**Morningside Elementary School**

**Date: February 6, 2020**

**Time: 3-4pm**

**Location: MES Media Center**

1. **Roll Call; Establish Quorum:** Audrey, Randy, Cara, Marva, Sheila, Max, Yolanda

(quorum achieved)

1. **Review Budget and Current Priorities/SMART Goals**
	1. Team discussed need to identify SMART Goals and Priorities for 20-21 schools year; current goal of closing achievement gap through extra intervention with subgroups has been successful—how can we sustain that momentum?
	2. Marva discussed the varying tiers of intervention: tier 3 students get a lot of time/resources/intervention, they’re trying to identify 2nd grade teir 2 students so they can offer early intervention and have them on grade level for 3rd grade. Not enough resources to give as much time/intervention to tier 1. Team discussed ways to potentially offer more support/resources to tier 1 (higher performing) students (possible through education apps such as iready). Another option is through additional personnel and/or reallocation of current staff.
	3. Teachers acknowledge a key challenge is differentiating instruction when students are performing at so many different levels. Audrey: how can we do a better job engaging students who are performing at or above standards?
	4. Sheila: suggested using p/t paras differently, perhaps having them working with the older students some day.
	5. Max: any PD options that teach ways to engage high performing students? (currently there are not, but Audrey open to exploring customized learning strategies that specifically target this group).
	6. Cara: what are differences between tier 1 and GATE students? How much overlap is there? What proportion of students are classified as tier 1, but aren’t in challenge? Experience has been that top 25% of students get resources (challenge) and bottom 25% get resources (tier 3 intervention, amongst others)…what about middle quartiles?
	7. Audrey: was surprised to learn just how many resources are available to parents to prep for challenge. Wonders if there’s a way to leverage G&T certified teachers to reach a broader group of students. Could look at schedules to see if can be re-shuffled, or potentially include $ in budget to add staff. Could also be a good role for teachers interested in taking on a Master/Leader Teacher role.
	8. Marva: another strategy would be to offer accelerated math in lower grades (instead of just 4th/5th).
	9. Team decided that one of our priorities should be to strengthen our intervention program. A good way to measure this priority is “increase # of students on/above standards who receive customized learning strategies” (as opposed to only looking at GMAS as a measure)
	10. Everyone agreed this should be in addition to the goal of intervening with low-performing subgroups to continue work/success of narrowing achievement gap.
	11. Audrey: budget implications, would need to figure out how to have teachers lead the change and take on additional roles while still teaching. Will explore hiring more G&T certified teachers so there is broader range of staff who can implement this kind of work.
	12. Team discussed 21C classroom goal: scale back this goal and identify what the easy-to-implement strategies are that would eventually set school up for looking more like a 21C school. Some ideas: leverage technology tools, but also set stricter standards for how much screen time students are exposed to; Revisit PBL (is this really an option at MES?); bump STEAM to top of priority list; identify what other best practices are out there that we can replicate (ie what did teachers learn on Ron Clarke visit that they could start doing at MES now?)
	13. Team: officially added “Strengthen our intervention program to include customized learning strategies not only for students below standard, but students on or above standard” as Priority.
2. **Plan/Assign Next Steps**
	1. Audrey to draft budget to reflect/align to Priorities/SMART Goals. Team will review at next meeting and vote to approve new priorities and give feedback on budget.
3. **Adjournment**