

**Great Prairie Area Education Agency**

**Advisory Committee Minutes**

**January 18, 2011**

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4:00 p.m. Meeting – Executive Conference Room  
Fairfield Arts & Convention Center  
200 North Main, Fairfield, Iowa

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**Present:**

Dona Goettsche, Director of Instructional Services, Great Prairie AEA  
Pam Rubel, Director of Special Education, Great Prairie AEA  
Jennifer Woodley, Communication Specialist, Great Prairie AEA

Bob Carr, Principal, Notre Dame (Non-Public)  
Susan Martin, Teacher, Davis County (Elementary)  
Jeff Kirby, Principal, Sigourney (Middle School)  
Nicole Herdrich, Principal, Central Lee (Elementary)  
Suzan Menke, Teacher, Fort Madison (Middle School)  
Patricia Edenbrack, Teacher-Librarian, Oskaloosa (Media/Tech/Counselor)  
Chuck Reighard, Superintendent, New London (Small District)  
Tom Messinger, Principal, Burlington (High School)  
Nathan Wear, Principal, Fairfield (Parent)

**Absent:**

April Marlow, Teacher, Burlington (Early Childhood)  
Jon Sheldahl, Superintendent, Ottumwa (Large District)  
Norma Rosales, Indian Hills Community College, Ottumwa (Parent)  
Crystal Weaver (Parent)  
Kevin Crall, Superintendent, Albia (Medium District)  
Joe Crozier, Chief Administrator, Great Prairie AEA  
Nancy Brown, Communication Specialist, Great Prairie AEA

**I. Welcome, Introductions and Purpose of Meeting – Dona Goettsche, Director of Instructional Service of Great Prairie AEA**

*Mrs. Goettsche welcomed participants and reviewed the purpose of the AEA Advisory Committee*

**II. Demographics & Budget of Great Prairie AEA – Pam Rubel, Director of Special Education**

*Mrs. Rubel reviewed the demographics and budget of Great Prairie AEA*

**III. Student Achievement Data – Pam Rubel, Director of Special Education and Dona Goettsche, Director of Instructional Services**

- Regular Education
- Sub-Groups
- Special Education

*Mrs. Goettsche reviewed data of students in GPAEA and asked participants to think about: What does this data tell us? What does it not tell us?*

**IV. Discussion From Article – Dona Goettsche, Director of Instructional Services**

*Small groups discussed portions of Tough Questions for Tough Times by William Parrett and Kathleen Budge. Three tables shared out about Leadership, Learning, & Learning Environments. Notes Attached.*

**V. Next Meeting – March 22, 2011 at 4 PM at Fairfield Arts & Convention Center, Fairfield, IA**

- GPAEA Programs and Services for 2011-2012

**VI. Adjournment – 5:30 p.m.**

## AEA Advisory Committee Meeting – 1/18/2011

### Learning Environment

- Safety: Areas in which support has been provided
  - Student Council – Drug Dogs
  - Cameras
  - D.C. Parents sign in – come through front doors
  - One door common entrance which is observable
  - MS – Rearrange
  - Practice Lock Down Procedures
  - Student conflict mediator – school resource – person (Safety Coord.) funded through At-Risk Dollars
  - Doors automatically locked
  - More of a focus on educating staff and community on the need for additional support in the area of safety.
  - Parent communication on efforts to improve safety in schools
  - Community involvement – Fire Dept.
- Influence on Poverty
  - Staff understanding on effects of poverty on learning is inconsistent. There may be claims to an understanding but the understanding doesn't always transfer to classroom practices.
  - Ruby Payne training has occurred, but transfer to classroom practices may or may not be happening.
  - Family Mobility seems to have increased.
  - Breakfast Programs have been established.
  - After School Programs focused on learning are increasing.
  - Homework Policies are being examined.
  - Muscatine is teaming with school in San Diego Project based, High Tech High
- Community
  - Encourage - family nights, come to lunch, special days, end of yr celebrations
  - Business/Industry Partnerships
  - Shadow – adult from community

### Learning

- Instructional Framework Guide
  - Oskey MS looking at starting a type of study club where HS would work @ MS (Service Learning for HS stdt).
  - All teachers are teaching reading groups based on proficiency focused on same strategy – different level
  - MS Fort Madison – 7<sup>th</sup> grade team, 8<sup>th</sup> grade team, 7/8 combo team
  - Oskey MS – Literacy groups (Lit Skinnys) focused on common strategy based on proficiency; Second Chance – MS; Literacy class – HS Rigor/Relevance Quadrant D Lessons (includes integrating technology) – alternate programs HS chess club, night offerings

- New London Elementary – 1 ½ hour block on literacy
- MS/HS Second Chance Reading - + growth
- Oskey doing Project Lead the Way (@ William Penn – Career Academy) next year MS/HS
- New London – GRR framework, HS – Guided Studies 3:00-3:30 meet @ instructors
- Fort Madison MS – study club (voluntary but teachers can recommend) it is after school and currently has low attendance.
- Common Assessments, embrace assessment literacy
  - New London using MAP (MISIC) in grades 3-8 – MAP is given 3x at the elementary (second year), 2x MS (First year). They are starting to use the data to drive instruction.
  - Fort Madison beginning to use MAP (MISIC) – first year (continue to use STAR) using data to form additional groups (see above)
  - Oskey beginning to use MAP – first year (discontinued STAR)
  - All use ITBS/ITED
  - Fort Madison & New London – use DIBELS
- Students proficient
  - Oskey – looking at standards based report cards – having discussion about what is mastery and if there isn't mastery what do you do
  - New London – literacy blocks for all students – kids broken into small groups – work with teachers – all using 41<sup>st</sup> percentile – starting to use MAP
  - Fort Madison – literacy groups
- Targeted interventions, identify what interventions
  - Second Chance Reading
  - Reading Recovery
  - Fort Madison HS if students not proficient attend literacy groups

#### Leadership

- HEART data system
  - Getting better at collecting and looking @ the data BUT how do you take the data from the slide to make the real change?
  - Asking the hard questions
- Policies & practices
  - Success Plans (off shoot of RTI) for At-Risk students
  - Wrote/visit mission plan regularly
  - Homework/Latework/grade policies
  - Standards based grading
- Extended learning time
  - Focus on Learning
  - Be creative
  - Get 'kids' interested so they want to learn beyond the school doors
  - Changing schedules
  - Paid time w/ Success Plan students (ed jobs funding – temp)

- Reorganized time to better support PD
  - Professional Learning Communities or similar groups
  - Built in time in schedule/contract
  - Modified calendar
  - Like PD calendars w/neighboring districts – stay FOCUSED
  - PLN – Twitter
  - Learning teams