



Norms:

Time for Appreciation

Be Professional and Confidential

- **Be Present, Respect the Agenda, and Participate**

Stay Student Focused

Allow for Multiple Perspectives - Assume Good Will/Intent

Team Members (Present in **Bold**):

Min Cai, MIP Parent
Teacher

Yuan Zhu, MIP Teacher

Ismail Pekin, Neighborhood Parent

Kris Smith Carlson, GenEd EA

Teri Joseph, Neighborhood

Seth Johnson, Principal

Guest(s): Cindi Swingen, Assistant Principal; Brian Murtagh, Parent

Agenda Items

| Agenda Topic | Discussion and Notes |
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| Appreciations (5 Minutes) | <i>Recognize and highlight the good work, activities, and events happening at Woodstock and in the Woodstock School Community.</i> |
| Administrative (15 Minutes) | <p>Bylaw Review</p> <ul style="list-style-type: none"> ● Discuss ● Consensus to Approve? <p>Meeting Norms</p> <p><i>Appreciations about what's happening at Woodstock.</i></p> <ul style="list-style-type: none"> ● <i>Teacher generosity toward students.</i> ● <i>Children are working out their differences on the playground.</i> ● <i>One of our teachers won the Oregon Spirit Honor Book Award for his graphic novel. He launched a comic-drawing event for the whole school.</i> ● <i>Teachers on our staff are serving on many district committees.</i> <p><i>SJ - Bylaw discussion:</i></p> <ul style="list-style-type: none"> ● <i>Feedback received from previous meeting focused on bylaws and from contributions via the google doc, a draft was developed and shared with Site Council Members last week.</i> ● <i>Seven Steps to a Successful Site Council Article shared by a parent.</i> <p><i>BM - would like Seth to share the meeting documents with him. He would like to discuss ways to share information and generate interest for participation.</i></p> <p><i>SJ - Bridger SC model provided a good guide through the development, but leaned heavily on state and district guidelines.</i></p> <p><i>Site Council Member Feedback - The draft looks good to her (MC). She doesn't have a lot of experience with bylaws (KSC). KSC feels the bylaws are comprehensive. She feels it is a useful document.</i></p> <p><i>SJ - The "five-fingers" strategy for voting is helpful. The two teachers on the site council gave a five and a four, respectively. We are missing one parent.</i></p> |

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| | <p><i>BM - Would like the “shall include” to be worded differently. He also feels there is redundancy in the current bylaws. He thinks there should be a more thorough discussion.</i></p> <p><i>SJ - Two of our teachers who are PTA Liaisons could help share Site Council information with the larger body. There could be a Parent Communication sub committee so all parents who want, can participate.</i></p> <p><i>BM - Brian would like the bylaws to be brought back for more discussion. He strongly disagrees with the process by which parents join Site Council and feels not all steps being taken are clear to him. He is strongly opposed to the current state of things.</i></p> <p><i>SJ - Meeting Norms - What do we need to include or add to the current norms?</i></p> <p><i>TJ joined meeting at 3:09.</i></p> <p><i>BM - Site Council meetings are open, so it is up to Seth to protect confidentiality. The agendas are very full.</i></p> |
| <p>MTSS/Equity (15 Minutes)</p> | <p>FIT Assessment Summary</p> <ul style="list-style-type: none"> ● Feature Score Overview and General Summary ● Next Steps <ul style="list-style-type: none"> ○ SCIP Process <p><i>SJ - Our School Improvement Plan (SCIP) Draft is due in January</i></p> <p><i>We have received information from our FIT assessment team (Fidelity Implementation Tool) from the district. We had some questions about the results.</i></p> <ul style="list-style-type: none"> ● <i>Administrative Leadership 71%</i> ● <i>MTSS 35%</i> ● <i>Integrated Education 38%</i> ● <i>Family Engagement 67%</i> ● <i>Inclusive Policy 17% (this represents PPS, not school-level decisions)</i> <p><i>Each category is further broken down into two sections. Each was explained.</i></p> <p><i>KSC - This was a measure of people’s impressions.</i></p> <p><i>TJ/SJ/CS - We asked some clarifying questions of the FIT team. There are some pieces of information we still need to figure out.</i></p> <p><i>SJ - We are going to use this information to help us create our SCIP. We are especially interested in looking critically at math. Things are a bit fragmented and we look forward to aligning things more closely. The ILT will help form these goals. The district is providing new tools. We are looking at Improvement Science and how we could use those ideas to help us be more effective.</i></p> <p><i>BM - Hosford’s Site Council is adding input to the formation of that school’s SCIP.</i></p> <p>School Climate Update</p> <ul style="list-style-type: none"> ● Tier I Strategies (Tier II PD Upcoming) ● Communication |

SJ - We are working on climate and communication as well as academics.

