

[Site Council Meeting Notes] 1.10.20

[Members Present: Melenie Hammond, Peter Noordijk, Lisa Hawking, Jessica Holguin, Rodrigo Aguirre, Christina Brown, Mika Hilbers

- [Group Check in on the compass.]

--Intellectual, relational, relational, relational, intellectual and relational, relational

>>[Overview of our Agreements and Discussion points from last meeting]

---{IMPROVEMENT SCIENCE}

- *The idea behind Improvement Science as a methodology: moving slow to create big changes. What is the root cause(s) that we have **CONTROL** over? (Five Whys) Major causes and sub-causes. **Fishbone diagram.** Has to evolve and have measurable data to determine impact.*

- Today's Goals: Think through ways three tools can help us move forward in determining the causes for our (draft) identified problem of practice "Literacy achievement gap".

1. The PPS Vision Shanice Clarke brought to the Council at our last meeting in November.
2. Racial Equity and Social Justice Lens
3. Stages of Racial identity development

- The Site Council discussed/referred to the various examples of problems identified earlier and posted to a visual poster that included sticky notes written by members. (ROOT CAUSES)
- Since we all agreed that our target of focus for our work in Improvement Science would be the **literacy achievement gap**, we began the process of identifying the relevant root causes, and discussed the WHYS of these issues (***WHY does that occur? WHY do we get the results observed? WHY is our problem a problem?***)

-Some Examples of problems identified by members include:

- >>Why is it challenging for teachers to use BAS as a reading Assessment?
- >>20 of our 28 English Inst. 5th graders are not able to comprehend grade level text.
- >>Teachers are using different reading assessments as progress monitoring tools at each grade level.
- >>Why are our struggling readers not feeling connected to reading?
- >>Why are students not making one level of growth in all genres?
- >>School goals should include empowerment of people of color at every level of the school.
- >>Parent possibility to participate in establishing goals and guiding principles through a democratically selected group.
- >>We do not have a facilitator for our Black Family Affinity group.
- >>Beach School needs more staff of color that our students feel connected to.
- >>Peer environment supportive of learning?
- >>Do our students feel emotionally safe enough to learn?

(There are more examples from this process not listed here.)

- Members discussed the “Whys” of these various issues and began to fill out a visual “FISHBONE” that illustrates the Beach Elementary Cause and Effect Diagram.

- The MAIN causes and effects we identified are:

>>There are currently many kinds of literacy assessments in use (These are not consistent across one grade level or all, Assessment is not integrated into instruction)

>>BAS is time consuming and not yet fluid in our school.

>>Many students do not love reading. (Challenging access to books at home)

>>Students can decode, but struggle with reading comprehension.

>>Reading intervention begins too late.

>>Student behavior affects the relationship with the teacher and literacy assessment experience.

>>A number of our black female students are called to help their younger siblings, the boys are not doing the same.

- The council discussed other main points not drawn on the diagram such as:

>>Do we have awareness by all – students, families, parents – that we have a literacy achievement gap?

>>Parents do not know where their kids should be regarding literacy.

>>Are our black students doing better in the younger grades than older grades? (gender and grade breakdown)

- The council agreed to review our main points of discussion, and refer to this Fishbone, as we continue this at our next meeting in February.

{Meeting adjourned at 6:08 pm}