Kealakehe Elementary School SCC Meeting   4/18/19 Notes taken by Natalie Lalagos
Present at meeting:

Natalie Lalagos (Community)

Pam Punehaule (Community)

Kariel Lyman (Parent/staff)

Bob Sprague (Community)

Teresa (Alakai'i)

Megan Yarberry (Community)

Tony Reynolds (Teacher)

Nancy Matsukawa (Administrator)

Mike McCloskey

Old Business:

1. **MINUTES**: Review minutes from March 14, 2019. Natalie gives a few minutes for reading time, and then asks for questions or ammendments.
    a. Tony: What is the SCC survey?
        i. Natalie: We gave it out at community nights to get feedback and info from parents.
    b. Tony: Can we alter the tripod survey? Student friendly language?
        i. Nancy: No, we cannot change the question. Baseline data across the board for all schools. We can embed the language that is used in the survey in our lessons so we can build schemas and vocabulary with students. We know what the scenarios are, so we can embed them in our classrooms so it's not so foreign to the kids.
    c. Kariel: Can we tailor it for students who don't speak English?
        i. Nancy: We would have to talk to the state about it. Nancy will ask the State
    d. Teresa: How will did we work together? Nancy's response: can we add a word to make it seem like we disrespectfully disagree, rather than she would say that she respectfully disagrees.
    e. Mike: We need to do a better job of explaining what bullying is. What we see in the surveys is that bullying is used in blanket statements. Bullying is not as prevalent as we see it sometimes.
    f. ==FOR NEXT MEETING:== Getting survey and language clear for kids for school year 2019-2020. We want a broader survey for all kids at the school. Survey for next year uses scenarios.
    g. ==Motion to approve: Bob Seconded: Mike All in favor==
2. **Blue Zones Update:** Blue Zones will get results in 7-10 days if Kealakehe Elementary is getting approved as Blue Zones. Approval isn't saying that you're done, and it's over. It's the start of the journey, and we can figure out how we can get next steps.
    a. Nancy: We know there are alternative seating options in classrooms (yoga balls, toadstools). The question was: Is the school willing to promote more opportunities for alternative seating. If teachers are in, I am willing to buy the alternative seating. We are also looking at laptop desks.
    b. Teresa: We had French fries recently, and we had fried chicken? I am wondering if it's fried?
    c. Nancy: We think it was baked in the oven.
    d. Megan: If the foods are fried even if cooked at the Intermediate school, then that counts. We have gotten rid of deep fat fryers in the state.
    e. Teresa: Can we make next steps as an SCC?
    f. Nancy: I think Blue Zones will make their own steps for us.

      g. Megan: There are also things in the academic plan aligned to that.

3. **Update with Nancy:** I haven't touched base with electronic communication. We were supposed to get information out in the Warrior in response to the survey questions and comments. Nancy will take care of items 3 and 4 on the list.

4. **STEM night review:** great turnout, lots of kids went to the fishing exhibit. We had a great turnout. Kids really enjoyed the evening.

    a. Pam: I went and I thought it was a great night, awesome activities, kids were excited, kids were in line to do certain things. I was really proud of the play presentation. Only thing I would critique on that night, maybe have soft music playing to get some background music to make it a bit more exciting. Also, time management on being diligent on watching the time to announce the giveaways, and have someone there to make sure they start on time and get done on time. The teachers who had their exhibits on the tables were not diligent enough in getting their stuff out so the play people could get set up. I helped get things organized. Other than that, it was a great program. I thought the presentation of activities was on point.

    b. Nancy: Having the play after STEM night was unique, and I am not sure that we will plan it that way again. Having them back to back got more people to attend the play.

    c. Pam: Maybe if classrooms want to fundraise with bottled water. There was nothing to snack, eat, or drink. Great donated or purchased items.

    d. Teresa: I heard that the alcove in front of the office door was good for the SCC.

    e. Kariel: Natalie did a good job with the wheel and the kids.

    f. Pam: Why was the gate closed at the bottom? Handicapped people did not have an opportunity to attend because the gate was locked. So they were literally turned away because they cannot park.

    g. Nancy: I was not aware. I apologize.

