

SAP Phase II Meeting 4 Tuesday, March 14, 2023

Meeting Minutes:

Problem We're Solving

How do we make the Rhodes families transition successful?

Data Review

Committee members worked in teams to review data from staff surveys, discovery tours, virtual interactive presentations, etc and used it to reflect and provide challenges/opportunities for the problem we're solving (stated above).

Teams reviewed specific data sets to allow deep conversations and vetting.

Committee wonderings:

- Some members were surprised to find out that Rhodes is a global studies magnet school before TWI was introduced.
- Knowing that almost a 1/3 of the Rhodes families live in the 5th ward

Decision Making Process - PLAN

Committee worked in teams and used the PLAN decision making process for the problem we're solving.

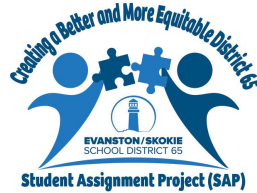
P- Predict what could go wrong

L- List Likely Causes

A- Agree Preventive Actions

N- Note Contingent Actions

Group 1	Group 2	Group 3	Group 4	Group 5
Potential Problem: Lack of communication & not all families getting info not available.	Parents are concerned about lack of communication.	Loss of Identity of the Bessie Rhodes school and program.	A school within the school run a risk of segregation	Can global curriculum be maintained
Assess Threat: H Probability	H Probability M Seriousness	H Probability M Seriousness	H Probability H Seriousness	H Probability M Seriousness



H Seriousness				
Data Set: Discovery Tour - Thought Exchange Winter 2022	Data Set: Discovery Tour	Data Set: Fall 2022 Discovery Tour	Data Set: ABV Data, Winter tour	Data Set: Phase II Fall 2022

Review

Share Out:

Group 1

- Not all families read emails or can attend in person meetings.
- Find many ways to communicate – Text, Phone call, websites (both in spanish & english)
- Record in person meetings.

Group 2

- Parents aren't sure about transitions and lack of transparency.
- D65 should hire someone to discuss programs thoroughly and help families transition
- Hold listening sessions for families and give feedback.
- Explain through multiple forms of communication that rhodes will not be in the basement or the step child

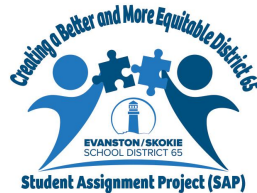
Group 3

- 5th ward mission and identity is strong and may overshadow Rhodes.
- Some identity confusion between Global studies and TWI programs currently exist.
- Outward communication doesn't highlight Rhodes missions. Initiate marketing efforts: parent community walks.
- Triggers: Enrollment drops, morale amongst teachers/parents decrease, faculty turnover.

Group 4

- ABV Data shows that black families are not interested in TWI but we are saying we're going to pick up and drop a TWI school into their local school
- Don't have a school within a school and instead focus on integrating TWI within the 5th ward school
- Evangelize the benefits of the TWI program amongst the black community; tie it to educational benefits and programming
- Find ROCKSTAR administrators (ideally afro latino)
- Will BR programming (like Mandarin or international trips) be viewed as for the "special" students

Group 5



- Know the communication of the curriculum: How will global and TWI integrate between programs?
- Define what Global studies curriculum is and define TWI transition. How to better communicate functions of these programs?
- If magnet not program work, make TWI and gen ed school
- Connect with other school districts with successful global studies programs.

Next Steps

- All preliminary documents will be shared with building leaders and established groups working on the Bessie Rhodes transition
- Committee requested a Problem We're Solving Question before the meeting.
- We will revisit this towards the end of our committee timeline to prioritize

Parking Lot

- Committee requested a Problem We're Solving Question before the meeting.
- Stop making changes to the curriculum / programs and the overall school focus (Rhodes, Global Studies, TWI)
- Transfer students are boxed out of magnet school enrollment, there is a lack of clear description, and SPED is under resourced.
- The district should consider a sliding scale for afterschool care, not right at school or park district.
- What is the districts language access policy? What should it be? How is it communicated?
- What is the racial breakdown of the 5th ward.
- Which wards do K-4 TWI families live in?
- Will TWI stands be moved due to low enrollment?
- Where are the Mandarin teachers going?