



## SDMT Meeting Minutes

<b>School or District</b>	Ben Franklin Elementary School
<b>Date</b>	March 21. 2022
<b>Time</b>	4:00-5:00
<b>Participants</b>	<p><b>In attendance: Mariko Denton, Jill Mattea, Lynn Pernick, Claire Bellia, Mary Russell, Larissa Gramza, Dan Myers, Ashley Zak, Kate Overton, Jen Tracey, Erin Marshall, Becky Kobielski, Shauna Clair</b></p> <p><b>Absent: Rebecca Lambert</b></p>
<b>Approval of minutes From previous meeting</b>	Approved
<b>Review of responsibilities/tasks from previous meeting</b>	<p>Review of attendance data</p> <p>Review of SIP</p>
<b>Agenda</b>	<p>-Review SIP</p> <p>-Reporting data to grade level teams</p>
<b>Decision Points</b>	<p>-Reviewed ELA data from the SIP. Each grade level has made improvements towards meeting proficiency. Discussion about why: teachers trained in Scholastic, students attending regularly, student growth can be measured in multiple ways (may be even more growth that isn't quantified by NSGRA level), disruption of "regular school" may have had a larger impact on our younger students leading to needing to teach prerequisite skills in the beginning, grade-level of student can impact proficiency as a result of the pandemic (Think: When is the last time this student received a "normal" school year?, school readiness), 4th grade-lack of consistency with students reading at home &amp; lack of uninterrupted independent reading time within ELA block</p>

	<p>Math- Aimsweb primarily assesses fluency and number sense  Discussion: Sometimes the Aimsweb assesses students on topics that haven't yet been covered in class (ex. heavy fractions in 4th grade), has the pendulum swung to focus too much on ELA?  What is contributing to the progress? 3rd- implementation of number talks, familiarity with the assessment format, hands-on learning through fluency games/activities, small groups/teams/partner work while teacher is providing differentiated instruction</p>
<b>Responsibilities/Tasks for next meeting</b>	<ul style="list-style-type: none"> <li>- Disaggregate attendance data, include unexcused absences</li> <li>-Can break attendance data down to determine whether students who are underperforming are also not attending</li> <li>-Grade level teams will report data/observations to colleagues: Discuss what you think the causes are for the data? What are we doing well? How can we do it better?</li> <li>-Remind grade level teams about the math share folder for info on number talks (to promote fluency)</li> <li>-Discuss with grade level teams how we can continue to be intentional with planning and building capacity.</li> </ul>
<b>Next meeting date</b>	April 25th
<b>Consensus Sign Off</b>	

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