



SDMT Meeting Minutes

School or District	Ben Franklin Elementary School
Date	4/25/2022
Time	4:00 pm
Participants	<p>In attendance: Kia Evans, Kelly Radley, Dianne Shadden, Jodi Cook, Mary Russell, Larissa Gramza, Claire Bellia, Jen Tracey, Lynne Pernick, Mariko Denton, Jill Mattea, Dan Myers, Ashley Zak, Kate Overton, Mike Muscarella</p> <p>Absent: ----Becky Kobieski, Rebecca Lambert, Erin Marshall</p>
Approval of minutes From previous meeting	Approved
Review of responsibilities/tasks from previous meeting	Reviewed our own SIP information from our groupings of ELA, Math and School culture and chronic absenteeism. Using this to assess how we have done since creating goals.
Agenda	<p>New Business:</p> <ul style="list-style-type: none"> • Review SIP Franklin School Improvement Plan <ul style="list-style-type: none"> • Review School Improvement Plan - Move into small groups <ul style="list-style-type: none"> ○ What are we doing well? ○ How can we continue to do it better? ○ Discuss next steps ○ Focus on Attendance Concerns <p>Upcoming Issues for Consideration/Recommendations:</p> <ul style="list-style-type: none"> • Reviewing data with grade level teams <p>Wrap Up/ Summary</p> <ul style="list-style-type: none"> • Review of Minutes and To-Do List

Decision Points	<ul style="list-style-type: none"> - Kia covers agenda - Look at SIP, Continue to look at data, and begin to plan out and reflect on the success of our previous SIP steps <p>(The Following notes were taken from each individual group making their own note sheets on google docs. Because of that there are inconsistencies in fonts and formats.)</p> <p><u>SCHOOL CULTURE</u></p> <p>WHAT DID WE SAY WE WOULD DO?</p> <ul style="list-style-type: none"> -share website/resources -call or email with positive comments about students and/or send positive notes home -communicate with both parents in split families <p>HOW ARE WE DOING WITH THIS?</p> <p>Our interpretation/communication with our teams:</p> <ul style="list-style-type: none"> -using Remind or other communication platform -starting/ending with something positive when meeting with families -being aware of how text comes across vs. talking in person/on phone -PR on website & Facebook, adding photos and notices -all school newsletter -monthly flyers with upcoming dates/spirit days -flyers are counted out with enough to go home to split families -automatically generated reports through IC and IEP direct for both families -flyers are being translated -offer referrals to Family Support Center <p>WHAT CAN WE DO BETTER?</p> <ul style="list-style-type: none"> -Get more families involved with our social media (ex. FB) -Discuss whether a paper newsletter is the best method....should this be switched to more Shoutpoint calls/Remind notifications, etc? <ul style="list-style-type: none"> -short text messages (family perspective) -Communicate specific goals from the SIP plan with all members of the school <p>Ex. The goal of calling or messaging families with positive notes home-something that maybe not even all SDMT members were aware of quantifying. If all school members knew specifically we were looking for say 3-5 positive points of contact/month, we would be better able to quantify it and adhere to our school plan</p> -More timely translating of certain documents related to deadlines or events -Family Support Center represented at Open House, possible video from the district of the center and what it offers <p>ATTENDANCE COMMENTS</p>

All but one grade level decreased the overall number of students who were chronically absent. 3rd grade # of students who are chronically absent increased. 1st grade: 13 students remained on the list, 24 students were dropped from the list when looking at 2/1 through 3/11 data, 8 new students added to the 2/1-3/11 data. Many outside variables with Covid protocols.

- Additional comments from the group state there is intention from the district to create a larger social media presence to start getting positive stories from the district out into the local community.

ELA

Teachers are using the lesson plan template for planning and instruction of small groups.

- What are we doing?
 - Initially completing it word for word, now using it more as a guideline
 - Use it as an anecdotal record, take notes on it
- Why are we doing it?
 - To meet all learners where they are, grouping by needs, gives guidance for driving instruction
- How can we do it better?
 - Focus on phonics, hands-on materials, independent practice

Grade level minutes reflect use of videos to further enhance small group instruction.

- What are we doing?
 - Made adjustments in pacing, reduce introduction to the book, tell them what it will be about, tell them the word, give them the vocabulary, no more round robin reading, hearing everyone as they are reading
- Why are we doing it?
 - We watched the videos, learned new things and realized how it works, so we adjusted our teaching
- How can we do it better?
 - Continue to practice, discussion groups, collaborate with team members

Teachers are replicating phonics/ word study activities during their small group instruction.

- What are we doing?
 - Phonics, word study
- Why are we doing it?
 - Data shows this is a major area of weakness
- How can we do it better?
 - Do it more, adjust small groups as needed

Math

Fact Fluency and Meaningful Game Play

- What did we say we would do?
 - Increase knowledge of fact fluency games through participation in monthly meetings that include a focus on math games from the text Math Fact Fluency
- How are we doing?
 - Monthly math meetings with new games introduced from Lisa Wdowka and Kerrie Page.
 - Math Fact Fluency books have been ordered to help teach teachers new games
 - Math orders were just put in with focus on math games
- How can we do it better?
 - Keeping Fact Fluency games separate from new concept games
 - IXL Games just added that are ED-2d compliant
 - 10 mins diagnostic reports used from IXL to help decide targets

Measurable Evidence of Success

- What did we say we would do?
 - Teachers will make math visible to all students and “Mathematicize” the building
- How are we doing?
 - Including Math on the announcements
 - Using hallway cases for RTI Math to have a space
- How can we do it better?
 - Using time on superintendent conference days as a team to plan something visual to represent in the hallways or in the school
 - Mathematician of the Week on Annoucements

Number Talks

- What did we say we would do?
 - Teachers will implement number talks in their classrooms at least 3 days a week and will participate in monthly math meetings that will include a focus on number talks.

	<ul style="list-style-type: none"> • How are we doing? <ul style="list-style-type: none"> ○ Teachers have attempted to implement number talks a few times a week. ○ Number talks are being discussed for clarification through Math Meetings • How can we do it better? <ul style="list-style-type: none"> ○ Training on math talks for classroom teachers in the future ○ Sharing other teachers math talks from math coaches ○ Making Math talks more uniform from different grade levels.
Responsibilities/Tasks for next meeting	Notetaker- Dan Myers
Next meeting date	May 2022
Consensus Sign Off	

Minutes will be submitted in pdf by the chairperson to the Office of Instruction within 10 days of approval.