

MINUTES

Liberty Point Elementary School Governance Council

Date | time 09/16/2021 | 5:00pm | *Location* Microsoft Teams

SGC Members

Ms. Kathleen Stamper, Principal | Mr. Simmons, Parent | Ms. Chanel Recasner, Parent | Ms. Marissa Ellis, Staff | Ms. Donique Lorick, Teacher | Ms. Sta'Shaun Ashmore, Parent | Officer Stringer, Community Member | Ebony White, Appointed Staff | Ashley Wallace, Appointed Staff | Ms. Rayce Casby-Price, Community Member

To access our meeting [please click here](#)

Time	Item	Owner
5:00 pm	Call to Order <ul style="list-style-type: none">Meeting was called to order	Mr. Simmons
5:02 pm	Action Item: Approve Agenda <ul style="list-style-type: none">Motion to approve by Ms. WallaceSecond on motion by Ms. RecasnerApproved	Mr. Simmons
5:04 pm	Action Item: Approve August Meeting Minutes <ul style="list-style-type: none">Motion to approve by Mrs. LorickSecond on motion by Ms. WallaceApproved	Mr. Simmons
5:05 pm	Discussion Item: Student Achievement- Data Protocol	Mrs. Stamper

What we notice about the reading data?

- Kindergarten remains in Tier 1 & Tier 2. As the grade levels increase, tier 3 increases as well. Phonological awareness is a plus.
- High phonological awareness, low comprehension.
- Vocabulary and comprehension are close within tier 3 instructional needs. More than half of students who took the assessment are in tier 2 & tier 3 instruction.
- 80% of our students present reading deficits.

What does the data tell us? What does data not tell us?

- Data Does not tell us the learning disruption is caused by a global pandemic.
- Other factors that affect learning such as mental health and social anxiety.
- Data tells those students need additional support.
- Data doesn't tell us that in in kindergarten students are scored in a range, therefore cannot be tier 3.
- Data does not tell us domain placement by grade level.

What can be celebrated?

- 21% of students who are tier one in Reading.
- Phonemic awareness red lowering from previous years

What are key conclusions? What recommendations does the team have for addressing the problems of practice?

- Look at curriculum that is used for the various tiers of students.
- Teach reading across the curriculum and begin to focus on fluency and comprehension
- Parent knowledge of each domain to transfer work from home and school.
- Give parents a calendar of activities to work on over the summer.
- Have events that allow parents time to learn. Have stations set up to separate students from parents to allow them to have space to learn alone.

What do we notice about the math data?

- More than half of the students are performing at tier 1 or tier 2.
- Majority of the students at tier 2 were at tier 1 when the pandemic hit.
- Each domain looks very equal as far as success and nonsuccesses.
- Scoring lower than reading data was surprising
- Across the grade levels, more students are scoring at tier 3.
- Not telling us the underlying factors for the scores.
- Not telling us the behaviors of the student as they were taking the assessment that could have impacted the outcome.
- This data does not tell us who rushed vs not rushing.
- Does not tell us the specific domain which proves to be a deficit for the student.

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- This data does not tell us who rushed vs not rushing.
- Does not tell us the specific domain which proves to be a deficit for the student.
- Does not tell us what students were virtual vs face to face

Time	Item	Owner
	What can be celebrated?	
	<ul style="list-style-type: none"> • Over half of the students tested in tier 2 and tier 1. • The first graders who spent the last school year virtually, scored more than half in tier 2. 	
	What are key conclusions? What recommendations does the team have for addressing the problems of practice?	
	<ul style="list-style-type: none"> • Providing teachers with one consistent curriculum to be used for tier 1 math instruction. • Having concrete resources that are consistent. • Provide students with multiple opportunities to master a concept. • Providing consistent professional development for teachers. 	
6:03 pm	Discussion Item: Review Council Training Opportunities	Mr. Simmons
6:05 pm	Discussion Item: Fiscal Responsibility-Charter Dollars- Protocol	Mrs. Stamper
6:35 pm	Discussion Item: Review SGC Website	Mr. Stamper
6:45 pm	Principal's Updates <ul style="list-style-type: none"> • Staffing • Budget- Where are we now? 	Mrs. Stamper
6:55 pm	Discussion Item: Set Next Meeting Agenda	Mr. Simmons
7:00 pm	Action Item: Meeting Adjournment	Mr. Simmons

Meeting Norms

Silence Phones | Come Prepared | Be Respectful of Others' Opinions | Work for the Good of All Students |

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