

Site Council Notes February 18, 2015

In Attendance: Daniel Glenzel, Bobbie Willis, Gregory Dunkin, Mary Taylor, Tia Holliday, Jericho Dunn, Laura Montgomery, Gus Peterson, Brian Naghski, Tracey Windom, Eli Cyntrynbaum, Elton Villanueva, Sarah Prater, Tana Bailey, Stephanie Cannon, Asher Tubman, Pat Avery

Welcome and Visitor Comments

Tess Peppis, Abby Curtis et al proposed a mural to go in the IHS hall. Their mock up includes seven continents and is supposed to represent mind and knowledge. This will be part of their IHS CAS requirement. They said that Peter Saraceno, Visual Arts Department had given his ok. Brian Kuzma and an IHS parent will supervise them. It is estimated to take two days and will be at the end of the hallway near room 540.

The proposal was approved.

(Note: As of 2/23/15, some concerns have been raised about the mural and a misleading social construct around world map accuracy. Peter Saraceno will contact the students to revisit their design. Thank you to Site Council members who spoke up about this concern. I expect we will see another version of the mural at Site Council next month.)

School Team Report Outs:

Site team to receive info from some leadership groups. Bobbie developed and handed out an evaluation form for site council members to take notes and evaluate school team reports. (She also developed a survey monkey response for our feedback.)

Data Team

Doug Kelly, Regional Essential Skills Coordinator, made this presentation. The team is a diverse group representing English, Math, Science, Special Education, Administration, and Counseling. Last year the Data Team began developing a survey that has been finalized this year. Doug showed us the survey questions. Ninth and tenth graders will be interviewed in core areas: English, Math, Science and World Languages. He selected 32 9th and 10th grade students at random to be interviewed on this survey. Counselors have started interview processes with students who are not on target. Survey questions are qualitative (1-5 scale) and open-ended around instruction, relationship, and engagement.

All questions are related to Oregon Dept. of Education Standards of Professional Behavior. Doug has shared this information with other essential skills coordinators and they like it and may use at their schools. Doug would like to do interviews with students who have done well in classes to compare responses to students not on target. Students will also be provided an opportunity to evaluate the interview process. The intention of the survey is not just digging for dirt, but also looking for positive feedback.

There were several questions raised by council members, including what Data Team does. Tia explained that data is brought to the team to analyze, in order to get to related root causes. Data team is not a good term for what they do. The team's goal is to create action plans that will help teachers reach struggling learners.

Data on 1st trimester grades: Forty-five per cent of students who got a final grade of D or F didn't have commentary on their report cards. It was noted that Synergy provides info to parents, however our parent reps said we still want this information more directly. Doug is advocating some district action to require commentary about failing grades on report cards. Doug will provide data to each department for consideration. Site Council members were encouraged to discuss this with their departments and get feedback to Data Team. Site Council members want to see comparisons between 1st and 2nd trimester grades for students in support classes.

CAM

Gregory Dunkin gave background about the CAM and explained the three ways students meet extended learning application requirements: IHS senior paper, CAM career aligned mastery (75 students), and senior project.

Dunkin described CAM processes and expectations that include a portfolio (double graded) and career-related resumes. Anyone is welcome to help grade the CAM portfolios. Gregory will provide Site Council with information about the number of students in each CAM program: Child Psychology, Performing and Fine Arts, Business and Management specializing in Culinary Arts, IOP, and Journalism. The CAM brochure is being updated. The CAM JAM is April 15 during second period. These are programs that keep our most challenged students in school.

Literacy

Sarah Prater is lead of this team with representatives from Special Education, Math, Social Studies, Library, Health and World Language. Would like the Regional Essential Skills Coordinator, a counselor and an administrator on the team as well. Sarah described the subcommittees and their goals.

- 1) To build a website that will include information for parents and resources for teachers, strategies for teaching literacy concepts, sample syllabus, vision of the Literacy Team
- 2) To provide literacy interventions
- 3) To create a chart documenting what standards each department is using. The team would like to look at syllabi across departments to see what standards are or could be included in syllabi.

