

FAMU Developmental Research School—School Board Minutes  
Wednesday, October 25, 2012

- The school board meeting was opened at 6:12pm in the guidance office conference room by Terry Watson
- Introductions of those present were made. There were a total of 14 people present. SAC chair was present
- Board member update: Still in process of having board appointed by interim President of FAMU. He has appointed 3 professors from the FAMU College of Education.
- There are 6 additional nominees waiting for approval. A decision will be made by next board meeting. November 15, 2012. As president appoints email information about final decisions of 2012-2013 board members.
- **Dr. Hodge- opened the meeting with a presentation from two faculty members from FAMU**
  - **Shatoya Mitchell, Title I Coordinator**: School wide Title I program that is federal funded; more than 40% of population on free and reduce lunch
  - We had a meeting with parents that discussed:
    - compacts (contract of parent involvement), tutoring programs, and other offers from TITLE I
    - Review 2011-2012 SIP.
    - Review ways to make decision and get involved, SACS, PTA, Family Involvement Committee, School Board
    - 103 RSVP, 31 attended, spaghetti dinner served, free Dancers of Burundi tickets
    - Parents who did not attend were emailed a copy of the information. Presentation is also on school website
    - Survey given at the end. Majority of parents survey said the understood information presented at the meeting.
    - Communication was advertised through, marquee, school news, calling post,
  - SES--We only have funding for 20 students. We can only accept level 1 or 2.
  - Family Involvement committee- Developed workshops through K-12. Ready to submit to DOE Nov. 2.
  - Under Title I compliance we must vote to purchase food under title one funding for parental involvement workshop.
  - Additional item: we have to have a parent resource guide available online or a hard copy found at the office.

- Present information on vaccines and a needs assessment survey. These items need to be added to the policy to stay in compliance with Title 1.
- **Question:** Does this involve parent education? **Answer:** Yes, we offer info about our homeless act, math, reading, and science.
  - **For example:** Principal parent breakfast where the principal sits with parents from each grade level and discuss the students' progress for that grade. Then to jump-start workshops to show parents how to improve weak areas.
- **Question:** How many students are left of from the free tutoring service? **Answer:** Level one and Level two are the majority of our school. There are 32 students who are on the waiting list. 954 dollars per student to be involved in the tutoring program. We need 30,000 more dollars.
- **Question:** Describe the tutor process. **Answer:** It depends on the vendor. Tutoring in Reading and Math. Track student progress of those involved and submit to DOE. Can provide School Board with info at end of school year.
- We need to check for grant writing assistance to supplement the money that we do not have.
- Check for Dr. Green Powell to Teach a parent involvement workshop.
- **Renee Jerry** introduced herself and described the duties of the **McKinney-Vento Homeless Liaison**
  - September 23, 2011 adopted policy, need policy to be reviewed for the 2012-2013 school year.
  - **Question:** How many MK students are there? **Answer:** 3, it's a fluid number
  - **Question:** Have we identified everyone? **Answer:** Difficult to do, state of FL had 58,000 identified homeless or unaccompanied youth. Jerry described what is considered unaccompanied youth
  - **Question:** How do they contact you? Do they contact you directly? **Answer:** Yes or teacher, have posters with contact information and flyers; Teachers have information about the McKinney-Vento Homeless Education Act.
  - **Question:** Is there a secured location like a drop box for students to submit name? **Answer:** No, but great idea that DRS will implement and put in each building, with only McKinney-Vento Liaison having a key. Simply **label it suggestion box so students won't be embarrassed.**
  - Dr. Green Powell talked about DOE homeless liaison discussing McKinney-Vento Homeless Act with College of Education, Ed. Leadership students

- **Dr. Hodge—School Improvement Plan**
  - Presented SAC started in August. SIP in its entirety presented. Board looked at following areas:
- **Reading Goals:** increase reading proficiency to 52% from 42%; talked about barriers (change in FCAT cut scores; lack of academic coaching for all grade levels) and how to overcome barriers (PD rigor and text complexity; coaches in each building) ongoing process of looking at data to see progress making.
  - No students with alternative assessment with special diploma
  - Attendees read through reading goals and asked questions: Dr. Powell asked about a % increase. Watson asked about the strategy section. Dr. Hodge explained strategy of using differentiated instruction and Rti process.
- **Monitoring:** Teachers are responsible for monitoring student progress, academic coaches put in in pie chart on student data for each class, admin looks at data and devises a plan to help sub groups not making adequate progress. Dr. Fontaine reading students assist with sub groups and volunteers (Ed Advocates)
- **Interim associate dean:** want to pull in more of secondary volunteers, working with COE to match up with some of the middle school students at DRS Dr. Patricia Yellman will be contacted.
- **Exceptional Student Education (ESE):** Have to have certain number of ESE students to include in SIP, have 11 with either Specific Learning Disabilities (SLD) or Speech and Language Impairment (SLP). 1<sup>st</sup> year id ESE students on SIP, always id Title I students in SIP
- **Question** about resources. **Answer:** If don't have computer at home, extended library hours to complete homework for example
- **Professional Development:** aligned with goals: how to look at data, create data driven instruction, analyzing data, NGCARPD (content area teachers are taught how to teach reading strategies)
  - Dr. Green-Powell asked about how they can help. She stated that she would talk to 2 professors in COE about Common Core writing strategies. Dr. Henderson has PD committee that will talk about CCSS.
- Use of Pearson Successmaker software provides additional help in reading/math. Purchased it for \$23,000. 3,000 NGCARPD, bought books about Teacher Evaluation to do book study (\$3000)

