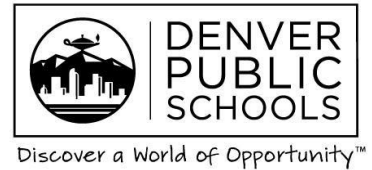


CSC Meeting Minutes

Lowry Elementary

8001 E. Cedar Ave.
Denver, CO 80230



Date: November 19, 2020 *Time:* 5:00-7:00 pm

Meeting Location: Online Zoom Meeting

Members Present:

Adrienne Nault-Principal, Lisa Davis-Parent, Amy Holthus-Pera-Parent, Barbara Volpe-Community Member, Paul Vranas-Community Member, Lexi Higgins-1st grade Teacher, Dave Miles-Special Education Teacher, Amy Morin-Literacy Intervention Teacher,

Absent Members:

Zed Jemison-Assistant Principal, Chanel Harper-Parent, Merlin Holmes-Parent, Mahmoud Kharif-Parent, Susan Rayburn-Special Education Teacher

Additional Attendees:

none

Discussion Items

1. Call to order, welcome
 - a. The meeting was called to order at 5:02 pm
2. Public Input
 - a. There were no additional attendees in attendance and no issues brought forth.
3. Approval of minutes from previous meeting
 - a. Paul Vranas made a motion to approve the minutes. Barbara Volpe seconded the motion. All members present voted in favor of approving the minutes.
4. Principal's Report
 - a. CIP (Continuous Improvement Planning) Update
 - i. Adrienne and Zed participated in their first CIP Meeting for the year this past week with Kevin King, our Instructional Superintendent and some others from DPS. These typically occur every 6 weeks, but given the unique nature of the year, this was the first for the year.
 - ii. The meeting focused on data. DPS had put together a dashboard of Lowry's data with an emphasis on the three crisis priorities for the district.
 1. Health and Safety
 - a. We passed on the DPS 5 Plan and DPS 5 Plan Walkthrough - our plans and implementation were as expected.
 - b. Staff were surveyed on health and safety implementation and awareness. Only 11 Lowry staff (of ~70 staff) filled out the survey. Our use of masks and other PPE was high based on this survey.

Knowledge of the DPS 5 among staff was a little lower. This data might have been different had more staff filled out the survey.

2. Social Emotional and Mental Health

a. Attendance and truancy were discussed. Given the pandemic, follow up on truancy has been different this year. Patricia Vaughan, our school counselor, meets weekly with a truancy officer. The focus this year has not been on compliance (truancy court) but on fast tracking wrap around services and support for families. Many families are in survival mode at home and there is a lack of stability for students in the home environment.

i. Members discussed possibilities from within the community for providing a remote learning site. Paul and Barbara will look into this more.

b. Staff responded with an average score of 5.5 on their personal mental health.

3. Engaging Students in Learning - Unfinished Teaching and Learning

a. Results from a preliminary early reading report were discussed. Our results were erratic, but other schools are seeing erratic results as well. However, some of our lows were more erratic than other schools.

b. There will be more work to do when we get the official READ Act report at end of November.

iii. The UIP was also discussed briefly.

1. Given the unknown nature of the year, the UIP will be treated as a living, breathing document even more than usual. Our needs may need to shift as the school year goes on and some goals might flow/morph into different goals.

5. UIP Status Update

a. The UIP development process was reviewed again. This year more than ever, the UIP development and tracking will be a fluid process and we must be ready to be responsive to context shifts.

b. Timeline

i. The plan will be submitted to DPS on December 4 for final compliance review. The final plan will be submitted to CDE on January 15.

c. Our UIP has been broadly developed in the following process.

i. A review of the previous year identified 4 Priority Performance Challenges (our biggest gaps in being able to reach our goals)

1. Stagnant iStation (Literacy) and Math data (However due to the pandemic, this was not a review of the most recent data.)

2. There is a lack of alignment and consistency in instructional practice from grade level to grade level and even classroom to classroom within the same grade level.

3. Suspension rates went up for students of color.

a. Discussion occurred as to whether this was a one-off occurrence or should we be concerned on an overall trend?

i. The addition of the WINGS program contributed to this increase. However there is bias present here as African American males are more highly identified to be in an

Affective Needs center program. We need to be aware of this as a school as part of our cultural responsiveness and Black Excellence Planning.

