

**Sunflower Elementary School
Site Council Minutes
November 1, 2022 (Q2)
6 p.m., Sunflower Library**

Membership for 2022-23

Future Meetings

Jason Jones, Principal
Sara Reimer, Teacher (K-4) - **Absent**
Cheryl Holtgraver, Teacher (Grade 2) - secretary
Marlene Gabriel, Counselor (K-4)
Toniece Copeland, Parent (Primary Student)
Nancy Stears, Parent (Primary Students)
Dana Hermon, Parent (Intermediate Student)
Blaze Taylor, Parent (Primary & Intermediate Students) - president
Daniel Cain, Community Representative
Brandon Champagne, Community Representative
Sunflower PTO Representative (a representative from the executive board will participate) – vice president (**Brittany Scobey & Terra DuPree were both in attendance**)

~~November 1, 2022 (Q2)~~
February 7, 2023 (Q3)
April 11, 2023 (Q4)

Mission Statement: TOGETHER, empowering each individual student to reach their unique potential.

Vision Statement: At Sunflower Elementary, we will collaborate with students, families, and colleagues to create an innovative, engaging, enjoyable learning environment where dreams are nurtured, exploration and discovery are encouraged, and individual academic achievements are realized. We will celebrate the accomplishments of each student as they leave our school as healthy, confident, academically prepared, and self-directed learners who are ready to meet the challenges of the future.

- Meeting Called to Order
- Minutes from last meeting (September 2022) – **approved as written**
- Student Attendance
 - Building Attendance Plan
 - Dr. Jones reviewed the plan in its current form (see attachment). Last year Sunflower ended the year with 35 PreK-4 students being chronically absent. As of Oct. 7th, we have 31 students classified as chronically absent.
 - Addressing chronically absent students at the building level also supports the district's goal to reduce overall percentage of students chronically absent (tied to accreditation).
- Panorama
 - Melissa McIntire, Director of Student Services
 - Data collected & purpose
 - Impact on schools and district
 - House Bill 2513 requires school districts to provide copies of and seek parental approval (opt-in) for students to complete questionnaires and surveys of non-academic nature.
 - At the elementary level parent consent was requested during fall conferences for grades 3 & 4. This same consent form will allow students to participate in January (consent form is good for 4 months). Students who are not participating will be removed from the room during the survey's administration.

- **Panorama survey looks at social and emotional needs of students as well as competency measures (can drill down to a specific bldg., but not a particular student or class). Areas scoring low can be used by school counselors for targeted support or whole-school attention to particular areas.**
 - **Will be using student perception of positive relationships with teachers as part of district accreditation (wanting to increase the percentage of students who report having positive relationships). Also, reducing the percentage of students who are chronically absent.**
 - **Dr. Jones is considering hosting students in grades K-2 for lunch forums called Eagle Voices to try to get their perspective on school issues since they are not participating with Panorama. Will need to work out the logistics if moving forward with this idea because it likely also falls under HB 2513.**
 - **Sunflower won't be administering the bldg. specific climate survey to ensure this first year of HB 2513 we are giving our full attention to Panorama (don't want to be asking for too many opt-in permission from families).**
*See attached copy of presentation
- **Math Night**
 - Conjunction with the book fair
 - November 9, 2022 from 6:30 – 7:30 p.m.
 - Family Game Night (showing how math is incorporated into many common board and card games)
 - **Dr. Jones shared the math night is running in conjunction with the book fair to hopefully offset not having the traditional Grandparent/Grandfriend event. Will also have community readers (rotating every 15 minutes) on the stage reading books available at the book fair. PTO will be providing complementary cookies and water in the cafeteria. Math games will be in the gym (1/2 the gym will be commercial games and the other ½ will be teacher-created and if families like them they can take the direction sheet home).**
- **Fall Conference Data**
 - Conference data – number of conferences and format
 - Family Survey data
 - Any other thoughts for improvement or celebration?
 - February conferences will be student-led
 - **Dr. Jones shared some teachers voiced families were frustrated because they couldn't schedule siblings all back-to-back. Based on the feedback gathered through the survey, site council's recommendation is to continue with the online scheduling process used in the fall. – see data below.**
 - **A survey was sent to all families after conferences asking them a series of questions to help us improve the conferencing experience including scheduling. Families were asked to complete one survey for each student and to rate their response on a scale from 1 (strongly disagree) to 5 (strongly agree). Overall, the data tells us our current practices are appreciated - sending home a pre-conference survey and weekly communication with resources (both are written into our family engagement plan). In total, 49 responses were received.**
 1. I was provided with relevant information regarding my child's progress (academic, social, emotional &/or behavior). Ratings: 2.2% (3), 4.3% (4), 93.5% (5)
 2. I was given the opportunity to ask questions and state my observations. Ratings: 2.2% (4), 97.8% (5)
 3. The teacher addressed the topic(s) I wanted to discuss. Ratings: 2.2% (3), 2.2% (4), 95.7% (5)
 4. I feel my child's teacher encourages two-way communication. Ratings: 2.2% (3), 2.2% (4), 95.7% (5)
 5. I feel the conference was a positive experience. Ratings: 2.2% (3), 2.2% (4), 95.7% (5)

