# ROCKY MOUNTAIN PREP

## : Wednesday, 9/2/2015

**Members in attendance:**

|  | Amy Anderson | Nelson Molina | Pamela Harris |  |
|---|---|---|---|---|
|  | X | X | X |  |

**attendance:**

|  | James | Mariah | Gavin | Amy |
|---|---|---|---|---|
|  | X | X | X | X |

| Item | Discussion | Next Step |
|---|---|---|
| bard Review | **Attrition:** more than expected;<br>- parent engagement data + attrition trend does not match;<br>- we're doing a more aggressive follow-up<br>- pulling October > October attrition, likely 10% higher<br>- Close schools are opt-out<br>- Cut close bus-stop (4-kids, can we get those kids back)<br>- ST: feedback for families to build bonds / connectivity<br>- LT: better pulse<br>- ? Price of before / after school care program? ? Not having ECE Care?<br>- Understand other school programs better<br>- Denver Schools / Community Engagement / promotion heightened by the district | **JC:** Summe Slide; revisi decisions al before / afte school care busing; |

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| **Data** | - Staff concern and support for ELL's coming out of engagement survey<br>- Fellow Hire vs. Interventionist<br>- RMP2 codifying ELL practice<br>- All Fellows / Teachers go through 2-year ELA training<br>- Continue to listen closely to those working closest with kids |
| **MAP** | - VCG Comparison<br>  - Growth / Changes:<br>    - Reading - consistency of practice and clarity of purpose for the different structure<br>    - Not enough focus on content knowledge acquisition > scope and sequence to build on top from one to the next<br>    - Both schools identified one-core practice to nail down: 1) Shared Text; 2) Guided Reading<br>    - Getting tighter with teachers vs. relying just on hiring great teachers > digging into intellectual pedagogy similar to what we've done in math<br>- NM: focusing on being interventionists for all staff<br>  - RMP2 split whole school into Guided Reading<br>- Interested in PARCC and NWEA 3rd grade correlations |
| **ar of Topics** | - Add staff culture to list (i.e. NST/School culture)<br>- Benchmarking our engagement survey data against CSGF<br>- Adding Character Development<br>  - PEAK Values being punitive and obedience<br>  - how do you incentivize and reward good character and acknowledge character skills > ? badging<br>  - Team has developed character rubrics and habits by grade > adding it to report cards, being consistent across teachers > going home to parents |