

## DAC Meeting Minutes November 16, 2011

**DAC Attendance...** Stacie Voskuil, Jim Sirks, Ben Laser, Jane Haudek, Nicole Malseed, Dirk VanDiver, Kylee Younce, Dottie Dilsaver, Don Jackson, Deb Emmons, Monica Crandall, Aimee Boyer, Rick McKire, Linda Stone, Tom Faber, Emily Morales, Erin Bays, Michelle Herzing, Anna Brandes, Tim Everett, Scott Hall, Jerry Mueller, Brayden Bennett, and Ed terSteege.

The meeting began at 12:20. The October 19, 2011, meeting minutes were acknowledged as presented. It was reported that the DAC meeting minutes are being posted on the District Website so community members may track the committee' progress and be aware of any recommendations that the committee may make to the Board of Education for adoption consideration.

Jerry Mueller, Director of Curriculum, Assessment, and Staff Development, presented information about Michigan's system of school accreditation (Education Yes!) and how it included components for student achievement (MEAP testing), measuring both status and change, and a measurement of Indicators of School Performance (see attached). The forty indicators represent an assessment of the school's strengths and challenges in the area of student achievement and of the system processes and protocols of practice that are in place to support student academic achievement.

One of the five strands recognized in the Performance Indicators includes school and community relations. Attached is the two page worksheet, which requires documented responses annually regarding how each school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning. Each DAC building team is completing the parent and family involvement worksheet and at the January 18, 2012, DAC meeting will present their findings. The thinking is that sharing ideas will determine the many things currently being done and may generate additional ideas for future consideration.

During the last part of the meeting the DAC members shared the data they had collected regarding student, parent and teacher perceptions about "what good parent/family involvement looks like." Attached are the findings.

The meeting adjourned at 2:30. Please note the next meeting is **Wednesday, January 18**, at the CACC.

Respectfully Submitted,

Ed terSteege - Recording Secretary

DAC Meeting Agenda  
January 18, 2012  
CACC - 475 East Roosevelt

- Working Lunch...12:00 to 12:20
- Reflection on the November 16, Meeting
- Building Reports Regarding Parent/Family Involvement Data Collected
  - ✓ Benchmark A: Communication
    - Methods
    - Diversity
  - ✓ Benchmark B: Engagement
    - Volunteering
    - Extended Learning Opportunities
    - Decision-Making
- Review Student, Parent and Teacher Perception Data
- Compare Perception Data to Building Data Regarding Parent/Family Involvement
- Amend Building Plans and Present New Ideas Regarding Parent/Family Involvement
- Cross-Reference Each Building Plan Regarding Education Yes! Benchmarks A and B

- ✓ Identify Similarities and Differences
- ✓ Rectify Differences
- ✓ Start Developing Recommendations for Board
  - What Do We Want To Do?
  - How Will We Do It?
  - What Will It Potentially Cost?

➤ Closure...

- ✓ February Meeting - What to do?
- ✓ Next Steps
- ✓ Personal preparation for the next meeting

