

MSAD 16 Standards-Based Reporting Implementation Team Meeting
Monday April 6, 2009
Gary Chapin's Room, HDHS
5:30 PM - 7:00 PM

Norms

Be Honest

Start on time/End on time

One person speak at a time

Stay on task

Watch air time

Have an agenda

Roles: Facilitator, Time Keeper, Process Observer

Assume best intention

Active participation

Materials distributed during the meeting are for the use of SBRIT members. They are designed to inform the group's work.

Outcomes

Approve minutes from prior meeting (03/16/09)

Report on the progress of the two sub-committees: (1) interventions plan and (2) communications plan

Continue to address the prioritized list of issues related to Standards-Based Reporting either by fully addressing the issue or by enacting a specific plan to address each issue

Agenda

5:30 Welcome and introductions.

5:35 Review meeting outcomes and agenda

5:40 Approve minutes from 03/16/2009

5:45 Invite comments or questions from guests

5:50 Debrief joint recent meeting (3/26/2009)

5:55 Updates from school administrators and DCLT

6:00 Small group reports and subsequent work: Communications & Interventions

Time permitting — Work on matrix of issues: address highest priorities and determine which group is best suited for addressing each of the issues

6:45 Admissions Officers questions

6:55 Debrief process and clarify next steps (i.e. agenda items for next meeting)

(1) What worked well?

(2) What do we need to pay attention to next time?

7:00 Adjourn

April 6, 2009

SBRIT 5:30-7:00 p.m.

Attending: Pamela Bruno MacDonald, Dylan Sirois, George Woods, Gary Chapin, Kendra Guiou, Mark Kostin, Linda Aronson, Greg Henderson, John Armentrout, Blayne Frost, Sara Frautten

1. Introductions

2. Discussion with John Armentrout

Infinite Campus (IC) does do standards

State endorses IC and pays for it; State is the customer not our district because we are not paying the bill; DOE has the only leverage

How to calculate, do we calculate, etc. is always an issue

Doing standards for teachers is less than ideal in IC

How can we make it seamless or work well for the entire district?

Oxford Hills is about a year ahead of HS regarding standards and IC

Middle school cannot report progress report scores- they are reported as trimester scores

Currently there is no calculation of scores- MS teachers input trimester scores manually

Oxford Hills is currently looking at some sort of calculation – some modification of Marzano

Most IC pilot schools are not doing standards; some schools had IC on their own before the pilot sites

Can John be an advocate for teachers for time and training? Can we have time (during the workshop days before school starts) to get our IC ready and receive training/refreshing?

John believes he may be able to separate within a class- two separate grade books- one traditional and one standards based in a single class; John believes he will know by June whether he can do this or not

Middle school language is currently confusing to some as always says “progress towards standard” – progress report and trimester report card are the same language; ES has “progress toward standard” on progress report and then meets, exceeds, partially meets, etc on report card

Can parents receive emails regarding updates to grades, notices, etc.? IC is live. We need to let parents know that there is a change from Edline.

Bigger picture....Can IC be used to communicate with parents?

Concern: Funneling onto a transcript that makes sense

We can produce a transcript now – John has not played with it so he doesn't know exactly what it can do or not do

Proposed transcript has been looked at by this committee and others....cannot promise that IC

transcript will look like proposed transcript; need to focus on content

Who is going to relay information to and from John? Administrative members of this group

DCLT Update: DCLT has not met since joint meeting; Chris Chamberlain is going to be nominated to be curriculum director for the RSU.

Admin Update: Nothing to report

Where does transcript stand? No aware of any new information. Gary had info regarding transcript feedback from joint meeting. Steve has feedback from staff meeting.

Board update: passed Graduation policy; some policies remain to be passed

Intervention subcommittee update:

March 30, 2009 Notes

Attending: Linda Aronson, Rob Kennedy, Dylan Sirois, Kendra Guiou, Blayne Frost

Vacation school- Invitations are going out around April 1st; to students who are in danger of failing but close to passing

What do we do with kids who are really behind – not eligible for vacation school?

ACADEMIES DISCUSSION

For next year

After progress reports but before end of trimester – to move from 2's to 3's

After school each day for up to 2 weeks

Targeting kids who are not bottoming out

Voluntary or required?

Idea of suspending staff meetings, etc- for those 2 weeks so teachers can focus for that ½ hour on helping students

½ hour after school is contractual

Could academies happen during the school day?

Saturday school/academies

Before school (8-9 am) and after school (1-2pm) interventions; have school day from 9-1ish.

Kids who aren't doing work ..now go to ALL and VLL in MS

Academies should be for students who can't do the work – not necessarily for not completing work

Is ½ hour enough for an academy?

One on one time is sometimes the most important with students

Reteaching and in depth for academy; not just getting work done

Pull kids out of hole before they fall too far into it

What about students who are not meeting standards in many classes?

During academy – for those 2 weeks – move intervention time to end of the day –to extend academy time.

When and how would this place?

Most appropriate after progress reports before end of trimester

Over longer period 2 weeks versus 4 days

During that 2 week period – staff meetings, curriculum meetings are suspended

In depth and reteaching for standards that student does not understand

If we still have intervention time then make up work could be done then

ALTERNATIVE HS DISCUSSION:

Alternative HS really should be called “Alternative approach to education”

RSU program not a HD program

Use space in Superintendent’s office

Bussed by CATC bus

Don Siviski’s idea was to have students work on laptops (presented at meeting last Thursday)

What types of students go to this alternative school?

Must have structured curriculum, graduation requirements,

Specific approach to education would be different that that offered here; needs to be specifically different

Idea of service learning

Tangibles

Would students at Alternative school have same requirements as HS for graduation?

