

## August 1st SIT Agenda

In person 5-6pm



Reminder of last meeting's homework

- **Homework:**
  - Create examples actions, strategies, etc. for the following:
    - Actions to support achieving our goals above
    - Increased SIP engagement
    - Increase diversity of parent participation in PTA and SIP

### 1. New Elections (Hubbard):

Staff	Parents
Manes-2023	Oni - 2022
Tingwald-2023	Wilkinson - 2022
Smith - 2022	Turnipseed-2023
Bell	Fairo-2023
Hubbard	Hunt-2021

### 2. Attendance (Hubbard):

a. Team Members Present: **Turnipseed, Smith, Oelz, Hubbard, Bell, Hunt, Manes, Rashley, Wilkinson**

b. Approve June Minutes and vote on if they are approved

[June 2023 SIT Agenda](#)

### 3. Celebrations (share them out below) Hubbard:


- **Summer Reading Extravaganza was a great success, we are using the survey to modify it for next year.**

4. Title IX updates (Hubbard): **no incidents–Hubbard will send details about training for 23-24 when ready**

### 5. Summer

Update/Feedback on Reading Event (Hubbard):

- gave new families
- new flyer to share at beginners day and in enrolling
- book swap went well



### How did we do? - Academic

\*\*\* EVAAS - Exceed Growth in 2021-2022, 2022-2023 Data not Available

Goal	21-22 Achievement	22-23 Goal	22-23 Achievement	23-24 Goal:	Current GAP
AA and Hispanic CCR in 3rd Grade Reading EOG	11.8 % CCR	30.8% CCR	25% CCR	50% CCR	-25%
EOG School Composite (AA CCR)	25% CCR	37.5% CCR	32% CCR	50% CCR	-18%
EOG School Composite (Hisp. CCR)	40.3 CCR	45.15%	42.4% CCR	50% CCR	-7.6%

Goal	22-23 BOY	22-23 Goal	22-23 Achievement	23-24 Goal:	Current GAP
DIBELS AA and Hispanic At or Above Benchmark	56%	60% CCR	66% CCR	50% CCR	+6%


## 6. Feedback on Parent Survey (Hubbard)

### Parent Survey

- Add question about when (DAY AND TIME) parents want to receive parent bulletin
- Pins of parent square
- Volunteer opportunities (time constraints and responsibilities)
- Preferred method of communication for PTA Events
  - Parent Square
  - Paper Copy

## 6. Goal/Data Review and Strategies Draft (Bell/Hubbard):

## How did we do? - Panorama and Behavior



\*\*\* Maintained proportionate OSS data for AA students from 21-22 to 22-23 (no suspensions)

Goal	BOY Panorama	22-23 Goal	EOY Achievement	23-24 Goal:	Current GAP
<i>Increase Self-efficacy</i> from 61% on the Fall 2021 Panorama Screener to...	60%	66%	68%	71%	-3%
<i>Increase Self-management</i> from 77% on the Fall 2021 Panorama Screener to...	78%	82%	77%	87%	-10%
<i>Increase Engagement</i> from 63% on the Fall 2021 Panorama Screener to...	62%	68%	61%	73%	-12%

Goal Recap:

## 2023-2024 Strategies - DRAFT

### Equitable Instructional Practices

- Book Study: Instructional Staff will complete a school based professional development on one of the two following books: “*Emotional Poverty*” or “*Research Based Strategies for Closing the Achievement Gap for Under Resourced Students.*” Book Studies will be held monthly as part of our staff meetings on the third Wednesday of each month.
- Data Action Plans: Staff will develop action plans for every Non-CCR AA and Hispanic Student. Students will be identified and monitored using MAP, DIBELS, and Academic Performance data. Plans will be reviewed during coaching meetings, grade level meetings, and Data Days surrounding BOY, MOY, and EOY assessments.
- Weekly PLC Meetings: During grade level planning, agendas and meeting minutes

- will reflect conversations regarding cultural proficiency and culturally responsive teaching strategies to align with G.L.E.A.M.
- PDP Process: Using feedback from Insight Survey Results, the PDP Goal Setting process has been changed to increase staff autonomy while still aligning with the CMS Goals and Guardrails. Process will have staff choose from pre-identified topics and alignment with their book study. Staff with common selected areas of focus will convene during monthly staff meetings to share ideas, progress, etc.

**MTSS - Multi Tiered System of Support (Core-- all students, Supplemental- students receive interventions after not responding to Core, Intensive - students not responding to Core and Supplemental)**

- Branching Minds:
  - Teachers will be trained to use the Branching Minds platform which will track student data to determine if tiered support (strategic and intensive) plans are needed
  - Branching minds will house all MTSS Plans and be used to progress monitor students response to interventions
- Intervention Groups: All grade levels will use their “Bear Block” time to regroup students to provide small group instruction differentiated to their specific needs
- MTSS Committee (members include:Mr. Bell, Ms. Hubbard, Ms. Oelz, Ms. Rashley, Ms. Janis, Ms. T, Ms. Shirkey): The MTSS Committee will meet regularly for the following:
  - 3 times for Tier 1 review after BOY, MOY, and EOY Assessments
  - Bi-Weekly for Academic and Behavior to review Tier 1, progress monitor Tier II and III plans

### **Social Emotional Learning**

- All staff will implement the new [BWE Student Behavior Support and Management Plan](#) which focuses on increased student friendly language, student recognition (Bear of the Month, Bear Bucks, assemblies, etc.) and other structured rewards
- All staff will implement our new Student Attendance Plan which focuses on monitoring attendance, increase use of staff and community support, and relationship building
- Our Character Education Committee will increase alignment for our Morning Meetings, Guidance Lessons, and Character Education lessons through our Bear of the Month Traits— [need support for character ed and ways to support classes that don't have parents \(partner classes, etc.\)](#)
- The administrative team will work with our CSST to leverage Student Leadership (Cub Council) to increase student input into school decision making
- Data action plans will include components for use of Panorama and SEL actions

steps to further support our AA and Hispanic students along with other identified students of need

- The Admin. Team and Counselors will conduct SEL visits and provide coaching feedback

**Observations and Coaching:** Using input gained from Insight Survey results we will be changing our instructional feedback processes through the following:

- The Admin. Team will implement a Differentiated Coaching Model that will provide varying levels of formal classroom visits, coaching meetings, planning support, data review, etc.
- Coaching plans will include equity based classroom strategies in coaching tools to align with SEL and Academic Goals
- The Admin. Team will meet weekly to review data/trends and provide support accordingly

### **Parental Involvement**

- The PTA will hold at least one Family Event focusing on increasing outreach to our minority families per semester
- A parent survey will be administered in August and be used to determine parent interest in volunteering, language preferences, availability for volunteering/meetings, time/days for communications, etc.
- Our Data Manager and Academic Facilitator will increase their use of monitoring of ParentSquare reports to maintain 100% contactable families and share the best methods of contact with staff—give Hillary feedback from this
- Suggestion: considering strategies to increase parental involvement at home and in the school to support academics
- The PTA will work with our ML teacher to create 3 Family Support Nights for Multilingual Families

Next Steps: