

Leadership Team Agenda
 March 12, 2018
 Room 500B
 3:30 p.m. – 5:30 p.m.



Time	Agenda Items	Notes
3:30 p.m.	Snacks Attendance: Pulido, Hedman, McPhettridge, Collins, Busse, Feil, Ellwood, St. John, Harle, White, Hernandez, Higgins, Cloke, Pasion, Turner, Helm, DeJong, Mendoza, Jobe, Andrewjeski, Christensen, Smith, Janet, Smith, Flones, Symonds, Schneider, McCormick, Montgomery, Pashkowski	
30 minutes (information)	Supportive Review <ul style="list-style-type: none"> What is our progress on meeting the building goal What other supports do we need? 	<p>Gains in Freshman pass rates since 2017:</p> <p>ELA +19.2%</p> <p>Science +7.4%</p> <p>PreAlgebra +10.2%</p> <p>Algebra +11.1%</p> <p>Geometry +6%</p> <p>Health .9%</p> <p>Gains in freshman failure rates:</p> <p>9th grade -12.13%</p> <p>10th grade -6.3%</p> <p>11th grade -10.33%</p> <p>12th grade -2.28%</p> <p>Questions on how the data between 2016/17 can be compared to 2017/18</p> <p>What is working? Are there students getting multiple kinds of intervention? Missing some kinds of intervention? What are we hoping to carry over into next year?</p> <p>Anecdotal evidence from counseling: Less students dropping AP-level classes. Grades earned by previously (2016/17) failing students seem to be higher overall.</p> <p>Passage rates vs. Learning. Does grading represent learning? Is there a purpose to the grade? Are items that are being graded driving</p>

LIT Notes: Andrewjeski Schedule/Freshman Interventions
Monday, 3/12/18

Present: Russell Rummler, Fred Lenard, Kent Pearsons, Michael Lasater, Stephen Smith, Doug Merrill, Brandon Harle, Gabe Headley, Brittany Stevens

RE: Work Group solutions... (Schedule)

General Group Discussion around 3 trial schedules:

- How much passing time?
- Option 1, Tech Center kids would have no 2B class.
- How much disruption v benefit in multiple schedule changes for students?
- How do we evaluate effectiveness?
- We agreed to stay on this schedule, how much re-hashing will we do? Consistency is big.
- Skinny block in Art is not productive.
- Would kids be less prone to come to school if skinny block on Mondays/Fridays?
- Skinny block v block determined by departments?

VOTE:

Five teachers currently teaching AB: $\frac{2}{5}$ like option 3, $\frac{3}{5}$ would prefer no change to current - no trial this spring.

Five teachers not currently teaching AB 5/5 would prefer no change - no trial this spring.

Are there any potential actions you'd like to pilot in your own classroom and how do will you relay your experience to the work group?

none

Are you interested in being on the work group?

none

RE: Freshman English Intervention

What supports could you see your department using in order to support the building goal (freshman passing all their classes)?

- Giving kids free lunch, would that encourage more students to come in?
- Working already on incentives.
- Collective effort makes a difference. Love the idea of peer tutoring with senior TAs.
- Could every Dept. have an intervention teacher periods 2 and/or 4 - like a "Molly"
- Standards based grading, can use test as a practice test as they can retake as often as they like. Encourage students to meet deadlines.

What other supports do you think would help in supporting freshmen across the building?

- Giving students study skills, expectations for HS culture of study, class expectations, hw etc.
- Teach the study skills built-into the schedule as an intervention time rather than as a class ex. All freshman? First day of school all freshmen or first half/second half?? Ignite

include study skills/hw expectations etc.?? When do kids learn study skills? Vertical alignment?

- Attendance?? Using hall passes/time out of class.
- Parents/guardians see evidence of grades when students are absent.
- Tardy ipads in each room?

What successes are you seeing in your own classes and what supports do you think are helping?

- New Gear Up tutor is helping in math class with Freshmen.
- Lunch intervention is helpful and working - either in the group class or in our individual classes.
- AP Academic Support classes to work on hw/ catch up a test

LIT Team notes 3/12/18

RE: Work Group solutions...