No special education students there? Student education students should not be excluded if they qualify for alternative education program

Not a punitive program

Kids have to buy into the program and want to succeed

Place were kids who want to be successful can be successful

Perhaps for kids who do not see relevance; kids who can’t sit all day in a traditional setting

Sense of community needs to remain for those students

Needs to be a great deal of planning for curriculum of the school; perhaps more than for a traditional setting

Teachers need to want to work with those students; need great teachers there

Students should be able to self-apply

Team would make recommendation to alternative school (students, parents, teachers, admin, etc.)

Could be a home base for students to check in with – tailored to the needs of that student

Internships are a possibility

Perhaps open to all students

Alternative plan for education but fully utilizing all resources available (with guidance)

Staffed by well intentioned and talent people who understand diverse needs of group of students who are attending

Not just a place but also a concept

PARAMETERS for students who would be in the alternative high school program

**Student who is not currently successful in regular ed program*

**Student who is not meeting standards*

**Student who is not engaged*

**Inability to connect with the current system*

**Freedom of physical movement is important is to increase level of engagement*

**Student who shows an aptitude for something outside the realm of our traditional system*

**Non-traditional learner*

**Student who has demonstrated success in non-school related activity*

**Student with poor attendance (without valid reason for non attendance)*

**Students who might needs to “do school” an alternative schedule...for example someone who may need to work to*

Where does this subcommittee group go with this information? This group does not need to take on alternative school- a different level of intervention. Too big for SBRIT.

Need to have intervention info ready for parent night May 5th

This committee will make intervention recommendations

Is SBRIT comfortable with the direction? Are we comfortable with the direction administration is going with intervention? Some one has to review how interventions are working and make appropriate adjustments as we go – not at the end of the year.

Need a process/system for data collection

How much of the information presented can we include in parent and teacher handbook?

Communications subcommittee update

SBRIT Communications Sub-Group Notes

Transcript: Parents (and others) on SBRIT will take the draft transcript/profile page to colleges and universities and get feed back - or fax to admissions offices and request input on an updated draft. Need to complete the draft within the next two weeks and move quickly towards a more final draft. Get higher Ed input BEFORE the parent workshop. Transcript was a priority concern for parents. Need to address this more thoroughly before the workshop.

Technology: Need to better access John Armentrout regarding possibilities through Infinite Campus. Will invite him to the next meeting to learn more about direct communication options to parents and students.

Standards-Based Parent Workshop – District-Wide (with focus on grades 6-9):

Proposed date: May 5th from 6:30-8:00 pm, in High School library or cafeteria

Timing: 20 minutes for intro, 60 minutes for ‘workshop’ tables, 10 minutes for closing

1. Begin with General Introduction to full audience – i.e., “Standards 101” (school administration, faculty/DCLT and guidance):

- General Overview of SB, Update on the Implementation Process, etc.
- Review of Workshop Format

Note: Set the tone for ‘open door policy’ and that this is a ‘transition’ time – e.g., “...there will be instances where issues have been unforeseen, please don’t hesitate to contact us if you don’t understand something or if you have any questions...we want to work with you and the students to assure successful implementation, etc. etc.”

2. Break Out into Workshop Stations:

Parents/attendees can choose 4 stations and rotate through (time-keeper will announce when to switch tables). Staff these tables with the appropriate ‘experts’ on the issues. SBRIT parents and members will rotate throughout and assist at the tables.

1. Curriculum – Formative and summative Assessments
2. Interventions – Review types, format, scheduling and notification
3. ‘Excellence’ Table – Road-map to the “4”, Advanced Connections Plan
4. Guidance – Student goal setting, college preparation and placement
5. Transcript- Content, input from admissions officers
6. Rubrics- Overview of their format, intent, and how to use them

3. Closing

Include evaluation forms for the end of the event and have contact forms for follow-up questions or unanswered questions at every table (attendee can write their question, their name and contact information and the appropriate person will follow-up with an answer to their question/concern)

Communication of event/notification of parents via: direct letter district wide, Website, direct parent e-mails (check with Steve), newsletter, notification in KJ Newspaper, Capitol Weekly, Infinite Campus

For those who are unable to attend, put together an information packet – written summary of ‘101’ and information from ‘expert’ tables and make these available in main offices of all three buildings.

Student Workshop: See how this goes and also do something similar with students in the fall. A standards-based teaching and learning ‘101.’ Perhaps this training could be done by homeroom at the very beginning of the year.

Next Steps: Notify parents through means noted; finalize transcript and seek input; assign experts to tables; develop content/format for each table; brainstorm on anticipated questions; and develop evaluation and questions forms.

Informational packet available at each of the 3 main offices after meeting for parents/community who was unable to attend

Need latest draft of transcript soon to be able to receive feedback from college admissions officers
Issue of who might attend May 5th- how many do we expect?

8. Approval of minutes from last meeting 3/16/09

9. Questions for Admissions officer

Email Pamela with any questions, concerns, or changes

Need to bring good faith with community- show that his has been tested and colleges have looked at it

10. Other issues

Want system to be successful- could be an issue if implementation all grades (9-12) next year

Questions regarding extracurricular eligibility in standards based system

11. Upcoming Events

May 5th Parent Meeting at HS 6:30-8:00 (HS Library?)

SBRIT Monday April 27th 3:30-5:00 Room 107 HS

Communications sub committee Monday 4/13 2:30-4:00 in Room 107 HS

Next agenda Items:

1. Interventions update with recommendations
2. Update on parent meeting for May 5th
3. Update on tasks list- walk through regarding where we stand
4. Set future meeting dates