

**Hartsfield Elementary School
School Advisory Council Meeting
February 16, 2017 / 5:30-6:30
Minutes**

Chair: Bridgett Birmingham

Secretary: Will Hanley

Attendance: Chuck Birmingham, Gillian Gregory, Nidia Tew, Marie-Claire Leman, Nancy Oakley, Paula Smith, Sharon Kant-Rauch, Amy Burke, BJ Van Camp, Lisa Urban, Vernisha Howard, Erica Reynolds, Mary Jo Peltier, Grace Frances, Judy McDowell, Gregory Holloway, Coral Schieve, ?, Greg Downing, Wendy Davis, Feydre Brown, Rich Templin, Albert Wynn, Tomoko Baldrige.

1. Call to order 5:33 pm
2. Approval of minutes of January 19, 2017. Approved without objections.
3. Updates (email preferred):
 - a) PTO
 - b) Parental and Community Involvement. Judy: last night, over 100 parents and students attended an event at the Orange Avenue community center. The talk was well-received. The group thanks Ms. McDowell for her work.
 - c) EDEP
 - d) DAC
 - e) TAC – will be sent by email.
 - f) Trauma-sensitive initiative
 - g) Principal. Communications have been signaled as a problem. We're not sure what will happen with turnaround, but we'll work proactively and reactively to implement the standards the state has put in place. The Principal circulated a handout detailing school-based interventions implemented 2016-17, and surveyed it orally.

Questions: Coral: Has not heard of pastries for parents, when were they? Van Camp: in September, and yesterday morning.

Hanley: How to avoid that special staffing positions, such as Mrs. Oakley, not get seconded back to the classroom. Answer: it was impossible to find a candidate up to the job, and we needed her to do this critical work. Hanley: building in resilience in staffing is great, and allows us to fill gaps—we should do this even more in the future by putting extra personnel in place. Van Camp: yes, but funding is always a limitation.

Leman: Hindsight is 20/20, but it would have been great to have the para-professionals on hand earlier this year, as they make a real difference. Oakley: they are a great stop-gap measure, when classes are very large. Peltier: the para allows the teacher to take time to attend to children's emotional needs without neglecting the rest of the class.

Downing: because of the grade of the school, is it possible that the district could provide paras for grades 3, 4, and 5? Is it better that the district hears requests from the SAC rather than from the Principal? Does this request from the voting public mean more than a request from employees? Van Camp: I feel supported by the Superintendent, who is sending staff. We need to work from the ends

towards the middle, can't leave K 1 swinging by themselves. Would love to put Duclos and Howard in 3rd grade, but they need to be in the foundational years. The SAC can raise issues too.

4. Title I Set Aside 1% Funding (Van Camp) – typically these funds have been used for parent nights. It's the only time we can purchase food, which increases attendance for curriculum nights. We have approximately \$2,000 left over—where could we spend this? Hanley had made a suggestion earlier in the year to enhance community participation. Peltier: Food is paramount. We need to keep reaching out to parents in ways that are accessible to them. Do it on weekend, go out to the community. We had a good speaker. Maybe we could just have an event to get to know each other. Birmingham: nice to have an event without an intense learning focus, just a get together. Maybe we could just have an explanation of successmaker, low-cost Comcast, star assessment? Reynolds: at my previous school, parental involvement was slim. Added parent appreciation to teacher appreciation week; no specific agenda, just hanging out. Like a big party, and parents loved it. Held it at a park near the school, during the school day. Oakley: how about a school bus to come to our culture fair, which is already a highlight of the year? Frances: last year no one rode the school bus to see Pons speak. What transportation would people like? Howard: We didn't have food at that event. Peltier: it's something all the kids want to attend. Hanley: make it a party bus. Burke: I felt that last night wasn't a workshop—it was a great event but where was the workshop? It felt like a pep talk, which may have motivated parents, but there were few ideas about improving reading. Peltier: It's true that a minority of students are at the reading level of your son. It's a struggle to instill that value at home. That was the goal. Burke: It was a perfect opportunity to reach young parents. Lots of them on phones. Can we give them apps? Or get them to put the phones down? It would be good to make that message, and not the food, the focus. Downing: He observed that others didn't know that it was a workshop. The speaker was excellent. Attendees may have left with motivation but not with tools. Burke: it was a large crowd, and he was a great speaker, but there was nothing beside that. Van Camp: I have heard two recommendations: parent appreciation day, and transportation to cultural fair. Coral: a purely social event would be good, casual, people coming to have a good time, share simple things. Howard: call it a neighborhood cookout.