New Business

    a. Academic Plan

        a. Nancy: This is not the plan itself. Every school has a 3 year plan, and they are online. We look at the enabling activities every year. These are the actions that the school decides to work on to achieve the mission and vision of the school. Take a look at the mission and vision on the front. Look at the Needs statement on the front of the academic plan packet.

        b. Clarifying language (Nancy): Tier 1 instruction is delivered to all students. It is your basic core education based in standards. Differentiated instruction refers to the idea that one size does not fit all, that we may have to teach things differently to different kids. We need to do this for reading and math. Our data shows that we have many students that are not progressing at grade level. Many of our students are far below, and our question is how do we close the gap? Tier 2 refers to students who may need additional support. While all students receive tier 1 instruction, some students need more support in some areas. Tier 3 instruction refers to our students who have special needs, and are receiving special education services.

        c. Nancy: Let's go through the 5 sections. There needs to be specific actions in order to achieve the overall goal. Desired outcomes are coming from the DOE Strategic plan and from our WASC review accreditation plan.

        d. Nancy: "Provide students with learning environments that are caring, safe, and supportive of high quality learning." [Takes a look at enabling activities.] Students visit the next grade level, and it helps with transition and relieves anxiety. You'll notice that this is not sequential, but they are pulled out of the academic plan.

        e. Natalie: Nancy, can you go over what our roll as an SCC is in this?

f. Nancy: One of the charges of the SCC is to review the academic plan for the upcoming school year. SCC recommends the plan to the superintendent who has the final say. The staff and teachers have already vetted this document. SCC takes the next step. The plan is a 3 year plan, and the initial enabling activities were created 2 years ago, and we decide if those are still viable activities. Example: Combine #11 and #27. In the old plan and current plan these two were very similar, so the leadership team decided to combine them because they were so similar. At this point, I am looking to the body to see how you all want to proceed with this.

g. Mike: Individual reading time, and then school level people can answer the questions about those.

h. Tony: We can accept Organization.

i. Nancy: Next section is Instruction. Let's take some reading time.

j. Kariel: Can you clarify the acronyms?

k. Nancy: Guided Language Acquisition Development, GLAD is a program that contains many instructional strategies for teaching to address the various modalities. There are chants and poems, movement, visuals, motions. GLAD is not what you teach, but it's how you teach it. There are so many strategies, and GLAD helps you better engage students.

l. Tony: Tony demonstrates the GLAD strategy via talking about coal.

m. Mike: GLAD is one of the most proven ways to build literacy and a way to reach our ELLs. I think we have 100% GLAD trained staff.

n. Nancy: ELL- English Language Learners. Els is used more now: English Learners. CCSS- Common Core State Standards that the DOE has adopted. We've had them for 5 years now. The standards are what we teach centered in ELA and mathematics. Science is NGSS (Next Generation Science Standards), and we are being tested under NGSS.

o. Mike: In regards to the instruction piece, are there any questions about the Enabling Activity?

p. Teresa: #16, Is deleted under Administration section? Why?

q. Nancy: We don't need PD for stepping stones anymore because it's no longer a new curriculum. There is a separate enabling activity for new teachers. Vertical alignment in writing refers to the idea that we want kids from K-5 to receive aligned instruction. What we learn in 1st is tied to second. It means having everyone know what kids are doing before they get to their grade, and where they're headed afterwards.

r. Bob: Say when a student is taken out of the classroom, say a Marshallese student, for additional support, is that Tier 1 or 2 instruction?

s. Mike: Tier 2, and we want to provide more support to our ELs to support them in their learning similar to the Special education model.

t. Nancy: Next section is **Assessment** ART- Academic Review Team (the leadership team that is tasked with making sure that these activities are being carried out). SBA- Smarter Balanced Assessment. CFA: Common Formative Assessment. WASC- Western Association of Schools and College. WASC is an institution that provides accreditation that provides accreditation to all schools.

u. Tony- can we meet as grade levels to analyze WIDA data?

v. Mike- WIDA gauges the proficiency of our ELs in their English. 1-6 levels in WIDA testing. Tony wants to know if we can also analyze the WIDA scores. We are dependent on Roger and Esther to provide data on WIDA scores.

w. Tony- maybe we can have a second training, or let teachers know the level of their students.

x. Mike- we have 4 teachers working towards the goals and working with each grade level. Those teachers can work with their grade level.

y. Tony- Maybe we can find a spot for it to fit? ==We are making a note that WIDA needs to be something we need to incorporate.==

z.   Nancy- part of the data team time will be allocated to WIDA data and how to better support students.

