



School Site Council
Meeting Agenda
June 12, 2019

| Time | Type of Item | Agenda Item | Presenter | Notes |
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| 5:32 - 5:42 | Informational | Computer Distribution 2019-2020 | Dana | <ul style="list-style-type: none">• We may have more than enough chrome books to have a one-to-one distribution for students or have computer carts stationed in a room.• A number of students borrowed Chromebooks to take home due to lack of access to a computer at home.• On what level will this decision be made?• What plan do we have to students who need to borrow a computer to take home for assignments?• Grant will outfit additional computer labs (Middle School: Capital Skills Grant via Pathways)• Can we allocate time in the August Summer Institute to decide how to allocate computer usage? Perhaps this could be a GLT decision?• Identifying the issues that come up with Chromebooks. Chromebook travel inherent to having this kind of tech.• Can the “Extra computers” be the ones that we actually use as loaners/take home for students - and what is the management system for this?<ul style="list-style-type: none">○ Who is responsible for this?○ Is there a way to allocate stipend money to this end?○ Perhaps we can find a better use for InSource.○ Advisory could be another place.○ Library could be another place from which to |

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| | | | | <p>distribute the computers.</p> <ul style="list-style-type: none"> ○ Perhaps via media center librarian as per note in the next column. |
| 5:42 - 6:03 | Informational | Hiring Update | Dana | <ul style="list-style-type: none"> ● Potential media center librarian through the district (not paid for through the DSA budget but through the district excess pool). ● Darlene Marcano from Urban Science Academy has been named Co-Principal. ● Teaching Staff <ul style="list-style-type: none"> ○ Grade 10 HS Math is still not filled. Interviewed a candidate Friday, debrief ○ SpEd filled <ul style="list-style-type: none"> ■ Teacher <ul style="list-style-type: none"> ● Tim Scott in conjunction with current Special Ed Specialist have been working to develop a model that meets the specific needs of students with IEPs ● One teacher will focus on students in the EI strand ● This teacher will concentrate on teaching a class focusing on teaching an executive functioning and emotional impairment curriculum ● Mix of co-teaching and sub-separate designations designed by Scott and teachers ● Co-Teachers will have two shared preps ● Focus of co-teaching will be ELA and Math for 6-10, in accordance to IEP goals, for this year with the intention to expand as the school expands. ■ Special Ed caseload shifting from 20 students with one teacher to 100 students with 5 teachers. ○ Science filled |

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| | | | | <ul style="list-style-type: none"> ○ MS History filled ○ Dean Position filled <ul style="list-style-type: none"> ■ This is a third dean ■ Dean allocation is a decision that the Deans will decide. ○ ESL Position filled ○ MS Computer Science filled ○ Engineering and Robotics: Marna Eckles moving to Physics & Michael Dixon moving to Engineering ○ EL Director opening, Edna Leith is a candidate for the position ○ Title/Compensation talk: The position's requirements were not incongruence with her JD. Looking for a 10 month Student Support Coordinator role. |
| 6:03 - 6:24 | Informational | Partner Survey Results Questions? | Dana/ Shelley | <ul style="list-style-type: none"> ● BAM is widely appreciated by the students in attendance - concern about attendance with BAM ● To what end are we using this data? ● Moving forward, we should have an entrance/exit poll to assess partner effectiveness ● JFY Partnership: Right now, we cannot afford it <ul style="list-style-type: none"> ○ Two teachers positively reviewed the software MathSpace for 7th and 8th Grade ○ If we can afford MathSpace licenses, DSA will do that ● When does the reading intervention programming discussion start? <ul style="list-style-type: none"> ○ ELA teachers have been asking about reading software to help students improve reading levels ○ Principals, Noel, Tim Scott, EL Director, EL lead teacher will weigh in |
| 6:24 - 6:30 | Informational | Turnaround Plan Update - Shifts from the state | Dana/ Shelley | <ul style="list-style-type: none"> ● New information about Turnaround Plan from the state ● New MAGs from the state ● State focused on reflection ● 27th reflection on Turnaround Plan ● Dr. Boyd just left which may impact our Plan |

