

## 2/24/2020 **Site Council Mtg.**

### Agenda:

Review and approve January minutes

Final SCIP Goals

Enrollment and Transfer and Lottery gender weighting

Map Growth Data- cycle 2 and discipline data

Family Survey

March Site Council and Facilitation

Next meeting(s): 3/16, 4/20, 5/18

### **Introductions**

Present: Amy McBride, Tim Christy, Marian Berger, (all four parent reps); Ginger Taylor, Jane Anne Peterson (3:40), Marc Zollinger (3:45), Fillard Spring-Rhyne (visiting parent), Gabriel Corona (4:05)

Absent: Grazia Cunningham, Felicia McCoy-Kojac, Kim Hultgren

January meeting notes approved.

**7 period day report out:** Still on the agenda for District but there is not time to negotiate with PAT, so it will be tabled until the following year.

**Final SCIP Goals:** Ginger met with Kathleen (her supervisor) to look at data to match our goal that all students will meet grade level expectations in reading and math. Kathleen converted the data to percentages to identify students who need interventions and support. Fall results: For reading Tier 2: Grade 5: 4% of strands not met (not of all student). Grade 4: 10% of strands not met (not students), Grade 6: 2% of strands not met (not of all students). Tier 3: 3rd grade- 3% of strands, 4% of strands in 5th grade.

Math: Tier 2: 4th grade 10%. 6 Grade 2%. Tier 3: 3rd grade 3%, 4th grade 3%.

**Attendance:** Stage 2: 6%, Stage 3: 1%

**Discipline** is where we are struggling to meet our goal. Tier 2 up from 2% to 2.36% from last year. 65% of Stage 2/3 are 3 students. Marc feels that we are supporting students overall through stage 1 interventions, and 3 students are having daily interventions to support their learning needs throughout the day based on behavior support plans with very tight communication from school to home. MTSS TOSA has

been working more closely this year. JaneAnne: Students need to know that teachers care about them.

Gabriel shared graphs of discipline data- When we look at our data, we see that most of our referrals are given to students on IEP. 3 of our students are receiving 47% of our referrals - this is going down from 60% at the beginning of the year. What is the role and presence of whiteness at our school in looking at this data and interventions. Racial equity is a priority for next year in PD.

**Enrollment and Transfer and Lottery gender weighting:** Quick update:

Currently we have 180 Male identified  
113 female identified  
1 non binary

Enrollment/Transfer no longer allows us to weight by gender. Within logic of SchoolMint Application there is a weighting for gender, for ours it will be 1male to 1.3 female which won't make much of a dent in our in balance. Can we run the lottery by grade level to help with some grades which are worse (5th)? Currently we have 31 applications 8 female (2 es 6 ms) /23 (6 ms, 17 es) male. Many more are expected. Our task is to recruit and promote! The ACCESS narrative has to be addressed- who we are here to serve by many people who have different roles- this is Ginger's goal. Ginger invited all girls on the wait list to visit/shadow for this year and only 1 ended up enrolling. We can reserve some spots for hardships. There was some pushback on staffing for our lower numbers, so it's important to keep the institutional knowledge of our particular challenges. Mailers are going to all students who tested at 99%.

**Map Growth Data for Reading and Math:** We looked at a state and nationally normed test that students take in fall, winter, and spring. Student growth projections are how much students are predicted to grow individually. We don't fit because our students test so high, and at math not at their math level. In the aggregate this doesn't tell us much about our school, individually teachers can use this to support students. What do parents need to decipher Maps scores? What should we be looking for and when should we be concerned? Broadcast good news from teachers and how teachers will use this, and what to look for. Ginger wants to continue to watch for how the district recommends how we use and communicate the data.

**Family Engagement Survey:** Ginger shared that she is not sure how to ask parents to participate in a survey that is evaluative. Tim is requesting an email list for families to reach out to- this could go through PTA? PTA directory is opt in to improve the school's instructional program. Ginger has talked to research and evaluation to discuss the possibility of them helping to craft a survey that is not targeting a particular staff

member. The purpose of a Site Council is to improve the academic programming, not evaluate individual teachers. Ginger is clear that we know where the gaps are, and we need to develop a strategy to fill those gaps. Parents are frustrated that this process has taken time. Sustained leadership is the key- quick fixes need to align with contracts of teachers. Can the site council make curriculum suggestions? Ginger would like this to be social/emotional curriculum. Project based learning is another recommendation she has for our students to align our teams. Baseline expectations for communication with parents is another work with teachers. She would like to see an exit survey for any students who leave before 8th grade, and focus on supporting new families. We can use successful schools survey.

**Agenda for next meeting:**

Discipline Data after teachers work off site with TOSA and plan for next year.

Ginger won't be here in March- Marian will facilitate it. Note-taker: Gabriel and Amy will take notes.