



Title I Teacher & Principal Meeting

1:30 – 3:00, Tuesday, January 26, 2016
District Board Room

Attendees: Audra Allen, Kelly Blair, Kim Bolte, Mishel Carlson, Vince Collyard, Michelle Green, Maureen Holmstrom, Karie Hougard, Nancy Neis, Sarah Nelson, Brigitta Nicoson, Kathy Palm, Darlene Riewer, Heather Sande, Liana Schaefer, Pat Welte, Tami Wesely

Minutes:

1. Introductions: Kathy asked attendees to share their greatest challenge in Title I and to provide ideas for each other to address these problems.
 - a. Working with the federal government and the timing of the allocations is difficult because we have to plan for staff without knowing if we have enough money to cover salaries. We decide staff cuts by April 1; the federal allocation isn't final until October.
 - b. The number of students needing help has doubled, and the students have greater needs.
 - c. The greater needs are for the older students who do not qualify for special education but are several grade levels below their peers.
 - d. Scheduling is very difficult to meet the greatest needs. We need to focus on the student needs, not the teacher wishes.
 - e. Lincoln Title I schedules students by grade level rather than the classroom level, and the Title I teachers decide which students need Title I. This works at Lincoln because it is a large school, but scheduling is a greater problem at smaller Title I schools.
 - f. Where do you get the biggest bang for your buck: serving a few very high-needs students or serving more students who are on the bubble? Serving more on the bubble seems to produce greater results.
 - g. At one Title I school, the classroom teachers decided the Title I teacher schedule, and this serves teacher wishes instead of student needs.
 - h. It doesn't work to teach a large group of struggling students. The interventions are intended for four, not 5-6.
 - i. It is difficult to change groups because a lot of planning goes into the makeup and preparation for each group.
 - j. TIME – we need more time to meet with our Title I staff to discuss what is and is not working for students. Sometimes we feel we are just going through the motions without the time to collaborate.
 - k. How often do the Title I teachers meet with the classroom teachers? Communication is crucial. Without the support of the other Title I teachers, a person can get stepped on by the classroom teachers.



- l. At Lincoln, Title I teachers meet with the classroom teachers every week at lunch, before school, or after school.
 - m. Scheduling is hard in small Title I schools. We have to schedule around specialists, and our teachers have no common prep or lunch times.
 - n. Teachers' meeting during lunch is a great idea. I saw how nicely this worked at Lincoln.
 - o. Please be aware that the Title I teachers need to train the Title I paras with their teaching strategies. You should take a greater role in para training and assistance.
 - p. It is hard to keep everyone happy.
 - q. We need to present the student needs to classroom teachers based on the data. The data shows the needs, and we need to be firm and work together.
 - r. With the OLPA, we will regroup our students. We will spend less time on the lowest groups and focus on the bubble kids in preparation for the MCAs.
 - s. All Title I teachers need time to get together to share ideas and work on the Schoolwide Plans. Kathy will schedule this, and teachers can email her with the topics they want to discuss and the best days and times to meet.
2. Members received a copy of the September 10, 2015 Title I meeting minutes.
 3. On March 21, 2016, Tom Gray from MDE will audit Solway's Continuous Improvement Plan and improvement efforts. He will interview Kathy Palm, district LEA; Tami Wesely, principal; teachers; and parents. He will also observe classes and meet at the end with the results. As a group we went through possible answers for the teacher questions. Title I teachers also provided ideas based on their experience with Title I Monitoring.
 4. The group examined the organization of the new 2016-2017 Schoolwide Plan. This plan includes the same demographic and Needs Assessment as the current plan, as well as goals, interventions, and Action Plan. The plan returns to addressing the Ten Required Elements that we completed before this year. We will discuss this plan in more detail at our next meeting and share ideas to complete it with consistency.
 5. We discussed the following data:
 - a. **2015-2016 Free & Reduced** – the district percentage declined from 50.5% to 49.2%. We think this is because of the increase in the minimum wage, and this agrees with the Kid's Count's decrease in Beltrami County's poverty rate from 2014 to 2015.
 - b. **Fall 2015 NWEA MAP Results** – the greatest strand concerns are Informational Text and Number & Operations. The low growth results reflect the Summer Slide, and we will see better results in the spring when we measure growth from Fall to Spring. Grades 2-9 are performing better in math than reading according to NWEA MAP.
 - c. **Winter 2016 AIMSweb Results** – for Kindergarten, the greatest concerns are Letter Naming Fluency, Letter Sound Fluency, and Number Identification. For Grade 1, the greatest concerns are Curriculum-Based Measurement, Oral Counting, and Math Computation. Grades K and 1 are performing better in math than reading according to AIMSweb.



6. Kathy shared a summary of the Every Student Succeeds Act (ESSA), which replaces No Child Left Behind. The Act gives states and districts more authority over education, and it remains to be seen how Minnesota will interpret that. No Child Left Behind and the state waivers end August 1, 2016; 2016-2017 is a transition year, and the new law takes effect for the 2017-2018 school year.
7. We discussed Family Engagement. Debbie Landvik, MDE, will provide a training February 25 at the district office. Hopefully, we will receive more information about how the Family Engagement Plans should be updated each year.
8. Kathy asked Lincoln and Solway to let her know then they would like to host the Parent Advisory Council. J. W. Smith and Central have already scheduled their meetings.
9. We discussed training options including working with Amanda Mix, Math RtI Specialist, and Karie Hougard, Reading RtI Specialist.
10. We have organized reading and math trainings for paraprofessionals on the remaining early release days with Kim Kusler and Craig Rypkema. Kathy asked the Title I teachers and principals what training the paras most need for math. They responded: 4th and 5th grade math, decimals, terminology, algorithms, and breaking down math.
11. Spring MAASFEP is March 17-18, at the Crowne Plaza Hotel, Plymouth, MN. There is also a Title I training at Thief River Falls March 31 from 9:00 to 3:30 p.m. Kathy will provide more information when it is available.

The meeting adjourned at 3:10.