

SITE COUNCIL MEETING – November 19, 2007

Members: Adriana Barbosa, Edie Chong, Lisen Stromberg, Melissa Anderson, Carol Mullin, Lauren Segal, Lauren Janov, Liz Libbey, Kirsten Moss, Carol Piraino, Diana Baker, Gina Maya, Barbara Lindsay, Ann Kwolek O'Neill, Lucretia Lee

Guests: Magdalena Fittoria – part time math TOSA (teacher on special assignment); Heide Kerscher, Kevin Rouse, Holly Harrison, Jessica Tolerba, Cathy Kirkman, Evelyn Richards (4:36)

The Site Council Meeting began at 3:25 p.m.

CELEBRATIONS

Books to Africa – enough for 3 libraries; 3400 books (Lauren J.)

PTA – 3rd annual outreach dinner – new YMCA is a great facility; best attended dinner; a success; starting an after school tutoring program – provide food and exercise – district trying to make it a bus stop

HOT TOPICS

Carol P. brought an article to share entitled “The Perils and Promises of Praise”

Denise Clark Pope will be speaking next week at Hoover

Ann moved, Barbara L. seconded to approve the October 15th minutes. The minutes were approved.

JESSICA TOLERBA, Differentiation Specialist

Jessica Tolerba, has taught 5th grade at Walter Hays for 6 years and is now working one day a week at Addison teaching 4th grade and as a differentiation specialist part time at Walter Hays. The position is funded from last year's one-time state funds directed to Site councils (\$60/student). Jessica stated that her job was to help the teachers differentiate various curriculum areas and that it was collaborative effort. She is working with each grade level team to determine how they would like to utilize her expertise. It has been helpful that Jessica already has a good working relationship with all the Hays teachers and can readily access them to ask questions or give suggestions.

The 3rd grade team wanted help aligning one math unit in Every Day Math Calif. Text. She helped develop extensions and gave teachers a table and chart to use. The extensions she provided could be applied to other units in a similar fashion. Jessica provides all teachers in same grade level with same materials. For Turk lessons, Jessica made sure all the teachers had all the units.

In 2nd grade Jessica developed strategies and lessons to use the new Rebecca Sitton spelling program. She gave ideas about how to teach it and demonstrated a lesson for teachers, modeling new ways to teach math games for 30 minutes. She gave a paper to send home to parents which included extensions (ie: use 4 dice instead of 3). Jessica has helped organize physical math manipulatives and activities for teachers to use.

Lisen – suggested training parents who volunteer in the classroom

All teachers are always thinking about differentiation but don't always communicate it to parents; Jessica will try to come up with templates to facilitate parent communication.

Diana Baker noted that teachers often work with parents during math lab times – giving basics training at the beginning of year but showing parents while kids are working at the center as the year progresses for example, showing concrete examples to teach such as using three 12 inch rulers and yard stick to measure.)

It was suggested that Jessica could have a parent education night .

Jessica gave us information defining “differentiation” and how Hays teachers already differentiate. She discussed the areas of differentiation: **content** activities, **product** and **ways to differentiate** – readiness, learning profile, student interest, how to manage a differentiated classroom – anchor activities, tiered assignments, adjusting questions, learning centers, flexible grouping, curriculum compacting, independent study

Parents recognize differences (advanced, struggling students) but need to know what to do about it (Lauren S.)

California Math text includes activities for R (review;); H (homework); E (enrichment, extensions)

Kevin Rouse –attended a Differentiation Conference this summer with three other teachers and related that he has been trying out ideas such as focusing on flexible grouping. Kevin uses moveable magnetic name tags to form groups based on readiness and learning styles based on assessments. He is making sure that kids know they all have different strengths .