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| | | | | <ul style="list-style-type: none"> Team design of Plan in September |
| 6:30 - 6:41 | Informational | <p>MSV Data</p> <ol style="list-style-type: none"> Narrative Observational Data Overview Data <p>Read through results of classroom visits</p> <p>Highlight strengths</p> <p>Areas for growth</p> <p>Questions?</p> <p>Comments?</p> <p>Concerns?</p> | Dana/ Shelley | <ul style="list-style-type: none"> Data out Some information is embargoed, but it will be made available on June 24th What will we use this for? The data is a little vague for teachers. The categories are not very descriptive |
| 6:41 - 7:08 | Informational | Schedule Update | | <ul style="list-style-type: none"> Schedule 4 top vote <ul style="list-style-type: none"> 1-5 rotate with lunch before 1 Staff voted to move WIN to last period of the day 67.7% Period 6 will be static. WIN will always come at the end of the day. This style of rotation is attractive to visiting partners Wednesday is the same but no WIN time Advisory during the final period have been subject to skipping Can we take time during June or August to come up with a system for WIN time? Dismissal is something worth revisiting in August: who can be dismissed and when? Slack could be a good system for asking where students are One advisory, three WIN If a student is taking an early college class, will he or she be released during WIN or period 6th? <ul style="list-style-type: none"> Students with early college will not have a 6th period class. Wentworth planning on sending tutors to DSA for the days that students don't have class Do we know which groups are eating lunch when? <ul style="list-style-type: none"> Lunch and custodial staff request that grade 6 eat lunch first and by themselves |

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| | | | | <ul style="list-style-type: none"> Teacher schedules: Mina and Tim are working on it. It is supposed to be done by the close of school Wednesday. |
| 7:08 - 7: | Advisory | <p>Feedback on Instructional Focus Process</p> <ol style="list-style-type: none"> 1) Review of Process 2) What worked well about this? 3) What could have been improved? | Shelley | <ul style="list-style-type: none"> Process <ul style="list-style-type: none"> Instructional Leadership Team did some reading and came up with a short list of options. Staff participated in a protocol Staff voted Review & Improved <ul style="list-style-type: none"> Vote. was super close - thought we would have a run off. There are better voting systems - ranked choice voting X2 Helpful to come to staff earlier in the process: one teacher was present during the ILT meeting in which the options were chosen Instructional Foci do close off opportunities for teachers to continue multi-year projects and initiatives. May limit agency Instructional Focus is very broad. Teachers do not get agency in interpreting this for themselves Use some data from our school to inform the process The ILT could publicize what it is working on, especially to the School Site Council Some things that went well <ul style="list-style-type: none"> Like using PD time to make decisions as a staff X3 Liked the way that groups were made x2 I liked that the instructional proposals were contextualized: each proposal felt well thought out and possible |
| | | Wrap Up | | <ul style="list-style-type: none"> Improvements for next year: <ul style="list-style-type: none"> Specificity about next steps and timelines SSC parent participation - alert parents when school starts Dates on the calendar from the beginning of |

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| | | | | <p>the year. - MONTHLY beginning in September</p> <ul style="list-style-type: none"> ○ No cancellation of meetings - RESCHEDULE ○ Process set in stone around meetings <ul style="list-style-type: none"> ■ During Meetings ■ Agenda items ■ Agenda sharing ○ Publicity of the notes to communicate with DSA community goes on of SSC - prominent place in Newsletter. ● Agenda items for the fall: <ul style="list-style-type: none"> ○ Decision Making Chart sharing - Jesse share out at the first SSC. ○ Do we talk about uniform policy? Is this the place to discuss it. |
| | | Next Steps | | <ul style="list-style-type: none"> ● Turnaround Plan and MAGs - at first SSC meeting of the year - Jesse/Dana/Darlene ● GLT time in August suggestions - Bill with logistics <ul style="list-style-type: none"> ○ WIN Time ○ Computer Distribution ● Date for September Meeting - Dana and Darlene ● Review Draft SSC Protocol - Camilla |

