

## **Stakeholder's Meeting May 30, 2017**

Members Present: Carol Feeney, Kathy Myers, Marcia Glass, Linda Barkoot, Cori Davis, Donna Baena, Donna Bussey, Libertad Wooten, Vicki Bruns, Nicole Williams, Betty Shirley, Ashley Hill, Joan Michael, Dr. Charisse Gay, Kim Vandewalker, Beverly Woody, Lori O'Bar, Anna Richards, Kelly Hubbard, Josh Noland, Caroline Brown, Tiffany Pollock, Lisa Howe

Welcome: Lisa Howe, principal, facilitator

Review of purpose/norms: Ms. Howe

Review of last year's plan, goals, strategies.

### **Outcome Comparison: 15-16 to 16-17**

#### **Reading:**

- K 14% fewer students met Dibels NWF standard
- 1st: 5% more students met Dibels ORF standard
- 2nd: 9% more students met Dibels ORF standard
- 2nd 16% more students met RI standard
- 3rd 4% fewer students met RI standard
- 4th 7% more students met RI standard
- 5th 9% more students met RI standard

#### **CCRPI ELA content area scores based only on Georgia Milestones:**

- ELA 17.71% growth from 64.5% to 82.2% meeting standards
- 3rd Lexile - .7% fewer students met lexile standard
- 5th Lexile - 4% more students met lexile standard

#### **GKIDS ELA total content area score**

- 4.2% fewer students met standards

#### **Math:**

- 1st 10% more students met STAR Math District Benchmark
- 2nd 11% more students met STAR Math District Benchmark
- 3rd 2% fewer students met STAR Math District Benchmark
- 4th 7% more students met STAR Math District Benchmark
- 5th 7% more students met STAR Math District Benchmark

#### **CCRPI math content area scores based only on Georgia Milestones:**

- Math 15.29% growth from 69.74% to 85.03% meeting standards

#### **GKIDS math total content area score**

- 6% fewer students met standards

## **Science/Social Studies**

Due to state changes in testing, only 5th grade students were tested in science and social studies this year.

Unit Test Scores, science 3rd 6.68% growth, 4th 5.32% growth, 5th 19.85% growth  
Georgia Milestones scores are not yet available.

Social studies scores overall were lower this year, but Georgia Milestones test scores are not yet available.

Science and social studies curriculum is being modified, so test continues to be adjusted to new curriculum.

Root Causes: Use previously completed response sheets to determine problem statements and root causes in each area.

Prioritized needs: PS=problem statement RC=root cause

PS: focused/specific professional learning i.e.: monthly special education/behavior support segments (like our ESOL support given at faculty meetings) RC: increase number of student needed special education and behavior support strategies

PS: limited ESOL support RC: large, needy, varied ESOL population

PS: discipline referrals have increased, up by 40% RC: lack of school readiness, character education

PS: 40% of students have 6 or more absences RC: lack of priority for parental engagement, importance of learning

PS: fewer students qualifying for gifted program RC: standardized scores, exposure, creativity, language (literal language exposure to vocabulary/knowledge)

PS: lack of student growth with content area vocabulary RC: lack of specific focus with title I support

PS: students lacking reading foundational skills are not making gains on assessments

RC: limited oral language exposure and experiential language, second language learners, are we addressing the right needs?

PS: data is not skill specific RC: inability to diagnose specific needs, time to plan/assist students in skill deficit areas

PS: instruction needs to relate to student life experiences RC: students have limited life experiences, lack of vocabulary pre-assessment

PS: data is not skill specific RC: difficult to see what students have missed on math assessments, needs to be more specific to address intervention and instruction

PS: RI, STAR math are not necessarily indicators for success on GM, 40% STAR county goal is misleading RC: students may have RI/lexile growth but lack stamina and growth with main idea, context clues, skimming, written responses, etc.

PS: behavior issues are interfering with instruction lack of social/emotional skills  
Lack of parent support in education

PS: Parents not using valuable resource RC: lack of/ineffective communication to show parents how to use resources

PS: Active parent engagement vs. involvement RC: Advertise communicate more effectively for programs people are coming to and help parents transition from involvement to engagement. What do we want parents to do?

Parent engagement: What do we want our parents to do? Clarify role of parents: decision making, engagement, universal goals for families: consistency among teachers in expectations

Beginning of year meeting with Hispanic families to continue reteaching expectations, procedures

Streamline what we do and make things more uniform so families with multiple children are not so overwhelmed

Upload all workshops so they are available to parents

Have school open on Saturday so parents without technology can have access.

Parent conferences: are they meaningful, are parents attending

Parenting workshops: Burch 101, behavior, attendance, language acquisition

Connect workshop to a student performance

Broader scope of standards so that teachers can identify math skills students should know and will need to know. Screeners are meant to give a pulse, not a diagnosis for skill deficit areas.

Give overall screener (standards based, formative assessment) per grade level to give more skill information.

Identify most important skills, "big rocks," in each content area

Priorities: discipline, behavior, lack of foundational skills/content area vocabulary in content areas increase number of students not making gains, increase relevance of why we are learning what we are learning

Smart Goals (must tie into county strategic plan. 5 goals: Student engagement, achievement; professional growth and human resources; organization and operational effectiveness; stakeholder, community, and family engagement; afford students digital access to curricular content and resources.)

1. Reading: Using RI, the number of 2-5 students proficient or advanced on end of year benchmark will increase by 5% from 65.75% to 70.75%.
2. Reading: Using Dibels Next, the number of K-2 students scoring proficient or higher on end of year benchmarks will increase by 5% from 44.3% to 49.3%
3. Math: Using STAR Math, the number of 1-5 students at or above the Georgia Milestones projection benchmark on the end of year benchmark will increase by 5% from 46.2% to 51.2%.
4. Discipline/Behavior: Decrease number of discipline referrals by 25% from 229 to 172 by end of school year 2017-2018.
5. Parent Engagement: Parental Engagement participation will increase by 5% from 420 parents to 441 parents attending Parent Teacher Team meetings as measured by sign in rosters from Parent Teacher Team nights.