grade-level in Math (compared with from 65% in 2024-25) as measured by iReady.	54% of Grade 5 students tested at/above grade level on the winter iReady benchmark (compared with 45% at the winter benchmark last year).
STEAM: By June of 2026, 66% of students in Grade 6 will be at/above grade level in Math (compared w/ 61% in 2024-25) as measured by iReady.	60% of Grade 6 students tested at/above grade level on the winter iReady benchmark (compared with 59% at the winter benchmark last year).

Humanities: By June of 2026, 17% of ELL students in Grades 4-6 will test proficient on the Aimsweb vocabulary assessment compared with 14% in 2024-2025.	46% of ELLs tested proficient in vocabulary on the Aimsweb winter benchmark.
Humanities: By June of 2026, 44% of Special Education students in Grades 4-6 will test proficient on the Aimsweb vocabulary assessment compared with 41% in 2024-2025.	55% of Special Education students tested proficient in vocabulary on the Aimsweb winter benchmark.
Climate & Culture: All students will receive a minimum of 4 CARE letters by mid-year.	At ~1700 CARE letters, we are more than halfway toward our goal of 3000 for the school year; however, we are far below our goal of 4 letters per student.