

SAP Phase II Meeting 5 Tuesday, March 21, 2023

Meeting Minutes:

Problem We're Solving

What is the best way to engage students, families, and community members in the intentionality of opening the 5th ward school?

Specific Committee Member Questions:

Is census data being considered for future kids in the fifth ward?

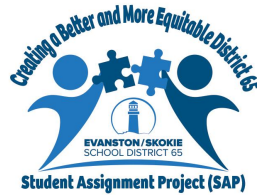
Is the plan to come up with a plan if there aren't enough kids to fill the program?

Are we taking mixed race into consideration?

Asked data questions that will later be in data worksheets.

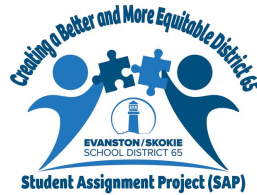
Data Review

Working Group	Data Set
1	Admin and Students
2	Discovery Tour
3	Amplifying Black Voices
4	Virtual Interactive Presentation
5	Projections

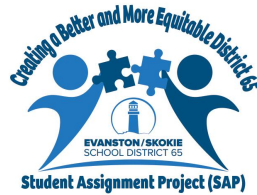


Decision Making Process - PLAN

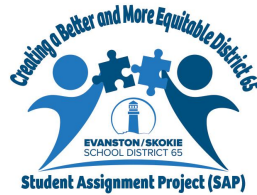
	Group 1	Group 2	Group 3	Group 4	Group 5
Potential Problems	<p>Student voice lost in favor of larger community voice</p>	<p>Not having the data to identify the languages spoken in the household other than English. Impact on program and staffing.</p> <p>Community preference is for STEM and ACC, but there are potentially not enough strands for multiple programs in one school</p> <p>Current TWI parents concerned that issues will not be addressed prior to school opening (curriculum, teachers and staffing)</p> <p>Uncoordinated the start time for multiple programs</p>	<p>Continued lack of trust in district (amplified black voicing)</p>	<p>We'll make a decision based on data, but the data has a low sample size, the respondents don't have a full understanding of the programs, and therefore the data-based decision won't be welcomed by the community. Result: We're going to miss the mark with the families we're trying to impact and, as a result, they won't come.</p>	<p>The unknown about the communities changing demographics</p>



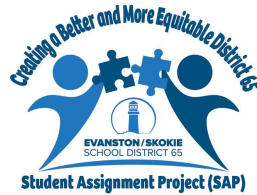
		creates segregation in one school			
Likely Causes	<p>Probability - H Seriousness - M</p> <p>Parents speak louder than students, adults don't listen to the voice of students, their voices are missing</p>	<p>Probability - H Seriousness - H</p> <p>Hard to identify which languages other than English are spoken in the household. Desegregated data request.</p>	<p>Probability - H Seriousness - H</p> <p>Status shows high distress in the district. People from community voice and desires but feedback not included in final decisions. People outside of 5th ward make decisions</p>	<p>Probability - H Seriousness - H</p> <p>Low number of respondents. Data has low sample size. Database decisions won't be welcomed by the committee. No STEAM curriculum but wants most. Native spanish-speaking may prioritize like STEAM & opt out which increases the need of EAL services</p>	<p>Probability - H Seriousness - H</p> <p>Regentrification of 5th ward demographics constantly changing which can impact enrollment.</p>
Agree on Preventive Actions	<p>Create a student ambassador program to elevate student voices and to give them ownership in parts of the process</p>	<p>Desegregate data so we know how to provide appropriate support for students that don't speak English</p> <p>Offer STEM as part of the</p>	<p>Creation of team comprised exclusively of 5th ward families to design, implement, communicate the new 5th ward school - including</p>	<p>Boots on the ground to increase our understanding of what this community wants. Go to the churches. Go to the block parties. Go to the parks. Get out</p>	<p>Transitional Engagement Team to address student, family and community</p> <p>Transitional choices Policies and procedures</p>



	<p>Have students and adults meet to share ideas and priorities</p>	<p>curriculum instead of a stand alone program improve student and teacher resources to increase TWI experience and outcomes - address the attrition moments</p> <p>Have 5th ward school start time at 8:05 - like the current magnet school/middle school schedule</p>	<p>hiring committees</p> <p>Hire Black teachers and administrators</p>	<p>there and have conversations to share information and get accurate feedback.</p> <p>Work with the professor at Northwestern (Brian J. Reiser) to get a STEAM curriculum outline developed, share with the community and see if it's what they envisioned.</p> <p>Do what's above to increase feedback from local families and, if a program outside of TWI is of high interest, incorporate it in the TWI curriculum (ie "STEAM focused TWI")</p>	<p>around future choices Strict deadlines</p>
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<p>Note Contingent Actions</p>	<p>Ask for volunteers & visit school/students.</p>	<p>Do more surveys, caregiver and community meetings</p> <p>Incorporate STEM at multiple times and locations; get community feedback on the idea</p> <p>Use current data and experiences to improve TWI to better manage the TWI pipeline</p> <p>Survey community about how schedule would impact them</p>	<p>Increased community involvement meeting the family where they already congregate.</p>	<p>Engage the students to push their parents to respond to the survey (raffles for students who get their parents to respond, bring home the survey on the students' computer, etc.)</p> <p>Look at the curriculum that's used in High School 219 (Project Lead the Way, which has a Spanish version to the program) and share anecdotes about that program with the community to align on expectations.</p> <p>Ask questions of the TWI-eligible population (in the 5th ward) to stack rank (mutually exclusive) programming</p>	<p>Develop options on if the enrollment is low on how the space will be used (clinic/social services)</p> <p>Develop curriculum that appeal to multiple populations</p>
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<i>Triggers</i>	Disgruntled students	<p>Low participation and knowledge</p> <p>Demonstrated Interest</p> <p>Parents unenroll students around 3rd grade</p> <p>Question: How does start time not contribute to segregation in school?</p>	<p>Decreasing enrollment in 5th ward school, trust level from 5essentials survey</p> <p>Assessing trust level from 5EssentialSurvey</p>	<p>Set minimum response rate targets of survey</p> <p>Ask parents who want STEAM what that means and look at deviations of responses to see if there is alignment on what STEAM is.</p> <p>Feedback from community</p>	<p>That the community will regentrify so much that the school will no longer serve black and brown students</p> <p>School will not be utilized for its potential</p>

Specific committee member questions:

TWI enrollment decline over time is English speakers who are concerned about their student's test scores

Next Steps

No meeting next week!

Parking Lot Questions

- How successful was Create 65 teacher training? Are we thinking about the need for more Black teachers and how to leverage this program if it is successful?
- Is there a playground for the 5th ward school?
- Who is the messenger engaging with the 5th ward families?
- Why can't the 5th wars school be STEAM in Spanish TWI?