Their plan is to implement professional development for staff, to talk about literacy in schools at the district level, and work on alignment with literacy standards across district. Another goal is to develop teacher teams to collaborate on literacy lesson plans, working on how to create culture that is more accepting of collaboration.

Sarah shared some highlights from the literacy survey. This data will inform their next steps. We are the only high school with a literacy team – GO SOUTH!

A question was raised: is there a goal for the Literacy team to help us improve literacy instruction/program in the school? Sarah said a goal is to formalize literature standards and use best instructional strategies in classrooms, as well as interventions to support non-readers. Jericho noted research mixed on specific interventions at the high school level; therefore it is challenging to find more effective interventions. A parent asked about non-readers, do they graduate? Sarah noted these students do make huge improvements. Some students drop out. Brian noted differences in types of literacy, describing 'functional literacy' where students appear to understand and get by developing coping mechanisms. Students unable to find strategies tend to drop out or hit the wall on essential skills. We don't have intervention program to address literacy for struggling students.

President's Report – Bobbie

During the March Site Council meeting we will review course proposals. The two-day finals schedule is online. The recent late start Weds schedule was changed in order to train Smarter Balanced interim assessment proctors. A parent asked about when Smarter Balanced tests will be. We need to get the testing schedule on eNEWS and the school website.

Superintendent Berman visited at the morning Faculty meeting on February 4. He asked for feedback, followed up in email and showed that he had listened. We had expressed concerns about the decision-making process about the 3x5 and that some decisions were not processed through Site Council and were not collaborative. Positives: We are fully scheduling freshmen and sophomores so that we are on track with state requirements to fully schedule students.

Principal's Report – Stephanie

Stephanie noted changes in the professional development schedule. She relayed information about the principal interview process. Four people will be interviewed. She asked for representatives from Site Council to be on the panel.

Parent Council

The Parent Council group voted to move the big fundraiser to the fall. Tia presented Smarter Balanced Assessment information at the last council meeting.

Student Government

Student Government had its first "TED talk" today. Beau Garner from Jasper Mountain School presented and about 25-30 students attended.

School Improvement Plan

Tracey Windom teaches lowest 15 students and highest 50 students. He is concerned about inequities, hoping that we can look at numbers and the way we spend FTE. Tracey provided Site Council with some data he had collected. Looking

at students in terms of the amount of support they got, he looked at students in his first and second period classes that were Pre-Algebra and Algebra I (9th graders).

He found a significant number of students who failed first trimester classes had no certified (FTE) support, whereas students in the 9th Grade Special Education Advisory class showed lots of progress. He determined how much FTE students in these classes accessed. Even if fully scheduled, these student had a total of 6 credits that were FTE-based, meaning that certified teachers teach those classes. On the other hand, French Immersion students accessed 8.3-9 FTE credits. Mike Stasack noted even though that amount of credit is not actually devoted FTE; students are able to access that much through zero period classes.

What supports are we actually providing? Are we giving students of concern, the support they need?

Regarding 9th grade Sped Advisory, it was noted some students are in this class who do not have IEPs. The concern was raised that by doing so, we are taking Sped focus away from where it should be, instead of providing adequate FTE where it is needed. It was noted most teachers don't have background in support systems. Where do we go from here? Do we need to bring more Special Education-like people into the picture? It was noted a support program in another school was unsuccessful. The question was raised about the reason why students are failing; maybe they are not turning in homework.

Tracey said that in a perfect world we would hire another Rebecca, Brian and Joel for non-Special Ed students. If we put FTE to support these students, it has to come from somewhere. The overall message is that we need to designate FTE to support struggling students. We always think support is expensive, if we don't spend it we are spinning wheels in SIP. It was noted that students who fail classes would need the same FTE next year, because they flunked classes. Sarah Prater proposed calling together an action team to look at this further.

Meeting adjourned.