

# March 16, 2022, 7pm

Participants: Abdel Sepulveda (principal, co-chair), Pam Pecchio (parent co-chair), Tina Lieu (parent rep), Karim Ahmed (parent rep), Michele Lippens (educator rep), Marissa Fried (educator rep), Nicole Sullivan (family liaison)

Participants ~24

Combined meeting with Friends of Peabody and Connections

## Action items

- Next School Council meeting is on 4/13 at 7AM (to avoid conflicts)
  - To the extent possible, all SC meetings going forward will be the 2nd Wednesday of each month at 7pm
- **Mr. S:** Need to check to see if this time will conflict with the family conferences (currently scheduled on 4/13 for 1-3pm, 5-7pm)
- **Nicole:** Get link to school council minutes linked from Peabody School Council page
  - On this page  
[https://peabody.cpsd.us/about\\_our\\_school/parent\\_organizations/the\\_peabody\\_school\\_council](https://peabody.cpsd.us/about_our_school/parent_organizations/the_peabody_school_council)
  - Get the bad link to meeting minutes removed in favor of the correct URL:  
[https://secure1.cpsd.us/school\\_council/meeting\\_listing.php?schoolID=21](https://secure1.cpsd.us/school_council/meeting_listing.php?schoolID=21)
- **Tina/Michele:** Link to Draft SIP from today's SC minutes -- DONE!

## Agenda

1. School Improvement Plan (SIP) presentation
  - ☰ Peabody SIP To Share with the Community 2021-2023
    - a. See Glossary of terms used in the SIP at the bottom of these notes

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\*\*\*Quotes from the School Improvement Plan are in italics below.

### ***Theory of Action***

*If our community strengthens our cultural competence, designs and implements differentiated, culturally responsive learning experiences that engage students in becoming leaders of their own learning and social emotional growth, then students, regardless of their racial, ethnicity, linguistic, gender and socioeconomic backgrounds, will meet or exceed their individual potential as lifelong learners and productive citizens*

### ***Underlying Beliefs***

*At the Peabody School we believe in educating the whole child so that they can be successful in a diverse and multicultural society. Our educational philosophy is rooted in growth mindset practices, equity and inclusion, and a strong commitment to explicit and embedded social emotional learning and culturally responsive practices. We believe that by engaging in academically rigorous and joyful teaching practices our students will become lifelong learners and critical thinkers that use their agency to create a more just, kind, and safe world.*

Mr. S is doing professional development (PD) himself to learn how to focus evaluations on student learning vs focused on evaluating teaching. This makes a lot of sense especially for children w/disabilities or social-econ disadvantaged families

## **Strategic Initiative #1: Strengthening Tier 1 Instruction - Literacy and Math**

Goals are to demonstrate ambitious growth among students and move to a higher level with the spring screener (testing).

### Literacy

<b>Grade</b>	<b>Fall 2021 Screener results</b>	<b>Goal (as measured by spring 2022 testing results)</b>
K	<i>Fast Literacy Screener 70% of students are "at risk" for phonemic awareness or phonemic decoding.</i>	<i>75% of those identified as "at-risk" will demonstrate ambitious growth and/or move from the 'at-risk' category</i>
Grades 1-2	<i>Fast Literacy Screener 52% of students are "at risk" for phonemic awareness or phonemic decoding.</i>	<i>75% of those identified as "at-risk" will demonstrate ambitious growth and/or move from the 'at-risk' category</i>

Grades 3-5	<i>iReady Diagnostic 33% of students are one grade level below for baseline placement in reading.</i>	<i>75% of those identified as “at-risk” will reach grade level proficiency and/or demonstrate adequate literacy growth (100% target growth)</i>
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Expectation for educators include:

- Continue to use variety of assessment tools (screeners), and state assessments to determine strengths and needs in classroom
- Instructional team will analyze with culturally responsive lens
- K-3 educators provide instruction in TLA (Partners: Teaching and Learning Alliance) phonetics to support students (development of foundational literacy skills, including phonological awareness and phonics.)
- Educator will engage in at least one student-centered coaching cycle, with focus on data-driven instruction.

See [SIP](#) p. 2 for full details

## Math

<b>Grade</b>	<b>Fall 2021 Screener results</b>	<b>Goal (as measured by spring 2022 testing results)</b>
K	<i>Universal Screener for Number Sense (math interviews), 29% of kindergarten students were successful (score of 3) counting on from 7 to 3 to solve 7 and 3 more</i>	<i>math interview on similar items will increase from 29% to 85%.</i>
Grade 1	<i>Universal Screener for Number Sense (math interviews), 50% of 1st grade students were successful with subtracting 3 from 8 using strategies based on place value</i>	<i>math interview items will increase from 50% to 80%.</i>
Grade 2	<i>Universal Screener for Number Sense (math interviews), 73% of 2nd grade students were able to use their knowledge of place value to add 10 more to 16</i>	<i>math interview items will increase from 73% to 100% for 2nd grade students</i>
Grades 3-5	<i>iReady Diagnostic 64% of students were identified as being at least one grade level below</i>	<i>74% of students will have shifted at least one grade level towards proficiency</i>

Educator expectations include (details in [SIP](#) p. 4)

- One coaching cycle
- Use SFUSD unit planning template and use evidence from prev lesson and groups
- Creating a WIN (what I need now) block to target math skills for kids below grade level skills and who have met or exceeded to use for enrichment (challenge further)

## Strategic initiative #2 Strengthen social emotional supports

Meet weekly with Peabody Building Emotional Academic Support Team (BEAST) to ID positive elements and trends. We and in Cambridge have an absenteeism problem.

