

West Hillsborough School
Site Council Meeting Minutes

October 15, 2014

1. CALL TO ORDER-3:20pm

Attendance

Sarah Adams (SA)

Leslie Huie (LH)

Vicki Volden (VV)

Teresa Pai (TP)

Suma Raju (SR)

Megan Medvitz (MM)

Jamie Evare (JE)

Sherry Gavin (SG)

Chris Flores (CF)

Jamie Adams (JA)

Christy MacLean-Chu (CM)

Absent: Theo Kotseroglou

2. APPROVAL OF MINUTES FROM September 17th, 2014.

Move to approve minutes

Seconded

Approved

3. CURRENT BUSINESS & OPEN FORUM

SA : Val to step down, TP to take her place, fulfilling tenure

JA: Last year's single plan transposed to align to LCAP (Local Control & Accountability Plan—state level) and (LEA) district. Big change this month and next. Tweak and improve. Narrative stays the same, but Socio-emotional and Spanish added. Goals chosen last year were inserted.

What of the district goals? Less about the district lens and more about the site lens. Talked to Anthony: if the district goals don't match, don't worry.

TP: Socio-emotional doesn't quite match with our plan. Query: is social-emotional related to social confidence, such as talking to others, feeling able to approach another student to say hi?

TP: Teacher collaboration with standards, grading 2, 3, 4.

MM: Grade-level teachers have sessions to calibrate, to confirm and illustrate examples of scores. CF: Why did you give that a 4--what criteria did it demonstrate?

JA: Behavior of students in class versus on the playground-more influences on scores than seen in the classroom

JA: We can make our own notes, if we want to change anything, December meeting sign-off. So we have the end of this meeting and the month of November to get comments back to JA.

TP: Notes-- incremental improvement versus flat out 80%? How did we determine this percentage? For kids who meet the benchmark, how do we improve and demonstrate improvement? We need a quantifiable way to assess that.

TP: Is there a program for higher-achieving kids to push ahead, more in-depth? From which we can gather data. How to measure outside the box?

JA: IXL can allow for that. Data, performance. Teachers assess, enrich.

MM: Everyone challenges each child across the grade level differently.

JA: Can use scores to group, for one. Get scores back early summer. 5th grade star tests looked good, received.

TP: Are we looking at digging deeper in the same grade level to benefit children who have advanced beyond the grade level but could develop deeper problem-solving skills as per common core?

SR: Why 80%, why not higher?

JA: This came from a group decision from last year, based on data we had. We will tweak it if met. A cohort can vary over the years. Decide which percentage we want to make it at.

MM: Earlier instruction on formulating, for example. Kids have exposure

JA: Starting this year, common-core writing: opinion pieces. The expectation for next year is that they can formulate an opinion-writing piece.

JA: Inquiry lens is broader than opinion, writing with joy, less strictures.

[Gifted versus high-achiever. If we put the word gifted with it...]

MM: Higher achievers is a separate group from gifted

MM: I grapple with this every year and it's not the same. Gifted kids need to find this niche where they can shine. If you could just find the right way, the right niche for them—from which they can leap and excel...

TP: I have the opposite feeling. They need to find their passion year after year, but the advanced students don't have that. They need to be given something to struggle with, something different

MM, CF: Not necessarily, gifted students often don't hit the mark/do well academically

CM: This may not be the best idea, but can it go under the umbrella of Special Ed.?

JA: That is being considered. Mary Maher with the district is looking at from a Special Ed perspective, among others. Priority is identification. How will we identify as a district? At North school a test group. Students identified through test scores and teacher recommendations. That group will have a traditional test for giftedness administered and see how they match up.

TP: In my experience PEPS not a meaningful resource.

SR: Social-emotional—add families to the goal.
Cultural differences, tolerance. Homosexuality? Do we address this in the curriculum?

JA: Not in the curriculum. In 5th grade there is delicate handling of it.

JE: My Digital Tattoo—online citizenship, accepting differences.

TP: Are there musical or other events coming up?

JA: Mr. Beams planning an opera. Parent Group holds the budget and manages input for this. There is Red Ribbon, character assembly...

SA: Buddies—what grades? Are they specific? For example, k with 5th, 3rd with 1st...

CF: Not specific

SA: Have we considered a mentoring system with 6th/7th graders with 5th graders with social-emotional preparation in mind.

JE: Orientation for 5th graders.