6. **The weekly communication I receive from my child's teacher (expected learning outcomes and resources) allowed me to enter the conference with a good understanding of the content covered during the quarter. Ratings: 2.2% (2), 4.3% (4), 93.5% (5)**
7. **This question is for K-4 families: Which option for conference scheduling is your preference? 92.9% - I like choosing my specific time using an online platform (this was the approach used in Oct.)
4.8% - I like giving teachers a window of time I am available (and teachers attempt to schedule siblings close together)
2.4% - Either approach works for me.**
8. **What other feedback do you have to help us improve our conference experience?**

**Please continue to offer the opportunity to do the conferences via zoom. I was able to speak with the teacher and not miss work. This option helped me tremendously!
I would love a longer conference option. 20 minutes just isn't long enough to cover everything thoroughly.**

Just grateful for such wonderful staff who care about our kids!

Year 2 with one of the best K teachers ever! My feedback is to keep her around as long as you can! :)

Mrs Scott is amazing

Everything was great!

Our son loves his experience so far this year!

Mrs Claycamp is a wonderful teacher and my child has enjoyed being in her class

- **Future Topics - none identified at this time**
- **Adjourn**

**Attendance Matters: Birds of a Feather SOAR & Learn Together
Sunflower Elementary
(2022-2023)**



Chronic Absenteeism, a primary cause of poor academic achievement, is defined as a student missing at least 10% of days in a school year for any reason, including excused and unexcused absences. During the 2021-22 school year, 10.14% of our PreK-4 students were in the chronically absent category. Our goal is to decrease the percentage of students chronically absent to 5% or less. To do this, we are creating a “Attendance Matters” campaign as outlined in this document.

Sunflower Data:

Chronically Absent Data	Chronically Absent Students	Chronically Absent Percentage	Total Students
District K-4	421	19.7%	2,131
District PK-4	523	21.6%	2,419
SE K-4	25	8.3%	300
SE PK-4	35	10.1%	345

Student Attendance Goal - Every child will regularly attend school, being in attendance at least 95% of all school days:

- **8 or fewer total days of absence for K-4 students enrolled for the entire 160 days indicated on the district’s calendar**
- **7 or fewer total days of absence for preK students enrolled for the entire 131 days indicated on the district’s calendar.**

***The number of days a child can be absent will be impacted by the number of days he/she has been enrolled.**

For academic year 2022-23, this equates to K-4 students being in attendance at least 152 of the 160 days of school & preK students being in attendance at least 124 of the 131 days of school = 95%+ attendance.

