

THES Thunderboard Minutes

Summary of Regular Meeting 4/24/2014 in THES Library

Member Attendance: Brittany King, Alex Moir, Dina Mason, Camille Clark, Blake Trabulsi, Melissa Castro-Trigo, Melanie Greene, Britt Adams, Lisa Robertson, Meredith Reid, Carmen Clavel, Lisa Etzel

Others in Attendance: Raymond Sinatra (PTA president candidate); Colin Clark (future Thunderboard member), Kellie Marino (future Thunderboard member); Dual language parents: Beth Martinez, Charlotte Gullick, Minerva Camarena-Skeith, Lois Kim, Ramiro Lopez

Proceedings

Called to order: 4:09

I. Approval of minutes/aprobación de las minutas

II. Membership update & introductions/Noticias de membresía y presentaciones
incoming parent representatives: Colin Clark, Isadora Huerta-Luna, Karla Hernandez
incoming teacher representatives: Kellie Marino, still need upper grade rep
classified member: Rosa Rastrillo

Britt & Lisa explain difference between CAC & Thunderboard - responsibilities; CAC is a state/district-mandated advisory board; the Thunderboard is the group that resulted from the charter: service learning, blended learning & dual language; teaching methods, freedom with schedules, freedom to make changes with food & cafeteria, finances & spending money, enrichment

III. Citizens communications/Comunicación de la comunidad

Beth Martinez - we've come a long way, ready to heal and move on from unacceptable rating; current 4th graders were in first wave of dual-language; preparing for the STAAR test has been challenging for implementation of dual language; 3rd grade becomes the year to prepare for STAAR - beginning feb-end of abril meant nothing but reading, math & writing for 4 months, spanish language skills and science & social studies skills suffered - they weren't taught for 4 months; January meant that classes were divided and moved about; 1. are we a dual language school for K-5 or dual language for K-2. we need to be upfront about it if we aren't going to provide it. 2. how can we bring science & social studies back for all students, not just DL. 3. the basic foundation begins here - and it's not happening and that shows in Fulmore scores and the citizens that we're creating in our students. 4. How to make testing less miserable - children are sitting for so many hours throughout the year; days lost in children's lives; students from THES can't be part of the Fulmore Spanish program because he doesn't know Spanish

Ramiro - many changes over the years, but we've wondered what can parents do; success of dual language seen through 2nd grade; third grader asked "why do I have to do the same worksheet over and over if I already got a 100?" where can we be creative to make days useful after testing - analogy to putting away books & information before the end of the school year

Lois - STAAR testing is over, why do I have to go to school now? question: what's the reasoning behind the exact replication of testing for benchmark testing? can it be adjusted within the guidelines of the charter

Beth M. - let's opt out of the 4 months of preparation

Ms. Moreno - we devoted a lot of time to test prep (6 weeks); will have the remainder of the school year for "spanish boot camp", science & social studies, creative writing

Lisa R. - conversations with teachers will be necessary; to adjust to dual language expectations and take a leap of faith to teach confidently

Charlotte - my child doesn't want to go to school during testing; THES needs to assure the measurable outcome that students in dual language program aren't losing that DL instruction because of STAAR

Lisa R. - teachers are reviewing their scope & sequence to reflect and adjust next year's schedule; teachers are able to modify what the after-test activities are

Raymond recommends a committee or group to form to discuss our flexibility on what we can do around testing, action items

Minerva - enrollment; collapsing not recommended; budgets - Austin Interfaith leader's meeting April 24, 2014 @ Mt. Olive Baptist Church 7 pm; Education Action team meeting on Monday, April 28 - 4 pm THES library; enrollment crisis around housing & affordability & livability; why do we lose students in 3rd, 4th and 5th - what's happening in the school; flexibility of being outside the constraints; we are here to create citizens; we lost 60 students this year; May 2nd meeting on high-stakes testing

Student:teacher ratio - how can we rearrange or switch around class sizes

Colin - Jan 2015 TXlege comes back in session

Lisa - highly successful schools group from districts around the nation

Ramiro - let's use summer to bring students up to grade level/prepare for next year

Lisa R. mentioned that THES has funds for summer school

Camille recommends a "Spanish as a second language" courses for parents

IV. Financial update/Noticias financieras

- \$800,000 grant victory!!! from TEA ; resubmitted by 3 pm 4/25 with minor revisions STILL NOT FINAL

- Mission 75 logo for campaigns or fundraising; \$75,000 goal - tier of fundraising levels to involve folks at all levels of income (kids to wealthy donors)

V. Expeditionary Learning update/Noticias de Expeditionary Learning

Lisa R. reports on conversation with John Mann (regional director for expeditionary learning) about notification of TEA grant, he has a meeting with EL folks and wants to see the grant for next steps on implementation: campus visit, classroom observations, preliminary screening; tentative May visit for third visit

We need to have conversations with school board members regarding funding from district to support expeditionary learning: long-term and financial support from district

Teacher leader and parent leader plus admin would be a part of the dialogue with trustees; maybe one of the parents that was part of the fall visit from EL reps

Betty suggests framing "ask" from district to say - if you invest in our expeditionary learning, here's what the district will get in return; district support should be shown in 5-10 year plan for expeditionary learning

When we have meeting with school board members, we need to have a consistent narrative - strategy committee to be created to plan for these meetings

We want to contact/make board presentation to show where we are/what we've done/here's what we can do - parents, teachers and students

VI. AISD staff survey results/Resultados de la encuesta del personal de AISD

Postponed until next meeting

VII. Dual language update/Noticias de lenguaje dual

Postponed until next meeting

VIII. Campus improvement plan needs assessment/Evaluación de las necesidades para el plan de mejora de campus

Postponed until next meeting

IX. Adjournment/Conclusión

5:30 PM

X. Next meeting/Próxima reunión 5/22

Library/Biblioteca