

CJH Summit Learning Community Council Subcommittee

Monday, April 18th, 2:00 pm

Minutes taken by Kim Morrison

Subcommittee Member Attendance:

Marcie Hayes (Committee Chair)

Michelle Thomson (Community Council)

Trish Springer (Community Council)

Kylie Burgess (Teacher)

Rachael Dixon (Student Success Coordinator)

Jolene Larsen (Community Member)

Kim Morrison (Community Member)

Absent:

Cerissa Thompson (Principal), Patti Cook (Community Council)

Visitors:

Virginia Allred (Community Council Chair)

Purpose: This subcommittee's purpose is to support the students, parents, teachers, and administration at Centennial Junior High School as they continue to use the Summit Learning Platform.

Welcome and Introductions

- There is room for another community member on the subcommittee, preferably from the Kaysville Elementary or Columbia Elementary boundary.
- Appointment of Secretary: Responsibilities include collecting email addresses, taking roll, taking notes for meetings (include members in attendance and make sure notes are unbiased).
Marcie Hayes nominated Kim Morrison to serve as secretary. Other committee members agreed.

What are the main concerns with Summit at Centennial? What can we do to address these concerns?

1. Choices: Some parents and students would like other choices besides Summit.

- **Opt-in:** Would it be possible to make Summit an opt-in situation? In a previous Community Council meeting, Principal Thompson said it would not be possible. The subcommittee would like to hear more from her as to why it is not a possibility.

It's complicated to arrange opt-in at this point because we have no numbers showing who would opt-in. There have been no surveys to show this.

- **Davis Connect:** Is it possible for students to stay at the school if they are enrolled in Davis Connect? There are some extra classrooms in the school. Would it be possible for the Student Success Coordinators to be the adult supervisor in the room? They would not need to teach the class, just be present. Currently, students taking Davis Connect classes need a parent release and take the classes at home. Allowing a student to stay at the school would help students who have parents working outside the home. This could help both students who struggle with Summit and would like another option and students who finish Summit early and have time to take an independent study class. Perhaps students could sign a contract stating their responsibilities and requirements for staying in the class at Centennial. If they do not follow the rules, they would be required to do home release or enroll in a different class. Attendance would be required.

If this becomes an option, would signing up for Davis Connect be open to everyone and listed on the course catalog? Or would it need to be a selective situation only offered to some students by a counselor?

2. Thunder Academy Classes

- **Unity:** Committee members discussed the need for consistency between all Thunder Academy classes amongst all grades. Procedures in Thunder Academy need to be the same for all classrooms. For example, the process for taking focus areas should be the same - the same amount of students taking focus areas at one time and the days when students are allowed to take them. Some students currently feel frustrated that they are only allowed to take focus areas on one or two days, but their friends in a different class can take them every day. Some classes allow all students to take the assessments at the same time, whereas other teachers limit it to 4 students at a time.
- **Mentoring:** It's hard for teachers to monitor the class, give focus area opportunities, and mentor. Committee members asked if it's possible to go back to having students take tests in the pod instead of in class. Perhaps Student Success Coordinators could proctor the tests so teachers could focus on mentoring.

3. Continuity: Committee members discussed the need to have continuity of rules and procedures between all grades and classes.

- **Checkpoints:** Community members feel checkpoints need to be handled the same way from grade to grade and subject to subject. In math, checkpoints are required before projects can be completed. Some classes don't currently require them.
- **Deadlines:** These also need to be the same. JSSC is currently brainstorming how to handle assignment deadlines and make it the same school wide.

4. Focus Areas:

- **Feedback:** Committee members discussed the need for students to receive feedback on the focus areas. They need to know what they missed. Students can currently ask teachers what they missed, but committee members explained it is difficult for students to do that. Teachers don't have time to tell each student the results.
- **Direct Instruction:** Committee members discussed the importance of focus area material being taught in the classroom. Instruction workshops need to be during school hours, not after or before school. Everyone needs the opportunity to participate. Currently, PFAs are all supposed to be taught in class. There are some AFAs that are not always taught in class. The district is currently working on making sure the focus area quizzes are aligned with in-class instruction.
- **Grading:** Should there be a change in the requirement from 8/10 to 7/10? It started out as 7/10 requirement, but teachers felt that wasn't high enough to show understanding. We don't want to lower the standards or expectations. Discussed the importance of keeping requirements uniform among each grade.

5. Student Support:

- **Student Success Coordinators:** This year, there are 3. Next year there will be 8. They help students one-on-one.

- **Mentoring/Tutoring:** Centennial has a student mentoring and peer tutoring program. It's held on Tuesdays during Thunder Academy. Posters have been advertising this around the school. Students must make an appointment.

Mentor students receive training on Fridays during the last 20 minutes of Thunder Academy.

They help fellow students with organization and time management.

Peer tutors are "subject matter experts." They are trained to use empathetic language and teach goal setting.

Have parents been informed of this?

- **Pacing:** It is beneficial when teachers help students with pacing. Some teachers create to-do lists showing which focus areas have been covered in class and should be taken by students. The blue-line can be treated as a "to-do" list. Teachers can help students prioritize focus areas, checkpoints, and projects. They can write weekly task lists on the board.

- **Blue-line:** The blue-line causes anxiety for some students. For other students it acts as their pacing guide for to-do lists. Different personalities react differently. Can this be adjusted somehow? The district is currently requesting from Summit Learning that there be a toggle view so a student can see the year view with the blue-line, or view assignments on more of a daily basis.

6. Parent Support: Parents need to understand the Summit platform so they can help their children. It is true that some parents do not know how the platform works. It is also true that there are some parents who have thoroughly educated themselves on the platform and feel it is still not working for their child. It is frustrating to those parents when the district or school says the issue is that the parents need to understand the system better.

7. Other Discussion:

- **Math:** Is it true that Clearfield High School will not be using Summit for math? Yes. It's possible that will only be the situation for one year. It's not clear what the plan will be.
- Is it possible to have a different color on the Summit platform's year view for items that have been submitted, but are waiting for teacher feedback?

Topics For Future Meetings

How do we eliminate cheating on content assessments?

How do we decrease time spent after school or before school hours taking content assessments?

Evaluation Surveys

Student anxiety associated with Summit