At this point we had to turn to Ms. Gregory, for reasons of time.

5. Continued School Turnaround Discussion (Van Camp/Gregory). You've met lots of district staff this year, I know. I am Assistant Superintendent of Academic Services. I've been at District Office full time for 5 years. Previously principal of Godby, started the Virtual School, worked in testing, and other roles. At Godby, we were under "differentiated accountability." Moved from F to B. Here to share my perspective.

The turnaround model: we received documentation and timeline on Tuesday of this week. We need to submit the material at the beginning of May. We are not out of compliance. Three options: close school, charter takeover, close review by district. The superintendent is currently closely monitoring Hartsfield, sending resources, doing what we can to support.

Her experience at Godby: Differentiated accountability was an arduous process. Different people are in place at DOE now. Demand for plans, updates, and so on; monthly reporting to directors based on 98 slide deck of metrics. Daily coaching sessions in classroom with DOE personnel, daily reporting on observations. DOE then told her what should be done with each teacher. This is on top of what the administrators were already doing in supervision. Not conflicting messages necessarily, but a lot of guidance to coordinate and reconcile. Weekly administrative data meetings. School-based progress monitoring every month. Use this data to guide instruction, provide supplemental services. Lunchtime tutoring, run by more popular

teachers so it didn't seem like punishment. Conversion of physical spaces at the school, carefully planned use of technology. Turnaround status is like living under a microscope. It's an accountability and data mechanism, not a cultural change of a school. Godby tried to fit some of those cultural things into the School Improvement Plan: evening events, graduation. Godby was smallest high school in district, bleeding students. We tried to shelter students from the data and testing focus, but it dominated the agenda of administrators. The same vibe comes from the DOE still.

Birmingham: that sounds hellish, to be frank. Lots of kids left. Is there data about the best teachers leaving in a situation like that? Gregory: Job satisfaction is the biggest part of a teacher's experience—not pay. She made efforts to make teachers happy, to enjoy relationships, to boost morale.

Leman: How much funding does the state provide for the turnaround plan? Gregory: None. Schools can qualify for School Improvement Grants (SIGs). Some are non-competitive (for schools in very dire straights) and competitive ones. Hartsfield might not be very competitive, because its levels of poverty and letter grades are not as bad as other schools in the state.

Leman: How much can the district shield the school, so the school can do what it knows will yield better results for the kids and not be entirely data-focused? Gregory: Not much. The state runs the directives, and copies the district on the communications. It can be really antagonistic.

Leman: So is it a misnomer to call it district-managed? Gregory: in a way.

Peltier: What is the nature of the material we need to submit by May 1? Gregory: there are questions about a community assessment team, just a few boxes to fill in with no guidance.

Peltier: what does "differentiated accountability" mean? Gregory: you are in planning 3 months for "differentiated accountability." Instruction on your campus must be closely reviewed.

General questions about the timeline. Leman: we are now in "differentiated accountability" planning year. If we get a D or F, we will be in implementation starting in August.

Peltier: what is the timeline for seeing change?

Gregory: there is no room in the turnaround rubric to address school climate. The "community assessment team" part allows for a narrative to be written, but that's maybe the only part that might address climate.

Templin: The SAC has been arguing for years that the data won't change unless we change the school culture. We were hoping that the district would offer us a whole package for turnaround, not just test focus. Gregory: There are two things: state differentiated accountability, which the district has no say on, and climate things the SAC and the school wants, which the district can do something about. If we identify 10 priorities and bring them to the supervisor, this might be the effective path to address climate.

Leman: we've used the processes in place to force the issues we want. If we don't have leverage through this plan, what are we left with? How do we keep the parallel path to address climate open? Gregory: The superintendent is someone who wants to hear from you. We can establish plans over 3 year, 5 year periods and bring them to him. DA doesn't care about these things, but they can still happen.

Wynn: We're all concerned that our suggestions be heard. How do we bring to life the many suggestions we have? We don't want the state to take over our culture. Gregory: The superintendent wants to hear these things. Wynn: problem is that it could be very one-sided, all the focus could land on the data assessment side. Maybe the district could monitor implementation of the CAT team plans? Gregory: there is a box for role of the CAT team on the form we've received. It's a small box. Wynn: we have to think outside of the box.

