

Woodstock Site Council - Notes for 2/9/22 Meeting

Appreciations:

- Minori: thanks to volunteers who did crafts at lunch. The kids had a lot of fun. It was nice that they could choose to participate or not.
- Miranda: liked how we're celebrating holidays differently like friendship day.
- Seth: recognized team for supporting a student who had struggles at the beginning of the year, but has made a lot of progress.

Updates from Seth:

- Family Engagement Committees: After our work, the district indicated that non-essential committees would be held off until further notice. Essential committees include safety and school climate. Some teachers are working to keep RESJ active, it aligns well with school climate.
- Community Conversations: Now that we can be back together, we're holding community conversations again. Held one last week and went well so Seth decided to schedule one again this week and will hold one weekly going forward on Wednesdays whenever possible.
- Walking School Bus: Seth is working on that and will follow up with Brian.

Other Administrative Items:

- Meeting minutes: Any questions or changes needed from previous notes? Seth requests that we take another look to check for accuracy.
- Bylaws: Seth updated the bylaws based on previous discussions.
- SEGC: Seth provided an update. Nothing decided yet. It looks likely that Woodstock will remain a co-located K5 with boundary changes to the south and east end in addition to the "panhandle" area. Middle School impacts: DLI could end up at Harrison Park. Woodstock NH could have students going to Hosford, but possibly Lane. Pros and cons to both. Once things are determined, perhaps we can arrange meetings with Principals from these schools. This is the last chance for input as we're in the final weeks before decisions are made. Use the link in Seth's recent school-wide email; or reach out to Seth, Alissa or Eddie with comments/questions.
- Staffing: We'll learn our staffing numbers for the upcoming school year. Projections for this year was 565, but we're closer to 500 possibly due to Covid. Not sure what staffing numbers might look like.
- In-Person Events: Are we open to meeting in-person for the next site council meeting? We could also offer an on-camera option for anyone who can't meet in-person.

MAP Data Discussion:

Fall data provided previously to site council members for review.

Noticing:

- Manny: Certain people who don't meet at or not at grade level. Why are kids who get good grades, still not at or above grade level? Says no one at PPS no one wants to answer tjos question.

- Minori: Students had no prep on how to test after a year in distance learning. No preparation for these students. Pleased and surprised to see kids performed well in spite of that.
- KyAnn: Noticing an opportunity to focus on low and low average.
- Diana: Taking a test is skill in itself and they've had less practice in it.
- Miranda: Big differences in reading and math. Something is going really well with the reading curriculum.
- Brian: Having participated in previous discussions, this data seems consistent. Reading performs higher than math. Seems like 4th/5th grade falls flat.
- Brian: Math is not achieving as it is. How can we augment it?
- Miranda: 4th grade struggles make sense as math was done online last year.
- Brian: Elementary math is math for everyday life. Letting kids know this math will be useful to you in your life.

Wondering:

- Manny and Miranda: Why is 4th grade trending down?
- KyAnn: Wondering how reading numbers are higher versus math?
- Diana: Kids love to read. Higher scores perhaps due to passion.
- Miranda: Reading numbers wonder how to get kids engaged in math in a different way.
- Diana: Is there a math version of OBOB?
- Brian: What does RIT mean individually? What is 5th grade average?
- Brian: Reading is universally accessible and supported at home. How can we get more parents involved in math at home? Manny has some fun ideas. How can we promote math/math support in our parent community?
- Minori: Math scores are higher in lower grades. Math is more of a family event at lower levels (shapes, patterns, counting). Wondering if home support is helping higher performance. Can this be replicated for upper grade math?

Seth Feedback/Insight:

- In response to the discrepancy between report cards and testing data. Why? We don't want to teach to the test. But the tests are in a bit of a silo from what happens in the classroom.
- Thoughts on dip in 3, 4 & 5 numbers. Prior to MAP didn't have a great testing tool. State tests don't start until 3rd. Didn't previously have a universal tool or screener. May allow us to intervene with kids in yellow or red.
- How does the 50-50 language split factor into the assessments? Data could be impacted.

Conversation/Ideas from Council:

Brian: We have \$3700 PTA grant money available to assist with loss of learning. Buying a computer program is probably not the most effective use of money.

Seth: Family math night based on previous experience at a different school. Maybe we could throw a math night to show families ways to engage at home with their kids. Maybe next year we can hold a curriculum night. Helps to make math fun. And how can we be consistent?

Manny: School provides basics. Parents should supplement learning at home. Used an example of the Monopoly game. Maybe they can make their own Monopoly game. Can pass it from family to family with each contributing to the game. We could have a math contest with a monetary prize to motivate kids.

Brian: Create a math game library. Could be a grade level thing, or checked out from the library. Print our own Woodstock board game.

Seth: When you look at the reports, you'll see different colors. This year with our intervention specialists, we've focused on grade level data meetings. Prioritize kids in red for intervention. Then look at the yellow numbers to see how we can help them. Challenge with our intervention specialists is we only have a half-time math and half-time literacy, we can't reach all the kids we want to in a school of 500 students. How can we take family game night, game library, etc and build it around a goal? Let's take a look at the next round of data to help drive the next step.

Discrepancy between literacy and math is not unique to Woodstock. Perhaps ideas will come from other schools. Utilize the power of PTA, Site Council, parents, etc This would help us support the kids in orange and level. Kids at this level get Tier 2 support from their classroom teachers. Difficult to find time in immersion classrooms due to time constraints, other demands.