- **Math Goal:** Watson had question about % goals for math. Discussed % passed in 3<sup>rd</sup>-5<sup>th</sup> grade. 4<sup>th</sup> didn't do well pulled down numbers. Have new 4<sup>th</sup> grade staff working with specifically on math scores.
- **Board member suggestion** made to include raw numbers in % area (i.e. need 5 students to increase or do better to meet goal)
- **Question** about 4<sup>th</sup> grade FCAT scores. **Answer:** Problem in 4<sup>th</sup> grade was identified and corrected, however, scores still fell.
  - Uwambi asked was students are problem when in 3<sup>rd</sup> grade. No, lack or poor instruction. Teachers no longer here.
  - Maybe tutor 5th grade. Currently receiving extra support, Renee Jerry goes into 5th grade classes and provides support.
- Dr. Hodge discussed those that scored 4s and 5s.
- **Board suggestion:** Someone would like to look at curriculum to see if they can fill in gaps.
  - Campbell discussed how she uses go math to differentiate instruction to help assist the students be successful. Its rigorous.
  - **Question:** Is differentiated instruction (DI) only for level 4 and 5?  
**Answer:** Stated that way because tend to teach to avg but not push higher students. Hodge will add DI to low and average performing students as well.
- Looked at subgroups within math area, higher % easier to increase math because reading often plays into native and second language.
- All ESE students except 1 made learning gains. **Question:** What are you doing for the 1 didn't pass? **Answer:** Look at IEP and adjust goals and objectives. Review IEP annually, however, a parent can request at any time to revisit IEP and adjust goals.
- Providing access to online testing, retest online, using kindle to help students get used to seeing information on screen.
- Thought of increasing fee from 250-350 that would allow the purchase of a kindle. If kindle is returned at end of the year parent get 50 back. 50 servers as deposit. If not, have 100 to repurchase.
  - Can write a grant that provides a class set that you would have to share. Uwambi Computer glitches during FCAT, some software has auto updates and looks like kids going on another site and kicks them out. Now have software called DEEP FREEZE that won't allow kids to

download and save info on computers. DEEP FREEZE allows computer to go back to original state once shut down so there won't be any glitches when the take FCAT.

- Teachers did have several opportunities (3-4) to review and have input on SIP prior to it being presented to SAC and School Board.
- SAC would like to see what will grade be with projected % listed in SIP. SAC was given scores and DRS administration calculations in July. DOE has not released information as of yet. Mrs. Lane sent out info to everyone on SAC committee. Uwambi requested to have it re-send.
  - **Question**-Uwambi: How many middle school students? Doing to help student achievement? **Answer**-Dr. Hodge: @ 132students. Not everyone took this test, some took Algebra EOC so numbers are actually lower.
    - More rigorous math
    - Math coach
    - Dean students in each building
    - Middle school is one building
    - New math teacher
    - Have specific middle school team that only teaches middle school
    - ALEKS computer based tutorial
    - Put 6-8<sup>th</sup> grade was assessed on computer weren't prepared to take on computer.
- **Watson proposed:** table high school until next mtg. Board will review on their own to make process faster. Add numbers with percentages.
- **Board member suggestion:** Put raw numbers, if 20% = 40 students it needs to be stated and then we need to look how help all of them. We are making gains, not ignoring kids that don't make level 3 or 4 working with everyone. Explained incremental gains in a school year.
- Uwambi went to page 4. **Question:** Why does it say that 2 teachers are out of field? **Answer**-Dr. Hodge: Made adjustments and teachers have either taken certification or are working in an area of professional certification now. **Question:** Can you hire a new math teacher, how can they teach high if didn't do well in middle. **Answer:** His strength is high school math, has a coach, content area math skill, professional development, and certification. By state law, must follow certain guidelines include notice and a year to progress.
- Discussed what non-highly qualified teachers under NCLB.
- Mitchell discussed PTA fundraiser on Saturday.

- **Board member comments:** Generally, all members and attendees stated that they were dedicated to supporting the school and doing what is necessary to achieve an “A”.
  - Dr. Green-Powell, commented on teacher training and student support. SIP has realistic goals and is more familiar with student body. Trust judgment of Dr. Hodge with % suggestions. In a utopia, we would have best scores, think creatively on how to support demographic population with in-kind prospective to help our students be at their best and successful in an organized fashion. Dr. Powell is supportive of DRS.
  - Watson comment: All of stake holders know that we are working collaboratively to help students be successful so they can buy into supporting DRS.
  
- Watson closed out meeting at 8:05