



Sela PCS Retreat Minutes

Date: July 20, 2023, 4:30 pm

Location: Sela PCS

Attendance:

<i>Name</i>	<i>Role</i>	<i>Attendance</i>
Deena Fox	Board member and chair	Present
Aster Allen-Patel	Board member	Present
K.J. Bagchi	Board member	Present
Rose Benson	Board member	Present
Heather Capell Bramble	Board member	Present
Chelley Coley	Board member	Present
Rebecca Rubin Damari	Board member	Present
Yair Inspektor	Board member	Present
Bryce Jacobs	Board member	Present
Steve Messner	Board member	Present
Justin Rubin	Board member	Present
Michael Walker	Board member	Present
Josh Bork	Head of school (non-voting)	Present
Ryan Benjamin	Director of operations (non-voting)	Present

Minutes: Rebecca Damari

Timekeeper: Justin Rubin

Agenda (Attached as Appendix A)

The meeting started at 4:45 pm

Academic report

Josh’s summary: recovery is not done, but it is progressing
 Many scores back on track, some exceeding pre-pandemic
 We don’t have current data yet for other schools in DC
 Last year’s PARCC scores may have limited utility since we did not invest energy into preparing for PARCC last year, since OSSE said it didn’t count and we decided to invest energies in remediation instead.
 Discussions in education circles now are recovery expected in 3-5 years. Learning loss can be remedied, but it can’t be erased. We’re trying to mitigate it. We’ve been identifying and filling gaps on an individual student basis.

We've historically struggled more with the upper grades. What strategies do we have to remedy that?

Last year, we started assessing and improving instruction and differentiation.

Planning to do more of that this year.

This year, planning a full review of multitier intervention services. Catch students who are falling behind quicker.

Losing students in upper grades plays a role, especially since many of the students who leave have been high performers

Discussion of whether we have sufficient staff for leadership to coach teachers regularly

What schools should we be comparing ourselves to?

There have been social emotional challenges the last few years, and teachers had to do work in that area in addition to academics

If additional funding could be located, additional school counselor hours would be helpful

Discussion of encouraging more parent engagement. The current staff doesn't have the capacity to engage parents more than they are.

It would be useful for the board to hear from school leadership during the year about strategies that are being implemented.

Math

- We have been showing growth in math achievement, and in the past year in met projected growth (MPG).
- In almost every grade, higher MPG than the previous year. Achievement across most grades is higher, except 3rd, 4th, and 5th. Higher than previous year but not up to pre-pandemic.

Reading

- Several grades' cohorts improved in achievement from last year to this year.

Hebrew

- Compare our proficiency targets to Utah's proficiency targets for 2nd and 5th
- Discussion of ways to improve Hebrew instruction, importance of students having chances to produce language even when the teacher is talking to someone else

Early childhood

- Part of the challenges around literacy and numeracy tracking results is that attendance enforcement is weaker in PreK, and many of the students who are struggling more with literacy and numeracy are less frequent attendees
- CLASS Instructional Support: PD focus on questioning and discussion techniques last year

Board members raised concerns about the gap between our academic goals and our academic reality, and the group discussed the challenges and actions that can be taken.

Special Education Data

Ms. Artis is the new SPED coordinator, and has been making changes to the department to better serve students and protect data and schedules.

New teachers to address instructional hour mandates. A Hebrew-speaking classroom teacher is going to be transitioning into Special Ed.

Looking at compliance data from SY21-22 (just received this spring). (1) Compliance with SPED mandates, (2) student progress

SPED teachers are no longer responsible for creating IEPs

Summer institute will include PD on SPED (what is SPED at Sela? What is your role in supporting SPED students?), and it will be integrated throughout the year

Referral process (RTI), new this year: A meeting every 2 weeks where Mr. Townsend will attend a grade level meeting to hear from the teachers about any concerns

Our SPED model is inclusion-based

Scheduled weekly check-ins with Josh, Mr. Townsend, and Ms. Artis

Restructuring Wednesday PD: one less per month, 1 PD a month will include small groups where SPED teachers and aides will meet separately

Ms. Artis and Katrina have identified students who are in need of intervention, and evaluations will take place in August. She has also identified IEP goals that need to be revamped

Discussion of processes of referral to services, who can refer, what happens next, support given to classroom teachers to support students who may need support but not SPED services

Vote to ratify

Yair moved to ratify the electronic vote on the budget. Aster seconded.

All present voted in favor.

The meeting ended at 7:02 pm