K-4 students enrolled for the full 160 days of school:

Regular Attendance - 5% or less (8 or less school days missed)

At-Risk Attendance - 5.1-9.9% (9 -15 school days missed)

Chronic Absence - 10% or more (16 - 31 school days missed)

Severe Chronic Absence - 20% or more (32 school days missed)

PreK students enrolled for the full 131 days of school:

Regular Attendance - 5% or less (7 or less school days missed)

At-Risk Attendance - 5.1-9.9% (8 -12 school days missed)

Chronic Absence - 10% or more (13 - 25 school days missed)

Severe Chronic Absence - 20% or more (26 school days missed)

Implementation Plan

1. Engage Students & Families (Relationships) - We want to motivate students to attend school by forging positive relationships with each student and family. Below are strategies, practices and activities that we are implementing to support relationships:

Before School Activities/Practices

- Popsicle with the Principal - tour the school and have questions answered (anyone new to the school is invited to attend)
- Kindergarten Play Dates - families with kindergarten families were invited to participate in two informal play dates on the kindergarten playground
- Digital Flipbook - families were provided with a digital flipbook to review prior to the start of school containing information and videos to address common questions.
- Party on the Playground - all families and staff were invited to the playground for a community-building event (popsicles, yard games, music, fire department's "Touch a Truck")
- Letter from Classroom Teacher - families and students were notified of classroom assignments via an email which included a letter of introduction from the homeroom teacher.
- Meet the Teacher - families were invited to bring school supplies and meet their teacher before the first day of school. Families were also able to get a popsicle, tour the kitchen, take a back-to-school picture with Sunny the Eagle (mascot) and board a school bus/visit with a transportation representative.

School Activities/Practices

- First Day of School Pictures - staff took pictures of every child in front of a back-to-school backdrop (child with classroom teacher). The pictures were made available for each family to download.
- Postcards - teachers sent postcards to students via US Postal Service by the end of the first full week of school
- Classroom Information Nights - families attended in-person and those not able to be in attendance were given access to the documents via email and/or links.
- Greeting students and families in the car loop during arrival (smiles, high-fives, calling students/families by name)
- Greeting table in the foyer (staff and student council representatives)
- Teachers welcoming students at classroom doors during arrival
- Welcoming students back who have been absent
- Get to Know You activities within classrooms
- Morning meetings/social stories
- Inviting students to each lunch in the classroom/lunch bunches
- Positive notes/phone calls home/email
- Teacher/student check-ins (learning the emotion/zone of students at a given time)
- Students bring family pictures from home and/or select artifacts to display within the classroom
- Staff engage in casual conversations with students to learn their interests, hobbies, passions, etc.
- Classroom/school spirit days/celebrations (create a sense of community)
- Staff attend family activities occurring outside of school hours (musicals, family fitness nights, novel navigators, etc.)
- Teachers use the 2x10 strategy (or something similar) to develop deeper connection with specific students (added Behavior/SEL component to our interventionist position to support teachers in this effort)
- Families invited to activities occurring during the school day (e.g. Eagle Pride Assembly, Sunflower's Got Talent, Watch D.O.G.S. & Eagle M.O.M.S.)
- Student Council - each quarter students K-4 are selected to represent their respective classes. Student council engages in many activities throughout the year including serving as morning greeters, facilitating community service projects & providing input into the schoolwide Eagle Point milestone celebrations and prizes.

2. Daily Classroom Practices - In addition to the relational practices noted above, teachers will plan and implement engaging and differentiated instruction for their respective

learners, follow the PBIS plan to reinforce schoolwide expectations, maintain a rigorous instructional climate in classrooms in the days leading up to and immediately after breaks, and/or schedule one or more high-value activities or motivational-system opportunities on the day just before the break or the first day back.

Students in grades 3 & 4 (whose families consent) will participate in the administration of Panorama two times (November and January) to gauge students' social and emotional learning, school climate, and school satisfaction. The feedback provided by students will be used to develop appropriate action plans.

Dates/time of year historically associated with higher than normal absences may be targeted with high-value/motivational activities to increase student attendance. For academic year 2022-23 the dates are: (this list does NOT include all shortened instructional weeks or days immediately following student breaks):

October 10 & 11 (days before fall conferences)

November 18 (last day before student break)

December 15 (last day before winter break) - Polar Express & Winter Parties

January 5 & 6 (return from winter break)

February 13 & 14 (days before conferences) - Valentine's Day Parties on the 14th

March 9 (last day before students' spring break)

Teachers incorporate lessons to address school attendance into other areas of their day (e.g. morning meetings, PBIS or character trait mini-lessons, connections to characters or plot of a story). Lessons can take many formats including stories, role-playing, discussions, and T-charts. Here is a [Lesson Plan Example](#).

