

ACCESS Academy Site Council, Dec. 16, 2019, 3:30, Room 128, ACCESS@Lane

Agenda:

Approve minutes

Adopt operating bylaws

Terms of service

SCIP Goals

Family Engagement

Set next meeting(s)

Introductions

Present: Amy McBride, Marc Zollinger; Tim Christy, Grazia Cunningham, Marian Berger, JaneAnne Peterson (all four parent reps); Ginger Taylor, Gabriel Corona (arrived at 4:15)

Absent: Kim Hultgren, New member: Felicia McCoy-Kojac (para at Vestal)

November meeting notes approved.

Bylaws:

General agreement about adopting previous bylaws and amending as necessary.

Terms of Service:

Ginger suggests keeping all current members through next year, but adding more for a larger group next year. Requires amending bylaws before adoption, since they provide for at least one teacher and one parent stepping down each year.

Decide who will take notes at end of meeting for next meeting.

Grazia will be timer, and we will endeavor to set times for agenda items.

Family engagement/survey

We have Successful Schools Survey and FIT assessment.

Students have historically done Safe Schools survey, but did not do it in 2018-19.

SCIP Goals:

Ginger: District asks each school to set a reading goal and a math goal. Looking at our data, goals could relate to all kids or just to Latino and multi-racial kids (about 50 kids). Looking at MAP data for this year, only 3 low and low-avg in ELA, and 6 in math. MAP assessment given 3x/year.

Grazia points out that at elementary level there may be disparities in the degree of teacher buy-in to standardized assessments, and disparities in levels of accommodation for kids who need it.

Ginger says that there is a site coordinator and a tech coordinator for testing, so hopefully issues with accommodation and systems will all be worked out ahead of time.

Tim: is this opaque? Do they release prior tests?

Amy: MAP test is better than OAKS, with real literature and more engaging questions. Amy says some teachers use it to group kids for projects, with targeted assignments given to those with higher capability.

Grazia points out that this isn't always consistent, and perhaps there is too much a disparity grade to grade.

SBAC not as useful for students or teachers, though Thom uncovered some kind of report that he thought might be useful and is trying to figure out a way to use.

Teachers have been trained in how to use MAP results. This is second year using the test, so still collectively on a learning curve.

Ginger says MAP breakdown in specific strands can guide teachers in creating lesson plans to target problem areas.

Ginger says wants to set a goal of 100% of students scoring 3 or 4 on MAP assessment by spring. We're probably the only program in the district that could have that as a goal, but no reason why we shouldn't. The framework for this is pretty much set up in terms of training.

Don't need to set attendance goals. Not really a big worry for our students.

Other goal is to reduce referrals for SpEd students.

Looking at data, there are way disparate referrals for SpEd vs GenEd, though it's not all SpEd kids who are generating referrals. Also obvious that our last year at RCP, when we were together as one school, had far fewer referrals. Shows that split and staff turnover may be contributing to referrals.

Ginger would like to set a goal of reducing the number of referrals for SpEd by 10%. Parents are definitely concerned that rigor has been sacrificed in pursuit of the goal of meeting kids social and emotional needs and helping them transition into the program. Ginger working with Kathleen and other district higher-ups to meet those needs through greater support. Idea is to lean on Katie Melcher, MTSS TOSA, to help bridge social-emotional and academic. Working on using language of emotional regulation (zones) school-wide so it is consistently applied to all students.

Grazia: not all teachers have been consistent in balancing academic and social-emotional. How can we support them to get these in balance?

Gabriel says they are working on establishing a collaborative relationship with teachers so they can share approaches that have worked. Not necessarily mentorship, which is hard to establish in a workplace of peers.

Suggestion that teachers have a chance to observe other classes, or trade off, especially at the elementary level.

Family Engagement: survey

Tim created a survey from submitted questions and put it in the drive.

What we have from the past is the Successful Schools survey and School-wide Integrated Framework for Transformation: Fidelity of Implementation Tool (FIT). 166 responses to Successful Schools survey. Not very well-structured.

Grazia: I don't mind doing surveys, as long as I know what it's going to be used for. We need to make sure when we send a survey that we have a purpose to our questions.

Ginger wonders if between these two collections of data, can we identify a family engagement goal? Or a set of goals? Gabriel: are parents being heard? Are they participating in school day or in school-wide events?

Grazia: all comes back to location, which really hampers the ability of many to participate in a meaningful way.

Future scheduling:

Way to schedule a work session? Weekend? Probably not. Hard with split.

January-February dates moved to second Monday instead of third, because of holidays. Ginger will tell Phoebe dates for the rest of the year to get them on the school calendar to meet public meeting notice requirements. Also any work session we schedule would have to make it on the calendar likewise.

Agenda for next meeting:

Get back to parent survey issue. Use reports to inform any possible survey we may send out. Ginger thinks a pre-meeting work session focusing on agenda is helpful. Generally the Thursday before right after school is helpful.

Get back to scheduling issues and sharing electives with Lane.