

# Community Council Meeting Agenda

Location: Faculty Room  
March 8, 2022 at 4:30

- I. Welcome – Mr. Winston
- II. Approve Minutes from Previous Meeting
- III. Reports of Standing Responsibilities for School Improvement
  - A. Trust Lands: Budget vs. Expenses
  - B. Reading Improvement – Reading TAs are going well. Groups adjusted.
  - C. Digital Citizenship – Will be done in April.
  - D. Staff Development: Fractions with Dr. Bahr on horizon
- IV. Miscellaneous Business
  - A. Review Proposed Goals, action plan, and budgets
  - B. Vote to Approve Goals
  - C. ???
- V. Adjournment

## **Proposed Goals:**

- I. 65% of Hill Field students will demonstrate typical or above typical growth according to Acadience Reading End of Year Benchmark Assessment.
  - 1. Use beginning and middle of year Acadience Reading benchmark scores, pathways to success data, and RI scores to identify students with deficits in reading and comprehension.
  - 2. Use the Drill Down model to identify specific needs of students who are below benchmark.
  - 3. Grade level teachers will meet in professional learning communities (PLCs) to collaborate, plan, assess, and analyze data to drive instruction.
  - 4. Provide differentiated and targeted instruction for students below benchmark using classroom teachers and reading interventionists.
  - 5. The interventionists will provide weekly updates to classroom teachers on student progress including progress monitoring data.
    - a. ELA will streamline the process and record in TEAMS the process for Drilling down, identifying appropriate grouping, identifying the appropriate intervention material, identifying the appropriate progress monitoring tools, when to progress students according to data.
  - 6. The Local Case Management Team will discuss students identified as needing more intense intervention. The team will determine appropriate interventions for the teacher to implement in the classroom and/or request a referral for Special Education testing.

7. Using positive behavior management and reinforcement systems we will increase the time students are in the classroom decreasing office referrals. This will be accomplished using the following steps.
  - a. Monthly Social skills assembly to highlight/target positive behaviors (if allowed). Weekly announcements to remind students of the target behavior.
  - b. Positive reinforcement of behaviors will be delivered by The Principal's 200 Club.
  - c. Faculty and staff members recognize positive behaviors using Patriot Praise Certificates. Administrators will call parents to recognize several of the Patriot Praises.
  - d. Weekly prize drawings from previously given Patriot Praises.
  - e. Donut party when the Principal's 200 Club Board is filled.
  - f. A school-wide system for behavior intervention will be utilized for continuity to determine when students are sent to the office.
  - g. Administration and counselors will work with teachers to identify individual students in need of additional support. The school will use a check-in/check-out system to help these students.
  - h. Promote the three school rules "Respect for Self, Respect for Others, Respect for School Property".
8. Teachers new to Hill Field will receive a half day training with the ELA to learn the L.A. curriculum.
9. All teachers will participate in LETRS training.

II. Teachers will implement the professional learning community (PLC) process by frequently (at least weekly) meeting with grade level team members to unpack priority standards into learning targets with "I can" statements, discuss students' achievement data, and develop common assessments.

1. Teachers will receive a review and further instruction on the PLC model through faculty meetings and other professional development opportunities. These trainings will include a review of the importance of learning targets and "I can" statements and introduce the need for common formative assessments and how to develop them.
2. Common prep time schedule will be developed to help provide adequate time for collaboration. Friday planning time will be used for school-wide PLC team meetings in a central location.
3. Teachers will use the process provided by the Solution Tree presenter to unpack priority standards into learning targets with "I can" statements for the entire language arts curriculum.
4. Administration and/or ELA will meet with each grade at least quarterly to assess the PLC process and to monitor learning target development.
5. Teachers and administration will review and discuss student achievement data when meeting together for data meetings after Acadience Reading benchmark assessments.
6. Common assessments will be developed to identify student needs for enrichment and intervention.
7. Teachers will be provided with 1 additional planning and preparation days before school starts to work as teams to organize curriculum for PLC preparation.

III. Improve student SEL skills implementing SEL direct instruction and SEL instructional strategies.

1. A focus will be put on replacement behaviors in all interactions. Teachers will instruct students weekly on social skills/expectations using the Sanford Harmony curriculum. Teachers will take time frequently to build positive relationships with students.
2. Teachers will begin learning about and implementing restorative practices when working with student discipline.
3. Anchored4Life and Junior Hope Squad will be used to help students build relationships and to help with student advocacy.
4. Use DSD SEL Self-Assessment and Walkthrough tool for Pre ( Fall 2021) and Post (Spring 2022) data to inform professional learning.
5. Implement mindfulness strategies and brain breaks to re-engage and re-focus learners and relieve test-related stress.
6. Implement buddy-up meetings to build a strong classroom culture of respect and empathy.

IV. Trained personnel will deliver explicit instruction in educational and structured activities that increase healthy student behavior and communication strategies in all school settings thereby decreasing classroom disruptions and increasing learning outcomes.

1. Personnel will attend bi-weekly behavior team meetings with administration to identify students in need of additional support.
2. A daily check-in/check-out system will be used to support identified students.
3. Personnel will design and deliver instructional activities to teach behavior and communication strategies.
4. Personnel will actively seek opportunities to deliver positive behavior rewards.

V. Build faculty leadership skills, by providing opportunities to give meaningful input and direction to major school initiatives, including but not limited to SEL, PLCs, and multi-tiered support.

1. Administration will identify teachers to serve on committees, including SEL, PLC, and LCMT.
2. Committees will meet with administration quarterly or as needed to develop/update goals in their defined areas, as well as develop implementation plans with accountability expectations.
3. Committee members will attend trainings provided by district and outside vendors in their assigned area.