

SLT Agenda December 2, 2020

Present: F. Alcantara, G. Murphy, S. Hill, S. Guerra, C.Walker, J. Mooney, M. Valere.,
Ms. Davis, J. Laguna

Absent: G. Arnold

1. Review and approve previous meeting minutes
 - a. Motion to approve-
 - b. Second the motion-
2. ASP
 - a. Recall Professional Developments Offered
 - i. District level
 1. Foss Web
 2. Houghton Mifflin Harcourt
 3. Writing Logs (3-7)
 4. Social Studies with Russo
 5. Frontline Corona Virus Online
 6. Great Minds INSYNC Training
 7. Writing Workshop (K-2)
 8. Dreambox ESL
 9. Ed Plan training
 10. Looking at Student Work Protocol Training
 11. Reading Plus Training (3-7)
 12. Kami Training (science and math)
 - ii. School Level
 1. Google Classroom
 2. Google Meet
 3. HIB
 4. I&RS
 5. Danielson Evaluations for 2020-2021
 - b. Benchmark Data Participation rates
 - i. BY grade level and by subgroup
 - c.
3. Discussion Questions
 - a. 1. What barriers did you face with ASP implementation and where have you re-adjusted/refined your program?
 - i. Being Virtual Barriers
 1. Student attendance and work completion

- a. Of classes and benchmark
 2. Keeping students engaged and motivated
 3. Attending small groups and other interventions offered
 4. Home Environment distracting them or having responsibilities put on them
 5. Results may be skewed because of parental assistance or guidance and/or work environment that was detrimental to their focus and achievement
 6. Navigating to online benchmark platforms independently posed a challenge for some classes and grade levels
 7. Afterschool programs (tutoring and clubs) attendance and participation
 8. Parents unavailable to help students due to work responsibilities or household responsibilities
 9. Parents concerned with the amount of screentime
 10. Difficulty recruiting staff to work after school activities and programs
 11. Online platforms make it hard to drill down to standard deficiencies
 12. Special Education- this subgroup does not have district level meetings or shared planning time to share resources, best practices and have not received coaching cycles
- ii. Re-adjusted Program
 1. Reaching out to parents to help with accountability and work completion, as well as attendance
 2. Phone Blasts, Emails, Texts, Class Dojo for communication
 3. Town Hall Meetings
 4. Flexibility in due dates for assignments and offering extensions for students who are struggling with completion
 5. Adding supplemental online programs to address deficiencies in curriculum and current online programs
 6. Staff working outside of our hours to ensure contact to students and parents is accomplished
 7. Four days a week live lessons using zoom and google meets
 8. Increased contact time by offering office hours and small groups in the afternoons and on synchronous days
 9. More visible and accessible to the students and parents to ensure they can contact us with any questions or to offer support to take into consideration parents who are not available during contracted hours

10. Technology support to ensure devices are available, working, and supported.
 11. Removed barriers to accessibility and to ensure equity by offering device pick up kiosks and hot spots for the internet
 12. Convocations offered building wide not just middle school to ensure students are celebrated and
 13. Assessments were proctored in class
 - a. Benchmarks, NWEA, iReady Diagnostic
 14. Monthly Parent Workshops held by Laguna
- b. 2. What results and evidence show progress? Include results from ACCESS and interventions in the ASP for ELA and Mathematics. How do you know?B
- i. Benchmark completion
 - ii. Participation Rates had improved (80% or higher)
 - iii. Online Programs are showing progression and growth
 1. iReady, iRead, Reading Plus, Systems 44, NWEA
 - iv. PBSIS students are being rewarded for
 1. Attendance
 2. Participation
 3. Work completion
 4. Online Program completion
 - v. ACCESS Scores show some students exited the ESL program.
 - vi.
- c. 3. What is one best practice or strategy that has worked well in your building? Why?
- i. CPT meetings because we are able to meet and discuss what worked well and what didn't work well. Able to collaborate to ensure best practices are being met
 - ii. Walkthroughs have given teachers good feedback and improve instruction
 - iii. Coaching Cycles have been beneficial with supervisors
 - iv. District wide shared resources and meetings in ELA department, and 4-7 NGSS to allow teachers to share resources and improve virtual instruction
 - v. Counselors are meeting Bi-weekly to focus on trainings for Social Emotional and to share information
 - vi. Monthly Convocation for PBSIS to meet SEL for students
 - vii.
- d. 4. What data, outside the ASP, are you using to document subgroup growth?

- i. ELL
 - 1. ACCESS scores
 - 2. Benchmark reporting data by subgroup
 - 3. Language, Speaking and Listening Standards, and Writing standards are evaluated for
 - ii. SEL
 - 1. NWEA
 - 2. IEP
 - 3. Annual Reviews of IEP
 - 4. quarterly reports
 - 5. Benchmark reporting data by subgroup
 - e. 5. Explain how assessment scores reflect (or do not reflect) teacher evaluation ratings? How is this being addressed? What is the status of SGOs?
 - f. 6. What are the results of your walkthroughs? How frequently are they conducted? Note if unit assessment scores reflect what you see instructionally.
 - g. 7. What is the status of strategies in place to address attendance, chronic absenteeism and discipline?
 - h. 11. What specific area(s) will you focus on during the next reporting cycle?
 - i. Climate Survey (SMART GOAL 3)
 - ii. Spending budget for ASP
 - 1. Smart goal 3 SEL incentives
 - 2. Parent Workshops
 - 3.
4. Calendar