3. Education/Communication - Educate families on chronic absenteeism, attendance data and ramifications of missing school (including the lost learning time resulting from families who extend holiday vacations in the days before or after breaks or take vacations during the school year). Communicate our student attendance goal with all members of the school community. The focus at this level is on effective, consistent and regular messaging.

- [Attendance Matters BOY Slide](#) - in future years this will be included in Classroom Information Night presentations.
- The Eagle Soars Newsletters - information pertaining to absences and benefits of being in school will be shared with families a minimum of 2x per month.

- Website & Social Media Posts - resources, school created videos, student projects will be shared with our community
- Classroom Communication - provide teachers with resources to include in their communication with families.
- Conferences - During parent-teacher conferences or student-led conferences, dedicate time to review each student's attendance record.
- Phone Calls Home - teachers will call students' families when they have been absent for more than one day in a month (with discretion as determined by the grade level attendance team)
- Attendance Tracking Chart - provided to all families and given specifically to families when developing individual attendance plans.
- Conference Memo to families whose students have missed 10% or more of the school year (provided to families during conferences).
- Teacher Contacts and Script (can be referenced by classroom teacher as a resource for a phone conversation - once determined in monthly attendance review that a call home is appropriate)
- How sick is too sick to come to school?
- Presentations to site council, PTO, scouts, and others affiliated with Sunflower (maybe bring back Coffee with the Principal)
- Principal Videos to the SE Community. Possible Topics:
 - a. Introduce chronic absenteeism & attendance goal with attendance tracker (completed - August)
 - b. District attendance policy (including excused & unexcused absences)
 - c. Extending breaks

The best gift you can give your child is a good education. And the best place to get an education is in school. It's tempting to extend your vacation a few days, but remember, those count as absences. Just a few missed days here and there, even if they're excused, can add up to too much lost learning time. So, make sure your child is in school every day, right up until vacation starts. Our teachers will be teaching, and our students will be learning.

4. Recognition for Attendance - The purpose of this component is to provide positive recognition and incentives for getting students to school on time and/or being in attendance.

- Certificate of Achievement - If attendance plans are written for specific students a certificate could be included as part of the improvement plan.
- Attendance Matters Surprise Day - One day per month will be designated as surprise days (these days are not shared with families or students in advance).

During morning announcements, it will be revealed that today is an Attendance Matters Surprise Day. The prizes and format of the event will vary to keep student interest and motivation high. Some days everyone will receive a prize, other days it could be a specific grade or class. Examples: all school dance party, popsicles for a class, double point day (Eagle Points have an increased value meaning for every point a student earns they get to double it). - PTO is willing to sponsor ½ of these days for the year with us.

- Family Recognition - Attendance data will be run on a monthly basis and all families whose students have maintained regular attendance for the month (no more than 1 absence for the month) will be eligible to win a gift card from PTO (restaurants, local festivals, bowling, etc.). Teachers will send an email to eligible families recognizing their role in ensuring students are at school and ready to learn.

5. Monitor & Share Attendance Data - Our building will have two levels of accountability (grade level attendance teams and our PBIS Team).

- Attendance reports will be run on a monthly basis for the review of grade level attendance teams. Attendance Teams consist of the grade level teachers, principal, attendance secretary, counselor (as needed) and nurse (as needed). Teams will review each teacher's attendance data and create a list of students who need to be targeted by other staff to reinforce & praise when at school (need to inquire with each student and learn which adults they feel they have a strong connection with to ensure that person/people can seek them out during the school day). This team will also be used for problem solving and determining when and how to initiate contact with families.
- The PBIS Team has accountability for the global execution of our school attendance plan. It monitors the "health" of the whole system and makes adjustments to recognition systems and problem-solving circumstances to ensure the implementation of the plan is running smoothly and efficiently. The PBIS Team meets monthly and is provided attendance data for each class and grade level (data broken down into the 4 levels noted at the start of this document).

