

Kealakehe Elementary School
School Community Council
September 21, 2017
3:30 to 5:00 pm, library
Minutes

Administration: Nancy Matsukawa

Certificated: Jeanne Hart

Non-Certificated: Ruth Kudo, Pohai Kirkland, Carriel Lyman

Parents: Drake Neff

Community: Bruce Stern , Marsha Eckert, Natalie Lalagos , Bob Sprague

Facilitator: Natalie Lalagos

1. Welcome & Introductions

STRIVE HI report reviewed.

NM- Our population is what it is: they need to be taught differently than others: difference between English Language Learner or a Learning Disability: this is a national concern. We have a few staff who speak other languages – some speak Spanish, 2 young women who recently graduated high school and help us with Marshallese translation and interpretation (2nd year with us), 16+ different languages on this campus

BS- How do you get feed back through these processes? What might be some of the causes or how do we respond to the deficits identified?

NM- We have to get better at this

BS- How do we look at this?

NM 3x/yr for iReady; other intermittent assessments

NL- We can have people write down questions ... NM can address next time around

1. How are standardized test results analyzed?
2. Can we better understand what kind of problems are being faced? Systemic (cultural, ELL etc) vs specific to how testing relates to curriculum and classroom activity.
3. Algebraically noted that 80% of students at in high needs and 20% in non-high needs.
4. I can see why SPED and ELL might have trouble equaling general education students but what are the factors that are pulling down the :economically disadvantaged students who comprise the majority of the students?
5. If 11% of the students do not feel safe, how does that affect their ability to concentrate; to attend school; to have a disruption-free classroom experience?
6. Math curriculum consistency-when will that happen?
7. The constant change of curriculum creates a constant unfamiliarity and discomfort for all. We cannot expect student performance to get better if we have no consistent curriculum.
8. How does 17% chronic absenteeism compare to other schools in West Hawaii?

RK- iReady: need to be on 45 minutes a week of math and reading ... next assessment should be more comfortable

NL- what a gift to have children who are able to learn more than one language ...
PK- lack of appreciation discerned from parents may be slowing down outreach to multi-cultural communities
NM- STRIVE HI is summative data from last year;

OLD BUSINESS

1.NL – 9/7/17 minutes were review; Bruce moved to accept; Marsha seconded; unanimously accepted

2. Review AC/FIN Plan ...

BS – what is the role of the cadres?

PK – suggested to SCC at Kealakehe Intermediate have cadres “lead”

BS- what are their (cadres) goals and objectives ... how do we work WITH them to make the process most efficient

JH – gave brief description of cadre work

NM- Shared listing of Cadres – focus areas (Enabling Activities) – Organization, Assessment, Curriculum, instruction, School Culture; cadres are committees made of teachers and educational assistants ... 85ish people divided into 5 “buckets” – review of the different areas ... how do we meet these needs (enabling activities) – the cadre comes up with a plan to support transition, attendance, etc.; cadre is charged with coming up with a plan of action we can carry out as well as a way to measure this plan (determine effectiveness); ILT = Instructional Learning Team – spend networking time with other ILT groups within the complex – look at school-wide data, analyze data, be able to share findings with find ...

RK – Curriculum – maybe have GLO assemblies tied to evening events ... parents don't often come to daytime assemblies

NL – time check:

Ask NM to look at “have-to's” ...

NM – need to schedule a Community Meeting – primary purpose is to share information about the school, sometimes to get information from parents re: what they think about the school ... school shares information, solicits parent/family/community input ...
- shared NOVEMBER 3rd is a Friday HEALTH AND WELLNESS ... Social School Culture Cadre – recategorized family events ... in the past several Read to Me, Math, Science ... reorganized ... so now School Culture Cadre decided just 1 event per quarter – more activity oriented themes ...

SCC suggested to hold Community Meeting on November 3.

ME— likes that the input is casual, may be inviting to many – but some may have deeper thoughts ... might want to participate in some type of a focus group with guided questions

NL – set aside time to plan future agendas ... or a sub committee to plan?

NM – thinking the info comes from the school ... SCC members be there to participate in discussion, no planning a “formal” discussion ... like idea of computer set up for parent survey; possibly generate questions to include on a survey ...

