

Madrona Elem

Meeting Date: 05/18/2016 - 2:10pm

Title: Site Council

Location: Library

I. Team/guest attendance

Team Members in Attendance:

Miranda Carpenter, Barbara Edwards, T.J. Jessup, Mindi Law, Nicole Regal

Guests in Attendance:

Amy Meyer, Vikki Johnson, Lonnie Kurth

II. Celebrate recent successes - Reviewed

III. Review and respond to Coaching Comments - Not reviewed

IV. Approval of last meeting's minutes - Approved

V. Old business - Discussed

VI. Indicators to Assess-Plan-Monitor - Discussed

Indicators to Assess

DSC1.1	The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)
DSC1.2	The school's mission and goals reflect high expectations and a vision for equity for meeting the needs of all stakeholders.(3162)
DSC1.3	The school's leadership plans for and implements 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)
DSC1.4	School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.(3164)
DSC1.5	School staff 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)
DSC1.6	School staff coordinates and integrates services and programs with the aim of optimizing the entire educational program to improve student learning.(3166)
EE2.1	All instructional staff at the school collaboratively plan for sound instruction in a variety of instructional modes. (3167)
EE2.2	All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)
EE2.3	Professional development activities for all staff (principals, teachers, and paraprofessionals) are aligned to ensure continued growth in content knowledge as well as in effective instructional delivery.(3169)
EE2.4	Instructional teams use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes.(3170)
EE2.5	All instructional staff in the school use sound classroom management practices that encourage student engagement and affect student learning.(3171)

EE2.6	Educator evaluations and support systems incorporate the elements of Oregon's framework of educator effectiveness.(3172)
FC3.1	School staff create and maintain a welcoming environment for all families and community members.(3173)
FC3.2	School staff create and maintain connections between the school community and the broader community to support student learning.(3174)
FC3.3	The school's key documents (minimally, the school's improvement plan, parent involvement plan, compact, and student/parent handbook) are annually reviewed for revision and disseminated to all families in the school and translated as needed. (3175)
FC3.4	School staff educate families and provide needed resources for supporting their children's learning. (3176)
FC3.5	School staff ensure families have the opportunity for meaningful involvement in the school. (3177)
FC3.6	School leadership includes families on all decision-making and advisory committees and ensures training for such areas as policy, curriculum, budget, school reform initiatives, and safety. (3178)
FC3.7	School staff involves parents and students in setting student goals and preparing the student for post-secondary education and careers. (3179)
FC3.8	School staff uses a variety of tools on a regular basis to facilitate two-way communication among stakeholders.(3180)
LDR5.1	A distributed leadership process is used to build the capacity of others in the school.(3185)
LDR5.1 0	School leadership facilitates a needs assessment based on student achievement and the key areas of effectiveness (technical and adaptive leadership, educator effectiveness, teaching and learning, district and school structure and culture, and family and community involvement).(3194)
LDR5.2	School leadership ensures that classroom observations and other observations of teacher behaviors are aligned with evaluation criteria and professional development needs.(3186)
LDR5.3	School leadership has established team structures with clear and specific duties.(3187)
LDR5.4	School leadership is afforded proper authority to make necessary decisions that result in increased learning outcomes.(3188)
LDR5.5	School leaders actively promote a shared vision for equity, cultural competence, and high expectations. (3189)
LDR5.6	The principal has the skills to guide, direct, and motivate the staff toward increased student achievement. (3190)
LDR5.7	The principal ensures that all teachers are highly qualified in their assignment.(3191)
LDR5.8	School leadership has a plan to recruit and retain highly qualified staff.(3192)
LDR5.9	School leadership facilitates an annual evaluation of the implementation and results achieved by the school's improvement plan.(3193)
TL4.1	All instructional staff at the school are engaged in aligning instruction and local assessments to state standards.(3181)
TL4.2	A system is in place for assessing and monitoring student achievement relative to state standards. (3182)
TL4.3	All instructional staff at the school are engaged in the analysis of student assessments that are aligned with standards.(3183)
TL4.4	All instructional staff at the school use assessment data in planning and delivering differentiated, standards based instruction.(3184)

Indicators to Create Improvement Plans

VII. Other Business:

Highlight Strengths and Greatest Opportunities for Growth for Indicators above.

Student Handbook revisions - General Information

Action Taken:

VIII. Next Meeting

Next Meeting Date: 09/21/2016

Next Meeting Time: 2:10pm

Next Meet Title: Site Council

Next Meeting Location: Library

IX. Adjourned Time 3:10