“Teaching in Color Through the Lenses on Love” taught by Ms. Hedrington to staff for PD

Student Support Team (SST) [SIP](#) p. 5

- Identify kids who need further social emotional assistance (via DESSA screener)
- Meet w/kids needing tier 2 and 3 support
- Silent mentor program - assign staff to students who need more support; non-invasive (example: “Hey Tina how are you doing today?” to create sense of belonging and care)
- Zones of regulation curriculum - green, yellow, red
- Bringing in “Second Step” which complements Zones of regulation (JK-5th)
- Mindfulness minutes (breathing, yoga, stretches) every Monday morning announcements
- Create calm down spaces in each classroom

Progress will be seen as:

Fewer calls to SEL teams

## Strategic Initiative #3 Strengthen Home-School Partnership

Proactive, culturally responsive communications More connected families will let students be more supported in their learning at home and in school.

To Do

- Reinstitute walking school bus
- Biannual listening conferences (giving teacher stipend to do beyond 2x a year)
- Read details in [SIP](#) p. 6-7

5th grade moving on ceremony date not yet fixed. Waiting on CPS central office.

Peabody asked to do SIP for 2021-23

Many of these items are well on their way

### What is the SIP? (school improvement plan)

By law every school district has to have a district improvement plan (DIP) that tells the Department of Education (DOE) and parents/students where we see our needs based on data.

Also, SIP expresses what is our theory of action and our values

Then based on that determine the strategic plan to move forward.

SIP has to emulate the DIP.

Then DOE asks every school to analyze their data of strength and weaknesses and create a strategic plan with the SIP

Cambridge has a separate budget allocated for SIP, which was in past used for school personnel but not this year and next. We use it for PD (educator professional dev), materials, and anything that impacts the SIP. Next year using it for a year long partnership with Research for Teaching Alliance -- to work with our educators throughout the year.

Don't yet have the finalized budget but can discuss at next SC

- I. Strengthen social emotional growth - then regardless of race, gender, or social background the students can exceed their potential

## Questions from SC Attendees

### **1. What if parent has a child who is struggling? How to help from home? How about other assessment results besides iReady?**

Check in with your child's teacher if your child is struggling. You can get details on grade level standards. iReady is the only screener info being sent home.

Benchmark levels aren't reported out because they are meant to be instructional tools --as opposed to grade level expectations.

If a child needs intervention, we are letting parents know. Child will be spending time w/interventionist for 4-6 weeks.

iReady is new to the district, Mr. S used it in his previous job, which had the whole package. Heard that CPS will be buying the whole package to give teachers extra tools to differentiate areas that students need growth and help teachers become more familiar w/program.

Yesterday the district chief data analyst met w/teachers to dive deeper in what iReady is, what it does and doesn't do. Caregivers should reach out to teachers first, and if no response reach out to Mr. S.

Didn't do a strategic initiative exclusively on DEI because we want to make sure it's embedded in the other 3 initiatives.

Had a great equity team meeting today.

## Glossary of SIP Terms

### SMARTIE goals

- S= Specific
- M= Measurable
- A= Achievable
- R= Relevant
- T= Time bound
- I=inclusive
- E=equitable

## Student-centered coaching cycle

A best practice for coaches to meet w/teachers and ID a particular problem of practice and lesson plan with the teacher; they observe lessons and give feedback or model lessons for the teachers. (4-6 weeks). Very focused on student data (assessment info) to come up with a solution based on areas of strengths and weaknesses. Forms of coaching: Co-teaching, modeling, think alouds. Midpoint check ins to see where we're at w/student growth. Then do an assessment again to see if we achieved our goals. And if not or if yes, what are next steps?

Coaching > teaching > learning

Want to make sure coaching is not focused just on teaching but the student's learning. If not, opportunity gaps will persist.

## Tier 1 Intervention or instruction

is the bottom layer of a triangle; affects the whole classroom or whole school. Will impact every child in the school. Ex. teacher plans and delivers lesson that impacts every child in the class

## Tier 2 Intervention

is more specialized, the middle layer of the triangle. Are students for which we have ID'd a particular gap. Ex. a child doesn't get integers, so give target instruction (for 4-6 weeks) then assess the student. Then if successful child goes back to tier 1

## Tier 3 Intervention

If child didn't succeed w/ tier 2 intervention, then move to tier 3 which is extremely Individ'zed and particular for a student. If issue is SEL (ex student w/significant trauma), maybe working more often with a counselor or more intense interventions to help them (1:1 or 1:2). These might be more pullouts (or kids on IEPs might experience Tier 3 instruction)

## SFUSD

San Francisco Unified School District (math curriculum being used at Peabody)

## "Just right" lesson

healthy amount of struggle in the work

## Theory of action

a hypothesis about what will happen when a set of strategies is implemented.