

Leadership Team Agenda
 January 8, 2018
 Room 500B
 3:30 p.m. – 5:30 p.m.



Time	Agenda Items	Notes
3:30 p.m.	Snacks Attendance: Iniguez, Higgins, Hedman, Busse, Mendoza, Christensen, Collins, Butler, White, Jobe, Pasion, Mahoney-Holland, Pulido, M. Symonds, Kovach, H. Symonds, Anderson, Feil, Pashkowski, Roche, Janet, Stansbery, Andrewjeski, Harle, Ellwood, Jelsing	It was a dark room, usually filled with snacks and light, that greeted the leadership team. Or maybe it wasn't quite so empty; the feeling of foreboding floated in the air like a fog made of pistachio pudding. The second sign that the situation was about to take a turn for the worse was the ample alliteration, like padding, pressing out from the walls and down from the ceiling tiles. "This definitely was not going to end well," he thought. Then redundantly added, "No it will not." Then: "Two tense. Tenses. Ruined the pun."
2 minutes (Action)	Listening and Learning Tours using the 2/12/18 or 2/26/18 LIT/Collaboration time, or should we find another way to meet with those groups?	the 12th is the Mid-year self-reflection for evaluation so that might not be a good day to use. Suggested not to use job alike time. Some don't want to lose LIT time, some don't want to lose Collaboration time. Most departments were in support of the tours but did not have a preference for a day. Is one day enough time? The understanding is that it will be enough time due to the format. Motion for the tours on the 26th: Busse Second: Collins Passed unanimously
2 minutes	Student Semester Survey	Feedback:

(Action)		<p>Can they be edited by teachers? Yes</p> <p>Can teachers continue using previous surveys? Yes</p> <p>Is this going to be a “HAVE TO” item? YES. The expectation is that EVERY teacher is doing a survey before the end of the semester.</p> <p>If teacher must leave during survey time, there needs to be an adult in the room.</p> <p>Electronic version of the survey will be sent out for those that want to use it or modify (?) it. Does not have to be used if someone has one they’d rather use.</p> <p>Administration is not asking for survey results. These results are for teachers to reflect on. Admin may ask how the survey portion went, but they are not asking for results to be shared, just the overall response from students about getting a chance to provide feedback to their teachers.</p> <p>Motion to conduct student surveys at the semester: M. Symonds Second: Roche Passed Unanimously.</p>
5 minutes (possible action)	AFJROTC – share collected input from staff, since there is no rush to make a decision this may be a continuing conversation	<p>Is there a presentation that can be shared with staff about this program and how it works? There is a presentation attached to the email sent out by Eric and a link in the previous month’s meeting’s minutes.</p> <p>Staff seems generally supportive of pursuing this at</p>

		<p>this time. We will come back to this as we move up the queue.</p> <p>No action at this time</p>
5 minutes (information)	<p>PBIS Conversation</p> <ul style="list-style-type: none"> Review PRIDE expectations at semester 	<p>Please review/modify these at the semester. Be sure to teach your classroom expectations to students if you have a new set of students 2nd semester.</p> <p>There's a 3-minute bullying/harassment video that will be disseminated for staff to show in classes during a soon-to-be-identified period to help us (WHS) revisit bullying expectations.</p> <p>Not necessary to do a whole lesson about these, but if you want to, go ahead.</p> <p>Shout-out to the PBIS committee for their hard work.</p>
5 minutes (information)	Operational/Building Issues	<p>Back entrance by English: They are cutting in a ramp. THE COVER IS NOW OFF.</p> <p>Rats have been spotted. Rat poop as well.</p>
2 minutes (information)	Update on Principal-Union monthly conversation	Jake and Eric met about listening and learning tours.
5 minute (information and action)	December's Motion to include impromptu introduction of staff concerns at Leadership meetings	<p>Only half the group was present when this decision was made.</p> <p>We are trying to get concerns into the agenda in advance so that they can be researched. Does impromptu agenda-adding help or hinder problem-solving?</p> <p>If something comes up at a department meeting within a week of the Leadership Team Meeting why can't we bring it</p>

		<p>up right away rather than wait an entire month. Maybe we can provide it to Brian Higgins at the beginning of the meeting so it can be added.</p> <p>It would be fantastic if Brian Higgins could send out reminders to the Leadership Team so we don't forget about collecting concerns.</p> <p>If we have ideas about concerns but the concerns are solved before the meeting, we don't really get to discuss those things.</p> <p>Motion that items will not be added to agenda after the Monday before the Leadership Team unless it is an emergency item Motion: Busse Second: Butler Amended: Emergency items will be brought up in the building issue portion of the agenda. Passed Unanimously</p>
10 minutes (information)	<p>Staff concerns from Department Heads and LIT Reps</p> <ul style="list-style-type: none"> • Assemblies <ul style="list-style-type: none"> ○ How is student attendance of assemblies affecting supervision at assemblies? <ul style="list-style-type: none"> ▪ If students are not going and are hanging out in a teacher's room, that teacher can't be at the assembly to supervise ▪ Voluntary attendance at assemblies does not seem to support the "us" culture. ▪ Also, lots of students going to the 	<p>There has not been an expectation that teachers were required to supervise students in their rooms during assembly time.</p> <p>Even though we are not requiring kids to go to assemblies, there has been good attendance at assemblies.</p> <p>When we attach it to lunch time, we protect instructional time. Can we really force students to give up their lunch time in order to require them to attend the assembly.</p> <p>In the past, requiring attendance has not really</p>

	<p>library during the assembly</p> <ul style="list-style-type: none"> There are a lot of staff on the floor and few in the upper levels of the gym bleachers supervising students 	<p>helped the “us” culture at WHS.</p> <p>If teachers aren’t attending assemblies, why not? Do we have enough supervision? Does this support the culture we want at WHS? How can we ensure that students are being supervised? Is there a system that needs to be in place.</p> <p>Is this allowing students to find their own niche? Seek intervention? Build relationships with teachers?</p> <p>ASB is working on building the culture as well. This format puts the onus on students to create content that is effective. It creates an expectation that students will be active on campus, but not necessarily going to assemblies.</p> <p>Need clarity on assembly expectations now that we are not requiring student attendance at all assemblies.</p> <p>How is the library being used during the assemblies? Can we use it effectively? Can we created layered systems for intervention, skill-building, etc.?</p> <p>This item will be given more time in a future (Spring) assembly with the intention of finding ways to make this assembly time more effective for all students and staff.</p> <p>Staff are encouraged to get into the bleachers to supervise students.</p> <p>Warning to staff: Upper levels of the bleachers can be dangerous to ears. Decibel levels are high.</p>
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	<ul style="list-style-type: none"> Request for Social-emotional learning, guidance, instruction 	<p>Are we looking at this as a school? Through PBIS?</p> <p>Is this something we want as staff training? Curricular pieces?</p> <p>Leadership Team</p> <p>Eric will sit down with the staff member who requested and see if we could do something during a LIT (?) training in the future.</p>
10 minutes (information)	<p>Building expectation: seating chart focus</p> <ul style="list-style-type: none"> Social-emotional Academic Cultural 	<p>Eric is asking all staff to use seating charts with these three things in mind.</p> <p>Students have reported positive results when pushed out of their comfort zones, and specified seating charts as a major player in this.</p> <p>Admin will be looking to see if seating charts are apparent when they do walkthroughs.</p> <p>Could this be a future LIT training? Sure.</p> <p>When Admin walk into classrooms, it has been very apparent which classrooms don't have seating charts because students congregate according to different cultural boundaries.</p> <p>This also supports IEP/Behavioral inclusion in the classroom.</p>
10 minutes (information)	<p>Building a culture of collective support</p> <ul style="list-style-type: none"> Tutorial training for staff 	<p>We don't always have "that next step" ready for students who finish early or are ahead. Can we build a system, buy-in, to encourage students to peer-tutor/guide.</p>

