**CLEVELAND STREET SCHOOL**

**SLC/Data Team MINUTES**

**SY 2019 - 2020**

SLC Members in Attendance: Pettit, D. Smith, Mills, Heyward, Swift, Sutton, Duren and Levenson

Date: February 25, 2020

**Professional Learning (workshop attended AND/OR information provided by Content Supervisor):**

**Teachers received Professional Development in the following areas:**

* + Using Restorative Circles
		- Address Discipline
		- Establish Classroom Culture
		- Build Respect and Rapport
	+ MTSS (Culmination)
		- Aligning school/district resources to student needs

**Chronic Student Absenteeism (3 or more consecutive and/or pattern of absences/tardiness):**

The following has been done to address students flagged as chronically absent:

* Phone Calls
* Parent Letters
* Home Visits
* Meeting with Administration
* Courts Fines Imposed
* School-wide incentives

**Student Behavior/Conduct:**

* R.D. (3rd Grade) is becoming consistent behavior problems – He has received multiple out of school suspension for violating the code of conduct - Parent has been notified –RD is participating in Restorative Practices and are receiving counseling sessions with Mr. Smith

**Academic Concerns/Interventions (including 72% and below students): School-Wide Student Goal Setting and aligning intervention supports:**

* MP2 Report cards were utilized to identify students performing below 72%
* Student goal setting and individual action plan were assessed to see if students met their goals and revised based on their report card grades.
* 4 additional after school programs were put into place to support tier 3 students at the grade levels in greatest need
	+ 2nd grade (Gen)
	+ 5th Garde (Gen)
	+ 2nd and 4th (SpED)

Grade level planning remains difficult in grades 3-7 because there is only one content area teacher per grade level

Teachers are finding it challenging to keep up with the pacing, when many students lack prerequisite knowledge to move forward.