- Are there any proposed solutions you feel we should pilot this year?
- **Are there any potential actions you'd like to pilot in your own classroom and how do will you relay your experience to the work group?**
Requiring students who were absent to stay during lunch or passing time to make up those missed items and instruction.
Tuesday night review classes from 6:30-8:30 (AP chem)
Math does 7-9 on Wednesday nights (AP calc)
Having 8 class options rather than 6 has been really great for scheduling students. Assigning students to credit retrieval is happening less because students have time in their schedule to retake classes.
- **Are you interested in being on the work group?**
- **3 options**
Is the benefit worth losing consistency?
Passing time results in less instruction time. A lot less.
We need to go through the whole entire year and collect data before making changes
Can we change the passing time between block classes to 5 minutes so the A/B kids don't lose as much instruction time?
Does seeing students more often = success in those classes? How do/will we know?
What are we already doing differently that is adding to or taking away from student success?
AP classes can't just chop out units. Instruction time is the biggest issue

Those for piloting 1 2 3
1

Those ambivalent to piloting 1 2 3
5 2

RE: Freshman English Intervention

- **What supports could you see your department using in order to support the building goal (freshman passing all their classes)?**
Dean's Den has been awesome for getting problem students to school and holding them accountable for being here.
Science meets every week on Tuesdays to check alignment and pacing and has started intervention with 9th grade ELA.

Need more buy-in with the freshmen to make it a norm that they will be going to intervention.

- **What other supports do you think would help in supporting freshmen across the building?**
Counseling just went to a conference where Teaming between teachers was discussed as a very successful support. Also, a chunk of time during the day that allowed students to choose where to go unless they were behind. One class that all freshmen take that is like an advisory, but for freshmen.
- **What successes are you seeing in your own classes and what supports do you think are helping?**
Freshman failure rate for science is down. Kids are enjoying the class. Total alignment across those freshman science classes.
Every student in my sophomore English class that did not have attendance issues passed.

General Concerns

How are measuring success? Through grit or grades?

Mendoza Lit Group Meeting March 12th 2018

RE: Work Group solutions...

1. Are there any proposed solutions you feel we should pilot this year?

Responses

- Can we leave it for one year and then gather data for one year
 - Pilot for two weeks to see if they are viable (workable/increase in retention (music-repetition))
 - Staff wants to know what are the main problems: (A/B)
 - Attendance, consistency (3-days sometimes without seeing kids), retention of new material, too many days off of regular schedule that impacts A/B schedules.
 - Pilot: A not clean. Option 2
 - Option seems like 30 mins is too little for instruction and tech center kids could also end up missing more than they already do with regards to instruction/content.
 - Is there a limit on how many A/B rotations a teacher teaches? (1,2,3,4,5,6,,7,8,9,???)
- Are there any potential actions you'd like to pilot in your own classroom and how do you will you relay your experience to the work group?
- The majority of our group would like to have Option 1 off the table (due to the 30min Mondays)
 - The majority of our group would like to have Option 3 considered above other options (longer skinny block)
 - Runner up option is Option 2 (it would give us 4-days a week with those kids)

Are you interested in being on the work group?

-We have Dawn

RE: Freshman English Intervention

What supports could you see your department using in order to support the building goal (freshman passing all their classes)?

Responses?

- What subject areas are our freshmen most failing?
 - pre-algebra, science, ?
- An extra person (or two) per department to individually check with students who are at academic risk (like the current academic freshmen English team)
 - Have a teacher/person go around and track down kids who are at risk: Current teachers are unable to perform such tasks. Current success team have given up partial lunches and partial preps. This should be done in non-elective classes, but preferably get the intervention in the period/class they are currently struggling in.
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- Can this approach counter our high absences rate?
- Success of current freshmen intervention is great, but potentially losing prep or lunch time is not ok.

-We don't think that we as WHS are not using volunteers from Wenatchee learns (have more man power available, but we are not using it)

What other supports do you think would help in supporting freshmen across the building?

What successes are you seeing in your own classes and what supports do you think are helping?

- Blocks are getting the relationships
- Some A/B are struggling with the relationship aspect
- Some A/B are finding success with relationships in the current schedule.

Roche LIT Team Discussion 3/12/18

Work Group Solutions

- Are there any proposed solutions you feel we should pilot this year?
 - Option 1: fearful not to get a day back
 - All look more complicated - non A/B teacher
 - Not in favor of making changes; changes will become more confusing - current a/b teacher x2
 - Would add to student confusion- non a/b teacher
 - **General consensus is against all skinny block options**
 - Last year Mondays; kids took it less serious do not want to repeat that
 - Teacher will all a/b's- will have 140 kids per day on skinny block days
- Are there any potential actions you'd like to pilot in your own classroom and how do will you relay your experience to the work group?
 - Potential for "power hour" for next year?
- Are you interested in being on the work group?
 - Nope :)
 - Discussion about 3 quarter/1 quarter classes

