

King Open School Council
November 15, 2023

Agenda:

- Welcome/Circle Check-in
- School Improvement Plan
- Family Involvement

School Improvement Plan:

- SIP Process Explained
- Meeting in December will focus on the full SIP; this meeting will focus on a couple of areas to get feedback
- SIP takes into account MCAS data, screener data (iReady/MCLASS)
 - Also takes into account educator input and instructional coaches
 - SIP finalized in December
- Work under plan starts in September but feedback from parents and the school council taken into account in the finalization.
- SIP is a 2-year plan. This year begins a 2-year cycle.
- Opportunity for data meetings throughout the year to evaluate how interventionists can be used and how to group within the classroom.

Previous School Improvement Plan focused on math and number sense.

- That looked different for each grade level
- MCAS results reflect progress
- Current plan seeks to balance math/literacy
 - Questions/goals for current plan:
 - Who is doing the work
 - Building student capacity
 - Engagement with students in independent time
 - Maximize whole group teacher time
 - Present and provide students with complex materials (students have time and opportunity to engage with complex materials)
 - Give students content and skills

ELA Action Plan

- Small group targeted instruction
- Close reading/complex texts/who is doing the heavy lifting
- Writing

Math Action Plan

- Implement Illustrative Mathematics
- Continued focus on number sense through math talk routines
- Utilizing WIN to provide targeted small group instruction

SEL Action Plan

- Absenteeism – reduce chronic absenteeism
- Climate –
 - Restorative circles/coaching
 - Community assemblies – aim for 1x per month
 - Monthly resources

Questions:

- Were close reading prong and writing prongs present last year? How are we shifting to emphasize those?
 - Answer: One example is reading aloud – not making students do the heavy lifting of work
 - Administrators will be observing to make sure there is implementation of this goal
 - Coaches will be present to support this goal
 - Professional development sessions are focusing on this.
- How much support are teachers getting? How can we ensure that teachers can shift to meet the needs of students while still meeting these goals?
 - Lesson plan template designed to help teachers think through these issues
 - Looking at data and knowing the demographics of their class. Data allows for discerning patterns.
- Each class has different issues/struggles which may change by year. It would be helpful for parents to have insight into the struggles a class may be having. As parents wanting to know how to help, need to know more information about the class struggles and can support better with more information. Are there ways to increase communication of these issues to parents to allow them to better partner with teachers?
 - Related Question/issue: Sometimes parents don't know what to do to react to a screener result. If there are patterns could the school send out some generalized points to help parents support students and teachers?
 - Extended day teachers are working with teachers to identify how to help students with specific needs. KOED is considering parent workshops. KOED teachers have been trying to observe classrooms to be able to understand classroom techniques being implemented.
 - Math coach has suggested seminars by grade level to help teach parents how math is being taught now.
 - Parents would appreciate some instruction on how to use math kits being sent home.
 - Sharing a pacing guide for the curriculum would be helpful for parents.
- Does data on iReady and MCLASS match the MCAS data?
 - iReady and MCLASS show need more support for literacy.

- Understanding that there is variability between classrooms, could some standardized information be pushed out on what classrooms are doing?
 - Maybe leverage a newsletter to include an academic component
- Are students receiving enough recess/lunchtime
 - Some challenges regarding lunchtime from early in the year have been addressed and lunch is progressing better now.
 - District level expectations regarding scheduling impact schedules.
 - This year KO did not reduce lunch or recess time
 - Teachers are given some flexibility to address daily needs of class.
 - KOED – policy of 45 minutes of outside time each day.
- Takeaway – Provide actionable things that parents could do to assist their students in academic achievement.