

Site Council Notes, August 14, 2019 5:30-7pm

Site Council Members present:

Parents: Christina Brown, Peter Noordjik, Melenie Hammond

Staff: Lisa Hawking, Jessica Holguin, Jose Siam, Esther Romero

Roles:

Facilitator: Lisa Hawking

Time Keeper: Melenie Hammond


Recorder: Christina (typed notes and audio recording)

Group Check-in:

- How was everyone's summer? Went around the table and shared.
- Check in with the Courageous Conversations Compass: Where are we on compass?

Time to look at agreements, and check in with where we are out on the compass.

An Example:



The diagram is a circular compass with a central black star containing the text "COURAGEOUS CONVERSATION". The compass is divided into four quadrants by a vertical and a horizontal line. The quadrants are labeled: top-left "MORAL", top-right "INTELLECTUAL", bottom-left "EMOTIONAL", and bottom-right "RELATIONAL". The outer ring of the compass is labeled with four cardinal directions: "SOUL BELIEVING" (top-left), "THINKING HEAD" (top-right), "FEELING HEART" (bottom-left), and "ACTING HANDS & FEET" (bottom-right). On the left side of the diagram, there is a vertical text credit: "Simpkins, G., LITWIN, C. (2008). COURAGEOUS CONVERSATIONS ABOUT RACE: A Field Guide to Achieving Equity in Schools. Thousand Oaks, CA: Corwin."

PACIFIC EDUCATIONAL GROUP

Four Agreements

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

Six Conditions

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race
6. Examine the presence and role of "WHITENESS"

Courageous Conversation is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

20 YEARS PACIFIC EDUCATIONAL GROUP

Then looking at the agreements and conditions, what do these look like and sound like on our site council?

Christina: I am in between, intellectual (thinking) and relational (acting). Moving forward with this year, I am thinking about how to best support students and staff. Their needs/wants. I do not want to just talk at every meeting, but hope that we can work together to take action to do some good.

Esther: Experiencing discomfort, because there are many things that are new for me. And focus on what I can do.

Melenie: In between intellectual and relational. Looking forward to a plan of action and thinking about best practice, and how the first month will go being a whole new year. I look forward to engaging in planning together.

Jose: Intellectual, and I think we should stay engaged.

Jessica: Relational/Action. Staying engaged with agenda items, and experiencing discomfort if we can't get to what is on our personal lists of what we may think is important, but what is urgent and important to the school. Staying engaged. Speaking our truth sounds like giving examples and backing up our beliefs.

Peter: Intellectual and Believing, feeling like we could impact positive change. Wouldn't be here if I didn't believe that.

Lisa: Back and forth between intellectual and emotional. All of this feels important and meaningful, but also there is a sense of urgency with so much to do. Relational and acting in terms of our year. It's exciting to get our goal in place and knowing what it is, and having our roles, and getting to it.

And in terms of processing, in experiencing discomfort, being aware of my whiteness, and how we are affecting others. Staying on the agenda, and utilizing a parking lot to write things on post-its that come up and take the last 15 minutes of our meeting to address those.

Esther: When you say that as a white person with decisions you have to make, and being part of a diverse school, we have many families that are immigrants, and people of color, my expectation is that you will take into account teachers' perspectives, meeting our families, and knowing our families are unique. Many factors should affect your decisions.

Jessica: Experiencing discomfort is being vulnerable and letting down your pride, and take in someone else's perspectives. It is important to put ourselves in an uncomfortable position. We are a small group representing a big group. How will this be perceived by teachers and families.

Melenie: And the community.

Lisa: I was thinking about this, and maybe we can agree to disagree at times, if it is taking us off the agenda, then we need to move forward.

Back to Agenda Items;

- Looking at our goals from our June meeting
- 2019-2020 School Improvement Goals
- Beach 2018-2019 Equity Team Goals

Site Council
Supporting documents and links for August 14, 2019 meeting

From June Minutes: 1 or 2 Goals for Site Council for 2019-20 School Year

Jessica:

Leverage funding and people power to ensure the following:

- high need/high impact staff development How?
 - engage more community members to be in our school on a more consistent basis How?
 - seek out mentors/academic buddies to meet with our kids consistently
 - seek out community members, local businesses, entrepreneurs to offer speaking engagements to kids
 - sponsor organize parent nights around academics, community issues, etc.
 - ask staff what they need: encourage, initiate to seek out staff development
 - parent/teacher home visits (staff development idea)
 - facilitating cross grade level/annex-main building interaction
- Love! Facilitating student led conferences.

Lisa: Support Beach Connects events and integration of students across programs in order to positively impact relationships, achievement, and disparate discipline data.

