

## Summitt Elementary CAC Meeting

November 30, 2020 APPROVED

### **ATTENDANCE**

Member Attendance  
(See attached list)

### **PROCEEDINGS**

Preliminaries

Jennifer Ballow called the meeting to order at 3:49 pm via Zoom conference rooms.

There were no citizen communications to report.

The October meeting minutes were approved.

The required training video summary for November was sent to members via email prior to the meeting. The video included *Record Keeping and Meeting Process*. Committee members verbally agreed that they received the summary and had no questions about the document.

### **Community and Business Representative Introductions**

Introductions were made for the new Community and Business representatives, Katherine Akinc and Stacy Avery. Stacy Avery was a classroom teacher for many years and will be retiring soon from the Texas Education Agency. She wanted to find volunteer activities related to schools that she can perform in her retirement.

Katherine Akinc is a trust and state attorney and mother to two children that will be attending Summitt next year. Her law firm is also an Eagle sponsor.

Ms. Avery was found through an ad placed on the Nextdoor app; Katherine was found by phone solicitation after viewing her Eagle sponsor advertisement on the Summitt e-newsletter.

### **CAC Advertising Solutions to the Community**

The CAC discussed ways to advertise the meetings throughout the community, at least one week ahead of time, as required by law. It was suggested to put the agenda and approved minutes on the PTA website, Summitt website under the CAC tab (not updated since 2017), as well as a 'Save the Date' mention on the Tallon Talk weekly newsletter from Mrs. Greco that goes to 860 people. This could be a way to solicit 'citizen communication and input' at future meetings.

Katherine A. suggested posting the info on the Summitt website as well as the e-newsletters because emails can be easily lost and/or disregarded. Sarah R. also recommended posting the agenda and

minutes on a bulletin board in the great hall so that there are more access points for the information, especially for people that are computer-shy.

The final plan suggested was to post the upcoming CAC meeting dates for the year, upcoming agenda and approved minutes from the previous meeting on the PTA website then link that information to the Tallon Talk newsletter and Summitt website. A link would be placed for Citizen Communications; when clicked, a Google form would be generated where people can sign up ahead of time and the form would automatically be sent to the CAC parent officer's email address.

Thuy suggested checking with the district to get a general citizen communication form that is used for other meetings.

### **October Minutes Approval**

Alison B. asked to approve the minutes from the October meeting; Thuy sent the first vote to approve and the rest of the CAC follow suit soon after.

### **Principal's Report**

Principal Greco shared the principal's report for the month. Highlights include:

1. 1<sup>st</sup> through 5<sup>th</sup> grade students just completed Mapgrowth (I-station replacement) assessments to test reading and math fluency. These tests are grade independent and not equivalent; in other words, the tests are designed to meet students where they are and not necessarily where they should be.
2. The tests generate a RIT (Ready to Inform) Teaching score which is great information for teachers to use to track year-to-year progress and show students' comparative growth over time. Teachers also use the information to create small groups of students in order to differentiate instruction more specifically. This is part of a data-driven instruction model that Ms. Greco is trying to implement at Summitt.
3. Right now teachers are learning how to use Mapgrowth in a virtual and face-to-face environment. Mapgrowth scores provide 'one piece of data' that can be compared to other aspects seen in students in the classroom and elsewhere.
4. Mrs. Greco showed 1<sup>st</sup> grade 'at a glance' Mapgrowth math scores to demonstrate what reports look like. Summitt 1<sup>st</sup> graders scored 57 % in math overall.
5. June had a question about Dyslexia – does the Mapgrowth assessment test for it? If issues are found, does a teacher contact the parent or vice versa? Mrs. Greco responded and thought a teacher or classroom interventionist would contact the parent. The parent could then request HB3 assistance for dyslexia early intervention services and identification. Mrs. Greco also

mentioned that it can get tricky to pinpoint dyslexia in younger grades because it can be easily confused with emergent reading skills.

6. Thuy noticed that the RIT score is very high on the shared Mapgrowth report. She wondered if parents had a influence on the test taken at home during the pandemic. June then commented that her son is learning better at home than in the classroom; she thinks he is more engaged and works faster. His test anxiety is lessened at home versus at school. Sarah R. mentioned that her daughter tried to ask her for help when she took the test at home so it could certainly be possible that parents are positively influencing and shifting the scores.
7. Thuy wanted to know if data would be compared to other schools in the Anderson Vertical Team; Ariel said she would look into that and thought the District would send a comparison report.
8. Mrs. Greco then wanted to solicit feedback and get input on the in-person and virtual learning model. Should it be kept the same and have every teacher continue teaching with both options? Or should we switch to having one teacher just do virtual instruction and another just do face-to-face instruction?
  - a. Jennifer B. mentioned that consistency is very important – she recommended sticking with the same teacher regardless of virtual or in-person instruction. June mentioned that bonding with the teacher is very important for students.
  - b. A question was also raised about Afterschool Care – it would be available for face-to-face students. Thuy also mentioned that the after school program would resume in January.
  - c. Keli A. offered a thorough comment about the blended learning model and how it is affecting her children. She said she thought teachers seemed frustrated with doing both virtual and in-person instruction at the same time. She thought it was too much and was reflected in school day. Kids were impacted and there was an extra learning curve with both that included a lot of interruption and technical issues. She thought all of these things were negatively impacting her children’s education and what they are learning. Overall, she thought teachers should pick either virtual or in person instruction, but not be expected to teach both simultaneously.
  - d. Sarah R. thought virtual instruction would have a negative effect on dual language instruction and was not sure how that could work effectively.
  - e. Ariel asked Mr. Jones for special areas input; he thought it would be helpful to get rid of the attendance requirement and somehow streamline the process so that it does not take away from class instruction time. In addition, virtual classes would be bigger – 30 students vs. 15 students in real classrooms. He thought teachers are really struggling to do both and don’t really like the blended model.

- f. Thuy mentioned that she thought teachers were frustrated doing both virtual and face-to-face teaching and it was a big challenge for them. She thought it was a great idea to choose to do either face-to-face instruction or virtual. She thought face-to-face was better for dual language and students with disabilities but thought there might be a problem getting teachers that are willing to teach face-to-face during the pandemic.
- g. Stacy A. mentioned that bonding with the teacher is very important – how will it impact special education students? It might throw them off. Teachers have reported to their superintendents that they are ‘April tired’ and it is only November. She worries about teacher burnout and turnover and how this is a huge amount of stress on both teachers and students.
- h. Jenny P. mentioned that concurrent teaching is incredibly exhausting and that virtual teaching is very difficult. The multi-tasking that is required is a lot and the larger class sizes in virtual instruction is also challenging. She thinks there should be ways to do one or the other but not both.
- i. Mrs. Greco mentioned the possibility of sacrificing social distancing guidelines if moved to in-person instruction. Would people be ok with being 3 feet apart vs. 6 feet apart? There are many pieces to consider. Right now she is looking at this on a teacher by teacher basis and at each grade level individually. She also does not want to disrupt relationships and would like to adopt this teaching model without moving homerooms.

### **PTA Update**

Sarah R. presented the PTA highlights for the past month:

1. There is no Eaglefest this year for the Fall fundraiser. Instead, “We love Summitt” yard signs are being sold in both English and Vietnamese on the Summitt website.
2. The next PTA meeting will be held on Monday, November 7<sup>th</sup> at 6 pm. More PTA members are needed! Sarah wanted ideas on how to let parents know that membership does not mean volunteering.
3. The next family night out is BOABA night, scheduled for December 18<sup>th</sup> at Boaba tea lounge.

### **Adjournment**

The meeting was adjourned at 4:57 pm.