

- 1. Welcome & Purpose (5 min.)
 - a. Review norms
 - b. Objective: Connect data we've reviewed this year to staffing priorities should discretionary staffing be allocated.
- 2. Data patterns we've reviewed in previous meetings (10 min.)
 - a. Attendance trends
 - b. Climate & discipline patterns
 - c. Academic benchmark trends
 - d. Equity commitments & focal students

What feels like the most consistent story across the data we've reviewed this year?

- 3. Data snapshot (15 min.)
 - a. Attendance trends
 - b. Climate/Discipline overview
 - c. Winter benchmark snapshot
- 4. Staffing priorities-connecting data to student needs (25 min.)
 - a. Where do students need more adult support?
 - b. Which student groups need the most targeted support?
 - c. What student conditions need strengthening to move our goals?
- 5. Looking ahead (5 min.)
 - a. Enrollment & kindergarten projections
 - b. How enrollment realities shape staffing options

What feels like the most consistent story across the data we've reviewed this year?

-w/regards to attendance it's been trending upwards
-with our focal students we're seeing overrepresentation
-attendance dips on Mondays and Fridays
--math scores seem for male students, declining, white, boys, TAG and the biggest dive for girls, students of color and SPED
--math
--the interventions we've had access to have been supportive

Data
Black & Brown-the entire population of red in iReady are Historically Underserved and SPED
Grade 3-on growth, very low, how are we here? We started with third grade crushing it and now they're falling behind. Concerns about math, how low the scores are?

Take home writing-helpful in 2nd grade
ELA-looks better, the low

Discretionary funding
Behavior is less of a disruption, then more academic would happen--could this argument be made?
Instructional support, interventionist and instructional coach
Para-view that behavior and instruction are hand in hand, that next year we might not have two paras, what will happen

Does an instructional coach
3, 4, 4, 4, 3
3, 3, 3, 4, 3