➤ Adjourn

**District Commitment...To ensure all students are successful learners and become outstanding citizens.**

## Performance Indicators for Education YES!

# School Improvement Framework STRANDS

I: TEACHING FOR LEARNING (11)	II: LEADERSHIP (10)	III: PERSONNEL & PROFESSIONAL LEARNING (7)	IV: SCHOOL & COMMUNITY RELATIONS (5)	V: DATA & INFORMATION MANAGEMENT (7)
<b>ST 1: CURRICULUM</b>	<b>ST 1: INSTRUCTIONAL LEADERSHIP</b>	<b>ST 1: PERSONNEL QUALIFICATIONS</b>	<b>ST 1: PARENT/FAMILY INVOLVEMENT</b>	<b>ST 1: DATA MANAGEMENT</b>
<i>BE A: Aligned, Reviewed and Monitored</i>	<i>BE A: Educational Program</i>	<i>BE A: Requirements</i>	<i>BE A: Communication</i>	<i>BE A: Data Generation, Identification, and Collection</i>
KC 1: Curriculum Document <b>KC 2: Standards Alignment</b> KC 3: Articulated Design KC 4: Curriculum Review KC 5: Inclusive	<b>KC 1: Knowledge of Curriculum, Instruction, and Assessment</b> KC 2: Knowledge & Use of Data KC 3: Technology KC 4: Knowledge of Student Development & Learning <b>KC 5: Knowledge of Adult Learning</b> KC 6: Change Agent <b>KC 7: Focus on Student Results</b>	KC 1: Certification/Requirements KC 2: NCLB (Highly Qualified)	KC 1: Methods <b>KC 2: Diversity</b>	KC 1: Purpose <b>KC 2: Systematic</b> KC 3: Multiple Types <b>KC 4: Multiple Sources</b> KC 5: Technical Quality
<i>BE B: Communicated</i>	<i>BE B: Instructional Support</i>	<i>BE B: Skills, Knowledge &amp; Dispositions</i>	<i>BE B: Engagement</i>	<i>BE B: Data Accessibility</i>
KC 1: Staff KC 2: Students KC 3: Parents	KC 1: Monitoring KC 2: Coaching & Facilitating KC 3: Evaluation <b>KC 4: Clear Expectations</b> KC 5: Collaboration & Communication	KC 1: Content Knowledge KC 2: Communication KC 3: School/Classroom Management KC 4: Collaboration KC 5: Student-Centered KC 6: Technology	KC 1: Volunteering <b>KC 2: Extended Learning Opportunities</b> <b>KC 3: Decision-Making</b>	KC 1: Retrievable KC 2: Security <i>BE C: Data Support</i> KC 1: Process KC 2: Tools
<b>ST 2: INSTRUCTION</b>	<b>ST 2: SHARED LEADERSHIP</b>	<b>ST 2: PROFESSIONAL LEARNING</b>	<b>ST 2: COMMUNITY INVOLVEMENT</b>	<b>ST 2: INFORMATION MANAGEMENT</b>
<i>BE A: Planning</i>	<i>BE A: School Culture &amp; Climate</i>	<i>BE A: Collaboration</i>	<i>BE A: Communication</i>	<i>BE A: Analysis &amp; Interpretation</i>
KC 1: Content Appropriateness KC 2: Developmental Appropriateness KC 3: Reflection and Refinement	KC 1: Safe and Orderly KC 2: Learning Focused KC 3: Inclusive & Equitable <b>KC 4: Collaborative Inquiry</b> <b>KC 5: Data-Driven Culture</b> <b>KC 6: Collaborative Decision-Making Process</b>	<b>KC 1: Staff Participates in Learning Teams</b> KC 2: Staff Collaboratively Analyze Student Work	KC 1: Methods <b>KC 2: Diversity</b>	KC 1: Analysis <b>KC 2: Dialogue about Meaning</b>
<i>BE B: Delivery</i>	<i>BE B: Continuous Improvement</i>	<i>BE B: Content &amp; Pedagogy</i>	<i>BE B: Engagement</i>	<i>BE B: Applications</i>
KC 1: Delivered Curriculum KC 2: Best Practice KC 3: Student Engagement	KC 1: Shared Vision & Mission KC 2: Results-Focused Plan KC 3: Implemented KC 4: Monitored	KC 1: Uses Best-Practices KC 2: Applies Curriculum Content KC 3: Induction/Mentoring/Coaching	KC 1: Business Community KC 2: Educational Institutions <b>KC 3: Community Agencies</b> KC 4: Collaboration	KC 1: Dissemination KC 2: Data-Driven Decision Making
<b>ST 3: ASSESSMENT</b>	<b>ST 3: OPERATIONAL &amp; RESOURCE MANAGEMENT</b>	<i>BE C: Alignment</i>		
<i>BE A: Aligned to Curriculum &amp; Instruction</i>	<i>BE A: Resource Allocation</i>	KC 1: Aligned KC 2: Job-embedded KC 3: Results-driven		
KC 1: Alignment/Content Validity KC 2: Consistency/Reliability KC 3: Multiple Measures	KC 1: Human Resources KC 2: Fiscal KC 3: Equipment and Materials <b>KC 4: Time</b> KC 5: Space			
<i>BE B: Data Reporting &amp; Use</i>	<i>BE B: Operational Management</i>			
KC 1: Reporting KC 2: Informs Curriculum and Instruction KC 3: Meets Student Needs	KC 1: State and Federal KC 2: District KC 3: School			

## Key

ST: Standard

BE: Benchmark

KC: Key Characteristic

**Highlighted KC is Performance Indicator for EdYES!**

## Strand IV - School and Community Relations

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

### Standard 1 - Parent/Family Involvement

Schools actively and continuously involve parents and families in student learning and other school activities.