School Site Council

Meeting Agenda

April 25, 2019

| Time | Type of Item | Agenda Item | Presenter | Notes |
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| 5:00 - 5:10 | Advisory | <p>Meeting Process</p> <ol style="list-style-type: none">1) Note Taker - Aaron Alexius2) Time Keeper? - Joey Kelly3) Call for Agenda Items (2 weeks prior to meeting)4) Types of Agenda Items with suggested protocols:<ol style="list-style-type: none">a) Informational/Update Items<ol style="list-style-type: none">i) Presenterii) 5-7 mins clarifying questionsiii) Next Steps (2 mins - presenter)b) Advisory Items<ol style="list-style-type: none">i) Presenter with specific question (2 mins)ii) Clarifying Questions (3-5 mins)iii) Probing Questions (5 mins)iv) Open Discussion with Feedback (7 mins)v) Next Steps (2 mins - presenter) | Dana/ Shelley | <ul style="list-style-type: none">● Review of our meeting process● Joey volunteered to keep time● Elect to add a link to SSC notes from Dana's email blast and DSA newsletter |
| 5:10 -5:20 | Informational | <p>Partner Update</p> <ol style="list-style-type: none">1) From last meeting follow up:<ol style="list-style-type: none">a) Survey of Partners and students-in processb) Follow ups:<ol style="list-style-type: none">i) 826 Boston/ Write Bostonii) Urban Improviii) Page to Stage | Dana | <ul style="list-style-type: none">● WriteBoston<ul style="list-style-type: none">○ Dana only got feedback from WriteBoston○ Mr. Reyes has also made a connection to WriteBoston and we may have them as a partner for next year● Other partners were unavailable |

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| | | | | <ul style="list-style-type: none"> • Erica Werner checked with the partners present at the school <ul style="list-style-type: none"> ◦ Anecdotaly, some partners are performing well at DSA (ex. Build, Boston Debate League, Boston Scores, Youth Wrestling, and Theater) ◦ Need further information about Urbanity Dance |
| 5:20 - 5:35 | Advisory | <p>Schedule Options</p> <ol style="list-style-type: none"> 1) Process - who was involved, voting 2) Thinking behind the schedules 3) Recommendation of group 4) Questions | Joey | <ul style="list-style-type: none"> • Scheduling Process <ul style="list-style-type: none"> ◦ Candidates ◦ Teachers met over three consecutive Monday afternoons to discuss the schedule ◦ Findings <ul style="list-style-type: none"> ■ Very difficult to achieve four lunches ■ Rotating schedules were popular among teachers ■ Option 3 was very polarizing • Process for making a decision on this <ul style="list-style-type: none"> ◦ GLT in a process similar to the way that rolled out the instructional focus ◦ Shelley and Dana will discuss and come up with a way to present the schedules and how to get a poll to help develop a schedule ◦ Is it possible to have a schedule try-out period in which students practice each of the options? ◦ BPS guidance requires a staff vote with 55% as the threshold for winning the vote • What is the process going forward? <ul style="list-style-type: none"> ◦ How to have staff gain meaningful knowledge about the systems <ul style="list-style-type: none"> ■ Ideally, some way of having staff discuss the topic and make an informed decision ◦ Voting systems? <ul style="list-style-type: none"> ■ Ranked-Choice? |

