



ROCORI SCHOOL DISTRICT

ROCKVILLE • COLD SPRING • RICHMOND

Respectful, Open and Honest, Compassionate, Optimistic, Ready, Inclusive

Date: 2/9/18

District Committee Norms:

Communicate Effectively <ul style="list-style-type: none"> • Listen for Understanding • Clear and Consistent information going out to each building all staff • Notes and Agendas Timely Posted 	Manage Challenges <ul style="list-style-type: none"> • Be Respectfully Curious • Engage in Problem Solving • Value Differences and Support Committee
Motivate for Optimal Performance <ul style="list-style-type: none"> • Be on Time • Attend Meetings • Engage and buy in to build understanding of decision making 	Collaboration for Success <ul style="list-style-type: none"> • Assume positive Intentions • Help Others Succeed • Support the Purpose of the Committee

Agenda:

Time	Agenda	Action Steps and Meeting Notes
	New Business:	<ol style="list-style-type: none"> 1. Building Data Review <ol style="list-style-type: none"> a. Please Bring a Device b. https://rocorik12mnus-my.sharepoint.com/:x/g/personal/youngblomk_rocori_k12_mn_us/EdMV9Tp78TZDh6fKo3xMKSoBUweLQjm2VTTy9AU3E0FuQw?e=pPyKK6 <p style="text-align: center;">This data is only the students receiving services outside the classroom. This does not include interventions in the classroom.</p> <p style="text-align: center;">EL section percent should come from total number of EL Students not total number of students.</p> <p style="text-align: center;">This system check should trickle down and be used at the building level.</p> <p style="text-align: center;">4th and 5th grade MCA being used as well for Title.</p>

MN Report Card can be used to look at MCA data.

It goes further than just wanting only 20 percent of students receiving services. We should be looking at how many kids need the servicing. Only 20% should need the services.

If RMS is using MCA as the power score to determine student needs than the Elementary needs to be using this as the power score as well.

- c. Groups from same building fill out
https://forms.office.com/Pages/ResponsePage.aspx?id=wUtHl6vgFEOQYakVypWpKStkC60t1M5Pv8SSe2_WrhZUQjhBMTIGOTVBWEIHUEMyWUNPWUpNNzQ1My4u

- d. Share results for whole group

CSE- Our Title numbers are lower than the 20% but there are a higher number not passing MCA. We do triangulate [to quality students].

RI/Ro- Title RI numbers are lower but also servicing St. Peter and Paul. Tier 2 students need to be discussed at SAT meetings. Most SAT referrals are emergency or parent concern. The expectations at SAT meetings are not clear and always changing. Teachers do not know if they need to do several interventions prior to SAT.

We are so happy we received some FAST training. That was very valuable.

		<p>Teachers want to know what they can do in the classroom, but they want to be trained in these interventions.</p> <p>The calendar only has two day that allow for training. Maybe we need to adjust the calendar.</p> <p>Wonders curriculum will help if everyone does it with fidelity.</p> <p>RMS- EL programming across the board needs support. EL and SPED are very high numbers. Math needs more support. Math Corp did not pan out. No one took the position. There is no math skills classes.</p> <p>Referral rates increase in Middle School. Often parent requests to be tested.</p> <p>RHS- Not yet discussed.</p> <p>These conversations should be brought to building collaboration. Discussions should be had at building level bought this data.</p>
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Next Meeting: March 9, 2018

Attendees: Sharon P, Nancy A, k, Kristi S, Suzanne S, Judith S, Kathy V, Mike R, Mark J, Steph R, Britt O, Mary S, Erin T, Jake Z, Patricia A, Jim M, Ambur C, Scott S