

In attendance: Dawn Anderson Rascher, Bonnie Beechum, Letty Beserra, Rachel Mullins, Ellen Reilly, Debra Stevenson, Trish Turner

Reiterate and Recapping:

Dawn began the meeting by reiterating the main focus and goal of our committee is to present an Action Plan on closing the achievement gap to the Superintendent by June 30th, 2012. Further stating our focus has to stay on track and our goals must utilize the SMART process (Specific, Measurable, Attainable, Relevant and Timely).

We reviewed a summary of our research from previous meetings, with Dawn providing a document about our findings and a count of each issue we found in our research (shown below).

Count	Research Says...
5	Unqualified teachers (administrators)
4	Lack of college preparation
3	Lack of support from parents, community, or one teacher taking a special interest in a child
3	Lack of supplemental services (mentoring, tutoring), Timed interventions that are long term
3	Families/Community not able/not welcome by education system
2	Unsuccessful preschool
2	Large class size
1	Unqualified support staff (counselors)
1	Socialize African American males, support for ethnic cultures
1	Poor/Low expectations and/or curriculum
1	Negative peer pressure
1	Low college awareness - students and parents
1	Lack of support - academic and social
1	Lack of previous level preparation
1	Lack of PD on cultural understanding
1	Lack of emphasis that only educators can teach
1	Intergenerational poverty
1	Inequality of funding
1	Community Outreach
	Teach the concept of "code switching", Focus on sharpening and broadening communication skills
	Supporting ethnic student organization, Venues for brotherly bonding and peer support
	Supporting ethnic student organization, Venues for brotherly bonding and peer support
	Showcase examples of successful living African American males
	Set expectations of college, Provide families with college knowledge
	Male Empowerment Sessions, Remember masculinities
	Extended learning - during school year and summer
	Expose minority student who are achieving near grade level to advanced and challenging content
	"Stereotype Threat" (Claude Steele), Negative peer pressure, Student performance anxiety

Big Goals Discussion:

Much discussion, observations, options, opinions, debate and conversation then took place.

We decided the main groups that need to be addressed in the Action Plan are the following:

- Teachers
- Students
- Parents
- Counselors
- Community
- Administrators

A brainstorming followed with many ideas. In summary, the following main suggestions were discussed.

A rough draft of the Action Plan Dawn created with the main suggestions is shown below.

The rough draft was sent out to attending committee members and changes and suggestions have been requested to be submitted to Dawn by Tuesday, April 24th, for discussion for our next meeting scheduled for Thursday, April 26th.

Davenport Community School District Closing the Achievement Action Plan

The Davenport Community School District (DCSD) is..... Show the Interconnectedness to – Dropout, Suspension, Attendance, Equity, Achievement (Iowa Core, Iowa Assessments) (others?)

Goal:

Objective 1: Academics		
Strategies and Activities	Responsibility/ Timeline	Measurable Results
Early Learning Strategy: early childhood investment		
Activity 1: <i>Parents as Teachers</i> <ol style="list-style-type: none"> a. Implement the <i>Parents as Teachers</i> program. b. Link with other community organizations to provide a common action for early childhood (e.g., hospital’s education program for new parents). Activity 2: <i>Quality Preschool</i> <ol style="list-style-type: none"> a. Promote the importance of Preschool Programs. b. Overcome challenges for parents participating in preschool programs. 		
Preparation Strategy: academics and career awareness		
Activity 1: <i>High Expectations and Curriculum</i> <ol style="list-style-type: none"> a. Promote District expectations: 95% attendance, “C” or better grades, no suspensions. Also include classroom behavior and communication skills (code switching) like Olweus Posters b. Require all students to be involved in challenging courses. c. Set expectation of college-readiness skills for all students <ol style="list-style-type: none"> 1) Students 2) Parents 3) Staff Activity 2: <i>Support Services</i> <ol style="list-style-type: none"> a. Expand the learning opportunities – before/after school and summer school b. Provide supplemental services for struggling students (Early Warning System, Response to Intervention) c. Teach parents how they can help child(ren) with their educational needs (Parent Engagement) <ol style="list-style-type: none"> 1) Parents 2) Staff 		

Objective 2: Culturally Supportive Practices – cultural understanding		
Cultural Understanding Strategy		
Activity 1: <i>Professional Development</i> <ol style="list-style-type: none"> Bring in a district respected consultant to help the district build a plan for Professional Development (e.g., Dr, Jawansa Kunjufu) Provide staff professional development on cultural understanding. <ol style="list-style-type: none"> Require on-going training for all staff Build in an accountability system through IPI Walkthroughs and teacher evaluation Activity 2: <i>Successful Role Models</i> <ol style="list-style-type: none"> Restructure STAARS, activities through Big Brother/Big Sister, revitalize 100 Black Men (other organizations?) Peer Mentors “Image of Me” Conference Overcome Negative Peer Pressure 		
Objective 3: Strong Family/Community Outreach (Village Concept)		
Activity 1: <i>Support Services</i> <ol style="list-style-type: none"> Teach community how they can help children with their educational needs (Community Engagement) <ol style="list-style-type: none"> Community Staff Promote with staff how they can work with the community (and parents) to meet the educational needs of (educators are not the only ones who should teach) Ask parents to provide a trusted adult as a contact to “get back on track, preferably not someone they live with (enrollment form) Activity 2: <i>Supportive Educational Environment</i> <ol style="list-style-type: none"> Provide follow-through by staff to involve parents in their child(ren)’s education (“whatever it takes”) Create a welcoming environment for parents about the educational system 		

The *Parents as Teachers* program helps organizations and professionals work with parents during the critical early years of their lives, from conception to kindergarten. This program has demonstrate evidence-based results based on criteria of the Maternal, Infant, Early Childhood Home Visiting (MIECHV), recognized as a CBCAP evidence-based program, reviewed on SAMHSA National Registry of Evidence-based Program and Practices, and included as one of ACE Children’s Bureau for visiting models used to prevent maltreatment. The goals of the *Parents as Teachers* program are:

- Increase parent knowledge of early childhood development and improve parenting practices.
- Provide early detection of developmental delays and health issues.
- Prevent child abuse and neglect.
- Increase children’s school readiness and school success.

Follow-Up:

Reminder, Dr. Tate expects an Action Plan to be submitted by this committee by the end of the 2011-2012 school year!

Because of the short timeline and expectations, it has already been agreed additional meetings needs to be scheduled. There is much work to be done, and for the Action Plan to be successful, it must be REALISTIC, SPECIFIC, AND MEASURABLE.

The next meeting is scheduled for 04-26-12 at the ASC building in the Board Room from 5pm-7pm.

04-26-12 Meeting:

At the 04-26-12 meeting we will focus on further working on the Action Plan Dawn has started.