

# Addison Elementary Site Council Meeting Notes

September 10, 2015

Kelly Tomlinson is the Chair for this meeting.

Meeting called to order at 3:10 p.m.

## Roll call

Present:

Kelli Tomlinson

Nikki Davidson

Carol Miller

Lina Casteneda

Jyoti Nadhani

Peter Phillips

Greg Wolff

Amanda Boyce

Victoria Lukanovich Hurd

Irene Wong

Absent: Pat Gibbs

Pat and Kelli Tomlinson are going to co-chair this meeting, alternating as work allows.

Peter moved to approve the minutes. Greg seconded the motion. The minutes were approved "as is."

## Budget Review

- Our **carryover budget** from last year is \$18,591. Amanda proposes to carry on the YMCA noon program. Considering increasing it from 3x to 5x week. Alex from the YMCA will continue three days a week with another person doing two days a week. We signed a contract through this December 2015. \$2600 to fund 5x week through December. School is working with the YMCA to address lunchtime hotspots.
- Victoria made a motion to approve the continuation of the YMCA program 5x week through December 2015. Motion was seconded and approved.

## 2015 CAASPP Update

- New agenda item. Amanda gave a presentation. These scores were released yesterday.
- Students took a CAASPP test last year. This is the first year we are receiving scores. Many unknowns in terms of how those scores will shift from year to year.
- The test is a snapshot in time.

- Scores show where improvement is needed.
- Addison now has the third highest percentage of low income students in Palo Alto's school district (13%). With this **new classification**, Addison gets more funding focusing on interventions, decreasing achievement gap, etc. It is projected that Addison will be a Title One school for next 4-5 years. There has been a rise in low income housing in Addison's neighborhood.
- **Test results:** Test was looking at English language arts and mathematics. This assessment was done in grades 3, 4, and 5 at Addison. For the test domains at Addison, 87% proficient in reading, 85% in writing, 90% in listening, 95% in research and inquiry.
- **Keyboarding** the test is a new paradigm, and we are exploring how to get children used to typing earlier so keyboard tests will be easier for them. The point is to test for knowledge, not be hindered by the input mechanism.
- For math: Around 90% proficiency. About half the students are above standard.
- One question is: how far in advance were the children prepared in these math concepts before they were tested? The staff says the kids weren't prepared at all in some subjects.
- One goal of the site council is to close the achievement gap.
- **Questions/next steps:** Applying intervention funds this year to a staff member. We have budget to explore other intervention programs (after school, etc.)
- There was a discussion about maintaining **focus on what the children are learning**, not what we are teaching.
- Common sentiment that **Everyday Math** doesn't align with our common core. We have math adoption in next two years. We are getting an adoption to explore new math programs. This is an exploration year for new math programs at Addison. Addison is working to create a common forum for teaching goals that are independent of what program the teachers use. This will ensure that children are being taught the same material even if teachers use different math programs.
- There was a discussion about the difference between how the tests help the state vs. the teachers and students.

## SPSA goals

- Our **site plan** for SPSA is **due November 19, 2015**. We need to establish goals for math and reading, writing, and technology. There was a discussion about moving away from the technology goal.
- Last year, Addison didn't have SPSA goals in math. Amanda and leadership team has been brainstorming about goals for this year. Last year we had four goals. The site council is **considering substituting a technology goal with a math goal**. Addison's overall score in CAASP: 3-5th grades, 24% are not proficient in math. As a goal, the site council is considering setting a goal of 80% proficiency in 3-5th grades? There is a lot of support for this goal.
- There was a discussion about **focusing on individuals** to determine what progress we want each group to make. Aggregate across individuals. We could have a goal, say, of moving each individual up a level. Now that we have granular data, we can get a picture of the student body that is more attuned to student interventions. (Special Ed is included in this test.) A possible goal would be the percentage of students who are making at least one year of academic growth, etc.

Instead of looking at the school year to year in terms of performance, knowing the percentage of students who are making good or better than good progress is more useful than seeing CAASPP results. This goes from who are the top performers to who are the biggest gainers. This shifts the perspective and becomes more useful. Focuses on a growth mindset.

- The goal last year was for students to meet 90% DRA benchmarks. We were at 87% last year. The **DRA is being sunseted**. Probably will have a new one next year. This year Addison is using **Reader's Workshop**. Amanda asked the leadership team if they want to implement goals around Reader's Workshop. Positive feedback. Amy Kageyama, Carol Miller, Shelly Ganschow, and Christi Price attended Reader's Workshop training.
- The Reader's workshop **format** starts with a mini lesson about an aspect of reading, then the students read at their reading level. Then the teacher does a closing activity to have the students share their thinking, for example in small groups.
- Discussion about **measuring Reader's Workshop impact**: Discussion that perhaps teachers can implement Reader's Workshop model or teachers can commit to three mini lessons a week having to do with reading. There was a comment from staff that the curriculum is verbose and meaty. It's a great program, just a lot of info for teachers to work through. The upper level teachers say they are teaching how to read and write deeply. When kids read and talk about what they are reading, they are summarizing. Some teachers have read-alouds that focus on thinking from many different angles. The staff that attended Reader's Workshop say that the training emphasized choosing a few aspects of the model to implement, not trying to teach the entire program.
- We are looking for a **specific reading goal** at Addison: There is a proposal to implement the Reader's Workshop model and having the teachers be explicit about the reading goal for each lesson (specific objective). Create structures in time to learn and implement the model.
- We need a common way to **gauge level of student engagement with reading**. There are 35-40 minutes of independent reading while teacher engages with each student or small groups and makes notes about progress.
- We want the grade level to be consistent. Need commonality for implementation and have half year check-in points.
- There is a proposal to keep writing goals from last year. General consent.
- **Emotional learning**: Could work more with student SOSes to get more feedback about connections that children have, any issues, etc. Want to help with conflict resolution and connections.

## Principal updates

- Our **next site council meeting** is on October 8, 2015.
- **Disaster drill** on 10/14/2015 at 8:30 a.m. Emergency committee is working on this. Inviting parents to observe what happens and give feedback. Last year, student release was the biggest question. How to safely release children to parents/guardians, first aid, search and rescue, etc.
- **Site improvement** (planning grant). We want to have a plan by November 2015. Funding is not specific. Amanda is getting input from various sources in September. There are parent-student

teams exploring how to improve one area of campus. Kelli is organizing different field trips to various schools.

## Teacher updates

### 5th grade report

- Gearing up to the **Balclutha** field trip, for all fifth graders. It's a 24-hour field trip to an old ship in San Francisco. Children are learning the ship-related terminology and tasks. 4 separate crews.
- 5th grade is also walking next week to the Children's Theatre to see a play about the American Revolution.

### Lower grades update (Carol Miller)

- **Project Cornerstone** is starting this month. First topic is about being a bucket filler, not a bucket dipper. Talking about what to do when their feelings are hurt. The concept of putting a lid on anything hurtful.

## Parent updates

- Families are using the **bucket** concept at home.
- **Silicon Valley Education Foundation:** Teams can apply to be part of a cohort of teachers to test teaching tools. The foundation connects the teams with vendors. Might be a good idea to explore this with regard to math program.
- Discussion about the need for a cohesive approach to education at Addison

Meeting adjourned at 5:08 p.m. by Kelli Tomlinson