BS – a time to listen ... talk story ... how can we be held accountable ...
CL – we have to let parents know/feel action will be used ... they will receive some type
of feedback
RK – Need to work on advertising
NL – likes the diversity of language,
NM – can collect email addresses for responding ... be careful to protect information ...
NM – Shared dates of events: Nov 3 – health & wellness
 Dec 13 – arts & culture
 Feb 1 -- STEAM
 April 19 – Literacy
Thinking late afternoon or early evening ...

Next meeting: revisit function of SCC, plan community meeting

Pohai – thank you for the flow, for keeping us on topic ...
Bruce – good participation

NM – passed out SCC “Next Steps” ... will also send digitally ... also will pass around
SCC Self-Assessment ..and share electronically, as well.

Next meeting: October 19, 2017

Kealakehe Elementary School
School Community Council
October 19, 2017
3:30 pm, KES library

Agenda

Welcome and Introductions	Natalie Lalagos
Check In	Nancy Matsukawa
Old Business 1. Review of Sept. 21, 2017 meeting 2. Review of SCC Self Assessment Survey Next Steps 3. Plan for Community Meeting November 3, time _____, place _____ 4. Function of SCC – advisory or advisory and working	Natalie Lalagos
New Business	Nancy Matsukawa
How did we do? a. How well did we work together to meet our goals? b. What can be done to improve at the next meeting?	Natalie Lalago
Next meeting: Nov 16, 2017 3:30 to 5:00 pm	

SCC Next Steps

- Recruit and Elect SCC members: Parent Focus Groups, Involve kids at events to bring parents and possibly get PTO Liaison.
- Establish Roles & Procedures: Make Guidelines clear from Handbook, Better orientation at the beginning. More training from DOE.
- Develop team guidelines: Roles and responsibilities in handbook. Have SCC Chair run meeting.
- Establish decision guidelines: Get different sources of education data. Agenda items the first week.
- Promote Community Involvement: We will continue to promote community involvement.
- Academic Plan: Review the plan quarterly. Share more data, counselors etc.
- Monitor implementation: Review quarterly the Academic Plan. See job descriptions.

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 the School Community Council.	NS	1	2	3	4
b. At our school, everyone is encouraged to consider running for a position on the School Community Council.	NS	1	2	3	4
c. The principal ensures that the elections for teachers, non-certificated staff, parents, and community are conducted in accordance with school guidelines and democratic principles	NS	1	2	3	4

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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|--|----|---|---|---|---|
| b. Meeting minutes are recorded and distributed to all SCC members and posted in a publicly accessible area in the school's administrative office and on the school website. | NS | 1 | 2 | 3 | 4 |
| c. SCC members gather feedback to ensure that the SCC fairly represents the broader school community views about how to address student needs in the Academic Plan. | NS | 1 | 2 | 3 | 4 |
| d. Our School Community Council conducts at least two school community meetings each year to share information and gather feedback about the Academic and Financial Plan. | NS | 1 | 2 | 3 | 4 |

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

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|---|----|---|---|---|---|
| a. We understand the State/Complex priorities and are clear about how these guide the planning process. | NS | 1 | 2 | 3 | 4 |
| b. We take the time at our SCC meetings to ensure that everyone understands the language and terms used in the Academic and Financial Plan. | NS | 1 | 2 | 3 | 4 |
| c. We know how to interpret student and school performance data to identify the needs of our students as the basis for planning. | NS | 1 | 2 | 3 | 4 |
| d. We have thoughtful discussions about whether or not different educational programs or strategies will meet the needs of our students. | NS | 1 | 2 | 3 | 4 |

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

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|--|----|---|---|---|---|
| a. Our SCC agrees on how we will monitor the implementation of the Academic and Financial Plan throughout the year. | NS | 1 | 2 | 3 | 4 |
| b. All SCC members are willing to raise constructive questions or concerns about activities or programs that need additional support to meet student goals. | NS | 1 | 2 | 3 | 4 |
| c. Our SCC looks for ways to support school leaders and staff when improvements are needed to meet the Academic and Financial Plan objectives. | NS | 1 | 2 | 3 | 4 |
| d. The principal reviews any proposed changes or adjustments to the Academic and Financial Plan throughout the year with our SCC and addresses concerns that are raised. | NS | 1 | 2 | 3 | 4 |

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		