

Oxford Elementary School
School Site Council
Meeting Agenda

Day & Date: Thursday, Nov 30, 2023

Time: 4pm

Location: [Zoom Link](#)
[Sign In Sheet](#)

1. Introductions/Chairperson's Comments
2. Approval of Agenda for October and November
3. Review [2022 - 2023 Site Plan](#)
4. Using the site plan, complete the SPSA Evaluation
 - a. [2022-2023 SPSA Evaluation](#)
 - You are evaluating the 2022-2023 SPSA
 - Please choose ONE action that was fully implemented and reflect on it using the prompts
 - Please choose ONE action that was NOT fully implemented and reflect on it using the prompts
 - Please complete the doc in its entirety
 - Please complete and submit before we close for winter break
5. Public Comment
6. For the Good of the Order
7. Adjournment

Next SSC meeting date: January 11, 2024, 4pm
Future Meeting Dates: 2/8, 2/29, 3/21, 4/18, 5/9

Notes

Attending: Elizabeth Cornwell, Laurie Nielson, Carla Inniss, Jaffer Abbasi, Shay McGilvery, Nica Uk, Hanna Melnick, Jason Okonofua, Rebecca Weissman

1. Introductions/Chairperson's Comments
2. Approval of Agenda for October and November - Motion to approve the agenda, approved unanimously
3. Review [2022 - 2023 Site Plan](#)
 - a. Plan shows what we did, growth areas, to inform next year's plan.
 - b. Silent reading of the plan.
4. Using the site plan, complete the SPSA Evaluation
 - a. [2022-2023 SPSA Evaluation](#)
 - You are evaluating the 2022-2023 SPSA
 - Please choose ONE action that was fully implemented and reflect on it using the prompts
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Discussion of Achievements

- Math—Eureka Math assessment, math coach, and interventions: Math coach did get more FTE to provide more interventions. Benchmarks for k-2 were implemented and provide data for monitoring progress.
- Strategy 4: Onsite counseling: School counselor and two counselors contracted out for mental health counseling. Another intern will join in the winter.
- Goal 1: English literacy: Teachers continue to work with literacy coach and district personnel on phonics program, providing more instruction on phonics during the day. Including more PD district- and school-wide so teachers are confident in content delivery.
- Activity 1 on p. 39 of the SPSA: Using literacy assessments, DIBELS to inform intervention through RTI teams to determine who gets extra help, when and how.
 - **Motion to approve this item as an achievement. Motion approved.**
- In literacy, using OG strategies and CORE curriculum. In math, have added more time with the math coach and PD to collaborate.
- Strategy 5, p. 49: Kindergarten activities appear to be happening, according to a kinder parent.

Discussion of activities not implemented according to plan

- Link between after school and school could still be strengthened.
 - **Motion to approve this item as a challenge. Motion approved.**
- Goal 2: Chronic absenteeism went down but still high.

- What actions were not taken, or activities not completed, that might have led to this outcome?
 - *Employ after school staff to work with students during the regular school day, strengthening the academic connection between the day program and after school.*
 - Staff were told last spring that after school staff cannot be hired as tutors during the school day – an HR issue
 - This will be key because there is not enough school time, and not follow up with homework after school.
 - BUILD program is working well according to two staff. Especially since tutors are working in classrooms.
 - There is no teacher liaison as planned—an area for improvement to improve after school connection.
 - Why is there not a liaison between school and after school? Who controls this? It is a volunteer. Perhaps if no one volunteers, there could be a stipend. When there was a liaison in the past, there was better collaboration. There should be a time provided for collaboration.
- Strategy 4, p. 49: Continue to improve attendance and tardy reductions through increased communication to promote student success. • Individual phone calls to parents • Weekly attendance meetings with school secretary and principal
 - Phone calls are being made, meetings planned, but calls not received, meetings not attended. This needs to be re-thought because it is clearly not working.
 - Do teachers have the ability, cultural competence, to meet student needs?
 - There has been ongoing PD and work on this issue for years, according to a teacher. Another teacher notes that some children have experienced tardies and absences in 5th grade cohort since kinder. Some students are absent as often as 2x a week. Family issues have contributed and tied to socioeconomic status.
 - Children are not suspended.
 - What is the legal SARB process? It is happening, but it had been suspended due to COVID. It is now back. If there is a letter, is it reaching parents? Might they need home visits, for those who are chronically truant? That is at the district level. Even students who aren't at the point of needing a home visit, will also need intervention.
 - Is there a text intervention for absenteeism?
 - There is also issues with absenteeism with families taking off for a week if they are high academically.
- **Based on the analysis above, what appears to be the reason these actions were not implemented with fidelity?**
 - ___ Lack of timely implementation
 - x Limited or ineffective professional development to support implementation
 - ___ Lack of effective follow-up or coaching to support implementation
 - x Not implemented with fidelity - lack of follow through on coordinating with after school programs
 - x Not appropriately matched to student needs/student population
 - x Other ___ Obstacles outside of school control (not being able to hire tutors)

Involvement/Governance

- **How was the SSC involved in the development of the plan? How was the plan monitored during the school year?** It was involved in writing the plan. It reviewed the prior year plan to plan for the future.
 - **What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?** Goals are year-long goals, such as year-end attendance. More granular or even semester-level data would help. There are now more data check ins on reading and math. But not on PD. There are case manager meeting once a semester. With counselors they go through the reading, writing, SEL, absence data for those students. Oxford is also a small school so we know where the issues are. Sabrina, the roaming sub, wants to reignite the site committee.
 - Are there regular ways to communicate with after school to show what kids are / not doing? –Definitely room for improvement. BUILD program is going very well for literacy. Children with reading partners and tutoring. How can we build that in for math in after school, e.g. through math games, with the same regularity.
 - Classified staff in classrooms? Kinder IAs are needed already. That is one work around to build in, but is expensive. Issue of tutoring was pulling students out– but they could be pushed in.
5. Public Comment - In meetings with the district, grievances were expressed by other schools about how after school programs are funded being inequitable. PTA at some schools covering things at some but not others. (Jason, Planning and Oversight Committee)

Counseling went from being ranked 7 to 3. But we should reevaluate this. There is a great need for counselors, which we are seeing daily with students. We may want an opportunity to check in more with the counselor- in addition to therapy sessions. How to implement more drop-in times?

6. For the Good of the Order

Is there a way to move meetings to Mondays? Thursday at 4 does not work for Johanna. Tuesdays at 4pm, Monday at 4pm not working either. We will stick with Thursday at 4.

Next meeting: Jan 11, 2024

Possibility of the student survey this year to be considered

7. Adjournment

Motion to adjourn, seconded and accepted unanimously.

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