

SSC/ELAC Meeting  
February 28, 2018

Present: Karin Burger (parent) Jean Yu (parent), Elda Marquez (parent), Amanda Peralta (teacher), Dawn Tull (teacher), Laurie Narro (principal), Jessica Zavala (other staff), Robyn Saito (classified staff)

Meeting called to order at 3:15

WELCOME

Dr. Narro welcomed the parents and staff for coming to the School Site Council meeting.

BUSINESS

1. Review and approve January 10, 2018 minutes.
  - a. \_\_\_\_\_ made the motion to approve the minutes
  - b. \_\_\_\_\_ seconded the motion.
  
2. English Language Advisory Committee (ELAC)
  - a. Dr. Narro gave an overview explanation about the English Language Advisory Committee. An ELAC is needed because we have more than 21 students who are English Language Learners. The ELAC is created to advise on the English Language Development (ELD) program. The members can ask questions, voice concerns, and advocate about the ELD program. The members in the ELAC have to be nominated for parents whose child is an English Language Learner. It was explained the ELAC can be its own standing committee or we can merge the ELAC committee with SSC. SSC must approve to take on the responsibility of ELAC and a member of ELAC must attend the SSC meetings. The elected member must serve for 2 years.
  - b. Mr. Xie nominated Ms. Qian Wang to be a member of the ELAC committee. Ms. Qian Wang accepted the nomination. ELL parents voted on having Ms. Qian Wang be the member on the ELAC committee. ELAC decided to merge with SSC. \_\_\_\_\_ made a motion to accept ELAC's responsibility. \_\_\_\_\_ seconded the motion. Ms. Qian Wang will serve as an ELL representative in the SSC meetings.
  
3. Single Plan for Student Achievement
  - a. California Distinguished School – MHS was nominated. For the model program, MHS is selecting Cognitively Guided Instruction and School Climate. Ms. Peralta shared the CGI is a different approach to teaching. It allows students to explore problems and use manipulatives and collaborate. Students share their thinking with peers before sharing it with the teacher. It allows students to solve a word problem in many different ways. Mrs. Zavala shared that CGI also supports our English Language Learners learning. It helps them listen to their peers as well

as for allowing them to speak. Mrs. Tull shared that CGI gives students independence and they have to own their learning. Students teach each other. Dr. Narro shared that CGI helps build students' confidence. All MHS teachers have gotten trained in CGI and some of our new teachers will be able to observe other teachers. The DI teachers received training in Spanish and also got to visit the DI classes at the UCLA Lab School. MHS teachers were surveyed and they shared the CGI strategies (counting collection, skip counting,) as well as using a variety of tools (whiteboards, unit cubes, actual objects, etc). CGI is an effective strategy for all types of learners. MHS will also start a program for students who need extra support in mathematics. Dr. Narro, Mrs. Zavala, and teachers have identified the students who will be part of the program. Students will be using the program called Dreambox. Dreambox is an online adaptive program. Some teachers are already using the program in the classroom with a small group of students. Some students will use the program before school. CAASPP scores as well as in class assessments identified the students who need additional support. Teachers have been working with students in the classroom and Dreambox is additional tool to support students.

- b. School Culture - Dr. Narro shared that she has been visiting the 5<sup>th</sup> grade classroom to ask students how to improve the school's climate amongst students. Students were asked for suggestions on how to make all students feel included. A Peace Assembly has been scheduled on March 14<sup>th</sup> for 3<sup>rd</sup>-5<sup>th</sup> grade. The assembly will discuss on how to promote peace at MHS. The 5<sup>th</sup> graders are going to plan the Peace Assembly. Ms. Peralta shared that she uses the Second Step curriculum. The curriculum includes videos and also has students act out a scene. Second Step gives lessons and allows for students and teachers to have discussions. Mrs. Tull shared that in 5<sup>th</sup> grade they want students to think about the community. The 5<sup>th</sup> graders have a service project called a The Project of One. Students have to write a proposal on what they are going to do to help the community. Mrs. Zavala shared that several of our teachers are using the yellow TRRFCC tickets to reinforce positive behavior. The yard supervisors also hand out green TRRFCC tickets, which celebrate the whole class. As for safety, we regularly practice our drills. We will be scheduling a soft lockout and hard lockdown drill. We do have videos on our school website that explains the different kinds of drill and what students need to do. Teachers showed the videos to students at the beginning of the school year. All classrooms have lock blocks that allow the teacher to lock the door immediately. All visitors must sign in in the front office and get a visitor's sticker.
- c. English Language Arts – All teachers are using the ne ELA curriculum called Benchmark. Many of our teachers that are doing professional development are doing it around Benchmark. Teachers are looking at all the Benchmark material and seeing what helps the students and

what additional material is needed. The implementation is going well. Two days of the district's professional development was having the Benchmark consultants coming to the school sites and worked with grade levels on how to use the program. On March 12<sup>th</sup>, the teachers will be working with their grade levels on their plan that is all around Benchmark. Some teacher's plans include on how to use Thinking Maps in conjunction with the new curriculum. Other teachers are going to come up with writing prompts to go with one of the units in Benchmark. Others are going to figure out how to streamline the other programs and where they are going to need supplemental materials. Ms. Peralta shared that Benchmark has a lot of resources for reading, writing and math. Dr. Narro shared that there are units in Benchmark that correlates with social studies and science. Ms. Burger asked how would parents know the difference of the new curriculum to the previous curriculum. Ms. Peralta shared that students now have a consumable book where students can annotate. Benchmark also has an online component where students can access the books. Dr. Narro shared that there are 10 different themes and these themes are seen across grade levels. Fifty percent of the text in Benchmark is non-fiction.

4. Open Forum –

- a. A parent asked what support is there for English Language Learners. Dr. Narro shared that Benchmark has an English Language Development component to the curriculum. Also there are two types of ELD programs. The two types of ELD programs are integrated approach and designated time. Teachers work with ELL students and use a separate textbook that is at the student's level and has more visuals. It also has more vocabulary instruction. ELLs are also given the same text as the other students. Dr. Narro stated that Ms. Peralta has sentence strips that help ELLs with their oral and written fluency. Ms. Peralta uses the sentence strips for all students.

Meeting adjourned at 4:10

Respectfully submitted by Karin Burger