

**Dr. Carrie D. Robinson Littleton Elementary**

**SAC Meeting Minutes**

**August 30, 2017**

I. Call to Order

Mrs. Broughton

The meeting was called to order at 5:11 p.m.

**Attendees**

Jenna Andle

Jan Kaye

Tammy Reed

Starla Beougher

Myra Lopez

Shirley Robinson

Monica Broughton

Donna Michaellessi

Catalina Torres

Mandy Fitzgerald

Chad Michaels

Gina Valdez

Jenna Giampi

Lisa Peters

Elizabeth Guth

Lori Ramey

II. **Approval of Minutes**

A motion was made to approve the SAC meeting minutes of August 16, 2017 with the following corrections:

- a.) Page 2 Review of FSA Results and SIP Goals – correct Florida State Assessment to Florida Standards Assessments
- b.) Page 2 Bullet C - remove the word is and add grade to the following-We achieved our overall goal which was to improve our school grade by at least one letter grade.

Motion was made to accept the minutes with the above corrections by Jenna Andle and a second by Jenna Giampi.

Vote: Yes-9

No-0

Abs-0

A motion was made to approve the Annual Title I minutes of August 16, 2017 with the following corrections: Motion made by Jenna Andle and a second by Jenna Giampi:

- a.) Page 1 Correct the date of the meeting from August 18<sup>th</sup> to August 16<sup>th</sup>.
- b.) Page 2 Under Parent and Family Engagement Plan (PFEP)(2)-change the following sentence from “Some was for parents to be involved are” to “One way for parents to be involved is”
- c.) Page 2 Under School-Parent Compact (3)-Add “and principal” to “These compacts are developed with the input from all stakeholders and are then signed by the teacher, parent, child and principal.”
- d.) Page 3 Under Robinson Littleton Achievements (5)-add the word “our” to “We have increased our school’s total points...”
- e.) Page 3 Under Questions and Additional Information (6)-add “be” and change the spelling of marquee to marquee in “The next SAC meeting will be advertised via e-mail, the marquee...”

Vote: Yes-9 No-0 Abs-0

**III. Approve 2017-18 SAC Membership**

Introduced 2017-2018 voting members and a motion was made by Chad Michaels and a second by Jenna Giampi to accept this year’s members.

Vote: Yes-9 No-0 Abs-0

**IV. Selection of SAC chair, SAC secretary, DAC rep, DAC alternate, and preferred meeting day**

2017-18 SAC Chair: Gina Valdez

2017-18 SAC Secretary: Lori Ramey

2017-18 DAC Representative: Chad Michaels

2017-18 Alternate: Catalina Torres

DAC meetings are held once a month. Attendance is taken and it is important that our school is represented. If the representative is unable to attend, the alternate is to be contacted by the representative. Mrs. Broughton is to be notified if both the representative and alternate are unable to attend the DAC meeting.

Mandi Fitzgerald made a motion to accept names submitted as the 2017-18 SAC Chair, secretary, DAC representative/alternate and a second was by Lisa Peters.

Vote: Yes-14 No-0 Abs-0

As a group, we also selected our preferred meeting day and time which will be Tuesdays at 5:15 p.m.

**V. Present and approve School Improvement Plan**

School Improvement Plan involves setting goals and determining strategies to obtain student achievement. This year we are going for an “A” grade. We need to increase our points by 83.

<p><b>ELA % Meets/ Exceeds</b> 16-17: <u>46</u> Goal 17-18: <u>52</u> Increase: <u>6</u></p>	<p><b>ELA % Learning Gains</b> 16-17: <u>51</u> Goal 17-18: <u>59</u> Increase: <u>8</u></p>	<p><b>ELA % Lowest 25% Learning Gains</b> 16-17: <u>46</u> Goal 17-18: <u>64</u> Increase: <u>18</u></p>
<p><b>Math % Meets/ Exceeds</b> 16-17: <u>50</u> Goal 17-18: <u>56</u> Increase: <u>6</u></p>	<p><b>Math % Learning Gains</b> 16-17: <u>59</u> Goal 17-18: <u>70</u> Increase: <u>11</u></p>	<p><b>Math % Lowest 25% Learning Gains</b> 16-17: <u>54</u> Goal 17-18: <u>78</u> Increase: <u>24</u></p>
<p><b>Science % Meets/ Exceeds</b> 16-17: <u>46</u> Goal 17-18: <u>56</u> Increase: <u>10</u></p>		<p><b>Total</b> 16-17: <u>352</u> Goal 17-18: <u>435</u> Increase: <u>83</u></p>

Mrs. Broughton discussed above chart and showed the group the comparison of what we received in points last year in ELA, Math and Science, and what we are setting for our goals for this year in order to achieve an “A” school grade. We also reviewed the below strategies on how RLE is going to improve student achievement. These are the items that we are going to do or put in place.

## ELA

Provide additional instructional support to grades 3, 4, and 5 (teachers and paras); departmentalization in grades 4 and 5; use new curriculum tools (Read 180, SRA, ReadyGen) to teach the standards and close learning gaps; Teacher Leaders will provide instructional support to grades 3-5; Professional Development will be provided to teachers throughout the course of the school year; ongoing progress monitoring using STAR; ensure that students in the bottom quartile are identified and closely monitored for academic growth; identify students who scored a level 3, 4, or 5 on FY17 FSA to ensure that they maintain or improve; Thinking Maps and Kagan Structures will be utilized to enhance instruction; Increase focus on fluency, decoding & comprehension plus work to decrease phonics deficit in grades 3-5 by using Really Great Reading; Improve the vocabulary of students through reading fiction and non-fiction (lexile levels), context clues, educational games, use of dictionaries, visual associations, etc.; Increase use of close reads in grades 4 and 5; PD&L will help with instruction in grades 4 and 5; greater emphasis on writing in content areas across all grade levels with grades 3, 4, and 5 completing quarterly mock FSA Writes progress monitoring assessments; ensure that students are aware of their learning and growth (goal setting); use Compass Learning to help strengthen ELA skills; use Safari Montage to supplement instruction

## Math

Provide additional instructional support to grades 3, 4, and 5 (teachers and paras); departmentalization in grades 4 and 5; Teacher Leaders will provide instructional support to students in grades 3-5; Professional Development will be provided to teachers throughout the course of the school year; ongoing progress monitoring using STAR; ensure that students in the bottom quartile are identified and closely monitored for academic growth; identify students who scored a level 3, 4, or 5 on FY17 FSA to ensure that they maintain or improve; Thinking Maps and Kagan Structures will be utilized to enhance instruction; ensure that students are aware of their learning and growth (goal setting); use supplemental programs (IXL, FASTT Math, Compass Learning, Safari Montage, Khan Academy) to help strengthen math skills; more utilization of manipulatives when teaching math concepts

## Science

PSELL will be used as the new curriculum tool to teach the Science standards in grade 5, which allows for more hands on Science inquiry; Science instruction will also be supported with Science as a lab for students; Thinking Maps and Kagan Structures will be utilized to enhance instruction; ensure that students are aware of their learning and growth (goal setting); ongoing progress monitoring; Invite Science PD&L Specialist to present science standards activity to grades K-4

Ms. Valdez questioned what is a PD&L? This is a Lee County District position. A person from the district will come and assist our teachers and students in the classroom.

Mr. Michaels questioned if we had a full time teacher for science? Science is taught by all teachers and concepts are enhanced by Science teacher - Mrs. Hassett. Her class allows for hands on experience. Science curriculum will occur in general education classes as well. Our new curriculum this year is PSELL.

Lori Ramey made a motion to accept RLE School Improvement Plan as written and a second was made by Chad Michaels.

Vote:        Yes-14                                No-0                                Abs-0

## **VI. Collaborate on Parental & Family Engagement Plan & School/Teacher/Parent Compact**

The plan establishes the expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The plan is also incorporated in Title 1/SIP and is submitted to the district office and the Florida Department of Education (FDOE).

We discussed how the school will involve parents in an organized, ongoing and timely manner in planning and reviewing the Title 1 programs including involvement in the decisions regarding how funds for parental involvement will be used. RLE will have quarterly Title 1 Parent Involvement/SAC meeting composed of parents, teachers, support staff, and business & community partners. The first meeting takes place within the first four weeks of school. We communicate information to our parents in several ways: ParentLink, newsletters, communication folders, and the marquee located in front of school.

RLE values parent involvement as we believe it contributes to the academic and behavior success of children. Documentation for all SAC and parent meetings to include: flyers, agendas, handouts, meeting minutes, and sign-in sheets will be maintained in the Title 1 tool kit.

The district has approved their part of the parent plan already. The main theme is to promote growth and achievement at highest level. Our first parent involvement function starts with Meet Your Teacher. Our Kindergarten Orientation was held in May. We just completed our Parent Curriculum Night. These events include a summary of activities that are designed to build the capacity of parents to help their children. We will continue to do the same events that we did in 2016-17 as these events are the ones that work well for our school and that our families enjoy and support. This is a plan that we can always add events and functions to.

We reviewed the staff training piece and Mrs. Broughton shared with us how this is documented. Student Led Conference and ParentLink was explained to our new teachers. Some examples of use of the ParentLink system was during the flood. Parents received phones calls, e-mails, and texts. Individual schools can utilize this system to send out school wide messages. Mrs. Ramey questioned how is the effectiveness of staff training measured? Mrs. Broughton advised that this is a standard template that was used and we document the evidence of how the training was done. The training was done through newsletters, handouts and ParentLink reports.

We then looked at the communication section. Some of the items in this section include items that we inform parents about. Items include, but not limited to, information regarding Title I programs, description of the curriculum used at schools, how we use funds, and the proficiency levels students are expected to meet. Mrs. Broughton also told us that the “local education agency” is the school district.

Accessibility is how the school will provide opportunities for participation in parental involvement activities for all parents. This is how we are going to share/communicate with parents. Our newsletter has a section that advises parents to contact us if requesting the newsletter in Spanish.

The district wants to know how schools will address parents’ concerns about the Parent & Family Engagement Plan. It states in the plan “If parent complaints are received, regarding the school-wide Parent & Family Engagement Plan, they will be submitted to the district Title I Department to be resolved.” Ms. Valdez questioned why concerns wouldn’t be addressed at the school first and why they would go straight to the district? Response: Concerns will be addressed at the school level, however, the District will be notified of the concerns as well. At the end of the year, SAC will review the district plan and give input/feedback.

Starla Beougher asked how many are registered at this school. Mrs. Broughton said “on the average 525.”

We then looked at and discussed the section titled Barriers. Mrs. Broughton referred us back to page 3 in the package and had us refer to the Building Capacity Summary sheet to answer what barriers exist for parents in regards to participating in events at our school. The events on the summary sheet indicated what was held during the 2016-17 school year.

Lisa Peters asked “Do parents know that the district could provide transportation? Mrs. Broughton said that we have advertised in the past but have never received any calls about providing transportation. Our assistant principal will be going to training to be certified to drive a district van when necessary. The group felt that parents were too tired to attend events due to child’s involvement in sports. Shirley Robinson asked, “Do we send a ParentLink before and on the day of an event?” Mrs. Broughton, “We communicate in a variety of ways. Class DOJO, student stickers, write in student planners, we send ParentLink 1-2 hours before the event as a reminder.

How do we overcome barriers? Starla Beougher said that “there is too much pressure from coaches not to miss practices and there are consequences if you do; like sitting out at the next game.” Tammy Reed said that “a child chooses sporting events compared to education.” Jenna Giampi added “what if we tried different days of the week?” Mrs. Broughton advised that “at one time we tried holding events on different evenings and we have found no significant difference in our attendance.” Jenna Andle stated that “the season made a difference because many of our students participate in football.” Donna Michaellessi added that “maybe we could increase the incentive for a child to attend the event.” Starla Beougher said she wished that they could use something like a doctor’s note to excuse a child from a sporting event or practice to attend a school event. Mrs. Broughton asked “would a coach accept a flyer or note from the school? She also added that an assembly of parents would need to address the coaches and make some kind of release due to school events. Maybe they could survey coaches in order to attend academic school related events.