Freshman English Intervention

- What supports could you see your department using in order to support the building goal (freshman passing all their classes)?
 - Int'l language: might be challenging, but like the idea
- What other supports do you think would help in supporting freshmen across the building?
 - Attendance is better, but still a big issue
 - Culture of school attendance seems to be an issue
 - How can we go to the parents and reach out to change the culture?
 - Discussion about assessment
- What successes are you seeing in your own classes and what supports do you think are helping?
 - What interventions are we doing for non-freshmen? Hope for follow through for non-freshmen
 - After-school programs; how can we find ways to encourage and support kids in after-school programs?
 - Small-school example: very successful when kids were required to attend

- Is it possible to have different department have different days for intervention at lunch or after school?
- Can we better utilize the resources we have in the community?
 - Community mentor groups?
 - Figure out ways to connect our kids more with the community

Other discussion

- Testing for sophomores
 - Why not test in May?
 - Concern for AP kids missing key class time prior to AP tests
 - Concern from PE/Health about losing gym space for a month
 - Why not test after AP tests?
- Gofundme account for Jaden
 - Possibly do something through ASB to help?

Schedule:

Are there any proposed solutions you feel we should pilot this year?

Maybe solution A. But are we actually losing instructional time?

Confused on the definition of a skinny block....? Maybe doing 45 and 90.

Frustrated with A/B but enjoy seeing students

Feeling like these proposed schedules are not a fix...

AP/Support – not what we thought it was going to be.

Why are there so many students in these classes? Force them to be in other classes to learn new things.

Students coming in on teacher preps and during class time.

Are you interested in being on the work group?

Nope.

RE: Freshman English Intervention

What supports could you see your department using in order to support the building goal (freshman passing all their classes)?

Lunch intervention – science and math are implementing that as well. Getting students to come to lunch has been a challenge.

Peer tutoring might help.

Maybe need some bite to get students to come and be accountable.

The talk has been all about teachers doing more. What about being a team.... Students and parents as well.

How do we track progress?

Can we just go back to PAWS? Maybe doing a break between 1st and 2nd period.
Lunch should be free time.

ATTENDANCE!!!! Still too much.

What other supports do you think would help in supporting freshmen across the building?

Meeting with every failing freshman. Admin and parents and students and teachers.

No penalty for being absent. We bend over backwards to accommodate when they are gone. Parents are willing to let their kids stay home. Then asking for work to just be excused from parents or counselors. How do we change this culture.

Paras back in the classrooms.

Smith LIT Notes 3-12-18

Attendance: Simmons, Loftus, Busse, Asplund, Howie, Carlson, Schafer-Cloke, Wilson-Wright, Hilldorfer, Giacomazzi, Tronson, E. Smith

RE: Work Group solutions...

Thoughts:

- Wants/values most contact **days** especially for literature-heavy classes
- Possible to pair A/B rotation with academic support?...But this further limits scheduling options.
- 6 period days overwhelming for teachers who teach A/B classes (option 2 seems most overwhelming)
- 85 minutes too long. 40 minutes too short. 30 feels like a waste of time.
- Going back and forth from day to day seems confusing and hard mindset for students to get into
- Lesson planning could be hectic with 65/40/85 min.
- Production classes will suffer from shorter class periods
- Student contact **minutes** over 2 weeks:
 - Option 1 = 400 min
 - Option 2 = 395
 - Option 3 = 400
 - Block = 470 → Equity issue
- Some subject areas suffer no matter what with any schedule.
- Will work with anything
- Wants more student input

- How will we handle breaks/passing period on days when we meet with all classes? Will block classes stay in or have a 5 min break?
- Are we sticking to our original intent/goal with scheduling?
- These options do not address the load issues being experienced by A/B teachers

Ideas/proposed solutions:

- Stay with what we have now
- AP classes meet every day 1st semester, every other 2nd semester to earn 1.5 credit
- Eliminate the A/B rotation altogether. AP classes would meet every day all year.
- 5 period trimester. AP classes could meet 1st and 2nd trimester. Some classes could meet all 3 trimesters.
- 75 minute class periods T-F + 30 min. mandatory tutoring time

If we *had* to choose one of these new proposed schedules:

2 votes for Option 1

1 vote for Option 2

1 vote for Option 3

...But no one felt very strongly in favor of any of them.