Supporting instructional program: support bringing in and organizing various parent and community resources

Christina: Community engagement: continue to provide opportunities for bringing people together, interaction, involvement, support for our whole school (both spanish/english)

Support Staff: what do staff need to do their job well, what do staff need to engage and support students

Jose: To work on improving academic achievement in our students

Peter: Support teachers through professional development, trauma informed care and instruction

Establish a way for students to give regular input on climate or their own perceptions (maybe a survey)

Anjene: Sharing of networks and resources for volunteers, chaperones, community engagement and involvement. Having volunteers at the beginning to welcome kids, it sets a tone.

Student led conferences twice per year? fall-spring

Support growing in house expertise in the areas where improvement is needed- Professional Development, Conferences

2019-20 School Goals (draft)

1. A sense of community and solidarity for historically underserved students, as measured by Average Daily Attendance patterns and time in classroom patterns, so the % of HU students with severe and chronic absenteeism decreases from 15.2% in 2018-2019, to 10% by April 2020.
2. By June 2021 each child K-5 will make at least one level of growth in the writing trait "Elaboration" for all 4 genres (Narrative, Informational, Opinion, and additional grade level genre) as measured by one sample per student per genre according to the Lucy Calkins rubric; whether each student met/did not meet this goal will be entered into a shared staff spreadsheet.
3. By June of 2020, 80% of Grade 3-5 students will have met their growth projection according to NWEA MAP Mathematics Student Growth Summary Report. (Spring 2019 results are 66% 3rd grade, 37% 4th grade, 35% 5th grade); comparable measure for K-2 students TBD

Beach 2018-19 Equity Team is working to identify a **problem of practice** related to a lack of community and solidarity experienced by some of our students and families. Using Improvement Science, the team is identifying root causes in an effort to create a school community that fosters solidarity and shared experiences for all Beach students and families. The process of solving the problem includes conversations with multiple stakeholders to determine if the team has identified the right root causes.

Potential root causes as identified by the Equity Team:

- Impact of holes in our communication system
- Impact of separation across programs, building and grade levels
- Impact of gentrification
- Impact of not interrupting white privilege
- High turnover- both staff and students
- Need for effective, proactive, aligned and consistent discipline systems

Oregon Educational Act for the 21st Century: Educational Improvement and Reform

Chapter 329 — Section 329.704

Local 21st Century Schools Councils; duties; composition; selection; district site committees

- (a) The development of plans to improve the professional growth of the school's staff;
- (b) The improvement of the school's instructional program;
- (c) The development and coordination of plans for the implementation of programs under this chapter at the school;
- (d) The administration of grants-in-aid for the professional development of teachers and classified district employees; and
- (e) Advising the school district board in the development of a plan for school safety and student discipline under section 5, chapter 618, Oregon Laws 2001.

Parent Teacher Home Visit Program

<http://www.pthvp.org/training/home-visit-training/>

Lisa: The School Goals are a draft as I will present them to staff next week. This year we are not calling them CAP, but they are school improvement goals.

Jessica: We also need to challenge staff to create a reading goal for Beach, not just a Language Arts goal. But need to look at reading separately.

Lisa: We need a math goal. I agree with what Jessica said. The difficulty with reading is that don't have a consistent school wide assessment. Some teachers are using Dibels, Edel, Easy CBM, all different assessments, so we can't look across the whole school.

Lisa: I agree that reading is important. I am required to submit three goals, and we were working on writing last year using the Units of Study, and this goal was developed, so it feels wrong to drop it when we are still working on it. Reading and writing do develop together.

Christina: Being a TechSmart school next year, will you have some technology reading assessment that will be consistent school wide? Or using Lucy Calkin's Reading Curriculum, will teachers be using the BAS assessment? Some kind of consistent assessment school wide across all grade levels?

Lisa: Yes, that is what needs to happen.

Jose: Jessica, you say that we need to challenge staff to create a reading goal?

Jessica: I think I need to back track, we can't challenge staff to create a reading goal if we aren't all on the same page. We need to challenge staff to have a unified unit of measure.

Jose: Most people are using what the district has asked them.

Lisa: Yes, the district lets teachers use different tools/assessment.

Melenie: So it looks different across different buildings/schools in PPS.

Jose: So we need to ask the district to refine what they are asking. Every year there is something new. I do Edel, because it is what the district asks me to do. The district brings too many things to

Christina: I think the district is heading in that direction. I attended the District Instructional Training this week, and the Beach leadership team will present to staff next week on the GVC (Guaranteed and Viable Curriculum). Each grade level team will be required to synchronize their instruction with the GVC Scope and Sequence for their grade level units and there are assessment built in. Teachers will teach the priority standards from Common Core. The idea is to address equity and mobility. The district doesn't want kids to miss any instructions or get left behind if they are moving schools within the district. For example: if a kid moves from one school in the district to another school, the teacher should be teaching at the same pace and be in the same spot in the curriculum.

Jose: We get new programming every couple of years.

Lisa: I hear you. The good thing is that there is some hope with GVC. The whole point is that every child has access with consistent resources and content at every grade level.

Jose: So the GVC is going to solve our problems?

Lisa: Actually, I think the GVC was developed in 1981. We are just now getting there. The point is that there is some hope. We have an expectation to use shared resources, teach from the standards, and to use common assessments that we can look at the data as a team. We are moving to different assessments, DiBELS/EDEL will still be used as Dyslexia screener, and then we will be moving towards MAP testing, and BAS, a brand of running record.

Jessica: I hear that as an administrator you want to let teachers do what they need to and feel what is right, and I hear that we want it to be a unified district so that we can track students and as they travel to other schools. How does the Site Council support staff development...when all this is new? How do we give teachers the time and support they need to learn this?

Melenie: 6:28pm Each grade level is using different forms of assessments. DIBELS is what we used and sent into the district, but I used different forms of assessment within my classroom to know my students. Each grade level is different.

Lisa: The district has created teacher teams who have created units that have embedded assessments that are required. There is a pacing guide and shared expectations moving forward. The resource for reading and writing is Lucy Calkins, and yet the PAT contract says that if a teacher can provide evidence that they are teaching from the standards, then they use something other than the Lucy Calkins curriculum.

Melenie: That is huge, and that is why there is a difference between individual teachers.

Lisa: You do have to work from the standards, and it is a lot of work to find resources. Hopefully, most people will just use the district provided resources because they are aligned to standards.

Looking back at our post-its from June and our goals from last year. We have spent a lot of time talking about instruction today, but not the community piece.

Esther: I am going to share my experience. I spent many years working with students at Jefferson. Writing was a struggle, because reading/writing was in a second language as they were from other countries. I worked with 7 students. 4 of the students are getting their masters at PSU, and the others are going to PCC. I would like to see more community events related to academics. Science Fair is fantastic, but think the process should be more equitable. Not every student has parental support. Need more volunteers. Want more evening activities to be around academics.

Lisa: SUN kids need help with homework and making it meaningful. We have so many people with different skills to offer.

Christina: I've heard that families missed having the science fair this past year. At our PTA board meeting we discussed community events vs. fundraising events, and clearly defining and distinguishing when it is a welcoming, free event for all families to gather/have fun and when we have a fundraising event to specifically provide for our school, such as the garden or technology. Esther, I really like your idea about Academic Nights. My former school had a Math Game night. Each grade level team put out a couple games for families to play together. Students could play with each other, and teach their parents. Some were marshmallows and toothpicks making geometric games.

Jessica: Yes, games that families can replicate at home. Maybe teachers could put together some extra games to raffle off at the event, so kids can take some games home. And maybe with the science fair, we could do something across grade levels, 5th graders helping 3rd graders.

Lisa: Another way to make science fairs more equitable would be to make them class projects and have parents help out in the classroom.

Melenie: 6:42

Lisa: I want to make sure you have time to look at the goals discussed last June. Anjene had mentioned a Parent Teacher Home Visits training. It costs \$5,000 for a training, 15 to 80 people. I mean this would be a huge goal all by itself. We need to narrow in somehow. Look over them and maybe star three of them.

Discussion around goals.

- support staff and what they want and need
- more community nights, and like the idea of nights focused around academics
- like the idea of student led conferences, but would need to think about logistics: involves parents, work schedules, organization, a script, projects, powerful for family involvement, kids are engaged- and how could Site Council support this? In the Spring? And what if we start on a small scale to begin: an academic showcase

Melenie: 6:54pm

Christina: Running out of time. Need to discuss when next meetings are and the agenda timeframe: when to submit and when can we add items.

Lisa: We will have an August Beach Connects, our Welcome Back to Beach Night August 26th. We want to communicate with families that we are going to have several of these nights next year: Beach Connects, just like the event we had in January. We want to keep calling it Beach Connects so we get that terminology out there, and families know what to expect that it is just an opportunity to come together and talk. Site Council can connect with families to let them know that we will have mixed specials this school year.

Community Care Today is Saturday, August 24th 9am-noon

Site Council at Welcome Back to Beach Popsicle Night, August 26th 4:30-

-PTA will be wearing red t-shirts that will say ask me about Beach

It is 7pm....

Site Council future meeting dates:

Friday, Sept. 20th

Friday, Oct. 18th

Friday, Nov. 15th

Not sure on exact time yet: 4:30, 5:00, or 5:30 start time. Need to check in with all SC members and work schedules. 90 minute meetings.

Discuss at the next meeting: inviting community members to attend a meeting, SUN Coordinator?

Jessica will send out three reminders:

- 10 days before SC meeting to say SC is coming up be thinking of anything that you want to see on Agenda.
- 7 days before SC meeting, a rough draft comes out (with data if applicable, so people have time to process).
- Then 3 days before SC meeting is the last chance to adjust agenda.