6. Personalized Outreach & Supports for Students/Families

- Grade level attendance teams will meet monthly for 30 minutes to review grade level attendance data and problem solve possible interventions (matched to a root cause) for students whose attendance rate is below 95%. Below is a possible protocol to follow:

- The classroom teacher calls the family to make positive contact, indicating "I'm worried about your child's attendance. What can I do to help him or her get to school?"
- If the child continues to have attendance below 95% in 4 weeks, the school counselor contacts the family again to express concern and offer help.
- If the child continues to fall below 95% attendance in 2-4 more weeks, a meeting is held with the classroom teacher, family, and principal/counselor. Appropriate interventions are selected and implemented.

Resources:

The following books & online resources were used in the development of this plan:

School Leader's Guide to Tackling Attendance Challenges

The Tough Kid Social Skills Book

Attendanceworks.org

Reference the following links to strengthen our plan or provide clarification:

<https://www.attendanceworks.org/chronic-absence/the-problem/10-facts-about-school-attendance/>

<https://docs.google.com/document/d/1HakqyR4rQdqUtV02ZoW35OlgEZkWvSMqsl4fMoxQYfQ/edit>

- [Ideas for Student Reinforcers](#)
- <https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf>
- <https://www.romoland.net/Page/1831>
- <https://www.skyward.com/discover/blog/skyward-blogs/skyward-executive-blog/january-2017/the-carrot-and-the-stick-2-treatments-for-absentee>
- <https://simplyimperfectcounselor.com/school-counseling-attendance-incentives/>

- <https://uwsdpa.org/wp-content/uploads/2018/01/Attendance-Challenge-Toolkit-UWSWPA-2018.pdf>
- https://web01.browardschools.com/ospa/ospa-central2/sip_all_plans/2020/3761_11082019_Attendance-Plan-Elementary-Template-SIP.pdf
- <https://www.attendanceworks.org/resources/toolkits/teaching-attendance-2-0/create-a-welcoming-environment-that-engages-students-and-families/strategy-2-use-effective-messaging/>

Attendance matters!

Sunflower Attendance Chart

Attendance matters to your school success. Good attendance is missing not more than one day of school a month.

	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
	Absence 1 Reason	Absence 2 Reason	Absence 3 Reason	Absence 4 Reason	Absence 5 Reason	Absence 6 Reason	Absence 7 Reason	Absence 8 Reason	Absence 9 Reason	Absence 10 Reason			
Student Name													
Student Name													
Student Name													
Student Name													
Your student is at increased risk for academic difficulties with each absence beyond this point													

Gardner Edgerton High School

Gardner Edgerton USD 231



Panorama Survey

What is the purpose of Panorama?

- Student Survey that provides information pertaining to student's experience at school. It allows them to provide feedback on what is working and what needs improvement
- Students provide their perception of their own social-emotional skills including grit, self management, and growth mindset
- Alignment to KSDE social emotional character development standards
- KESA goal

Survey Details

- 2 topics- Student Supports and Student Competency Measures
- Grades 3-5 13 questions and 33 questions
- Grades 6-12 14 questions and 35 questions
- Anonymous
- No Free Response Questions

Goals and Challenges

In this section, we would like for you to think about your overall learning experience at school and in life.

1. How often do you try/focused on the same goal for several months at a time?

Almost never	Once in a while	Sometimes	Frequently	Almost always
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. If you fail to reach an important goal, how likely are you to try again?

Not at all likely	Slightly likely	Sometimes likely	Quite likely	Extremely likely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. When you are working on a project that involves a lot to you, how focused are you stay when there are lots of distractions?

