

# KING OPEN SCHOOL COUNCIL

(Official Minutes)

## School Council Meeting

Called for 6:00-7:15PM at the King Open School, 850 Cambridge St, Cambridge MA 02141

**School Council Members Present:** Principal Williams (Chair), VP May Petrov, Kate McGovern (Co-Chair), Izzy Pereira, Liz Randall, Bucky O'Hare, Neusa DaCosta, Amber Villa, Jackie Gantzer, Alison Munroe, Jose Jimenez, Aram Harrow Shalini Ayre (Minutes).

**School Council Members Absent:** Ada Riggins, Ruth Jones

A quorum of the King Open School Council being present, the Vice Principal, May Petrov, called the meeting to order at 6.06pm, Wednesday April 24<sup>th</sup>, 2024, and read the call of the meeting.

## Agenda:

### Update on our School Improvement Plan progress:

- How are our students doing? Grades 3-5
  - Math (iReady and mClass data)
  - Literacy (iReady and mClass data)
  - Social-emotional learning
  - Attendance
- Where we are making progress, what seems to be contributing?
- Where do we still need further work to make sure our students are thriving?

## Minutes:

- **Math and ELA data for grades 3-5, with focus on subgroups.**
  - Speakers discussed data analysis for grades 3-5, focusing on math and literacy, with a goal of connecting reflections to symbols.
- **Student performance growth in math and ELA, with a focus on identifying areas of improvement.**
  - The diagnostic data showed improvement in student performance in math, with fewer students performing below grade level and more students performing above grade level.
  - The data, from a sample of third graders tested twice, once in September and again in the most recent diagnostic, with the majority of students showing progress.
  - Growth and stretch growth highlighted, with most students showing significant growth.

- o The importance of focusing on students who are struggling, particularly those who have been at grade level for three or more years below highlighted.
- o The data showed improvement in student performance across grade levels, with more students moving out of the red and into the yellow and green zones.
- **Student progress, curriculum, and interventions in math and geometry.**
  - o Council members discussed the importance of curriculum in improving student performance, particularly in geometry.
  - o Noted teachers discuss using data to inform interventions for students struggling with math concepts.
- **Student progress in ELA, math, and intervention strategies.**
  - o Improvement gained in phonological awareness and phonics for all students, with the highest performing group showing significant growth.
  - o Interventionists work with students in red to provide targeted lessons to support their learning.
  - o Students in red may be the same ones struggling in both ELA and math, and it's important to address this.
  - o Importance of small group learning, prioritizing targeted interventions to address individual needs highlighted.
  - o Teachers aim to group students with similar needs together for interventions, monitoring progress over 6-8 weeks.
- **Math and ELA curriculum alignment across grade levels.**
  - o Intervention groups are rotated to address both ELA and math struggles.
  - o Math concepts learned in fifth grade prepare students for sixth grade math, including division and fractions.
  - o The curriculum in fifth grade is similar to that of the Upper School, with a focus on building skills that will be applied in later grades.
  - o The school has transition meetings between fifth and Upper School grades to ensure a smooth transition for students who may be struggling.
- **Student growth and SEL competencies in a K-5 school.**
  - o Factors contributing to student growth, including personalized instruction and SEL screeners discussed.
  - o Data presented on student growth in various categories, including needs for instruction, typical, and strength.
  - o Analysis reveals shifts in student categories, with some students moving from typical to needs for instruction or vice versa.
- **Student growth and absenteeism in elementary school.**
  - o Discussed growth in self-awareness, with some students showing significant improvement (7 points on average).
  - o Range associated with each category, highlighting the difference in support needs between students who perform typically and those in the lower range.
  - o Discussed the importance of social-emotional learning at the beginning of the school year, focusing on competencies and monthly resources.
  - o Seen that student needs are better with whole-class interventions, including music therapy and social work support.

- o School's efforts to address chronic absenteeism, including identifying students who are chronically absent (defined as missing more than 10 days in a year) and providing individualized support was discussed.
- o The school analyzed chronic absenteeism data from September to December and January to April, with roughly 10% of students identified as chronically absent.
- **Chronic absenteeism in school, identifying affected students and connecting them with resources.**
  - o The data calculates the number of students who are 10 or more days absent and groups them as chronically absent.
  - o Agreed that the data is consistent and small, but notes that it doesn't capture the total number of students who fall chronically absent.
  - o Identified chronically absent students, met with families to understand issues.
  - o Checked in with teachers, found some students missing school for complex reasons.
- **School attendance tracking and support for students with attendance issues.**
  - o Discussed challenges in tracking student attendance and tardiness, particularly for families with complex social issues.
  - o District staff discussed ways to support students with mental health and school avoidance issues.
- **Absenteeism and its impact on students' academic performance.**
  - o Data showed chronic absenteeism improved compared to last year, with students coming to school.
  - o Students experience of COVID-19 made school feel optional, with some students not attending school for a year or two.
  - o Noted a 10% increase in absenteeism in 2022 compared to the previous year, with the numbers expected to stay at current rates.
- **Improving student data and family engagement.**
  - o Suggested involving parents in improvement efforts through regular data-driven conversations with teachers.
  - o The council discussed framing and structuring data to emphasize growth and positive progress.
  - o Challenges in presenting data to families, and the importance of measuring progress for demographic groups emphasized.
  - o Teachers overwhelmed and the potential for family engagement to help reduce this highlighted, agreed that fine-tuning parent meetings can elicit support from families.

**No Action Items at this time.**