AGENDA / Notes Morey Collaborative School Committee October 15, 2014

- I. Welcome In attendance: Shana, Noah, Bart, Jennifer, Andy, Denise, Brooke, Annika
- II. Review by-laws and member terms
 - a. Reviewing having student reps. Shana reports that students wrote essays, CSC voted, and had 2 students come. Getting one HGT and one HS
 - b. Need a classified staff member
 - c. Business or community member talked about a parent who is a business owner.
 - d. Must be posted to website, meeting minutes and meeting notices

III. Mission Statement

- a. Looking at current mission statement vague, hard to find, needs to be looked at and revamped.
- b. Should embody or embrace our diverse student population.
- c. Can we tie in the mission statement to the crest that staff voted on.

IV. Examine UIP data

- a. Observations:
 - i. Pages 12/13 Following the trends following the students per year, when the students were here for three years there is a downward trend, however, students who were here for 2 years have made growth. It appears as though we are on an upslope.
 - ii. By gender not really a disparity, but there is with kids that are HGT and non-HGT in regards to proficiency. Between FRL and Non-FRL is another large gap.
 - iii. Looking at who left it was the students who were performing well.

 Once again looking at how do we target students on different tracks, and motivate students who are at such different learning levels in the same class.
 - iv. Also a huge disparity between minority and non-minority. We can't address this equitably.
- b. Ideas on how to combat this:
 - i. The three track plan doesn't work lack of community.
 - ii. One idea is to combine the old HS and HGT and then have traditional with much lower class sizes. It would also allow for students that are

- interested in taking "honors" type classes would be allowed to they wouldn't have to test in. One thing to consider with this model is that the HS/HGT classes would then have class sizes at 35, which is difficult to manage.
- iii. You will end up with a large minority in the traditional track, and it will look like we are tracking and segregating students.
- iv. Work in honor type exploratory arts programs. Would follow the CTE track that is currently being constructed.
- v. Questions brought up regarding how to make targets if the data between the two tests don't align. (TCAP vs PARCC)
- vi. Grading the interims has brought up that we need intentional planning.
- vii. How can we push kids forward if they aren't being provided with the rigor?
- c. What are two performance challenges suggested by the data?
 - i. We are not meeting the needs of our FRL students.
 - ii. We are not meeting the needs of SPED (Special Education)
 - iii. The gap between HGT and non-HGT

V. Principal Report

- a. State of the school took place Noah reports it went well, had to tell parents that we are Orange, but parents still are positive about the direction the school is going. Parents would like a monthly social event, getting parents more involved in the community of Morey. Reports from last year is that the school wasn't welcoming to them or their thoughts and comments. Things like teachers and principal don't return emails or phone calls. The overall feeling is that they just weren't being heard. Noah is developing plans to increase parent involvement through more "state of the school" meetings, surveys, and social gatherings. Low key events like family friendly movies with no additional motives, just getting them to come in and invite parents and their families to get on campus for fun. Get student buy-in, have student council plan and advertise etc. Possibility to partner with a community resource like the zoo or a museum to come in after school and host a fun night. Teachers can volunteer, but it should be more of a community gathering, not a school function.
- b. How do we merge Friends of Morey and PTO?
- VI. Public Comment Each person will be given three minutes to address the committee.
- VII. Other Items
- VIII. Next meeting, Wed., November 19, 2014