Chuck Birmingham: So are we basically ineligible for the two grants that are available? Gregory: realistically, we are not there. We need a few Fs to get them.

Hanley: The climate changes we discussed at the meeting with the superintendent were the opposite of everything that the DA involves. So there is a real conflict there. How long does it take to set up a charter? Gregory: It takes a year or two. I hope you don't leave feeling discouraged. Godby retained things that added value and made a good school experience, despite the DA. Even if the DA is looming, identify the things that are part of the experience of the school and work to retain them. I sense that many of you are at the breaking point, and SAS looms too. Frances: we've lost two SAC families since the last meeting. Gregory: it's a perfect storm for the school community. Figure out what your priorities and values are, and take them to the superintendent. Do you need the district to survey residences and find out why they're leaving?

Downing: turnaround is driven by politics. DOE is there every day, forcing the district to do what they want. We need to get together and make a plan among ourselves. We need to show up as voting public and make sure we get the things we need to turn the school around. We need to channel our anxiety and work as a group. The administration doesn't even need to be involved in that process. We as a parent community need to get our story straight and iron out our ideas, which are all over the place. If the superintendent ran on the principle of being community oriented, hold him to the fire. Come up with 5 or 10 things that we truly want at Hartsfield, and go with this from a point of strength and focus. Narrow our focus and fight for what we want.

Peltier: If we get a D in July, the expectation is... ? Gregory: the expectation is that we will get a C at the end of the year.

Kant-Rauch: what is the role for the SAC? Gregory: making our CAT plan and holding it accountable.

Coral: the CAT box should say we have a responsibility for climate and morale, which the DA will undermine. Gregory: I know that social connections and relations are important to you; we can capture that somewhere in the process but not sure where just now because I don't have direction from the DOE.

6. Announcements and/or Other Information for the Good of the Order
Birmingham: let's poll attendees by email for a date for the next meeting?

7. Adjournment

Appendix:

Principal's Update

February 16, 2017

School-based Interventions Implemented 2016-2017

Job-Embedded Professional Development:

Collaborative Planning Process for all teachers involves a grade level team and instructional facilitator working and learning together as they plan curriculum, units, or lessons, including classroom assessments by analyzing the standards. This job-embedded professional development focuses on the deep teaching of the standards, building the capacity of teachers, coaches and administrators in the areas of lesson planning, data analysis, and student interventions

- Common Planning 1x weekly
- Data Analysis 1x weekly
- Extended Common Planning 1x weekly

Standards-based planning is a process by which teachers clarify learning goals, use formative assessments, and craft effective learning activities to deepen student understanding

Summer Teacher Institute held this summer that covered the following topics: the effective implementation of standards (Common Core State Standards and Next Generation Sunshine State Standards), training on the district's new Curriculum Guides, differentiated instruction, data analysis, positive behavior systems, and technology integration among other topics.

Staffing Adjustments:

All budgets have been dedicated to teaching units or to student support personnel

Addition of second instructional coach (.5 year) to facilitate effective lesson design, offer mentoring to new or struggling teachers, model effective pedagogy, support the design of an effective learning environment for physical layout, routines, and procedures, or a classroom behavior management system.

Addition of Trauma Coordinator to create schoolwide processes for requesting and monitoring support provided by personnel like school psychologist; to secure resources for students and their families through partnering with school social worker; provide monthly trainings to build capacity in best practices for trauma informed schools.

Addition of second assistant principal support schoolwide initiatives and different management tasks that include monitoring attendance, maintaining a safe learning environment, staff development, etc.

Classroom Support Strategies:

Re-established partnership with Communities in Schools whose mission is to provide schools with a Site Coordinator to help us assess needs and provide resources to help students be successful in the classroom. This person would facilitate partnerships with local businesses, social service agencies, health care providers, and volunteers. Services may be food, school supplies, counseling, academic assistance, mentoring, etc.

After-school Tutoring allows for personalization of curriculum and instruction that creates space for students to have a deeper grasp of the lessons being taught. The thought behind this strategy

is to help the students that have yet to meet the higher degree of performance outlined by the state by providing more time for them to absorb content and develop skills.

In-school Tutoring delivered by district-level curriculum experts to differentiate and offer more individualized feedback to students not meeting grade level standards. The differentiated occurs in one of the following ways: content (modified to best meet learner needs); process (more explicit modeling and practicing of content in order to master content); products (revision of work product until it meets mastery level).

