

# Falls City Stewarding Body Meeting

April 10, 2024

[Google Meet Link](#)

Attendees: Stephanie M (SPED director), Jason Evans, Teacher leader, HS admin, Dana Schowalter, Kevin Alejandre, Sarah B, Ken Parshall, Sarah Pierce

## 1. Welcome & Connection

- a. [Community Agreements](#)
- b. *Connection:* What is something that brought you to school each day as a student?
  - i. Friendships, SEL, and opportunities to connect with others throughout the school day.
  - ii. Recess and opportunities to spend time with friends.
  - iii. Growth mindset and taking advantage of every opportunity to learn and grow.
  - iv. Academics to achieve a long-term goal of becoming a teacher.
  - v. Sports and extracurricular activities.

## 2. District & Community Updates

- a. Board Meeting Notes (if applicable)
- b. Staff Highlights ([First Spotlight](#))



- c. Oregon Trail (4th Grade)
- d. Staffing Updates
  - i. Long term sub in Forestry Program, previous teacher left for another position.
  - ii. Two new CTE pathways are in the works: Mechanics/Automotive by September lead by bus mechanic/supervisor and ER (?) Pathway.
  - iii. Chelsea will share CTE resources via email.

## 3. Alignment/Connections

- a. Advising Body Feedback
  - i. [Data Walk Notes](#)
  - ii. What was bubbling to the top: Academics, SEL (to support academics + attendance), Family Involvement, Differentiated Instruction
- b. Studer Process
  - i. Pillars: Students, Employees, Parents, Families & Communities, Resource

ii. Surveys

1. Next steps: Writing goals for each pillar, end of year staff survey, and strategic plan.
2. Will add concerns from staff survey results to goals.

c. Discussion:

i. What connections are we seeing between the data walk and Studer work?

Where is their alignment? Where are there differences?

1. Overwhelming survey responses that highlighted how the school needs to be the center of community and how do we support that?
2. Reflecting on the pillars and the data walk, community survey responses highlighted community events. Students and teachers really feel connected because they know one another.
3. How do the academic findings fit under the pillars and how can we address it?
4. Reading is an area of improvement. Looking at adopting reading curriculum. Other curricular needs: SEL, personal finance, elementary math.
5. Data walk showed K-2 attendance was lower than other grades. K-3 attendance is critical. Could there be more parent education around the impact of attendance even for younger aged students.
6. Stress the importance of kindergarten and highlighting that for parents. Kinder is critical in building a student's educational foundation.
7. Encourage the group to continue to look at data over time and embrace it as a regular practice of the Stewarding Body/SST.
8. Missing winter data point for high school. Many students did not take the test. 18 y/o students are able to dismiss themselves from school on test days. Students who in the upper elements will not be tested again.
9. Past two weeks, many data points have fallen within the margin of error. The margin of error is 3.3x and as long as students fall within that margin, it does not show any growth/loss.
10. District data when compared to national scores still show a deficit. Still lots of room for growth and will need more targeted focus to improve scores.
11. Resource allocation concept: invest in the people, their professional development/learning/growing so they experience success and so that learning can stay even when the funding has gone.

d. May Advising Meeting

i. What additional data would help us pinpoint our areas of focus for the Intensive Program?

- 1.

#### 4. Recommendations

- a. Studer Funding: [Updated Recommendation](#)
  - i. Received a grant to continue paying for Studer for the 24-25 school year.
- b. [Consensus Protocol](#)
  - i. Initial Consensus:
    - 1. Five: 3
    - 2. Four: 1
    - 3. Three: 2
  - ii. Discussion
    - 1. Is this the best use of funds? Will we see results within the 4 year timeframe? Progress checks will assess if this is making the impact we are hoping for. How do we measure this; what are the milestones for this recommendation?
    - 2. Uncertain about the return on investment for years 2 and 3. A group of teachers will be going to Estacada to see what implementation in year 2 and 3 looks like.
    - 3. Accountability piece is attending conferences.
    - 4. The accountability piece on academics is the most compelling thing about Studer.
    - 5. Trying to communicate with staff about the why and
    - 6. Concerns about the expenditure taking up such a high percentage of the funding and feel much better about one year of funding..... Moved me from a 3 last time to a 5 this time...
    - 7. How can we continuously integrate and center students/parents/community voices in this process?
    - 8. Need more clarity about the strategies and scope of work from Studer. Concerns about broad sweeping recommendations based on a small subset of people.
    - 9. What are the long term funding implications outside of IP funds? Will any of eventually need to come out of general funds?
    - 10. Studer travel costs are being divided amongst other school districts as they are able to stack site visits in order to reduce costs.
  - iii. **Decision: Recommendation Approved.**
- c. Potential Recommendation Idea: Instructional Materials Audit (first step toward adoption process)
  - i. Instructional material needs:
    - 1. Current reading materials are dated and need to be updated.
    - 2. Personal finance foundations as part of graduation requirements. Need to explore curriculum.
    - 3. Math adoption for the grade school.
    - 4. Recommend an audit of current materials.
  - ii. Discussion:

1. Full support from T&L Steward. Audit will help dig into pedagogy, how to let go of materials that no longer serve us, and support HQ instruction.
2. Can we train teachers first around best practices, pedagogy first before exploring/adopting materials?
3. Not too soon, full support from Leadership Steward of an audit.
4. Capitalize on summer preschool for training opportunities.
5. What does an audit/adoption look like when teachers have always had full agency of selecting their own materials.
6. Teachers do not have a full curriculum right now. Pre-COVID, teachers had a full curriculum. During COVID, a program (not on the state's approved list) was used. Post-COVID, teachers have been piecing together various materials not from one specific program. Teachers will need training and professional development to support the implementation of whatever materials/curriculum is adopted.
7. Inconsistent training throughout the implementation and new teachers have not been trained. Need to systematize training for staff.
8. Need ideas on how to scaffold. How can teachers adhere to a strict scope and sequence when students are in different stages of learning?
9. Purpose of the audit: What is currently in place, the gaps, audit materials and skillsets, triangulation of materials, teacher training and student outcome data.
10. Sarah Pierce would like to take the lead on the recommendation for a reading audit. Jason would like to explore the math audit. Chelsea and Sarah B. can also assist.
11. Suggested to keep the audit to only literacy and math.
12. Next Steps: Chelsea will coordinate with Zack and email folks about who will lead this recommendation.

**5. Open Space/Questions/Needs**

- a. Stewards joining the Estacada visit!

**6. Next Steps**

- a. Chelsea will coordinate with Zack and email folks about who will lead the literacy and math audit recommendation.
- b. Communicate approved recommendation.
- c. Chelsea will share CTE resource/connection with Jason.