



St. Michael – Albertville Independent School District 885

Excellence is Our Tradition

DAC Meeting Minutes January 28, 2019

Attendance:

Community Members: T. Beack, T. Gammell, N. Harber-Welle, A. Ranweiler, K. Tallagario

STMA Staff Members: S. Griffin, N. Harber-Welle, T. Johnson, K. Lewis, E. Myhrer, L. Perbix

Meeting called to order at 7:00 p.m.

- I. Member introductions.
- II. The following meeting norms were reviewed.
 - Meetings will start promptly at 7:00 p.m. and end no later than 8:15.
 - Discussion is centered on agenda items not personalities.
 - Meetings are a time to learn about STMA curriculum, assessments, and state and federal mandates.
 - Meetings are a time to exchange ideas and to hear input from the community.
 - If a concern is of a personal nature or about something that may not pertain to the entire group, a phone call prior to or after the meeting to the Director of Teaching & Learning (Teri Johnson, 763-497-6531) would be appropriate.
- III. Natalie Harber-Welle, Title I instructor at St. Michael Elementary, and Kelsie Lewis, Title I instructor at Fieldstone Elementary, presented a report on the district's Federal Title I programming. Title I funds are distributed to local school district's based on the percentage of students on Free and Reduced Priced Lunch, and they are meant to supplement district funds to provide intervention services for students performing below grade level in either reading or math. The STMA school district has chosen to use their Title I fund allocations to supplement intervention programming in grades

1-4. Based on distribution laws, the district offers Title I programming at Fieldstone Elementary, St. Michael Elementary, and St. Michael Catholic School.

Approximately 100 students across the three sites receive intervention programming from a Title I funded instructor. The area of services for each site are based on school assessment data. St. Michael Elementary and St. Michael Catholic School provide reading intervention whereas Fieldstone Elementary offers math intervention. Student meet in groups of 1 to 5 students for 20 minutes three to five days a week to receive appropriate skill instruction for their specific reading or math level. Assessment is ongoing which makes the programming fluid and adaptive to student's needs. Based upon assessment results, students can enter or exit Title I programming throughout the school year.

- IV. Sharon Griffin, English Learner (EL) instructor for students in grades K-4, Erin Myhrer, middle school EL instructor, and Lisa Perbix, high school EL instructor, presented a report on the district's English Learner programming and corresponding Federal Title III funding. The STMA EL programming supports the education of students whose first language is not English. The goal of this programming is to assist students in developing the academic English necessary to succeed in the classroom. The EL licensed teachers provide direct English language instruction to identified students in the domains of speaking, listening, reading, and writing, as well as provide consultation support to classroom teachers, support staff, parents, and students based on each student's English language learning needs.

The STMA School District currently has approximately 110 students who receive EL services. These students range from *New to Country* who currently have little to no English all the way to students who receive academic vocabulary support services. Students are identified for entrance into programming and for exiting from programming based on the ACCESS which is a state-wide assessment for determining English language proficiency. The ACCESS is used to measure students' yearly growth in social and academic English in the areas of reading, writing, listening, and speaking.

EL programming across the district is offered in a variety of formats to meet the individual needs of students. One-on-one, small group, EL specific classes, co-teaching in a mainstream classroom, or mainstream classroom student support are just a few of the ways EL teachers support the students. In addition, EL teachers work with mainstream teachers to develop the appropriate structures and frameworks necessary to support English language development in the content area classroom. EL teachers also assist the students' families in navigating the school system and in supporting the academic development of their child(ren).

The STMA School District receives Federal Title III funds to supplement the district's EL programming. These funds are used in three areas:

1. Support the professional development of EL instructors and para-educators.
2. Encourage active student and family engagement in the academic development of the EL student.
3. Provide supplemental learning materials to assist students in developing academic vocabulary.

- V. Teri Johnson, Director of Teaching & Learning, presented a report on the newly formed STMA American Indian Parent Advisory Committee (AIPAC). The AIPAC is a group of parents of American Indian students who provide input regarding the district's Indian Education Programming Plan (IEPP) and make recommendations for the use and management of the accompanying funds. School districts with 20 or more American Indian students are eligible to submit an IEPP grant application, and the 2018-2019 school year was the first year STMA was above the threshold of 20 students.

The AIPAC is using the funds for two purposes during its first year. They are using part of the funds for family outreach with the goal of forming an AIPAC with a strong basis of active members. They sponsored a family night in January which featured food, crafts, and a performance by *The Heartbeat Drummers*, an American Indian drum group. In addition, every family member in attendance was able to take

home a book of their choice. The remaining funds are being used to support American Indian student outreach. A group of parents recently met to purchase literature and other resources for each of the schools' media centers. The resources were purchased from Birchbark Books in Minneapolis and reflect American Indians in a culturally relevant manner.

- VI. Teri Johnson, Director of Teaching & Learning updated the committee members on the district's educational equity foundational work. During the 2018-2019 school year, STMA is working on the development of educational equity leaders in each of schools. The District Equity Committee is made up of 10 trained district equity leaders who are facilitating the development of approximately 50 administrators and teacher leaders in Courageous Conversations protocol. The purpose of the equity training sessions is to have Courageous Conversations surrounding the impact of race and racism in our pursuit of educational equity. The ultimate goal is to equip and prepare leaders to facilitate these types of Courageous Conversations across the district.

Midway through the school year, all participants have taken part in one large group training session and two small group study sessions. There will be two additional small group sessions and one additional large group session during the remainder of the 2018-2019 school year. The members of the District Equity Committee will be surveying participants in order to gather information to assist them in making plans for continuing this work during the 2019-2020 school year.

- VII. The next meeting is on March 25, 2019 at 7:00 p.m. in the Staff Development Room (C150) in Middle School WEST.

Meeting adjourned at 8:15 p.m.

Teachers: Save these minutes for clock hour proof.