#### Key Characteristics

##### Benchmark A: Communication

School/parent/family communications are two-way, ongoing and meaningful.

IV.1.A.1 Methods: The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

IV.1.A.2 Diversity: The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

**Benchmark B: Engagement**

Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

IV.1.B.1 Volunteering: The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school utilizes volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

IV.1.B.3 Decision-Making: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

## "WHAT DOES GOOD PARENT AND FAMILY INVOLVEMENT LOOK LIKE?"

### STUDENT INPUT...

- Keep closer look on grades/ask about school
- Parent teacher conferences
- Go to conferences/talk to teachers
- Helping with work/assignments
- Parents keeping up with grades
- Check homework
- Help study
- Suggest study habits
- Fundraising and volunteering
- Advertising at sporting events
- Support and attend extra curriculars
- Financial support
- Transportation
- Talk about online classes/career choices
- Choose schedule with parent and student
- Parents helping students select courses
- Scholarships for colleges
- College preparation
- Stay interested in child's life
- Keep a good relationship/open communication
- Help teachers
- Help students with studying
- Help in classroom/field trips

### Summarizing:

- Study/help with academics...Transforms to advice as they move into upper grades.
- Extra - curricular, interest in child's life and activities.
- Communication with school about grades.

## **PARENT INPUT...**

Parents want to be good consumers of their child's education. The focus for us as a school district is to clearly communicate (marketing) to parents all of the educational services, programs, policies and procedures and support/intervention available to them to support their student's academic success in both our K-12 and post secondary systems. They need to know how to access these programs and services as well as the key contacts. Parents want to be involved in this most critical phase of their children's lives and it is our role to provide meaningful ways for them to do so.

### **Action:**

- Attending conferences
- Going to school events
- Attending school activities
- Volunteering in classrooms
- Volunteering in school, fundraisers
- More activities that involve parents
- Help with homework
- Checking agenda

### **Relationships:**

- Social time parents/teachers
- Knowing your kids
- Giving your time at school
- Get to know teacher
- Knowing other parents
- Knowing what child is learning
- Communication: email, phone, Facebook
- Contacting teachers
- Timely responses

## **TEACHER INPUT...**

**Ways that parents may become involved to positively impact academic programming and the success of their students...**

### **Communication with School:**

- Open communication
- Communicating with teachers
- Informing teacher of changes at home
- Asking questions
- Expressing concerns
- Having a relationship between parent/school
- Keep the school informed of extraordinary circumstances.

### **Supporting the Student At Home with Homework, Behavior, and Expectations:**

- Make school a priority
- Hold child accountable
- Being aware of what child is learning
- Support at home with studying
- Helping with homework
- Supporting appropriate behavior and expectations
- Reinforcement at home
- Consistency/follow through at home with behavior, support, academics
- Reading what you sign
- Checking folders nightly
- Attending conferences/open house /celebration ceremonies/family nights/parent University
- Respecting school Officials and their decisions
- Check Moodle daily for upcoming assignment and projects (check for their homework and follow through).
- Check Zangle grade book daily.
- Fact check your student claims about school.

- Be a positive role model (academic, behavioral). Consistently communicate with your student about their progress and the importance of education (talk to them about their day).
- Create an environment at home that is conducive to doing homework.
- Assure that your child is in school every day and is on time (no in school appointments and track daily attendance patterns).
- Hold student accountable for time spent on laptop.
- Withhold privileges from students if they're failing or doing poorly (driving, sports, cell phone, etc.). Reward good grades and performance.

#### **Attending Conferences:**

- Encouraging extra curriculans
- Attend school board meetings
- Attending conferences and other events
- Active communication per email/student planner
- Attend conferences as an active participant
- Volunteer in room to work with individual groups/kids

#### **Volunteering:**

- Volunteering at school
- Volunteering for committees
- Volunteering for parties/extra help with activities/"busy work"/academic support
- Build init. - popcorn sales/penny wars/canned food drives/Salvation Army/PTO/PAC/Limo rides - fundraisers airways
- Teacher assistants - book orders/box tops/reading month activities/classroom parties