

School Leadership Team

Minutes for Virtual Meeting June 10th , 2020

3:30- 5:00

Present:, Hill, Guerra, Walker, Valere, Smith, Sanders, Laguna, Mooney, Alcantara, Murphy, Davis, Arnold.

Absent: Sair

- Reopening Plan Focus Areas
 - Social and EMotional
 - Addressing and closing learning gap
 - Blended Learning
 - Equity
 - Flexible and Innovative schedules for social distancing
 - We cannot bring back more than 25 % (92 students) in Phase 2
 - ESL
 - SWD- (self contained IEP or 504)
 - Tier 3
 - Iready, grades, used to determine these students
 - Budget
 - District level We lost 4 million in funding and we had to cut 6 positions
 - At building level, we lost a little bit of money
 - The district applied for CARES funding and it was awarded
 - This can assist with PPE and cleaning supplies
 - We were one of the first district to apply and were approved within 24 hours
 - Additional chromebooks for 1:1
 - Professional Learning
 - 2nd and 3rd will be virtual trainings for all teachers
 - Wednesdays starting week of October 5th will be dedicated to professional learning at district level and school level
 - COmmunity Engagement
 - We need to have 100% of our community connected
 - WE are doing device pickups so students can have 1:1 pickups. We needed to
 - How can we survey our parents
- Pandemic Response team
 - Will be comprised of
 - Nurse, Social worker, Custodian, CST, Teachers, Parents, Admin
 - We will oversee each schools implementation of district reopening plan
 - Staff returns full day starting October 5th
 - Students return half day starting November 30th

- Adjusting amending school health and safety protocols
 - Concern about HVAC and ventilation
 - COVID testing for teachers and students
 - No required testing for students or staff
 - Staff and student temperature checks will be done
 - No parents beyond the security desk
- Provide staff will needed support and training
- Review school level data regarding health
- Develop procedures to maintain safe supportive school climates
- Provide communication to the school community
- Create pathways for community family and students to voice to inform teams decision making
 - A schedule will be forthcoming for meetings
 - We will hope for some representatives from the group on the facilities meetings
- Opportunity Gaps
 - What data do we have and will we use to determine our gaps in ELA and MATH
 - ELA
 - SRI, Reading PLus, Benchmark Data, iRead, FRA, Grades
 - MATH
 - IReady, Benchmark Data, Grades
 - What did the benchmark data show us
 - It showed us what students had support and what students were lacking
 - Some students were given a lot of support (too much) and some students were given no support and that really affected their scores
 - We may not be able to look at our data points as we usually would. But we can use them to aid in our ongoing
 - Supports
 - Engagement
 - iReady Benchmark FInal Diagnostic
 - K- No Tier 3, majority Tier 1, some tier 2
 - 1- 4% Tier 3 students, majority Tier 1 some tier 2
 - 2- No tier 3, majority of tier 1 and 2
 - 3- 4% tier 3 students, majority tier 1 and some tier 2
 - 4- 11% tier 3, majority tier 1 and some tier 2
 - 5- problematic grade level
 - Tier 3- 42%
 - Tier 2- 22%
 - Tier 1- 36%
 - How will we assist parents and students in addressing these gaps
 - Parent meetings/ workshops
 - Small group instruction

- data conferences
 - **Engage parents in leading some sessions**
 - An assignment list with specified assist or do not assist
 - Task completion vs content area help
 - Using Paraprofessionals and other specialists to help students who may not have at home support.
 - Make sure to address subgroups
 - ESL
 - 2 full time ESL teachers
 - SWD
 - 3 full time resource teachers
 - Self contained students are 2 or more grade levels below
 - Resource students are typically 1 grade level below
- Social Emotional Learning- LAGUNA
 - Reconnect with our students is our first priority
 - Five components of Social and Emotional Learning
 - Self Awareness
 - Self Management
 - Social Awareness
 - Relationship Skills
 - Responsible DEcision Making
 - Benefits of SEL
 - Improving behaviors, academics and overall health
 - Long term and Short Term
 - Knowing and managing their emotions and feelings
 - Understanding others and relating to them
 - Expressing empathy and other people's emotions
 - Some key components of SEL previously (we will continue these in a virtual environment, state requirements have not changed)
 - Month of october
 - Week of respect
 - Violence awareness
 - Red ribbon week
 - HIB trainings
 - Restorative Justice
 - 504 & I&RS
 - College and Career Day
 - How do we support our school community
 - Parents, Teachers and Students were facing new stress and anxiety and fears.
 - How can we share and present the resources we have for Mental Health
 - Mindfulness & Meditation
 - Food Pantries/ Rental Assistance

- Crisis Resources
- How can we role it out in a way that doesn't overwhelm our students parents and staff
 - Implement it into curriculum
 - Have a weekly check in meeting that allows for social emotional health and students interacting with each other
- SEL plan for 2020-2021
 - Support & Trainings on the following
 - Trauma informed practice
 - SEL/ Restorative justice
 - bullying/ cyberbullying
 - Racial discrimination and social injustice
 - First Day of School
 - Student vision board: what they hope this year will be. Focusing on what we can control vs. what we cannot control
 - Students can decorate their own locker
 - https://docs.google.com/presentation/d/1Wjhm3QaIJy6--L_p5Rb03-CMYZqol-zm4m4lp5YFYxw/edit#slide=id.g8e5d8af3a9_2_0
 - Resources
 - Using Restorative Justice in COVID
 - restorativejusticepartners.org
 - Effective communication with younger students
 - Questions to ask
 - Phrases to avoid
 - SEL Activity Calendar
 - Centervention
 - Social emotional and interventions in action
- Concerns with return to school
 - Anxiety and stress
 - How to get used to being social again
 - Best practices for a learning environment, or a special spot to get their work done
 - We will be on a schedule (staff and students)
 - Town Hall with showing parents
- Classroom Schedules
 - All classrooms will have schedules 8:15-12:30
 - Schedules are made for all teachers
- WELCOME BACK SONG
 - Tootsie Slide
 - These are my intentions
 - Sunday Best Song
 - Teachers dress up in summer outfits then hold an Orange into the camera and are dressed in School clothes and ready to
- First Day of School Parade

- We need to get police to:
 - Block Traffic and make Heywood a one way
 - Stop parking on Heywood for the day
- Teachers will have poster board with their name on it
- Use both sides of the street and 6 feet apart
- Balloons, DJ, bulletin board signs noisemakers etc
- ASP
 - Smart Goal 1- 70% of Math
 - Action steps
 - Intervention will be held in small groups during virtual schedule
 - We will still hold Saturday intervention and after school tutoring
 - Smart Goal 2- 70% of ELA
 - 100% of students have to be tested on SRI and we are going to ensure they are proctored
 - We are buying Literacy Pro for all students (K-7)
 - Lit Camp we conducted
 - Parent Workshops to show them
 - ELA tools
 - PRactices to model with students
 - Smart Goal 3- Social Emotional Needs
 - Fall Surveys completed by Nov 15th
 - Workshops
 - We did not buy incentives for SEL and we need to make sure to spend that money and use the budget
 - We need purchase SEL resources and classroom based things we could utilize in the classroom
 - PBSIS
 - We will use this monthly for all grade levels (K-7)
 - We should use Dojo positive only and be consistent with grade level partners
 - We can use student on the month with an SEL focus and we can incentivize this with our
 - Calendar
 - Added dates
 - Social Injustice
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