Tuesday, January 2nd, 3:15-4:15pm
IN-PERSON

Goal: Share feedback about the draft school improvement plan

Topic	Activity/Notes
Connection/ introductions (3:15-3:30)	Highlight from the break?

SIP Draft (3:30-4:10)	Overview of the [RAUC SIP Draft](#)
	 ● A few caveats before we jump in…
	  ○ This is a draft - this should feel like it's living. While we want the benchmarks to stay consistent, we recognize interventions proposed here may need to shift given data we collect ongoing.
	  ○ We will be creating professional learning plans based on these buckets with more detail (instruction, absenteeism, culture and climate, and college and career).
	 ● A quick "orientation"
	
	 Small group discussion
	 ● 8 mins per section (instruction, chronic absenteeism, climate and culture)
	 ● Questions to discuss:
	  ○ What feels ambitious but attainable about this plan?
	  ○ What might you adjust or add?
	
	 Notes (Group 1):
	 ● Literacy: It appears they are interpreting equity as providing everyone with the same access and assessment.
	 ● What benefits does this new curriculum provide? What was the research and strategy?
	 ● Math: More equitable resources for families and kids. Making a more accessible version for families in terms of how it is written. What do specific instructional strategies look like?
	 ● Chronic absences: Removing barriers for academic opportunity, Is every student on an IEP included in the disability category? Is the disability category separate? How are these interpreted?,
	 ● Language inconsistency
	 ● Climate and culture:
	
	 Notes (Group 2):
	 ● Instruction:
	  ○ Literacy - MCAS scores attributed to specific programming (how will we know what's the biggest lever in improving the scores?); iReady as an intervention tool isn't used across the board in the same way, so what does that mean for the data from that assessment; monthly data reports to families - maybe should add in a toolkit for families and strategies alongside this data;

	data literacy for families
	    ○ Math -
	    ○ Assessment refusals - what other interventions could we have
	● Chronic Absenteeism:
	    ○ What is the number of students that fall into the SWD data?
	    ○ Are we noticing if there are patterns in when students are absent and key assignments/tests happening?
	    ○ Sabbatical policy?
	    ○ What kind of language is used in the communication about chronic absenteeism? Is this a barrier (if it's too legally/punitive)?
	● Climate and Culture:
	    ○ Do we know what restorative justice is?
	
	Whole Group Debrief
	● 5 mins to skim and then share:
	    ○ What patterns do you see?
	    ○ What sticks out to you?
	● Which section are you most intrigued by at this point in time?
	
	General:
	● Make it more readable and accessible (acronyms - a key?)
	    ○ When/how do we share this with students?
	● Sameness about curriculum feels slightly contradictory to the push for equity
	● Does this capture what's already happening? Do we include that more explicitly?
	● Math and literacy - feels like there's less detail and/or less interventions (the curriculum is "the thing")
	● In the action plan, continue to reference the explicit targeted groups (right now it reads as everyone and loses that target)
	● Does the action plan re: chronic absenteeism capture what we're noticing about why they're chronically absent?
	● Survey for the barriers
	● What about challenging students who might surpass grade level standards? Differentiated instruction is mentioned, which is great, but it is mentioned in the context of getting all students to meet standards. It would be great to be explicit about providing opportunities for students who have the potential to go further than the baseline standards.

Next steps (4:10-4:15)	Next school council meeting February 6, 8-9AM (Virtual)