

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 addresses the varying needs of student 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	
Belief Statement Feedback	5 min	Review feedback from OP97 Staff Google Survey - Any input to the PJC email?
Assessment Inventory tool (ISBE) make a electronic version?	40 min	<p>Look at ISBE template and determine which fields fit D97 needs in refining a D97 inventory document</p> <p>Who are other stakeholders who need to be involved in an assessment inventory?</p> <ul style="list-style-type: none"> • IB Coordinators, MS department chairs • First step is to see what is on our district “shelf” in terms of assessments. • Inventory can go to department chairs (MS), IB Coordinators, grade-level chairs (elementary) • http://www.isbe.net/assessment/htmls/balanced-asmt.htm • Look at Syracuse City Schools survey example: http://education-first.com/plugin-and-play-tools/
Survey to staff	40 min 10 min	<p>Develop survey to inventory current assessments (small committee develop and share out on this date-have staff take</p> <p>Update below:</p> <ul style="list-style-type: none"> • Carrie will create assessment survey for grade-level and department chairs • Carrie will communicate with department/grade-level chairs to discuss survey at 1/27 grade-level/department meeting <p>follow up conversation around student growth and it's alignment to district mission</p>
Revisit the student growth component, discuss what percent of the overall performance evaluation rating will be	10 min	discussion to continue to look at something between 30 and 50%.

<p>based on student growth (minimum of 25% the first two years and 30% thereafter)</p> <ul style="list-style-type: none"> • What are other districts doing and rationale 		<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 rationale)</p> <p>10% School - Assessment of growth in reading informational text District initiative that an "all in" effort was decided</p> <p>10% Team - 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</p> <p>30 % Individual - (One Type II and One Type III assessment) Evanston kept the 30% in the individual process, but built upon this figure with the rationales above</p> <p>*Evanston has implemented student growth for several years already</p> <p>What rationales do we have related to our beliefs and vision? Determine an initial percentage for the 2016-17 school year.</p>		
For 1/25				
Test drive Google survey, Finalize the why for 1-3, prepare grade level agenda for assessment inventory, review the belief feedback,				
<p>CLOSING MOVES: Review Action Items/Due Dates Process Facilitation</p>	10 min			
ACTION ITEMS	PERSON(S) RESPONSIBLE	DUE BY	UPDATE/NOTES	
Cat will develop a statement for items #1-3 and email out to the PJC for next week	Cat			
Carrie will work with Emily to develop a survey tool in Google				
Absent: Dr. Kelley, April				

Attachments: