

OFFICIAL MINUTES
Edith Bowen Laboratory School
School Community Council
Monday, January 11, 2016

SCC Members

Present:

Emma Maughan
Sarah Huff
Lorinda Mortensen
Kim Hendricks
Shelly Gonzales
Juliet Tietjen
Shannin Kishbaugh
Laura Reina
Dan Johnson
Julie Moeller
Eric Gierloff
Eric Newell
Gaylene Merrill

Absent:

Adam Winger

AGENDA:

1. Call to order: 8:20 AM

2. Minutes:

Action: Motion to approve November SCC minutes.

Motion: Shelly Gonzales

Second: Kim Hendricks

Unanimous in affirmative

2. Update on Trustlands Money:

Eric Gierloff shared that there are no changes. The budget was approved by the state and all reports are in.

3. Charter Review; Amendment for a 6th Grade:

Julie Moeller shared that 6th grade is still on the table but is on pause at the moment because of the construction that will be taking place on the CPD building. Right now we are looking at our charter and will be making minor verbiage changes, these changes do not require us to rewrite the charter. These changes will make it easier when we have to rewrite the charter to add 6th grade. Dan stated that the CPD building will start coming down in March and that we hope to see the new building open in 2017. Dan suggested that, with this in mind, we hope to have 6th grade added by the 2018-2019 school year. Shelly Gonzales indicated that parents want to see this happening soon, it is a hot topic amongst our parents right now. Cache County is moving the south valley 6th grade back into the grade school starting Fall of 2016 with the north end moving the Fall of 2017. Dan suggested that we might need to look at getting on this right away so that maybe we can have 6th grade here the 2017-2018 school year. Eric Gierloff stated that there is a March deadline for the state and that we need to get this process started for approval.

4. Mastery-Based Report Cards:

Laura Reina shared the new mastery-based report cards with the SCC. She stated that she has been working with our teachers and that we want these report cards to align with our SEP Conferences. Right now our trimesters are off and so these report cards will end up going out before the conferences. She is working on making adjustments to next year's calendar so that the trimester, report cards, and SEP conferences lineup together.

5. Promoting STEM and Placed Based Learning:

Eric Newell stated that we are looking at how we can embed Robotics (Vex and Lego) in the classrooms. We did end up with someone volunteering to help with the Lego team that just competed this past Saturday. Laura Reina indicated that this is a work in progress and we are trying to build a program and curriculum instead of just having students play with these randomly. Director Johnson shared that the school has received \$50,000 to help support PBL, an example of this is our 5th grade students who will be going to Hardware Ranch over the next few weeks, where they will be working and helping the biologists to feed and catch elk for brucellosis testing. While the students are there they will be writing about their experiences. He also stated that we have a \$7500.00 grant for the Ryker Dattage fund to help support PLB.

Lorinda Mortensen asked if the VEX and Lego robotics are after school programs. Dan indicated that at this point they have been and that we have to pay people for extra duty for helping with these programs. Shelly Gonzales asked if students will get to choose what they would want to do if these programs are included into the day, and if students will get a choice of these over Spanish, Music, etc. Laura Reina indicated that right now we don't know the answer to this but it is part of our goal to see how this would work.

6. Improvement Rather than Benchmark Goals for the SIP:

Laura shared that sometimes our goals can be stagnant, we set goals that we can achieve but we don't want them to be easy, but we also don't vary them too much. There is a lot of research behind growth goals and having those as a target. She has not spent a lot of time figuring out what a good percentage growth would be and it would take more statistical work to set a reasonable goal.

Dan inquired as to what the particular interest in this subject is because when he looks at growth he sees that you need to get as much as you can. He stated that he wants time and opportunity everyday for every student. As a school, we are working hard and getting as many resources as we can to help. What do we want our students to know and be able to do? We have developed a process at this school so that every teacher knows what every student needs to learn and be able to do, and then decide what are they going to do about it. The common formative assessments (CFAs) are used to help give teachers data so that they can focus on the specific gaps in student learning. Dan when on to state that this process has made the difference in this school. Getting the 300 out of 300 growth score is pretty much unheard of. You can't do this without going back to the first question, "What do you want students to know and be able to do?" We need to continue to review this in every grade level and every subject. Teachers have the opportunity to figure out how to assess and how to teach. Because we have this process set up and we have hands-on engaging ways to learn, this is the way we do it here instead of regimented scripted drill and kill program. Dan also stated that growth matters, it really matters. Some schools never want to apply to be a Title I school because of the label. He does not care about the labels he cares about the money. It allows us to hire aides that who have good expertise and be able to help the students under the direction of Laura.

Lorinda Mortensen asked what the difference is between benchmark and growth. Laura stated that an example of benchmark is that 85% of students will achieve 80% mastery. This is basically saying where we need to be. Growth goals are set at the first of the year or at the end of the previous year where we say that 82% are at 80% mastery, but we think that we can make 91%, so we are are looking at where we are to where we think we can be. Dan also shared that benchmark goals are looking at groups, growth is looking at individuals. When you look at growth and how it is calculated in the state formula we have to make sure all students are growing, but we get double growth points for students who are at the lower end. This forces us to pay attention to students who struggle, but also pay attention to everyone.

7. Policy Updates for Governing Board Approval:

Dan stated that this school does not have a lot of policies in place and that we need improvement this. Over the next few months the school will be writing new policies and we will make sure that these are brought to the SCC before they are taken to the Governing Board. We are using model policies from the state and other charter schools so that we don't have to write all of these ourselves. We need to write about 80 policies and will hold a work session with the Governing Board at the end of the summer.

Dan also shared with the SCC that there will be a policy in the policy manual relating to the SCC and what they will be in charge of doing as a council. The SCC will be able to review this document before it goes to the Governing Board for approval.

8. AdvancEd Accreditation Annual Review Requirement:

Dan stated that we are into the 2nd year of our accreditation. We have improvement goals that were given to us that we will be looking at and completing. This is due by the end of May.

9. Charter Reviews (Charter School Performance Standards):

Dan shared that there are performance standards set for Charter Schools to achieve. Utah State Office of Education and the State Charter Board have people that oversee what is happening in the schools. There are standards and criteria that must be met for all charter schools. Charters run like a district but with less people to do the work. We need to make sure that we are meeting these standards.

10. SSIP (State Systemic Improvement Plan):

Dan shared that this SSIP plan identifies what schools should be paying attention to. It contains a set of criteria that all schools need to be following. He shared that he felt the handbook had been written around our school because it identifies exactly what we have been doing here already.

Additional Information:

Julie shared that when we started the Leader in Me Program that we did away with the self manager program. This program has now been fine tuned and we are bringing it back. Students will be attending an assembly today to learn how this program will work.

Adjourn 9:35 AM