### SCHOOL-BASED DATA TEAM

#### Meeting Agenda

<table>
<thead>
<tr>
<th>Time Allotted</th>
<th>Agenda Item</th>
<th>Description</th>
<th>Expected Outcomes</th>
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<tbody>
<tr>
<td>5 Minutes 9:15 - 9:20</td>
<td>Review Norms &amp; Welcome</td>
<td>Team will review established norms.</td>
<td>Team will apply norms throughout meeting</td>
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<td><strong>Meeting Norms:</strong></td>
<td><strong>Allow all people to be heard, begin and end on time, use an agenda, disseminate minutes, support all members, frank conversation, keep confidential information to yourself, practice problem solving, use protocols, arrive to meeting prepared with agenda, data, etc., build consensus, and take on the big issues</strong></td>
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<td><strong>Climate Committee</strong></td>
<td>Review Climate Goal (Stakeholder Survey Goal) for 2013-2014 school year.</td>
<td>Identify practice/activities/strategies to support the goal by whole school and grade level.</td>
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**Notes:**
- Conferences- should students be encouraged to attend? With new rubric/report card, is it too much?
- School climate goal- every parent visit one time per year and increased communication- each grade level develops list of strategies
- List of possibilities:
  - Open House- with sign in
  - Conferences- follow up phone calls and notes
  - Curriculum Breakfast- huge success for 3rd grade, good turnout, positive feedback- 3 notices sent home- have students make the invitation
  - Classroom visit
  - Reading in classroom, Judy David has dads/grandfathers come in to read in October/November
  - Family journal
  - Classroom newsletter
  - What about parents that can’t get here during the day? Projects, have parent write up something about a favorite book, send in a book, parent memory of X grade (5th grade does this every year)
  - Skype in Computer Lab? Would need to get site unblocked
  - Have student present letter/memory parent write
  - Classroom gatherings—Birthday Book (parents always manage to make it to school on b-day), Mothers’ Day Tea, Donuts for Dads- Fathers’ Day, cider and pumpkin bread.
### 30 Minutes 10:20 - 10:50

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<tr>
<th>PBIS Update / Reward System</th>
<th>Review status of PBIS system Review grade level lists of rewards and discuss structure and responsibilities</th>
<th>Determine reward system that will be used for PBIS throughout the school (i.e. classrooms, school-wide, specials, etc.) Verify calibration reward values between grade levels Identify school-wide/grade-level raffle prizes</th>
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**Notes:**
- Collected final copies of rewards lists for each grade level, discussed differences between grade levels - need to calibrate
- 4<sup>th</sup> and 5<sup>th</sup> grades worked to coordinate values
- 3<sup>rd</sup> grade asked if we can create “5” or “10” tickets. Singles go to office drawing, bigger amount tickets stay in classroom for prizes
- Discussed story times for Tom to speak to grade level about WAVE
- Start using WAVE tickets Monday
- Collect tickets and send to office for raffle - first raffle before Christmas break

### 20 Minutes 10:50-11:10

<table>
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<tr>
<th>Review DDT/DLT Minutes</th>
<th>Review DDT/DLT minutes from October, 2013 meetings and provide clarification if needed.</th>
<th>Understanding of DDT/DLT work and goals/plan for the coming year. Update on Independent Reading Logs and tracking student progress.</th>
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**Notes:**
- **DDT:**
  - Fall RCBM and Math results, LA group, Math group. Looked at trends. Results based on 50<sup>th</sup> percentile, not target. Looked at subgroup results.
  - SMART goal is to decrease the achievement gap between subgroups and other group.
    - Independent Reading Goal ties into this.
- **DLT:**
  - Smarter Balanced - starts in April probably
  - Close reading in LA - used *Inside Out and Back Again* to write questions for Depth of Knowledge levels
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<th>Activity</th>
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<tr>
<td>20 Minutes</td>
<td>Independent Reading Goals</td>
<td>Update Independent Reading Goals for identified students</td>
<td>Review of RCBM student progress. School Data Teams will have a clear understanding of current status and supports needed.</td>
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<td>11:10-11:30</td>
<td>Notes:</td>
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<td>Variety of ways it is being done in grade levels, conferences look different…Reading Counts discussions with individual students= feedback/conferencing</td>
<td>Use any reading log you want, first grade will start in Jan. when RCBM is done.</td>
<td>Try to track a student in a subgroup</td>
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<td>Use any reading log you want, first grade will start in Jan. when RCBM is done.</td>
<td>Try to track a student in a subgroup</td>
<td>Sue can help with RCBM or conferencing- let her know</td>
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<td>30 Minutes</td>
<td>IDT Update</td>
<td>Team will review reports from IDTs.</td>
<td>Team will provide feedback to grade level IDTs and share strategies for future replication.</td>
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<td>11:30-12:00</td>
<td>Notes:</td>
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<td>K- finished parts of book- author/illustrator and 3D shapes. Starting 0-10 for math</td>
<td>1st topic and details of fiction finished, beginning topic and details for nonfiction, Completed 2D and 3D shapes, facts 0-10. Now working on 0-20 addition and subtraction facts</td>
<td>3rd grade- Finished multiplication and division unit, now working on using multiplication and division. LA unit on how characters change is in process.</td>
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<td>3rd grade- Finished multiplication and division unit, now working on using multiplication and division. LA unit on how characters change is in process.</td>
<td>4th grade- Finished place value multiplication and division, factors and multiples. Vocabulary was difficult. Reading unit on comprehenion with genre and theme- realistic fiction, mystery, fantasy… Tough to find books to correlate. Too many genres to expose students to in 6 weeks.</td>
<td>5th grade- decimals and whole numbers with place value completed, multiplying and dividing double digit numbers, word problems with remainders, conversion- all complete. Now working on in/out boxes and coordinates, algebra. LA- identifying theme, comparing two stories, write summary with supporting details that support theme.</td>
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<td>Grade levels feel that the IDT form is time consuming and the form used last year was better. Takes two planning periods to complete the form.</td>
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<td>45 Minutes</td>
<td>Lunch</td>
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<td>12:00-12:45</td>
<td>Problem of Practice / Action Research</td>
<td>Review student achievement data and identify a significant student performance issue.</td>
<td>Team will identify Problem of Practice, create SMART goal, and identify high level practices that must change in order to achieve student SMART goal.</td>
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### Area of concern at Wesley:
- **Math fact fluency**
  - Sue P shared an article about math facts and tie to Common Core
  - Fact fluency means quickly and accurately
  - Math Mondays?
  - Consistent strategy across school, recognition for progress
  - Discussed xtramath.org- need pin number for each student. 10 min/student/day. Amount of seconds per student can be adjusted
  - Discussed goals, use of mad minutes daily
  - Each grade level needs to identify measurement and let Tom know
    - 4th and 5th grades use 100 fact test- 5 minutes, 90 or above
    - 4th and 5th- measure multiplication and division, practice addition and subtraction too
    - 3rd grade- measure all 4 operations
    - Should we use MComp for progress monitoring?
  - Home component
  - 80% of students at 90 or above in 5 minutes
- **Incentives/motivators/goals**
  - Recognition- Sue P visit classroom and conference with students about MComp
  - Bulletin board- football field, team name for the class

### Notes:
- Finalize School Improvement Plan

### 15 Minutes
2:00 - 2:15

<table>
<thead>
<tr>
<th>Set agenda for next SDT meeting</th>
<th>Set agenda for January 2014 meeting</th>
<th>Agenda will be established</th>
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### Notes:
- Finalize School Improvement Plan