HOLLY HARRISON, Math Pull-out Enrichment Program

Holly Harrison, who has taught 4th grade for 5years, is teaching the math pull-out enrichment program. Last year it was a pilot program for 4th and 5th grades. It was developed to give high achieving students a chance to work on higher end thinking problems, focusing on the process and working together to solve challenging problems which have multiple ways to solve them. Each grade level used a variety of different criteria to select students: STAR test, district tests; placement test Holly designed; student interest, teacher evaluations; looked at grade level across the board. Holly wanted kids to want to be in program, not because parents want them to be in it. Holly talked to every 4th grade classroom. One concern from last year was what were enrichment students were missing in the class, so Holly has tried to pull students out during math time once a week. During this time, the regular classroom teacher is able to differentiate math activities with the rest of the class. Holly related to the students that they would no be missing “fun” things in classroom since it would be during math time. Holly is sending home letters informing parents when kids were selected; can survey parents about program. 4th grade students continued this year, even though more selection process criteria was considered. . Last year, students were switched at each quarter, but this year, she will work with the same students all year. There is a wait list for the program. In middle school, students can test out of different lessons.

For the enrichment program, Holly has developed the curriculum – pulling from different resources for 4th and 5th grades, focusing on logic, problem solving and real-life problems. The purpose is not to get the “right” answer and the class involves a lot of working together by students and coming up with problem solving strategies – creating equations which are not directly correlated to the curriculum in their home classroom. The goal is to encourage discussion and have students explain their thinking - estimate, make predictions, tell how will you go about solving it.

The program is funded from the parcel tax for 3 years. We are currently in the 2nd year. Last year was a pilot and we have learned from it.

The classroom teacher receives a copy of the enrichment problems. Other students can get the problems if they want it from regular teacher. One of the added benefits from the program is that participants can be “leaders” in helping non-participants discuss the problems or when the regular classroom is doing problem solving activities. The kids are really excited about applying problem solving skills.

Holly works 6 ½ hours during the day, about 2 ½ hours a week for the math pull-out program – 30 minutes for prep time, 90 minutes teaching the class, and teaching in Ann Kwolek-O’Neill’s class while Ann works as the Literacy/Writing Lead Teacher.

Holly has informal conferences with teacher; student folders going home every month and a half or so – need to be able to explain to parents – discussion is a big part of it – how did you solve it, what were you thinking.

There is also a drop in; pull-out remediation math by Mr. Lindsay on a as needed basis; it is flexible and scheduled 4 days a week.

SAFETY

Adriana, Melissa, Edie – access to campus; how we get to school (Coleridge, Hopkins, Embarcadero); parking lot “valets” – moving cars through, buses on the end - is working well; let parents know its for safety; no left turn except buses – sign put up at all schools – Carol working on revising sign to be enforced only during school hours and not allowing buses to turn left.

Chris Chang – PTA liaison with city on traffic issues – Coleridge, Hopkins; need to have a traffic plan for our school – these are the safe places, safe manners to have; constant communication, awareness; need to make it easy for parent to comply. Having Adriana and Laurie out in parking lot has been very helpful.

Access to campus – Melissa and Edie have researched; putting locking mechanism on gates like the one by Candy’s room; punch-in number code (\$60-70 to have combination changed). \$1,000 per gate to put in transom; \$500 for actual lock. Right now relying on custodian and 5th graders to unlock/lock gates. Carol has asked about policy on push button locks versus key locks.

Carol M. reported that many kids are not wearing helmets while on scooters and bikes; parents need to remind kids ; hard to get a traffic cop to come to the school to monitor/cite.

MATH COMMITTEE

Lauren S., Lauren J. – had made up a list of questions; however, Holly answered most of them.

Lauren J. has drafted student survey

5th graders only have met 3 times – perhaps need more time before doing survey;

check with Holly to see if she is doing a kid survey

Jan. 14th meeting – can draft survey – sample questions for the kids

Heidi has already surveyed 5th graders, will do 4th graders; kids wanted it to be anonymous

DIFFERENTIATION – SOCIAL/EMOTIONAL

PROJECT CORNERSTONE – coming to Dec. 4th meeting; much like character ed info. – free, non-profit

STEPS TO RESPECT –Baron Park and Hoover using this program- more curriculum based program – will be presenting to principals and a few teachers – need funding for materials
Want schools to use same program so middle school students will have same

Bond proposal for June ballot – project list for school; can’t spend money from bonds if not on list.

Business Manager from district will come to Dec. meeting to discuss bond project list

No new cost – extends current bond measure.

The meeting was adjourned 5:28 p.m.

Respectfully submitted,

Lucretia Lee