Not at all focused	Slightly focused	Sometimes focused	Quite focused	Extremely focused
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Results Grades 3-5 Student Competencies

Topic Description	Results	Benchmark
Emotion Regulation How well students regulate their emotions.	50% ▲ 1 since last survey	60th - 75th percentile compared to others nationally
Grit How well students are able to persevere through setbacks to achieve important long-term goals.	56% ▼ 2 since last survey	20th - 35th percentile compared to others nationally
Growth Mindset Student perceptions of whether they have the potential to change those factors that are central to their performance in school.	58% ▼ 1 since last survey	80th - 95th percentile compared to others nationally
Self-Management How well students manage their emotions, thoughts, and behaviors in different situations.	71% ▼ 4 since last survey	40th - 55th percentile compared to others nationally
Social Awareness How well students consider the perspectives of others and empathize with them.	69% ▼ 3 since last survey	60th - 75th percentile compared to others nationally

Grades 3-5 Student Competency Measures

Q.1: How often are you able to pull yourself out of a bad mood?



← 1 from last survey

Favorable: 46%

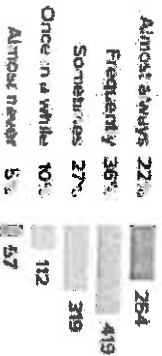
Q.2: When everybody around you gets angry, how relaxed can you stay?



← 4 from last survey

Favorable: 47%

Q.3: How often are you able to control your emotions when you need to?



← 1 from last survey

Favorable: 56%

Q.4: Once you get upset, how often can you get yourself to relax?



← 1 from last survey

Favorable: 50%

Grades 6-12 Student Supports and Environment

Topic Description

Results

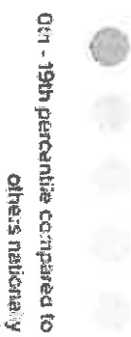
Benchmark

Engagement

How attentive and invested students are in class.

31%

▲ 2 since last survey



Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the classroom.

57%

▲ 4 since last survey



1,948 responses

Results 6-12 Student Support/Environment

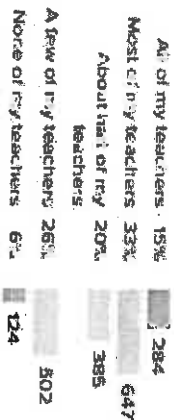
Q.1: How many of your teachers are respectful towards you?



from last survey

Favorable: 86%

Q.2: If you walked into class upset, how many of your teachers would be concerned?



from last survey

Favorable: 68%

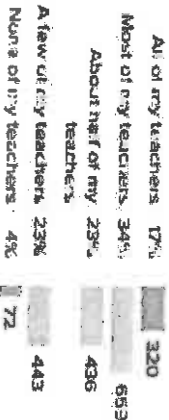
Q.3: If you came back to walk class three years from now, how many of your teachers would be excited to see you?



from last survey

Favorable: 69%

Q.4: When your teachers ask how you are doing, how many of them are really interested in your answer?



from last survey

Favorable: 77%

How will we use the data?

Research tells us there are conditions for teaching and learning that are extremely important for students to achieve academic success. Those include areas that we use Panorama to measure, for example:

- How connected students feel at school (sense of belonging);
- Student's ability to regulate their emotions (emotion regulation);
- Student's ability to persevere through challenges (grit and growth mindset);
- Positive connections with teachers (teacher-student relationships);
- How connected students feel to their peers (social awareness), and many more areas.

When educators have access to this type of information about how students feel at their school they are better able to make informed decisions about what they should and could target in order to increase student's ability to achieve.

How do we use the data?

KESA GOAL

Goal #1 Students will feel an increased sense of belonging through improved teacher relationships.

- Chronic student absences (students missing 10%) will decrease by 2% overall
- Student survey via Panorama regarding relationships with teachers will increase by 2% in Grades 3-5 and 5% in Grades 6-12.

Opt In Process

- 3-5 Opt In form at Parent Teacher Conferences
- 6-12 Email with link to google form
- A link to questions will be listed on each school's and the district website
- A link to the questions will be included with the opt in
- Students will be told they can elect not to take the survey or skip any questions
- Fall Oct 31 - Nov 4
- Spring Jan 23-27

Need more information?

- Survey page on the district website
- Contact Melissa McIntire or the building principal.