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| | | | | <ul style="list-style-type: none"> ○ It is important to know if DESE or some other body could veto a preferred option |
| 5:35 - 5:45 | Informational | <p>Instructional Focus</p> <ol style="list-style-type: none"> 1) Update on Process 2) Plan for Professional Learning input with Bill 3) Questions 4) Next Steps | Dana/Shelley | <ul style="list-style-type: none"> ● ILT set up four instructional foci and the staff analyzed these potential instructional foci. ● All staff is in the process of voting on the Instructional Focus for next year ● We officially endorse the school's decision for Instructional Focus ● We should review the process at SST |
| 5:45 - 6:00 | Informational | <p>Hiring Update</p> <ul style="list-style-type: none"> ● Attended all of the hiring fairs ● Progress: <ol style="list-style-type: none"> 1) ELA - hired middle school ELA 2) Special Ed - hired 3 out of 4, still looking for one candidate with EI experience for the EI program. 3) Science - hired 1 out of 3 4) Computer Science - working on leads 5) Math - offered a position, was accepted and then rescinded - so back to the drawing board 6) Associate Principal - process? <p>Questions?</p> | Dana/Shelley/Jesse | <ul style="list-style-type: none"> ● Associate Principal position has been posted and we would like to create a search committee <ul style="list-style-type: none"> ○ Included: <ul style="list-style-type: none"> ■ Parent representation ■ Teacher representation ■ Possible student representation ○ An advisory body that selects 1-3 candidates for Dana's final selection ○ Jesse also has a final decision ○ Looking for a quick turn-around ○ Already have a number of application for this position ● Staff Hiring <ul style="list-style-type: none"> ○ Five teachers have been hired so far and still looking for five more teachers <ul style="list-style-type: none"> ■ Four of five of these teachers have four or more years of teaching experience ○ Hiring committees were effective and efficient ○ Biggest difficulty is finding coverage for teachers for hiring interviews ○ We are having difficulty getting many parents in for hiring committees and other school decision events |
| 6:00 - | Informational | Restorative Practices Origin, Efficacy | Matt/Joey | <ul style="list-style-type: none"> ● This was something that we would like to |

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| 6:20 | | 1) Restorative Practices Working Group 1718 2) Restorative Work this year | | table since this was specifically requested by parents and we have low parent attendance at this meeting |
| | Informational | Org Chart: BPE vs. DSA | Jesse | <ul style="list-style-type: none"> • Jesse shared the following Organization Chart • Org. Chart just represents individual reporting patterns, but does not reflect how teams report • On some topics, we are not completely clear about the role of the teams in decision making • Recommendation: factor in or add a decision making organization chart <ul style="list-style-type: none"> ◦ What is the flow of different decision and who is involved in each part? ◦ A clarified protocol will help the entire school understand how we get to the decisions that determine the future of our school ◦ The how decision making is ultimately made is complicated because the school has an operator (BPE), the district, and whatever internal decision making structures are created within the school • Who are the de-facto decision makers at the school (listed order does not represent decision making order) <ul style="list-style-type: none"> ◦ BPE Director (MOU document) ◦ BPS ◦ SSC ◦ ILT ◦ Teacher leaders ◦ Teaching Academy ◦ School leadership ◦ Parent Council • Jesse will create a decision making org chart in the SSC folder • Generally: People who spend most of their time within DSA report to and are evaluated |

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| | | | | by administrators at DSA |
| | Informational | Turn-Around Plan | Jesse | <ul style="list-style-type: none"> • Do we want to do the Turn-Around plan on an earlier time-line? • Who would be involved? <ul style="list-style-type: none"> ◦ Would there be a group of people who write the plan or a group of people who approve the plan? ◦ Ideally, there is a set of recommendations for how the Turn-Around Plan is created • What would the process be? • MAGs: Measurable Annual Goals are checked regularly by DESE • We have, at DSA, groups that are associated with each MAG • There is a tension between ownership of the development of the plan and giving teams too much more to do • Next Step: <ul style="list-style-type: none"> ◦ Jesse and Shelley will coordinate to produce a document that associates the different components of the Turn-Around plan with the teams that are present at the school |
| | | Next Steps: <ol style="list-style-type: none"> 1. Assign follow up items 2. Next School Site Council Date 3. Turnaround Plan Next Steps? | | <ol style="list-style-type: none"> 1. Next Steps <ol style="list-style-type: none"> a. Review ILT Focus process b. Jesse will create a decision making org chart in the SSC folder 2. May 23rd, next meeting day 3. Jesse and Shelley will coordinate to produce a document that associates the different components of the Turn-Around plan with the teams that are present at the school |
| | | Suggested Agenda Items for next meeting | | <ul style="list-style-type: none"> • Computer distribution for 2019-20: In favor of classroom based model not one-to-one • Hiring Update • Partner Survey Update |