

**Norms:**

- ✓ Ensure all voices are heard
- ✓ Stay on task and be aware of timeline
- ✓ Use thumbs up or down as consensus on group decisions
- ✓ Assume positive intent

**Belief:** The Joint Committee believes all children and staff can and will learn and grow together. The Joint Committee agreement will support the current district priorities and help the Staff to foster a growth mindset to collectively develop high expertise teaching and reflective practices that address the varying needs of students identified through analysis of student growth data.

**Team:**

April Capuder - Brooks 6th Gr AP	Cat Clarke - Longfellow Intermediate Special Education
Steve Cummins - D97 Senior Human Resource Director	Marion Ivey - Longfellow Kindergarten Teacher
Dr. Carrie Kamm - D97 Curriculum & Instruction Director	Ashley Kannan - Julian 8th Gr Humanities Teacher
Dr. Carol Kelley - D97 Superintendent	Paul Manus - Beye 4th Gr Teacher
Jason Morrell - Julian 6th Grade Science Teacher	Keshia Warner - Whittier Elementary Principal

Outcome/Task/Agenda item	TIME/ Facilitator	Notes/Dialog
Review Belief Statement	5 min	119 respondents, 114 accepted (95.8%) are comfortable
Revisit the student growth component, discuss what percent of the overall performance evaluation rating will be based on student growth (minimum of 25% the first two years and 30% thereafter) <ul style="list-style-type: none"> <li>• What are other districts doing and rationale</li> </ul> Finalize the why for 1-3,	10 min	<p><b>discussion to continue to look at something between 30 and 50%.</b></p> <p>Discuss implications of other percentages (60/40, 50/50) and our capacity for an increased figure for student growth (or for this in the future)</p> <p>Other Districts - Evanston 65 example* from Cathy (50% student growth with a <b>rationale</b>)</p> <p>10% School - Assessment of growth in reading informational text  <b>District initiative that an "all in" effort was decided</b></p> <p>10% Team -  <b>Working as an interdependent team to ensure success of all student, sharing strategies and results among peers/teams to impact student success across the team</b></p> <p>30 % Individual - (One Type II and One Type III assessment)  <b>Evanston kept the 30% in the individual process, but built upon this figure with the rationales above</b></p> <p><b>*Evanston has implemented student growth for several years already</b></p> <p>What rationales do we have related to our beliefs and vision?            Determine an initial percentage for the 2016-17 school year.</p>
Review Assessment Statement	5 min	Review of the PJC assessment statement shared via email by Cat <i>The PERA Joint Committee is in the process of developing and conducting a student assessment inventory. It is our objective to determine what assessments are currently being used within the</i>

		<p><i>district to measure student growth. We need information from all teaching/content areas to create a comprehensive inventory in order to determine where gaps exist that will need to be addressed.</i></p> <p>This is to be added to all AGENDAs when explaining the purpose of the survey.</p>
Belief Statement Feedback	5 min	<p>Review the belief statement 114 (95.8%) comfortable with D97 PERA Belief Statement 5 (4.2%) not comfortable with D97 PERA Belief Statement</p> <p>Comments from survey: include more measures than just student growth data to determine needs; include teacher input bc students are more than data points of testing; my school is not working on Growth Mindset stuff; know more about high expertise teaching going to be implemented; parents role in growth in students; clarification on student growth data</p>
<p>Assessment Inventory Preview of Survey instrument developed</p> <p>Use of the Syracuse tool</p> <p>Implementation at 1/27 grade level meetings</p>	40 min	<p>Carrie Kamm and Emily Fenske will provide a walkthrough of the assessment <a href="#">inventory tool</a>.</p> <ul style="list-style-type: none"> <li>● Add Low Incident &amp; Instructional Tabs</li> <li>● Add Subject line for each assessment for K-5</li> <li>● Add Grade line for each assessment for K-8 Music, Art, PE, etc</li> <li>● Three or More in directions but in each embedded assessment says TWO or more - should be changed to Three to match directions</li> <li>● Directions: Clarify Interim assessment - is it formative assessment? Clarify Progress Monitor to be scientific basis?? with example, if unsure check where applicable</li> <li>● Copy and Paste if need more space for assessments</li> <li>● Add Tabs for FLES, GTD and Librarians</li> </ul> <p>Explain the process for the grade level teams to input common assessments that measure student growth</p> <p>Determine a process to add into the excel a tab for the standardized assessments that are a part of the common assessment schedule.</p> <p>As we identified at last meeting:</p> <ul style="list-style-type: none"> <li>● First step is to see what is on our district “shelf” in terms of assessments.</li> <li>● Inventory can go to department chairs (MS), IB Coordinators, grade-level chairs (elementary)</li> <li>● Based upon Syracuse City Schools survey example: <a href="http://education-first.com/plug-and-play-tools/">http://education-first.com/plug-and-play-tools/</a></li> </ul>
Planning for Feb 8th meeting	20 min	<p>When looking ahead to reviewing current assessments on 2/8, would there be any advance work that the PJC team members would do in advance of the meeting with the data generated by grade level teams on 1/27</p>

