

Handbooks - The dress code in the elementary handbooks looks new. Is this based on the one developed/proposed by NHS School Council?

No, this was modified from the Oregon NOW Model Dress code (2016). We looked at the suggested guidelines and modified them to meet the needs of an elementary school setting. This language is considered a draft until all schools have the opportunity to discuss the language with school councils. ([Oregon NOW research](#))

Elementary SIPs

Brown - Was communication identified as an issue in Brown Elementary entry plan?

From Mr. McCann

My entry plan is not yet complete, but based on listening to school committee, that was a top priority. On top of that, staff and parents alike reported over the summer, and now, that they would like to see a greater level of engagement of all families that would represent the student population we see at Brown (greater diversity). As part of this conversation, staff and families alike asked how we communicate with all families and felt that **what we communicate, when, and how** all play a factor in engaging a greater diversity of families.

Bottom line - not a **problem** per say, but rather something to focus on in order to increase this engagement.

From Ms. Hoffman

Johnson - what will gen. ed students do during "school-wide WIN block?"

Johnson's school-wide WIN block involves all students in grades 1-4. In line with our workshop models of instruction and Natick's Profile of a Graduate, we work with students of every ability level to set goals and track their own progress toward their goals. Gen ed students may be with their classroom teacher or not depending on needs. They could be working on any number of lagging skills or engaging in enrichment opportunities. For example, one group of fourth grade students is working with our literacy specialist to strengthen phonics concepts that aren't yet solid. A group of second grade students is working with a Title I teacher to build number sense. A group of first graders are working with our guidance counselor to build self-regulation skills. I am currently working with a group of students in a book club who demonstrate strong reading skills. They have engaged in a self-assessment and crafted their own goals around reading comprehension. We are always looking at student data to personalize instruction and ensure students academic and social emotional needs are being met, so this is a flexible process that we are using to respond to our students' needs.

Memorial - who will take Data wise training at Harvard [Sue Balboni is currently enrolled in the Data Wise course. It is an online training provided by the team at Harvard who wrote the Data Wise text as well as the Meeting Wise book. Memorial is currently using the Meeting Wise template and Literacy Coach, EPLC leaders and Principal Assistants are being trained in using](#)

the Meeting Wise templates and as Mrs. Balboni will train these leaders in the Data Wise Inquiry process as she continues through the program.

Memorial/Ben-Hem - Both say "tap into additional teaching supports." Are we adequately funding those teaching supports?

No, given the now cemented form of student screenings in tier 1 and data meetings, teachers and admins agree that additional support for in-class and more intensive interventions in the RTI and tier 2 interventions in the classroom is the next step of increasing student achievement in NPS.

We are trying to think creatively about our resources to help fine-tune the interventions we offer. During a specific flex time, we look at who are the potential staff to support the needs of this group and then we build the plan from there. Some teams are experiencing a greater benefit due to the level for support. For example, AP is running a 4th-grade phonics group, KEIP tutors are delivering phonics to small groups during Kindergarten's morning recess, etc. But the level of support is often dictated by who is available as support/adjunct to the regular classroom.

Middle School SIPs

From Mr. Zitoli

Kennedy - All goals say timeline is 18-19. Is this the same SIP from last year?

These dates just needed to be changed to 19-20 on the original document. Each goal is deeper than last year with new and more effective action steps based on last year's outcomes.

Kennedy - What is the rationale behind adding another fitness experience for 5th and 6th graders?

Currently all of our students in grades 5-8 wear the heart rate monitors. That being said, only grade 7-8 students have the true fitness experience in the fitness room with Mr. Fledderjohn. There is no new fitness experience being proposed.

Kennedy/Wilson - RTI - Really want to know what RTI looks like for your average gen.ed. students. Feedback seems to be that gen ed are not in specialized groups and they are not receiving services for areas in which they need help.

The Data Team (Admin/Math-Reading Specialists) meets with each grade level team prior to every RTI cycle to determine the needs of the group. We use current data to craft each group and determine the outcomes for each student. Our universal screening tool (Renaissance) is used for instructional planning reports, progress monitoring, and most importantly to set growth goals with every student at Kennedy. Clearly, this screening tool is very effective to highlight a students strengths and weaknesses and as a

predictive instrument for how a student will fare on the state assessment. We work closely with each teacher so that they have a laser-like focus on the individual needs of each student. This instruction can vary from a very small intensive group working on a specific skill to the enrichment of a large group and everything in between.

From Anna after chatting with Andy

Anna - question for you - Kennedy Goal #1 says, "every A day during 5th period, small grade level groups of students from mixed homeroom classes, will meet with an adult advisor to discuss topics important to middle school students. "

(my 7th grader) says that she signed up for 3 Cs and the choices were "drawing," "just hanging out," and "team building." Is this what was intended for 3Cs? She does not report that they are talking about topics important to middle school teachers. Is the intent really to just build a relationship with an adult in the building?

The intent of 3C's (Advisory) is for a small group of students to have at least one trusted adult in the building. We want that teacher to build a strong bond/relationship with his/her small group. Some teachers are comfortable doing this in a variety of ways..ie games, activities, community service ect..Our current thinking is that the teacher will stay with his/her group for the entire middle school career. The data from our school culture survey clearly speaks to the importance of feeling connected to an adult at school.

High School SIP

Does Brian have a document similar to elementary and middle school documents? It would be helpful to have the SMART Goal, the strategies, and the expected outcomes.

I sent this to you prior to weekend.

Assessment slide seems vague? Am curious about concrete goals around assessment and academic adjustments based on data.