

SAC Minutes 12.17.19

Opening question: What is a source of hope or excitement as we head into a new year?

Jamie- Reading/Literacy PD for teachers

Michelle- Newness

Kasuma- Kids are starting to find their niche

Monicah- Excited about preparation for HS

Danielle- DEI committee for this school, Inclusion and belonging across the board

Kurt- new building

Cheri- Capstone projects coming in the spring

Jenna- Art as a source of energy

Charlotte- new school and TAG integration

Anne-Marie- happy with teachers who are responsive. Continued hope for communication that is ongoing.

Jennifer- Social emotional learning as part of how we learn moving forward

1. Life of the School Update

a. Student learning highlights

- i. Trimester 2 in progress

b. Adult Learning

- i. High end differentiation
- ii. Student voice
- iii. Counter-narrative strategies
- iv. Parent Panel

c. Enrichment and Extra Curriculars

- i. Lego robotics
- ii. Frozen

d. Construction Progress

- i. Poured second-floor of the science wing today
- ii. Retention tanks going in for rainwater

2. Standards Based Grading Discussion Continued

a. Next steps

- Would like to hear more from the teachers about what the standards are and why they are important?
- Could the teachers start with more rough draft feedback and less final assessment submissions and feeling like they're coming back to the teacher multiple times. This feels problematic. Teachers end up feeling behind and students are feeling frustrated.
- A mark of success would be considering the district goals around equity. Are teachers feeling like they have more tools in this structure than in the historical structure.
- I still don't understand the science standards. In a CTY model, rubrics come back and are used over and over so you have to work on strategic elements. How does this work with CERs in science?
- It would be helpful to hear from the teachers again or for the first time about how the rubrics are working and the differentiation between the grading is pretty nuanced. Hearing kid interpretation would be.

- Don't know where my kiddo stands in science right now. If things are missing how do I become a partner with the teacher.
 - Kids need to learn how to wrap their head around their rubrics. Too much paperwork.
 - Is a four achievable and how do we help incent kids to get there?
 - i. FAQ document
 - ii. Student Focus Groups
 - iii. Student Q&A video for Youtube Channel
 - iv. Science teacher team and individual science teacher communication work
 - v. Honor Roll and Awards- Some reading homework
3. Talented and Gifted Services
- How are we addressing twice exceptionality? What tools are available for kids?
 - When in the process is this looked at and how are we addressing it?
 - Beginning of year is busiest for identification. Year-round identification continues. Teacher referrals and parent request for evaluation as well. Placement and state testing also help us identify students.
 - Cheri also reviewed TAG identification processes and protocols. Jamie chimed in regarding elementary support.
 - When do we say we're not learning as expected?
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 - 3-4 years ago, shift the model, did we go and look for ideas/thinking? We need this to happen fast.
 - a. Differentiation in classes
 - Sometimes differentiation is visible in class. Sometimes the differentiation is less visible or invisible. Differentiation is about rate and level. We need teachers to be aware of students rate and level and we have to think about students individual needs relative to a particular standard. Differentiation is keyed to individual standards are targets. Strategies include grouping, choice, extensions, and depth of knowledge analysis.
 - b. Teacher learning/sharing
 - PD breakfast examples. Can you please bring what you're doing for high end differentiation. We are doing it, but how are we making it visible
 - Concern about self-advocacy when you're 12 and it needs to be taught and practice.
 - TAG coordinator job- how do I help differentiate for all students?
 - Disappointed that PSAT for middle schoolers went away. PSAT is nationally normed.
 - Are their any funded initiatives to support TAG? No.
 - c. Capstone Project
4. Future SAC Meetings
- a. Technology and student learning
 - i. Question/Topic development for February parent learning
 - b. Student Mental Health/Social Emotional Learning
 - c. YouthTruth Survey Data

Date
Sept 23, 2019

Time
7:00-9:00PM

Location
Lake Oswego HS (District SAC)

Oct 15,2019	5:00-6:30PM	LMS
Nov 19, 2019	5:00-6:30PM	LMS
Dec 17, 2019	5:00-6:30PM	LMS
Jan 21, 2020	5:00-6:30PM	LMS
Feb 18, 2020	5:00-6:30PM	LMS
March 17,2020	5:00-6:30PM	LMS
April 21, 2020	5:00-6:30PM	LMS
May 26 , 2020	7:00-9:00PM	Lakeridge HS (District SAC)

School Advisory Committee Members 2019-2020

Member	Term Expires
Bassaly, Ann Marie	2020
McDowell, Jennifer	2020
Philpott, Jenna	2020
Woodcock, Charlotte	2020
MacLachlan, Michelle	2021
Krup, Jamie	2021
Katcher, Danielle	2021
Ohr, Jaime	2021
Madamala, Kusuma	2021
Monicah McGee	(SSPAC)