RE: Freshman English Intervention

- Was learning the same last year compared to this year? What was the measure? DBA?
- Wants to make sure interventions are sustainable and contractual.
 - Are teachers being/will they be compensated for their time during lunch?
 - Schedule doesn't work if it requires teachers to volunteer or work beyond contract to meet student needs
 - One dept. shouldn't be less successful if they're unwilling/unable to work beyond contract
 - Helping during lunch time saves time after school
- Could departments pair up with academic support for intervention time?
- Are we pulling students from other classes 2nd & 4th period? Self-defeating?
- Lots of support for tutoring idea. Would like to have more 1:1 tutors available, every class period
- 75 minute class periods T-F + 30 min. mandatory tutoring time
- Freshman failing due to lack of attendance and failure to turn things in
 - Need more accountability for attendance as a community

Mary Symonds

LIT Team notes 3/12/18

My wonderful LIT group had great ideas and discussion today. They were civil and inclusive. Here is what they thought about the

A/B Rotation Solutions Ideas:

**most if not all were in favor of trying something, in order to help (perhaps) the A/B teachers

**They thought that Schedule #1 was the most responsible (because the other schedules had three different class lengths per week and that is a lot to handle)

**They were concerned about the A/B students in the hall passing (noise?) to the next class on Monday if we try that schedule.

Intervention Ideas:

The School need Full-time Paid Intervention Specialist

Remember that Molly's class period was release time to set up an intervention. Equity with other debts.??

LIT groups members trying classroom -based or grade-band-based interventions spoke about what they do to help kids. Lots of good ideas.

"Remember that failure rate is important for the State, but it is very easy to change and manipulate. We should examine skills/successes in other ways, not just failure rate."

"Mentoring should be expected and a part of WHS." Requirement to have all Juniors and Seniors mentor?

Conferences:

Most did not like the schedule and did not see very many parents.

Thank you.

Mary Symonds

Stansbery LIT team notes Date: 3/12/18

Present: Brent Grothe, Meg Lovercamp, Tom Baumeister, Rebecca Molitor, Adam MacDonald, Penny Hedman, Jim Kovach, Chris Cloke, Will White, Lorena Pulido, Elizabeth McGregor

Agenda and notes

<i>Discussion Prompts:</i>	<i>Discussion notes:</i>
<u>A/B Work Group Solutions:</u>	
Are there any proposed solutions you feel we should pilot this year?	<ul style="list-style-type: none">• Option 2 with a Tuesday/Thursday skinny option• Would A/B Option 1 be too short on Mondays? "Too short" "I'm ok with it"• Option 1 has consistency & works for ISL & a couple other positives• Don't forget about traveling teachers and their needs with more transitions• Every other Monday some teachers lose students because of Tech Center• Open to try a Spring run: all• 7 like Option 1• 1 likes Option 2• 1 likes Option 3• 1 could go with any Option• 2 don't feel the need to run a trial (ok with it as is)
Are there any potential actions you'd like to	<ul style="list-style-type: none">• Have AP teachers run Support classes?

pilot in your own classroom, and how will you relay your experience to the work group?	<ul style="list-style-type: none"> • Would this eliminate the flexibility?
Who is interested in being on the work group?	<ul style="list-style-type: none"> •
<u>Freshman English Intervention:</u>	
What supports could you see your department using in order to support the building goal (freshmen passing all their classes)?	<ul style="list-style-type: none"> • Where are TAs academically? Are they equipped to do so? • TAs are polled/surveyed on their skills. • Any way to reflect the TAs' work tutoring students? On transcript? • CTE could "fit" the TA class to help with peer tutoring. • Some 12th grade TAs help with translation.
What other supports do you think would help in supporting freshmen across the building?	<ul style="list-style-type: none"> • Would it be possible to have a central support area any period of the day rather than individual departments creating separate interventions? • Do we have the capacity for this? Combine with a support class? • Expand lunch to an hour? • More than 9th grade support? • Helps with during-the-day interventions (rather than after school)
What successes are you seeing in your own classes, and what supports do you think are helping?	<ul style="list-style-type: none"> • Gear-Up tutor helps • Tutor.com has helped • Many problems (9-12) relate to attendance and making up work → one-on-one "contracts" or individual conversations work (case by case basis)
<u>Other Discussion Points:</u>	
<ul style="list-style-type: none"> • Hope that a trial A/B rotation could validate and hear those with concerns • After-session conversation with one member: what have been the program impacts because of the new schedule? 	

