

October 5, 2020

Start time 2:45 End time 4:23

Members Present				
J. Adamson x	C. Arbuckle x	M. Berns x	J. Bonfield x	M. Kitsinis x
S. Lofquist x	S. Plummer x	J. Rothwell x	M. Rowley x	S. Donnelly x
K. Thompson x	E. Vahue x	C. Walter x	R. Thomas x	T. North x
A. Simpson x	T. Stegman	M. Desai x	M. Johnson x	J. Donaldson x

1. Review Minutes: Ms. Simpson requested that "PBIS" be added to our SMART goal. Jenn motioned to approve. Marcy seconded. No opposition.
2. One Plan - QI Projects for ELA and Math

Feedback from teams:

9-12 Math: Modeling and reasoning. Would focus on modeling throughout all of the math standards.

6-9 Math: 3rd Grade Multiplication Fluency. Modeling and reasoning. Use multiple strategies vs. one strategy.

3-6 Math: (did not discuss with team) Possible idea: Acquisition of math vocabulary. Use math vocabulary to reason quantitatively and abstractly.

How will we measure success? The data team will take a look at the MAP data and review at the next ILT meeting.

9-12 ELA: 9-12 Students will increase proficiency in Informational Text by identifying and supporting text evidence through the application of the R.A.C.E. strategy on extended response questions in Language Arts, Science, Math, and Social Studies.

Restate the question
Answer the question
Cite evidence
Explain evidence

6-9 ELA: 3rd Grade Writing

3-6 ELA: (did not discuss with team) 3-6 could focus on informative text and informative writing.

How will we measure success? Each team could create a writing rubric. **Team leaders, please look at current writing rubrics at your level and modify or develop new, to correspond to the QI goal. Drop rubrics in shared folder.**

Agreed upon goals:

Math: Acquisition of math vocabulary. Use math vocabulary to reason quantitatively and abstractly.

ELA: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Data Overview

School-wide discipline data: Noticing and Wondering

- Large 2nd grade class
- 4th grade has the lowest total
- More white students in K with discipline incidents, more black students in 6th with discipline incidents
- Large increase in disruptive behaviors from 1st to 2nd grade. Why? 2nd grade class was larger than usual. Some could be repeated offenses.
- How many of these reports represent one incident that included multiple disciplinary offenses? Example, one discipline log incident could include fighting, disorderly conduct, and profanity (multiple offenses).
- Why do incidents of assaulting staff decrease as children age?
- Noticing that there are overwhelmingly more discipline incidents logged for black students than any other racial group.
- Wondering if we as a staff can continue to reflect on when we log incidents. It is our goal through more conversation and education that our staff has a clearer understanding around that.
- Wondering what actions were taken to de escalate and prevent discipline incidents.
- Q: Do parents have access to log entries and discipline log entries? A: They have access to discipline log entries.
- Shared opinion that during a behavioral incident, we need to find the root of the problem and work toward understanding the child.
- Shared idea that we give children fresh starts at each level with the new teacher and refrain from reading their discipline log entries.
- Discussed importance of building relationships and making connections. Children must feel safe and connected in order to learn and access higher level thinking.
- I am hearing a lot of comments focusing on the actions/reactions of the student. I am wondering how we could go about learning what our personal "triggers" are that cause us to react in a stronger negative reaction.
- In order to download safety, connection, and calm in our students, we need to be able to identify our own triggers and move ourselves from a state of emotional upset to a state of calm.
- How does this data impact instruction?
- In 6th grade, behaviors lead to having students out of the classroom so often that they are missing large portions of their instruction.

Guiding questions:

What are our overall findings?

- 1) Continue educating staff on logging discipline incidents.
- 2) Paras and teachers both need to consistently respond to behaviors
- 3) Do our own deep dive as adults into our own triggers and our cultural understanding/awareness.
- 4) Staff self care. If we are depleted, we can't be our best for the kids.

What can we do right now?

- 1) Do more community building activities, continue working on getting to know our students.
- 2) Book Study? I'm Still Here: Black Dignity in a World Made for Whiteness
- 3) Ms. North did an activity on Friday with students where they also talked about what they do for self care for themselves at home.

Other

- The Specials team is going to orient students to next quarter's specials by joining their current specials' live lesson next Friday, Oct. 16. No action needed by parents or teachers - specialists will simply swap meeting codes.
- **Team leaders - please consider making a request to foundation via shared form (form coming soon). Make a list of what you want, prioritize, and list good, better, best.**

Next Agenda Items:

One Plan

School-Wide Discipline Data