Equity Professional Development (Growth Mindset - Successful Schools Survey)

- CRT&B - Dependent vs. Independent Learner Reading Selection
- Student Talk

SJ - Student growth mindset is an important goal for our school. The book Culturally Responsive Teaching and the Brain was read by the Equity Team and the team is using the book to guide our building's equity work. Seth shared a page from the book about "dependent" and "independent" learners

BM - Brian brought up the SSS data and wondered if the fifth graders' responses and their academic performance correlate in some way.

MC - Shared her son is a "dependent learner." She knows with 20+ kids in the classroom, it is hard for teachers to give students one on one help. Many students, not just her son, have problems with dependency in their learning. She is an independent learner, so it is a challenge as a parent.

KSC - Family culture influences whether or not a child is a dependent learner. The neighborhood and Mandarin programs are different. The Mandarin program requires more memorization and there are fewer approximations. The rote learning is a part of learning Mandarin.

BM - Mandarin does require more memorization. Does this include differentiated learning? Concordia has a study about the pros and cons of differentiated learning. The article implies differentiation has a summer component.

SJ - There is a role for rote memorization, such a lunch ID number or phone number. Our goal is to foster independent learning and promote comprehension and critical thinking. Learners are not either wholly dependent or independent. It is not binary.

SJ - What do we do with our kids to help them be independent? We want our kids to be independent, overall.

TJ - There are developmental aspects to the table presented in this chapter as well. Routines are a part of this, and we teach routines in all languages.

BM - There are downsides to kids being independent learners, as some kids get a lot of opinions and ideas and can be challenging. How can we give kids more leadership opportunities? We used to have student government. He shared he has dyslexia and understands how difficult it can be to be put in a box.

SJ - We don't want low expectations to keep our students from being successful. What are we doing to ensure we are giving every child an equal opportunity to thrive?

**Assessment and Instruction
(15 Minutes)**

State Report Card Overview/Discussion

- Noticings and Wonderings

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| | <p><i>SJ - Last piece for today, as we gear up to creating our school improvement plan, we can look at the school's State Report Card.</i></p> <p><i>Handout shows SBAC assessment for our third through fifth grade students last year.</i></p> <p><i>What do you notice, what do you wonder?</i></p> <p><i>KSC/BM - Clarifying questions</i></p> <ol style="list-style-type: none"> <i>1. What is the balance between MIP and Neighborhood?</i> <i>2. Demographics are changing at our school, how is that impacting things at different grade levels?</i> <p><i>BM - There are trends we could explore. We are seeing the same cohort declining. We are seeing a drop in math scores. Can we make small changes in the building that could impact motivations, attitudes, moods.</i></p> <p><i>SJ - We need to look critically at all of the data. Improvement Science process with through district training.</i></p> <p><i>KSC - Cohorts of kids are unique as well.</i></p> <p><i>SJ - We need to focus on growth.</i></p> <p><i>BM - We can do deep dives and look at trends in cohorts.</i></p> <p><i>SJ - Seth described the quadrants available from the MAP assessment. We are going to look at many forms of assessment, including more progress monitoring. What are we doing at Tier I - what every kid should be getting. Are they all getting it?</i></p> <p><i>Yes, we are doing better than the state in math, for example, but we should be doing better.</i></p> <p><i>BM - Improvement Science - the core has to be strong. There are five meetings on the calendar. Brian feels this is a barrier. He would like there to be more regular meetings. For example, he would like the schedule to be more predictable for the year and not just get the "next meeting" notice. He would like there to be set meetings. He would like the schedule for the year to be set. He also says the agendas are so full. The meetings, in his opinion, should be discussions, not lectures.</i></p> <p>MAP/DIBELS Level Chinese</p> |
| <p>Family Engagement (5 Minutes)</p> | <p>Conferences Chinese Family Affinity Group Successful Schools Survey</p> |
| <p>School Continuous Improvement Plan (5 Minutes)</p> | <p>SCIP Process</p> <ul style="list-style-type: none"> ● Improvement Science ● Literacy, Math, and School Climate Goals |
| <p>Action Items/Next Steps</p> | <p><i>SJ - Homework for Next Meeting:</i></p> |

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| | <ul style="list-style-type: none">• <i>Review SBAC data, including past year's data using site on report card.</i>• <i>Look at example norms shared and bring other "norm" suggestions.</i> |
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Next Site Council Meeting (Tentative): January 17, 2020 at 2:45 PM