aa. Kariel- How do we address testing our students who have IEPs? They don't understand what they are doing, and we can't help them. The kids feel bad with that stress.

bb. Nancy= How do they do with Iready?

cc. Kariel: We have kids that just hit buttons. And we can't read to them, so we can't help them.

dd. Teresa- teacher preparation materials?

ee. Mike- SBA has extremely strong and binding rules and regulations. For students to get the test read to them, we can't get most of our students to get accomodations. We can't change it.

ff. Kariel- How do they use this data?

gg. Nancy- this gives us a bell shape curve for all of our students. We want to give a common assessment to everyone to see where they are at. Our challenge is how do we support students we care so much about who struggle with this, but still have to take it? How can we continue to provide supports for that child so that they are maybe feeling a little better about attempting something that is above their grade level? How do we develop the sense of being a learner in our students? Things won't always be easy for me, but how do I prep myself to be okay with it being hard? How do we prep them to handle it emotionally? There has to be something we can do since we can't take the test away.

hh. School Culture: PBIS (Positive Behavior Intervention System). SEL- Social Emotional Learning.

ii. Tony: How are we sharing PBIS with parents?

jj. Nancy: Question for next year is how we get it to the broader community?

kk. **Curriculum**: NGSS- Next Generation Science Standards, GLOs (General Learner Outcomes)

ll. Tony: Trying to get true Hawaiian words into the GLOs.

mm.   Mike: Not phasing out GLOs, but incorporating HA framework. GLOs are still on the report card.

nn. Pohai- A parents concern was that the GLOs should be rooted in authentic Hawaiian values.

oo. **Administration**: ILT -Instructional Leadership team, TFA- Teach For America. Dibbels- reading assessment. PD Professional Development. RTI- Response to Intervention

pp. Nancy- #33, all new teachers will be provided with PD for new curricula.

qq. Tony- we wanted the testing coordinator to be the person to test the kids. We need help, and we thought she was going to do it, but she coordinates.

rr. Mike- Admin is Mike, Jen, and Nancy

ss. Bob- What's the reason for the deletion of #44?

tt. Mike- I don't think we are deleting the part about chronic absenteeism, something else was deleted.

uu. Tony- Do we have a back up plan for if their mentor on campus leaves? Some of our coaches are mentors. The people who lost their mentor may have lost their on campus mentor, and they did get a DOE mentor. I made a survey about why people leave the profession, and I want to share that with others and learn about why they leave. The Kahua program is now part of the mentoring program?

vv. Motions made, and now the academic plan has been approved.

Self-Assessment: Taking Measurements for Success

The School Community Councils are responsible for supporting the development and progress of the Academic and Financial Plan. For an SCC to become an effective team, members must invest the time to clarify the goals and build the process and relationships that will help people work together.

The following Effective SCC Assessment tool sets a clear and consistent standard for the core element of effective SCCs.

Effective SCC Assessment

Directions: Please complete this assessment with part or all of your current School Community Council.

- a. SCC members should complete the assessment individually and bring it to the SCC meeting.
- b. SCC members should read through the practices and circle the numeric rating that they think represents how the SCC operates.
- c. At the beginning of the meeting, take a few minutes for team members to log their ratings for each criterion on posted chart paper.
- d. Take the time to discuss the items where the team members have significantly different ratings.
- e. Build a general agreement among the team about what overall score best reflects the current practice of the SCC for each item and/or category.

Using the following scale, indicate how typical each statement is of your School Community Council:

NS= Not Sure
1 = Never occurs
2 = Sometimes occurs
3 = Occurs a majority of the time
4 = Always occurs on the SCC

1. Recruit and Elect the SCC: 1 = Never   4 = Always

a. The members of our school community are aware of the role of   NS   1   2   3   4
the School Community Council.

b. At our school, everyone is encouraged to consider running for a   NS   1   2   3   4
position on the School Community Council.

c. The principal ensures that the elections for teachers,   NS   1   2   3   4
non-certificated staff, parents, and community are conducted
in accordance with school guidelines and democratic principles

d. The principal ensures that there is a clear and fair process   NS 1 2 3 4
for the selection of students to the SCC.