- b. Even though suspension rates are not specifically called out in our Major Improvement Strategies for this year, it is part of the MTSS (multi-tiered systems of support) process as students are evaluated for whole child needs, not just academic needs. MTSS aims to be proactive by using prevention as the best intervention.
- ii. The Root Causes are adult causes of the Priority Performance Challenges
 - 1. We lack school-wide consistency in management and engagement due to inconsistent management strategies, cultural relevance and connection strategies.
 - 2. We lack DDI (data-driven instruction) strategies that incorporate instructional rigor and/or reflection/action steps related to data.
 - 3. We lack a professional development team and organization/planning of professional development.
- iii. Utilizing the Priority Performance Challenges and Root Causes, three Major Improvement Strategies (i.e. goals) for the year are identified.
 - 1. Strategy #1: This was initially focused on improvement and consistency in the DDI process. However, due to Covid, remote learning and the agreement that teachers currently have regarding contact hours, this has proved difficult to implement. Adrienne and Zed are currently working with SLT and ILT to identify another process that is instruction focused. A strategy should be set soon.
 - 2. Strategy #2: 95% of BIPOC (black, indigenous, people of color) students will report via the Whole Child survey feeling safe, challenged and engaged.
 - 3. Strategy #3: 100% of grade level teams will engage with their coach and identify students for MTSS. They will implement interventions/extensions, progress monitor and meet with families to discuss next steps in a 6 week cycle.
 - a. This strategy addresses both students who are performing below grade level and above grade level.
- iv. Throughout the year, progress monitoring will identify our current status in meeting these goals. Currently we are at the following status:
 - 1. Strategy #1: The goal is still TBD
 - 2. Strategy #2: Interim surveys of students will begin in December.
 - 3. Strategy #3: Two out of seven grade level teams (first and kindergarten) have started with the process.
- d. Members brainstormed ways that the community can be involved in helping Lowry staff and students meet our goals. Adrienne will bring these ideas to SLT and ILT to determine what systems and structures can be put into place to accomplish some of these ideas. Ideas from CSC members included:
 - i. Mentors for students - mentors must be culturally responsive and this shouldn't have a "savior mentality" to it.
 - ii. Book Club for students within a peer group.
 - iii. Buddy System - older students paired with younger students weekly. This wouldn't be task driven, but would be about relationship building.

- iv. Service Project within the community - focusing on giving back to the community and creating something positive to work on. Within Conscious Discipline, "the elevator to executive function is service to others".
- v. Schoolwide Enrichment Model - students participate in an enrichment activity once a week. Enrichment activities could be offered by staff or community members.
- vi. Mini grants from community to support teachers
- vii. Reading Buddies - community members read with students. Could be a "celebrity" or mystery reader that reads to entire class.
- viii. Amy Morin surveyed fifth graders on things that we should "stop doing, start doing and anything else we should know". Some of their responses included: student president, fundraisers to help school, more enrichment and special activities (yoga, gardening club, geography club, science experiments), lunch should always be free. Students are grieving loss of celebrations during the pandemic.
- e. Barbara Volpe will reach out to the community to start gathering more ideas and volunteers who want to be involved in the school. She will work with Adrienne and Zed to identify workable ideas. An immediate way they can get started is as Reading Buddies/Classroom Guest.

6. Black Excellence Planning Update

- a. The Black Excellence Plan is not a separate plan in and of itself, but is embedded in the goals and action steps of other plans (i.e. UIP, Professional Development). Part of the Black Excellence Plan is just being aware of the issue and planning for black students in everything we do.
- b. Some of the Action Steps towards Black Excellence that Lowry has already taken or is in the process of doing include:
 - i. Providing academic supports specifically for BIPOC.
 - 1. Amy Morin has started including race data on monthly iStation test results for teachers, identifying results by race.
 - 2. The MTSS process has impact in supporting BIPOC students.
 - ii. Redefined the Team Specialist Role to include the Professional Development Planning Team. This way our team specialists on culturally responsive education have a role in planning schoolwide professional development.
 - 1. Already staff have participated in a culturally responsive education professional development.
 - iii. Embracing organic conversations around culturally responsive education. The One Book One School group is one example of this.

7. Unfinished Business Items:

- a. Constituency Groups
 - i. These groups are designed to ensure that two-way communication is occurring between CSC and the various constituency groups (parents, teachers, community). The by-laws suggest meetings to facilitate this communication.
 - ii. Each group of representative members (parents, teachers, community) was asked to brainstorm and discuss the best method of communication with their group.

1. Our community members would like to facilitate a "Virtual Town Hall" in 2021 to introduce Lowry Elementary to the Lowry community. This would be implemented with lots of voice (kids, parents, teachers) and would share an overview of the school along with achievements and challenges with the community. The overall goal would be to drive engagement of the community with the school.
2. Teacher members are currently having small group discussions with their teacher peers to relay information from CSC and to seek out input and concerns to bring to CSC. Some concerns in the past month have included:
 - a. We do not have a universal screening for math intervention.
 - b. Teachers need an ebook option for students - this has been addressed with the renewal of RazKids.
3. Parent members do not feel that another meeting would be helpful or well attended. Communication should continue at current parent facing meetings including Parent Coffee and PTO. Members are reaching out to determine if a presence at ELA/PAC meetings would be beneficial. School Deets appears to be a decent way to relay information as CSC related information is read at a similar level as other school wide announcements. Future School Deets announcements will include more information in the message, as opposed to relying on attachments. We will see if information can also be included in the LES Facebook page.

8. New Business Items:

- a. None at this time

9. Setting of agenda for next meeting

- a. Preliminary Budget information and ideas
- b. Constituency Groups - continued updates
- c. Developing a Monthly Survey for parents to allow for progress monitoring and two-way communication.

10. Date for next meeting: December 17, 2020 - 5:00-7:00 pm

11. The meeting adjourned at 7:03 pm.

Action Items

- Paul Vranas and Barbara Volpe will investigate the possibility of hosting remote learning sites within the community.
- Barbara Volpe will begin working with community members on becoming Classroom Guests and identifying other ways for community involvement.
- Each constituency group will continue to facilitate communication with their peers.

Upcoming Dates:

11/21-11/29: Thanksgiving Break - No School

12/2, 12/9, 12/16 - Coffee with the Principal

12/4 - Virtual Tour Zoom Chat for Prospective Parents