**CLEVELAND STREET SCHOOL**

**SLC/Data Team MINUTES**

**SY 2019 - 2020**

SLC Members in Attendance: Pettit, D. Smith, Mills, Heyward, Swift, Sutton, Duren and Levenson

Date: November 18, 2019

**Professional Learning (workshop attended AND/OR information provided by Content Supervisor):**

**Teachers received Professional Development in the following areas:**

* Restorative Practices and Circles
* Walkthrough Protocols

**Chronic Student Absenteeism (3 or more consecutive and/or pattern of absences/tardiness):**

The following has been done to address students flagged as chronically absent:

* Phone Calls
* Parent Letters
* Home Visits
* Meeting with Administration
* Courts involved
* School-wide incentives

**Student Behavior/Conduct:**

* R.D. (3rd Grade) is becoming consistent behavior problems – He has received and out of school suspension for violating the code of conduct - Parent has been notified –RD is participating in Restorative Practices and are receiving counseling sessions with Mr. Smith

**Academic Concerns/Interventions (including 72% and below students): School-Wide Student Goal Setting and aligning intervention supports:**

* MP1 Report cards were utilized to identify students performing below 72%
* Student goal setting and individual action plan were assessed to see if students met their goals and revised based on their report card grades.
* A posting for 8 after school positions (Grades 1-7) went out and to date only 2 teachers applied. This is a major concern because the after school programs were how we going to provide the tier 3 students with the focused intervention support they need.

**Student Unit Assessments/Benchmark Results (including Assessment Portfolio results):**

**Results were not discussed at this meeting**

* Student failure rates were reviewed (50-64) – student/teacher trends were identified and address in greater detail school-wide and during common planning time.
* Teachers had to identify the root cause(s) and ensure that it was addressed during the student goal setting and individual student action plans.

Grade level planning remains difficult in grades 3-7 because there is only one content area teacher per grade level