

## **SBPT MEETING**

**Date:** 9/23/2026

**Time:** 3:30pm - 4:30pm

**Location:** Francis Parker School No. 23/Microsoft Teams

**Facilitator:** Yarlett

**Time keeper:** Pincelli

**Note taker:** Clayton

**Norms Tracker:** Rothfuss

**Members Present:** Katie Yarlett-Fenti, Lisa Clayton, Patricia McKinney, Gabby Lahoda, Teresa James, Sara Abrams, Delandra McCullough, Becca Pincelli

### **Schedule [60 min]**

| Time | Mins. | Action/Activity                                                                                                                                                                                                                                                                                                                             | Person Responsible | Target Dates | Status |
|------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|--------|
|      | 10    | <b>Review objectives for today/Agenda</b><br>Standing Items: <ul style="list-style-type: none"><li>• Welcome Members</li><li>• Assign Times &amp; Roles (Standing)</li><li>• Review Norms (Standing)</li><li>• PD Approval (Standing)</li><li>• NYS Data</li><li>• LSI Plan</li><li>• After School Program</li><li>• New Business</li></ul> | Facilitator        |              |        |
|      | 1     | <b>Topic: Assign Times and Roles</b><br><b>NOTES:</b> <ul style="list-style-type: none"><li>• Facilitator: Yarlett</li><li>• Time Keeper: Pincelli</li><li>• Notetaker: Clayton</li><li>• Norms Tracker: Rothfuss</li></ul>                                                                                                                 | Facilitator        |              |        |

|  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |               |  |  |
|--|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--|--|
|  | 2  | <p><b>Topic: Review Norms</b></p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• Take an inquiry stance</li> <li>• Ground statements in evidence</li> <li>• Assume positive intentions and take responsibility for impact</li> <li>• Stick to protocol and hear all voices</li> <li>• Start and end on time</li> <li>• Be here now</li> <li>• Expect non-closure</li> <li>• Expect discomfort in the service of learning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Norms Tracker |  |  |
|  | 10 | <p><b>Topic: LSI Plan</b></p> <p><b>NOTES: School Improvement Plan (SIP) Overview</b></p> <ul style="list-style-type: none"> <li>• <b>Current Standing:</b> Katie shared the School Improvement Plan document, noting that our school is currently in good standing.</li> <li>• <b>Core Goal:</b> Our primary goal is ensuring all students are fully prepared to advance to the next grade level.</li> <li>• <b>Strategic Shift:</b> Moving forward, we are shifting our current plan to push students to perform at the peak of their abilities.</li> </ul> <p><b>Instructional Focus: Tier 1 Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Grade-Level Exposure:</b> All students will be exposed to grade-level content using provided standards and resources.</li> <li>• <b>Scaffolding &amp; Planning:</b> We will use strategic planning to build supports and scaffold lessons, ensuring all students can successfully access the curriculum and meet standards.</li> <li>• <b>Differentiated Tasks:</b> Katie provided examples of what this looks like using differentiated tasks.</li> <li>• <b>Data-Driven Focus Areas:</b> <ul style="list-style-type: none"> <li>◦ <b>Open-Ended Responses:</b> Data shows this is our biggest area of need.</li> <li>◦ <b>Standards R2 &amp; R3:</b> Students are struggling to identify themes and central ideas, as well as character arcs and development. These standards are heavily tested.</li> <li>◦ <b>Evidence-Based Writing:</b> Students must improve at providing concrete examples to support their claims or citations in writing.</li> <li>◦ <b>Standard W4:</b> This remains a focus standard, as students currently struggle with organizing their writing and developing structured arguments/claims</li> </ul> </li> <li>• Click <a href="#">here</a> to view the plan</li> </ul> | Katie         |  |  |

|  |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |  |  |
|--|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|--|
|  | 10 | <p><b>Topic: Students Doing the Thinking</b></p> <p><b>NOTES: Classroom Strategies &amp; Inclusivity</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion Protocols:</b> We are introducing discussion protocols to get children talking more and bouncing ideas off one another.</li> <li>• <b>Evidence-Based Discussions:</b> Lessons will prioritize evidence-based discussions driven by critical questioning from teachers.</li> <li>• <b>Students with Disabilities:</b> We must ensure students with disabilities have ample opportunities to practice these skills in multiple ways across both Math and ELA.</li> </ul> <p><b>Student Ownership</b></p> <p>Classroom Strategies &amp; Expectations</p> <ul style="list-style-type: none"> <li>• <b>Bump It Up Boards:</b> <ul style="list-style-type: none"> <li>○ Following last year's staff training, teachers will receive ongoing professional development on these boards.</li> <li>○ <b>All classrooms</b> are expected to have these boards posted.</li> <li>○ Katie provided specific visual examples of what these should look like.</li> </ul> </li> <li>• <b>Discussion Protocols:</b> <ul style="list-style-type: none"> <li>○ Students are expected to actively participate in discussion protocols to ensure <b>less teacher talk and more student talk</b>.</li> <li>○ In math, students will use discussion protocols to share pathways for solving problems.</li> </ul> </li> <li>• <b>Math Focus:</b> Avoid introducing too many new initiatives; instead, dive deeper into current practices using the i-Ready <b>"Try, Discuss, and Connect"</b> framework.</li> <li>• <b>Self-Monitoring:</b> We want students to take responsibility for their own learning by actively self-assessing and monitoring their own progress.</li> <li>• <b>Student Accountability:</b> Shift responsibility to the students by having them monitor their own learning through <b>self-assessments</b>.</li> <li>• Click <a href="#">here</a> to view the 2026-2027 Districtwide Instructional Focus</li> </ul> | All |  |  |
|  | 10 | <p><b>Topic: NYS Assessment and Benchmarks</b></p> <p><b>NOTES: Wildly Important Goals (WIGs)</b></p> <ul style="list-style-type: none"> <li>• <b>ELA Proficiency:</b> Increase the overall percentage of students proficient in ELA by <b>5% by August 2027</b>.</li> <li>• <b>Subgroup Performance:</b> Increase the passing percentage of Special Education and Black student populations by <b>5%</b>, as these are areas where we have seen recent drops.</li> <li>• <b>Math Proficiency:</b> Achieve a <b>5%</b> increase in proficiency on the <b>New York State Testing</b>.</li> </ul> <p><b>Data Tracking &amp; Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline Benchmarks:</b> We will update our baseline data using the i-Ready ELA and Math benchmarks from Inform by the end of the first week of October.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | All |  |  |

|  |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |  |  |
|--|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--|--|
|  |   | <ul style="list-style-type: none"> <li>• <b>Routine Monitoring:</b> Teachers will conduct weekly and monthly assessments alongside ongoing progress monitoring.</li> </ul> <p><b>Professional Development &amp; Teacher Support</b></p> <ul style="list-style-type: none"> <li>• <b>Data-Driven Roadmap:</b> Utilize <b>Wednesday professional learning sessions</b> for data analysis, with an expectation of <b>85% staff attendance</b>.</li> <li>• <b>Coaching &amp; Support:</b> <ul style="list-style-type: none"> <li>◦ Implement coaching cycles to support staff.</li> <li>◦ During the first semester, April will focus on supporting John to help lessen the load for those teachers working in those rooms.</li> </ul> </li> <li>• <b>Modeling Best Practices:</b> Establish <b>demo classrooms</b> and tap into different teachers at various times to model best practices.</li> <li>• <b>Admin Walkthroughs:</b> Administration will begin walkthroughs to provide feedback and track instructional trends. This data will be used to develop school-wide professional development and guide future agreements for the School-Based Planning Team.</li> <li>• <b>Consistency:</b> Ensure instructional consistency across all subject areas.</li> </ul> <p><b>Attendance &amp; Recognitions</b></p> <ul style="list-style-type: none"> <li>• <b>Attendance Team Shoutout:</b> The attendance team received special recognition after being designated as a <b>model team for the district</b>.</li> <li>• <b>Staff Recognition:</b> Acknowledged Ms. Patricia for her ongoing hard work and dedication.</li> <li>• Click <a href="#">here</a> to see the data</li> </ul> |     |  |  |
|  | 5 | <p><b>Topic: Expanded Learning Program</b></p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• The district has allocated money to our school for an expanded learning program.</li> <li>• This program is for students in grades 3-6. Students who received a 4 on the 25-26 NYS tests do not need to apply.</li> <li>• It will be held from January through April</li> <li>• We will invite students in grades 4th - 6th.</li> <li>• Katie will be sending out an email to staff to see who is interested in teaching. There will be 15 students in a class. Two classes at each grade level.</li> <li>• Teachers will be responsible for planning.</li> <li>• It will be T/Th for 90minutes. A 15 minute break with snacks provided between ELA and Math sessions.</li> <li>• Teachers can departmentalize.</li> <li>• Katie will make the final decision what staff will be hired. She will get back to us with more information regarding who will be the lead? When are we planning on having everything set up by?</li> <li>• This will be a paid position for 60 hours.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | All |  |  |
|  | 1 | <p><b>Topic: Pluses (+) and Deltas (-)</b></p> <p><b>NOTES:</b></p> <p>What worked well?</p> <ul style="list-style-type: none"> <li>• We ended on time</li> </ul> <p>What can we improve on?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | All |  |  |

|  |   |                                                                                                           |     |  |  |
|--|---|-----------------------------------------------------------------------------------------------------------|-----|--|--|
|  |   | <ul style="list-style-type: none"><li>Sticking to the assigned time frames for each section</li></ul>     |     |  |  |
|  | 1 | <p><b>Next meeting:</b></p> <ul style="list-style-type: none"><li>October 14 at 3:30pm on Teams</li></ul> | All |  |  |
|  |   | Meeting Adjourned                                                                                         |     |  |  |