One-on-One Conversations with Students to promote an efforts-based mentality and to foster positive beliefs about their own abilities, skills, and promoting more positive learning behaviors in the classroom and school. The conversations help students set goals and recognize their progress towards meeting these goals. Learning and growth is prioritized, not grades; although, grades are discussed in these conversations.

Community Outreach Efforts:

Pastries for Parents events aimed at creating an opportunity to promote a stronger community and school-parent bond. One was scheduled for first semester and a second during the second half of the year. This program provides a light breakfast for parents as topics are presented that apply to school-wide initiatives or programs. Parents are engaged in the information and are able to ask questions, pose concerns, or give feedback. It takes place in our media center.

Parent Workshops hosted in the community are designed to increase understanding of different school initiatives and improve parental engagement in the partnership between school and home. Topics that may be covered include helping parents support learning at home and encouraging parents to join-in different school activities and committees.

At the principal's request, this message from Coral Schieve is appended to the minutes:

I want to offer my assistance in regards to online communication from Hartsfield to families.

Last night at the School Advisory Council meeting, an agenda item called "Pastries for Parents" was mentioned. When I asked what this was and when it happened, your response was that it happened on the morning of the 15th and that it was on the Hartsfield Calendar. A quick glance to my phone, confirmed that I had not missed anything on the calendar. You also mentioned a printed calendar, which I was not familiar with, but found a copy in the Parent Resource room. The event is listed for 2/15, but there is no time and no location noted.

Further comparison of the printed list of events from the Parent Resource room and the online calendar shows a duplicated effort that may be the cause of low participation and turn-out from parents.

Not included on the printed list of events include: School Holidays, Early Release days, several Hawks Dads mornings, Spirit Days, Spring Portraits, 5th Grade Kickball game, 5th Grade Celebration.

Not included on the online calendar are several items from the printed list of events, are noted in the attached printed copy of the online calendar from today through the end of the school year. (see attached).

On the attached calendar, I have highlighted items that require attention and added in suggestions for clear and effective communication that will certainly result in a higher rate of participation from families. The current forms of communication are not in sync with one another and require research and diligence on the part of the families who are seeking information.

I am eager to set aside my personal time to update the online calendar. It is a google calendar and you can easily allow editing rights to anyone. If you choose to decline my offer, I do hope that you give editing rights to a wide range of Hartsfield Staff so they are able to fill in missing information and add their own events. I trust that Hartsfield Elementary Administrative Staff have a genuine desire to get parents involved, but I think the efforts are unintentionally undermined by the confusion in communication.

I also implore Hartsfield Elementary School Staff to become familiar with the 2007 Executive Order concerning Plain Language when communication with the public: <https://www.fdle.state.fl.us/cms/Open-Government/Documents/EO0701outline.aspx>

The initiative asks that all entities communicate in clear language and only the information needed by the recipient, presented in a logical sequence. I think a lot of the information on the webpage could be re-formatted to meet the criteria. For instance, the use of "tomorrow" when referring to an event doesn't help anyone understand "when". Without context or information on when the items were posted to the webpage, the meaning of "tomorrow" is unclear. A busy parent must go on a hunt to find the information to understand what is attempting to be communicated. I feel like "who, what, when, where & why" needs to be clear in all communication. Especially for events referring to the Orange Avenue Community Center. If these events are open to all Hartsfield families, the physical address: 2710 Country Club Dr., Tallahassee, FL 32301 needs to be included in mentions of events located there, or else the communication is only meant to be understood by those familiar with the venue.

I apologize for the length of this e-mail, I was hoping that this form of communication would be preferred than prolonging the SAC meeting. I would like it if you forward this message to your e-mail list of SAC membership.

I am also available to train teachers and staff on how to setup groups (classes) on remind.com. I think this is a brilliant service and will reach young savvy parents who choose to opt-in.

I would love the opportunity to subscribe to texts from:

- @PTO
- @SAC
- @Mentoring
- @Volunteer
- @Events (Dances, Musicals, etc.)
- @Resources (For free tax advice, etc)
- @EDEP
- @Camp (For Summer Camp)
- @Principal (You could send out accomplishments, stuff to boost school pride & morale)

Please let me know if I my assistance is wanted and welcome. I'm ready to help.

Thank you,

Coral Schieve