

Site Council Agenda for Evergreen Elementary

May 8, 2017

Members Present: David Regal/Admin, Tana Parker/Classified, Tammie Middel/Classified, Tawnya Campbell/Title, Laura Gill/Licensed

Members Absent: Erica Lundberg/Classified, Jenna Larkin- Boys and Girls Club, Gene Merrill/parent, Sally Clements/Licensed

Next meeting scheduled June 12, 2017 (2:10-3pm)

1) **School Enrollment (K-4/Lifeskills) as of 5/9/17**

- a. Student Count- 368 total (11 in Lifeskills)
- b. Class sizes-
 - i. k-18,19,19 (56 total)
 - ii. 1st- 27,27,28 (82 total)
 - iii. 2nd- 23,23,23 (69 total)
 - iv. 3rd- 22,23,23 (68 total)
 - v. 4th- 27,27,28 (82 total)

2) INDISTAR Review/Discussion with team (Website)

Create a plan in Indistar:

DSC1.1

The school's principal and staff will work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations. (3161)

Our school has developed a school wide PBIS team. The team has attended professional development workshops and returned to the school to inform/train all staff of the PBIS Tier 1 protocols. The PBIS team meets twice per month to discuss school wide behaviors that have been tracked, plan assemblies, and plan for future staff development. Bus drivers, substitutes, classified, certified are using the same language to address expectations, redirect, and praise behaviors. This objective is an ongoing process to continue to strengthen and improve school wide behaviors because of the ongoing changes to staff, student enrollment, and etc. The next steps for the PBIS team are to continue to provide on going direction for school wide universal expectations and solidify how to address strategic and intensive students needing behavior intervention.

DSC1.3

The school's leadership will plan for and implement professional development preparing teachers to support parents in the education of their children by providing in-classroom opportunities and at-home opportunities for parents. (3163)

Through the KPI (Kindergarten Partnership Innovation) Grant, our Title 1 teacher attended a professional development training for Kaleidoscope Play and Learn which includes how to inform parents/caregivers in supporting their children's development at home. Throughout the year, parents and caregivers with their children ages 3-5 have attended weekly play and learn classes. Information resources we sent home weekly that addressed a variety of skills. In collaboration with Head Start Family Connection, parenting class was provided weekly for seven weeks during the evenings. In addition, parents were provided resources for early literacy development through the BEAR, Building Early Academic Readiness Program. The reading and math curriculum also provide online resources and tutorials to further support weekly concepts through flyers and weekly homework packets. We continue to provide opportunities for parents throughout the year to view curriculum/resources during our Title 1 Family Nights, back to school night, and conferences. Next steps: Provide more communication to parents (synervice, websites, newsletters, etc).

DSC1.5

School staff will assist students in successful transitions, as applicable, from early childhood into elementary, elementary to middle school, middle school to high school, and high school to post-secondary. (3165)

Through the KPI Grant and system alignment, we have partnered with Head Start, Preschool Promise, and Siskiyou Community Health Center to provide parents/caregivers with multiple resources, parenting classes, play and learn groups, and after school kindergarten readiness classes at our school

to support the transition from home/preschool to kindergarten. As for the transition from elementary to middle school, the fourth grade team and special education teachers have continued to meet with the 5th grade team at Lorna Byrne in June to discuss individual students. This year the teams have set aside a full day to discuss their needs. Also, the fourth graders will do a walking tour of the school in May and then that evening, parents will attend an open house at Lorna Byrne with their students. The Title 1 Intervention will send all data/documents pertaining to the students individual profiles that are identified as the bottom "20%" or needing intensive support. This includes the reading interventions and progress monitoring data for these students. Next steps: Reassess/ refine process and procedures to ensure smooth transitions from school to school.

These are the 3 objectives that we discussed and created a plan for in INDISTAR. We will discuss 3-4 more objectives at our next Site Council Meeting.

Next meeting topics:

June 12, 2017: Attendance data for year, RTIi end-of-year data (Campbell/Gill), **Indistar Review (Create 3-5 objectives)** as a Site Council team