		<ul style="list-style-type: none"> <li>- The PJC is charged with looking at the contents of the link prior to the next meeting <ul style="list-style-type: none"> <li>- What do we see within each tab in regards to the amount of assessments identified</li> <li>- What's missing and how can we group things together?</li> </ul> </li> </ul>
Cathy Gustafson sharing	20 min	<p>In advance of Cathy attending as a thought partner to the PJC,</p> <ul style="list-style-type: none"> <li>→ What information would we want to share with Cathy <ul style="list-style-type: none"> <li>◆ Share Assessment Inventory along with questions we have generated from 2/8 meeting (She'll be here on the 8th)</li> <li>◆ Share PJC Belief Statement with her: The Joint Committee believes all children and staff can and will learn and grow together. The Joint Committee agreement will support the current district priorities and help the Staff to foster a growth mindset to collectively develop high expertise teaching and reflective practices that addresses the varying needs of student identified through analysis of student growth data. Timeline she's already reviewed(taken time to come up with belief statement)</li> </ul> </li> <li>→ What information might we want Cathy to assemble and bring? <ul style="list-style-type: none"> <li>◆ What about Media Specialist, Instructional Coach, Data Coach that don't have dedicated class lists?</li> <li>◆ Schematics used by other districts along with associated rationales for student growth model/percentages</li> <li>◆ Have districts created plans that scaffold student growth due to scarcity of current assessments availability - 16-17 30% MAP and then 17-18 do a 30 Type 2/Type 3 and 10% Team 10% School wide.</li> <li>◆ Thoughts on different student growth models applied to varies categories of teachers - examples from varies school districts - strengths/weakness of each and why so we can avoid those if possible. Evanston example - how working out. (30 minutes)</li> <li>◆ Ideas on how districts categorized teachers for purpose of identify type 2 and type 3 assessments.</li> </ul> </li> </ul>
K-5 Grade Level Chairs		<p>Marion Ivey Longfellow Kindergarten  Jessica Collela Holmes 1st Grade  Cynthia Wilson Lincoln 2nd Grade  Andrew Righeimer Hatch 3rd Grade  Marianne Rehfield Holmes 4th Grade  Melissa Manuel Holmes 5th Grade  Kathy Sweeney Whittier Special Education</p>
Grade 6-8 Department Chairs		<p>John Colucci Julian Language Arts (split)  Meghan VelynckBrooks Language Arts (split)  Sharon Gunnell Julian Math (split)  Amanda Meyers Brooks Math (split)  Jason Morrell Julian Science (split)  Tom Reising Brooks Science (split)  Jeff Missman Brooks Humanities (split)  Joe Parratore Julian Humanities (split)  Tim Walsh Julian Design  Lisa Lohman Brooks World Languages</p>
Special Areas Department Chairs		<p>Jenny Raia Longfellow Art  Mark Bulger Beye GTD</p>

		Ingrid Wilson Whittier LAS Mindi Maneck Holmes Librarians Katrina Beck Mann General Music Gabby Rosenblum Beye Instrumental Music Tom Rocco Brooks/Julian Physical Education Silvia Zaragoza Irving World Languages		
<b>CLOSING MOVES:</b> Review Action Items/Due Dates Process Facilitation	10 min			
ACTION ITEMS		PERSON(S) RESPONSIBLE	DUE BY	UPDATE/NOTES
Push out communication email: 114 (95.8%) comfortable with D97 PERA Belief Statement 5 (4.2%) not comfortable with D(& PERA Belief Statement  119 responded out of 520 possible responders (about 20% of staff responded)		Ashley		
Contact/Email Cathy (thought partner) of notes from the agenda as to what we will share and what she can bring to share		Steve		
IB Coordinators - review Assessment Inventory later the day on 1/27		April		

Attachments: