

School Improvement Team Meeting Minutes for March 5, 2013

Attendance:

X	Michael Fuga	Principal
X	Lance Scott	Assistant Principal
X	Diane Moser	Voyagers Teacher
X	Amy Scott	Navigators Teacher
X	Glenn Estacio	Pathfinders Teacher
X	Sarah Jamieson	Pioneers Teacher
	Michael Bloom	Explorers Teacher
		Dreamseekers Teacher
	Cassie Abels	EC Teacher
		School Counselor
		Electives Teacher
	Erica Clinton	Classified Staff Rep.

X	Jenny Umbarger	Support Faculty
	Dov Rosenberg	Teacher-At-Large
	Monique Holsey-Hyman	Parent
X	Julie Edmunds	Parent
	Tamara Coyne-Beasley	Parent
X	Francelia Burwell	Parent
	Ve'ga Swepson	Parent
X	Kim Broadnax	Parent
X	Lauri Brandenburg	Parent Alternate

Others in attendance:

Stephanie Covill—RHMS administrative intern

Meeting was called to order at 3:20

Welcome and Introductions

Committee members introduced themselves and the agenda was reviewed.

Approval of Minutes

Minutes from the February meeting were approved as submitted.

Intro:

3 areas of focus for next year: rigor, differentiation, assessment. Review of what was discussed about rigor last time and how the 3 elements are interwoven.

Differentiation: What does this look like at Rogers-Herr? Review of Differentiation Programming document (Dr. Susan Allen). Members were asked to speak with partner about what differentiation is or is not and what it may look like in the classroom. Is this something that is done already? The partners conferenced with one another for approximately 10 minutes about document. Discussion defining differentiation. Mr. Fuga said one aspect is student choice and began discussion on what that may look like. Students choice includes scaffolding assignments. Ms. Moser said critical thinking stood out. Mr. Estacio pointed out the role of student interest and there was a discussion of the connection between that and motivation as well as acknowledgement that not all interests can always be incorporated. Knowing learning styles is also important says Mr. Scott. Varying levels at different stations within classrooms (Mr. Fuga). How do we assess what they already know and can “opt out of”? Pre-assessment is important. Identifying students multiple learning styles can help. Students

need to be able to work up to their potential. Informal assessments would help. Next there was a discussion about what stood out about what differentiation is not. Assigning more work is not differentiation unless it involves pushing students past the obvious and asking them to stretch their abilities. Tiered assignments are better than more work. Cooperative learning groups that do not provide individual accountability also stands out. A clear rubric is needed for group work so that all students are accountable for their work. Another thing that stood out was focusing on students' weaknesses. As educators we focus too much on weaknesses and not enough on strengths, both behaviorally and instructionally. Strengths and weakness could be addressed by allowing students to choose how they demonstrate their strengths which will show what they are capable of doing. Strategies: Flexible grouping and adjusted questions are what administration sees the most. Adjusted processes are also used. The purpose of the discussion on differentiation at this meeting is to lead into the discussion that will happen at the faculty meeting on the three areas that need to be addressed. There was a further discussion on the difficulties of differentiation. Mr. Fuga suggested that as a school we have 3 strategies that we focus on for the next school year to work on and perfect.

Homework Exit Ticket Comments:

More people responded to what is the purpose of homework than what homework should look like. Regarding the purpose of homework: reinforce what was learned was mentioned most. Mr. Fuga shared that he is not a fan of homework because we don't know what kind of home students have and also that the parents can do the homework for them. If classwork is not finished than it can be finished for homework but otherwise is it useful? Ms. Scott suggested the flip school model but isn't sure how it works logistically. In looking at data for the school, the teacher that had the best test scores gives little to no homework. There is little research that homework has an impact on learning. There was a discussion of how much homework affects student grades. Homework can be useful for reinforcement of skills. For next time Mr. Fuga suggested drafting a statement on Rogers-Herr's philosophy on homework. Mrs. Jamieson and Ms. Covill will draft the statement for discussion at the next meeting.

6th Grade Registration: March 12th at 6:00 for 7th and 8th grade incoming students and 6:30 for incoming 6th graders. Teacher volunteers are needed as well as a SIT member representative.

Electing new SIT members: When should this happen? Mr. Fuga suggested to ask for teacher representatives at the faculty meeting in June and Julie suggested bringing it up at a PTA meeting.

Physical Exercise: District has suggested energizers because we do not have time for recess. The problem with recess is that when the weather changes it becomes impractical. Mr. Fuga said that we will look into creative ways of incorporating physical activity possibly by connecting lunch and discovery and building physical activity into that model. Julie asked if the school is interested in working with parents on this issue as many parents are interested. There was further discussion of making discovery more useful.

Meeting was adjourned at 4:16

Next meeting: April 10th at 3:15