		<p>Do we need to help staff feel confident in doing this?</p> <p>Building a team mentality.</p> <p>Does this fit our goal? Yes.</p> <p>This strategy can be used in all grade levels as well. Not meant to be a behavior control strategy.</p> <p>What about students who despise this kind of thing? Students who want to use their extra time to pursue individual interests? Is this just a tool that will be used by students to avoid work?</p> <p>This may depend on the culture of the classroom.</p> <p>Phones/music as a reward for getting their work done is something that will get in the way of this.</p> <p>This is not something we want to require EVERY student to do. But how do we build a culture where students want to help each other? Some already want to.</p> <p>Adding it to the training list.</p>
10 minutes (information)	<p>Lunch with ASB Leaders</p> <ul style="list-style-type: none"> Bridging the cultural divide 	<p>Constant, consistent, and continual discussion about how we can all bridge the cultural divide.</p> <p>ASB is working on creating a position for a cultural coordinator so that this work continues each year.</p> <p>Parents interested in being part of that conversation should be invited to take part as well.</p>

		<p>Question: How culturally diverse is the parent advisory committee and could they reach out to more parents to increase that if needed?</p> <p>There is an interesting mix of parents of students that covers a variety of areas throughout the school.</p> <p>Would there be notes posted so staff/students/parents who did not make the meeting could keep up to date and have conversations with students.</p> <p>This is totally doable.</p> <p>Meetings need clear structure.</p> <p>We need to survey a larger group of the student population to get a better idea of what kids are thinking.</p>
5 minutes (information)	College-Level Equivalency Program (CLEP)	<p>Eric is going to send info on CLEP out to staff.</p> <p>Students can take the CLEP test and achieve college credit from different colleges depending on their score.</p> <p>Closest test site is CWU. We can also become a test site.</p> <p>Leadership team supported moving forward on this.</p>
15 minutes (information)	Building a matrix to determine effectiveness at WHS	<p>Let's build a matrix we can use to judge the effectiveness of anything we might want to judge. Things like the bell schedule, AVID, AP classes, everything else etc. This gives us information to use to evaluate all the things we do.</p> <p>This is clearly a bigger conversation.</p> <p>Eric is sending out the matrix so far so all staff can add ideas and the matrix can be</p>

		built.
5 minutes (information)	Washington High School visit share-out	<p>Molly Butler, Tara Janet, Diane Owen went to WHS to look at intervention and graduation numbers. Molly shared about that visit. There was dramatic music that played in the background.</p> <p>Much of their failure rates had to do with students just not completing work. So they build intervention time into their schedule. DRAMATIC CHANGES OCCURRED. Students were required to attend intervention if they had a missing assignment and if they were on the list they had to attend that intervention all week long, even if they completed their assignments. The result was students working hard not to be in that list.</p> <p>9th grade ELA here have taken on the task of building intervention for our freshmen and, so far, we are getting good results. It is a team effort and everyone on the PLC is working hard to be more available to students for that intervention time.</p>
10 minutes (information)	<p>Report back from committees (where applicable)</p> <ul style="list-style-type: none"> • 9th grade intervention committee <ul style="list-style-type: none"> ○ Chair: Tara Janet • Mentor program committee <ul style="list-style-type: none"> ○ Chair: Molly Butler • Learning Improvement training 12/11 <ul style="list-style-type: none"> ○ Chair: Graham Stansbery 	<p>Looking for 5-8 members per team</p> <p>No report. Needs members.</p> <p>Working on meeting now that break is over.</p> <p>See previous agenda item “ Lunch with ASB Leaders “</p>

	<ul style="list-style-type: none"> Feedback from ASB-led LIT training on 12/11 	
2 minutes (action)	Minutes Approval	Motion: Butler Second: Jelsing Passed Unanimously
LIT REP/DH Breakout		
20+ minutes (action)	LIT <ul style="list-style-type: none"> Guidelines for LIT Funds Requests 	Check your email.
15 minutes (action)	Lit Funds Requests Lit Funds Requests Michelle Smith, Koni McLean <ul style="list-style-type: none"> Poetry Out Loud Competition - Travel, meals, Keepsake <ul style="list-style-type: none"> \$223 McCormick <ul style="list-style-type: none"> Transportation to Governor's State of Address <ul style="list-style-type: none"> 1555.60 	Motion – Busse Second - Stansbery Amendment: Remove Gift Cards (LIT cannot buy gift cards) Motion - Higgins Second - Stansbery Amendment passed Motion Denied Unanimously Koni and Michelle are directed to talk to Eric, who has an alternate funding solution. Motion – Stansbery Second - Busse Approved Unanimously
5:46 p.m. (proposed) 7:21 (actual)	Adjourn	Motion – Roche Second – Mahoney-Holland