

Sarah Smith

Date: 4.17.25

Time: 3:00

Location: IC media center

I. Call to order:

II. Roll Call

| Role | Name <i>(or Vacant)</i> | Present Absent or |
|---------------------|-------------------------|----------------------|
| Principal | Dwight Hutson | Present |
| Parent/Guardian | Elizabeth Zielinski | Present |
| Parent/Guardian | Cimona Hinton Dirickson | Present |
| Parent/Guardian | Ann Mintman | Present |
| Instructional Staff | Prissy Stewart | Present |
| Instructional Staff | Karla Lamar | Present |
| Instructional Staff | Jennifer Moore | Absent |
| Community Member | Laquisha Smith | Present |
| Community Member | Ben Miller | Present |
| Swing Seat | Andrea Almario | Absent |
| | | |

Quorum Established:

- a. **Action Items**
- b. **Approval of Agenda:** Motion made by: Ben Miller Seconded by: Elizabeth Zielinski
Members Approving: All
Members Opposing: None
Members Abstaining: None
Motion Passes
- c. **Approval of Previous Minutes:**
Motion made by: Karla Lamar; Seconded by: Laquisha Smith
Members Approving: All
Members Opposing: None
Members Abstaining: None
Motion Passes

III. Discussion Items

a. Discussion Item 1: [Spring Map Results Discussion](#)

Mr. Hutson shared the MAP scores and fielded questions.

The team reviewed student growth and achievement data across different grade levels. While some progress was made, overall gains were not as high as hoped. For example, Kindergarten math scores improved slightly from the 73rd to 76th percentile between winter and spring, but some grades showed little or no growth. In reading, third through fifth grades saw modest improvements, with third grade increasing by six percentage points and fifth grade by one.

There was concern about many students scoring below the 30th percentile, especially in math, and whether these students were receiving Early Intervention Program (EIP) services. This year, no EIP math services were provided. A part-time math EIP teacher has been hired for the next school year.

It was also clarified that any certified teacher can provide EIP services if the schedule allows it. The team discussed prioritizing these intervention services when planning staffing and roles for the upcoming year.

b. Discussion Item 2: [Needs Assessment](#)

Data Review & Growth Trends

The team reviewed Spring 2025 math and reading data

- Positive trends: First grade showed growth, some growth in grades 3-5, and Kindergarten reading scores were strong.
- Challenges: Overall growth, especially in reading and math beyond first grade, needs improvement.

Opportunities for Improvement

Departmentalization (teachers focusing on either math or reading) will be implemented for grades 3-5 for the 2025-2026 school year, and it is expected to help teachers specialize and improve instruction quality.

Coaches will work more closely with smaller groups of teachers, enhancing collaboration and targeted support.

Expanding EIP services is a priority which will benefit students academically.

What Must Be True to Achieve Excellence

Every student must receive tailored support to become strong in math and reading. Mr. Hutson referred to it as the WIN (What I Need) model.

Collaboration among teachers, coaches, and specialists is essential to address the whole student.

Planning will be better integrated across subjects and grades, with teachers working in teams to align content, assessments, and instruction to reinforce key concepts.

IV. Information Items

Principal's Report

Scheduling and Hiring Update:

GATE Scheduling: There will be three gifted teachers next year, each supporting two grade levels. Gifted students will receive one full day of pull-out services per week, with Dual Language Immersion (DLI) students pulled during their English instruction time.

In grades 3 through 5, each homeroom pair includes one gifted-endorsed teacher to provide specialized support within the classroom.

Departmentalization 3-5: The school is shifting to a team-based teaching model for grades 3 through 5, where each grade level will have two teachers per team. One teacher focuses on math and science, while the other teaches English Language Arts (ELA) and social studies. Students will spend part of the day with each teacher, and the schedule will rotate quarterly to balance instructional time. This model allows teachers to specialize in their strongest subjects based on their skills and student data.

Kindergarten-2nd grade will revert to 45 minute specials

IB Evaluation Explanation:

Key strengths in our evaluation report include:

- strong alignment with the IB mission
- solid support systems for teachers and students
- effective collaboration
- vibrant cultural celebrations

Areas for growth focus on:

- better aligning unit planners with IB standards and global perspectives
- increasing inquiry-based learning

- expanding assessment methods,
- fostering regular student reflection on learning and goals

Next steps include:

- submitting planners by May
- targeted professional development
- continuing learner profile recognition activities
- refining policies
- implementing a five-year professional development plan

Emphasis will be placed on making reflection a consistent part of both teaching and student practice, with age-appropriate ways to involve parents.

V. Announcements

Vote for GO team candidates

VI. Adjournment

Motion made by: [Ben Miller](#) Seconded by: [Elizabeth Zielinski](#)

Members Approving: All

Members Opposing: None

Members Abstaining: None

Motion Passes

ADJOURNED AT 4:05

Minutes Taken By: [Ann Mintman](#)

Position: [Secretary](#)

Date Approved: May 19, 2025