2. Establish roles and procedures: 1 = Never   4 = Always

a. When new members are elected to the SCC they participate in an NS 1 2 3 4
orientation session that includes: a review of bylaws, Academic
and Financial Plan, and school-wide student performance data.

b. The SCC works hard to arrange meetings at a time that allows NS 1 2 3 4
for maximum participation by all members.

c. The SCC officers help our SCC follow the guidelines and policies NS 1 2 3 4 .
outlined in the bylaws.

d. Roles and responsibilities for operating our SCC are clearly NS 1 2 3 4
understood and supported by all members.

3. Develop team guidelines: 1 = Never   4 = Always

a. The SCC has a set of guidelines or "ground rules" that clarify how NS 1 2 3 4
we will work together.

b. Our guidelines reflect an awareness of, and respect for, the cultural NS 1 2 3 4
and linguistic diversity of all members.

c. We are able to raise and discuss the difficult issues that affect our NS 1 2 3 4
school's ability to achieve the results for students outlined in the
Academic and Financial Plan.

d. We spend some time at the end of the meeting to share perceptions NS 1 2 3 4
of how well we worked together to accomplish our goals and we
identify a few things we can improve at the next meeting.

4. Establish decision guidelines: 1 = Never   4 = Always

a. Our SCC bylaws clearly state how we use consensus or voting as NS 1 2 3 4
our primary decision-making option.

b. We use student performance data and educational research to NS 1 2 3 4
make informed decisions.

c. We do a good job of making sure that a variety of ideas and issues NS 1 2 3 4
are considered and addressed before we reach major decisions.

d. We leave each meeting with a clear understanding of, and NS 1 2 3 4
commitment to, our key decisions and next steps.

5. Promote community involvement: 1 = Never   4 = Always

a. SCC agendas are developed and posted on a school bulletin board NS 1 2 3 4
and on the school website at least 6 days in advance of each
SCC meeting.

b. Meeting minutes are recorded and distributed to all SCC members   NS   1   2   3   4
and posted in a publicly accessible area in the school's administrative
office and on the school website.

c. SCC members gather feedback to ensure that the SCC fairly   NS   1   2   3   4
represents the broader school community views about how to
to address student needs in the Academic Plan.

d. Our School Community Council conducts at least two school   NS   1   2   3   4
community meetings each year to share information and gather
feedback about the Academic and Financial Plan.

6. Academic and Financial Plan: **1 = Never   4 = Always**

a. We understand the State/Complex priorities and are clear   NS   1   2   3   4
about how these guide the planning process.

b. We take the time at our SCC meetings to ensure that everyone   NS   1   2   3   4
understands the language and terms used in the Academic and
Financial Plan.

c. We know how to interpret student and school performance data to   NS   1   2   3   4
identify the needs of our students as the basis for planning.

d. We have thoughtful discussions about whether or not different   NS   1   2   3   4
educational programs or strategies will meet the needs of our
students.

7. Monitor implementation: **1 = Never   4 = Always**

a. Our SCC agrees on how we will monitor the implementation of the   NS   1   2   3   4
Academic and Financial Plan throughout the year.

b. All SCC members are willing to raise constructive questions or   NS   1   2   3   4
concerns about activities or programs that need additional
support to meet student goals.

c. Our SCC looks for ways to support school leaders and staff when   NS   1   2   3   4
improvements are needed to meet the Academic and Financial Plan
objectives.

d. The principal reviews any proposed changes or adjustments to   NS   1   2   3   4
the Academic and Financial Plan throughout the year with our SCC
and addresses concerns that are raised.

Questions:

1. How has your School Community Council helped to increase student achievement?

2. What creative and innovative strategies/accomplishments has helped your School
Community Council to be effective/successful?

SCC Self-Assessment Summary

Once you have finished the self-assessment as a council, complete the following worksheet for all seven categories to help determine next steps in building the effectiveness of your School Community Council.

SAMPLE

Category	Score and Comments	Possible Next Steps
Academic and Financial Plan	Our overall score for this category was 2.3. Need to create a better understanding with all of our SCC on the review of school data and linkages to appropriate interventions.	Send 3-4 SCC members to the SCC training. Review key learning at our next SCC meeting.

SCC Self Assessment Summary

Category	Score and Comments	Possible Next Steps
Recruit and elect SCC members		
Establish roles and procedures		
Develop team guidelines		
Establish decision guidelines		
Promote community involvement		
Academic and Financial Plan		
Monitor implementation		