

Last Meeting of the school year

No parent concerns noted

Mrs. Kincaid brought up a few points about student clubs. She suggested giving a presentation to upper grades at the beginning of the year and a one page notice to send home (by open house at the latest). One page to include all clubs to be offered for the year (each semester), start and end dates, sponsors, costs. Mrs. Kincaid will get this started for next school year.

Students are expected to commit to clubs they join (not jump between clubs or sign up for clubs with conflicting meeting days). It was suggested that there is some sort of incentive for club sponsors to increase participation.

A couple of grade levels brought up cafeteria concerns. Remind student and team teachers of the expectations: no talking during music (including to the teachers), being sure teachers and students are following through with expectations, no talking in line coming in or leaving, walking, expectations of table washers. Mr. Spencer suggested a Pride Card system for the cafeteria. Teachers are expected to hold the classes accountable and must call out other classes if needed (in all areas of the building). Mrs. Dunn asked that grade level teachers be reminded to add these expectations to substitute plans.

Admin stated they are planning to spend more time out and about and visible in the building to students to help hold them accountable for those expectations.

Another teacher concern was about students having candy and gum. For example, Mrs. Hasty stated students are entering the computer lab with gum or candy in their mouths. Teachers are asked to remind students to eat those treats in the classroom and not leave the classroom with them. Tutors and pull-out teachers may also be reminded to have students finish any treats before entering the classroom or having students put them in book bags.

Mr. Spencer discuss school-wide homework routines. Grade levels filled out a form stating what they believed would be best. For example, the middle school is doing reading every night and five math problems. Mr. Spencer wanted Shiloh to come together as a group and say "we are doing ____."

We reviewed the grade level feedback forms as follows:

Kindergarten voted: reading minutes only (60 min/wk 1st semester/80 min/wk 2nd semester)

1st grade voted: reading (75 min/wk 1st semester/90 min/wk 2nd semester) with reading response and 4 math problems (1 each night)

2nd grade voted: 100 minutes reading with reading response and 4 math problems

3rd grade voted: 100 minutes per week with vocabulary work and 4 math problems

4th grade voted: 175 reading minutes and specific reading response or vocabulary and 4 math problems

5th grade voted: 200 reading minutes only

TAs voted: said the same as 4th grade

EC voted: reading, one response, math less than 3 prompts each night

Specials voted: reading responses at the younger levels but vocabulary practice in upper grades

Parents voiced that having the math practice at home helped with grades when the parents were assisting students with the work. Parents requested that even if there is no math homework that they be informed of what's being worked on so they can practice at home if they choose. Mrs. Riley mentioned that it was suggested classes send home topics/big ideas being learned and some classroom tips and tricks they are

using. Mrs. Klutz mentioned that 3rd grade sends home a model for parents to show how students are expected to answer homework questions. Mr. Snyder stated that students not completing homework is a big concern. Upper grades voiced that a large block of class time is being used to check and go over homework. It was said that those students completing homework with parents could be bored when having to go over the homework again in class. Parents asked if homework could be graded to help student grade averages or used as extra credit. Mr. Spencer said that once we narrow down grade level homework assignments we can address accountability and grading. It was asked if we can have school-wide reading logs that are used.

Teachers stated it wasn't consistent seeing parents helping the students or the homework being completed at all. Teachers also stated that checking and grading homework was difficult. Mrs. Dunn mentioned that the homework helps prepare students and shows parents what is expected of them.

3rd grade explained the vocabulary homework they do. Mrs. Riley agreed it would be beneficial for 4th grade. Parents agreed that the vocabulary work is important. Parents also stated they liked the online reading responses required in AIG. It was agreed that it would be most beneficial for upper grades to do vocabulary practice as opposed to written comprehension responses due to the wide range of comprehension needs for those students. Lower grades do need the written comprehension response practice.

Parents voiced the difference between DLI classes and English classes for homework. Mrs. Dunn stated that we also need to look at DLI classes once the school-wide expectations are set for other classes and Mr. Spencer agreed.

Mr. Spencer said we will need to come back together to discuss further before putting this out to the school.

