

Captain Isaac Paine School
School Improvement Team (SIT) Minutes
May 13, 2014

1) Attendance and introductions

- a. **Roll call:** Kristen Danusis, Abbie Salvador, Kristen Papa, Erin Pasquazzi, Katie Kelly, Stacy Santilli, Lisa LaRose, and Lauren Kitson

2) State Objective of meeting: Report out from subgroups on progress and action steps for this year/next year and review/ edit School Improvement Plan.

3) Share-Out:

- Recess:
 - Donated supplies were not plentiful by students
 - PHS will be making a lock-box for the recess supplies so one doesn't need to be purchased
 - Using surplus of money to purchase recess equipment
 - Replenish equipment that is inadequate or not available currently
 - Questions/Concerns/Comments
 - Looking at daily schedule to compare to how much time they are spending at recess (25 minutes vs. instructional time)
 - Great to have recess before lunch, rather than after
 - What types of recess materials will we be purchasing?
(Jump ropes, Basket balls, Soccer balls, Durable kick balls/ bouncy balls, Sidewalk chalk, Hoopa hoops, Tennis balls, Toss and Catch tools, Pails and shovels, Ribbon batons; ribbon, Skip-its, Outdoor blocks, Trucks, cars, etc...)
 - Look at the competitiveness vs. behavioral expectations at recess
- Homework:
 - Results from survey: 40 parents from all grade levels took the survey
 - 80% agree homework helps
 - Amount of homework reported by amount of minutes
 - Kindergarten (15-60)
 - First Grade (20)
 - Second Grade (0-30)
 - Third Grade (15-60)
 - Fourth Grade (15-60)
 - Fifth Grade (15-45)
 - Families feel that homework keeps them engaged with what is happening in the class, reading and mathematics fluency needs to be done, there is too much fluctuation in the amount of homework given, some directions are not clear and makes it difficult to help their child.
 - 10 staff members replied which represented staff from each grade level
 - Stated that homework is review work and/or unfinished classwork

- 50/50 split decision on whether or not a universal homework policy should be put in place
 - Staff indicates that the CCSS make it difficult to explain homework to families
 - Action Steps: Create homework guidelines based on survey results
 - Action Steps: Ensuring and creating communication between home and school about homework expectations
- Teacher PD:
 - Survey given out to staff requesting whether they feel they need help differentiating students into groups or what to do once groups are started
 - All, but one, indicated they need help figuring out what to do once groups are started
 - Action steps: Work with administration and school schedule to set-up a PD for teachers to bridge towards a blended learning environment
- Mentor Program—Emotional/ Support:
 - Applied goals of the emotional support into goal 4 of the School Improvement Plan
 - Action steps: Create buddy classes together to promote community between grade levels
 - Create a sign-up sheet at staff meeting to pair with

4) School Improvement Plan (conversations/ comments/ edits)

Goal 1: Students will become proficient readers and writers across content areas.

- School faculty and staff are responsible for plan entirely
- Is there an opportunity for students and families to be included in the plan?
 - Daily reading, etc...
 - What is feasible, available, or research-based?
- **Goal 2: Students will become proficient mathematicians**
 - Providing opportunity with families—i.e. math night, school community/communication (under professional development action plan)
 - Taking the action step for meaningful partnership and applying into goals 1, 2 and 3
- **Goal 3: CIP will utilize technology to enhance teaching and learning**
 - Implementing technology within the classroom throughout the daily classroom
 - Needed exposure to technology throughout the grade levels
 - Next year, there will be a technology teacher during computer time to assist
- **Goal 4: CIP will support and maintain a safe and inclusive school community.**
 - No needed improvement

5) Next meeting: School Year 2015-2016!