		<p>learning?</p> <p>Accountability on excused absences and students who are very late to class. How do these connect to grading practices and pass rates?</p> <p>Can we begin pulling kids out of class 5 minutes before school to get them into the after school program?</p> <p>Can we please add transportation to the after school program?</p>
5 minutes (information)	PBIS	<p>PBIS committee meets on 3/24 for Fall implementation of PBIS expectations based on the survey data.</p> <p>Looking at day length, what items to teach</p>
5 minutes (information)	Operational/Building Issues	<p>Rodents in ceilings. Pest control is on the case.</p> <p>Door Magnets – helps teachers keep doors locked without having to go back on forth and interrupt instruction letting students in. Not an end-all-be-all. Not a requirement at this time.</p> <p>Handicapped spots in back lot now.</p> <p>Buses in back are causing obstructions for staff. This is the least restrictive for students and families. These students are hanging out in that exit the last 20 minutes of the school day which is causing noise problems for teachers in that area.</p>
2 minutes (information)	Update on Principal-Union monthly conversation	<p>Jake and Eric met this month. Most of the conversation was about the classified staff listening and learning tour.</p> <p>Overloads with regard to directed study students. These students do not count as overload. If this is becoming a problem for teachers, let Admin know so they can move students around. These teachers have never been compensated for that work even though they are responsible for attendance, grading, direction of the projects.</p> <p>Conversation on this is ongoing.</p>

10 minutes (information)	<p>Staff concerns from Department Heads and LIT Reps</p> <ul style="list-style-type: none"> Concern over how far the alignment of syllabi will be going <ul style="list-style-type: none"> feels it infringes on pedagogical and methodological freedom between teachers of the same subject could snowball into making us all on the same page on the same day IEPs: The concern is actually that they are not getting enough students with IEPs when compared to others. Feels like there is bias on where students with IEPs are placed and this does not allow teachers to "raise to the challenge" if they seldom get IEPs. 	<p>CTE and ART are connected through Steve Priest. He is a conduit. Like in Ghostbusters 1.</p> <p>Eric hopes that this is never the case.</p> <p>What is really most important? Grade weights? The numbers? How we grade?</p> <p>There is pushback in ELA</p> <p>A few years ago there was a push to do Standards-based grading. Is this that again?</p> <p>The idea is to bring us closer together, not radically different. Not identical, just commonalities.</p>
2 minutes (information)	<p>Training Topic: Social-emotional learning, guidance, instruction</p>	<p>A handful of teachers went to a conference. Why should we do social emotional learning? To build those expectations and provide safety nets. More positive social behaviors, reduced conduct problems, better risk-taking behaviors, increases in attendance</p>
10 minutes (information)	<p>Finals Schedule</p> <ul style="list-style-type: none"> Did it work Do we want to make changes? 	<p>Can't do identical to how we did it 1st semester.</p> <p>Student access time to teachers last year was nice.</p> <p>Do we designate time to classes to do a final?</p>

		<p>Don't know if we can eliminate seeing students again after their final time.</p> <p>Finals don't feel like they have the same amount of importance, thus students didn't take it as seriously as they did last year.</p> <p>Can we please not have students come back after finals?</p> <p>How many finals do students have on one day?</p> <p>Group seems open to keeping on regular schedule, then giving options for when to give a final.</p> <p>Last day of school is a ½ day. Can it be an intervention/make-up day?</p>
15 minutes (information)	Report back from LIT team meetings	<p>Notes from each team should be attached</p> <p>Should this be send a vote out to A/B teachers? Everyone?</p> <p>Consensus was to send this out to staff with delineation for block/A/B teachers so we can look at how the people most affected by this feel.</p> <p>How many concerns do these changes actually help with?</p>
15 minutes (information)	LIT Morning Trainings ideas	<p>SPED LIT training</p> <p>Collaborating in teams to support students on IEPs</p> <p>Accommodation/modification trainings</p> <p>AVID tutorials and avid strategies</p> <p>Mentor training – Using TAs as mentors</p>

		<p>Leveled-tech training</p> <p>Social-Emotional training</p> <p>Could we do SPED training during principal days at the beginning of the year?</p> <p>Could we do some split training days? Let staff pick their area of interest?</p>
2 minutes (information)	Safety Update	<p>Board had a public forum. There is a workshop on the 19th of March. After that, there will be recommendations. Eric is waiting for that point before making any changes.</p>
5 minutes (information)	<p>Schedule Problem-Solving Work Group</p> <ul style="list-style-type: none"> • 3 parent volunteers • 4 teacher volunteers • 1 student volunteers 	<p>Steve Priest, Mark Haugan, Dawn McCormick, Carrie Christensen</p> <p>Rachel Pashkowski, Michelle Jobe, Lisa Martinez</p> <p>Sebastian Pasion</p>
2 minutes (information)	<p>Report back from committees (where applicable)</p> <ul style="list-style-type: none"> • Intervention committee <ul style="list-style-type: none"> ○ Chair: Molly Butler • Potential committee: Social-emotional learning, guidance, instruction 	<p>Looking for 5-8 members per team</p> <p>Anyone interested in joining can contact Molly. How do we create a culture where this is the norm for students?</p> <p>Molly is spearheading this work. Interested in getting your department in on this? Contact Molly? We probably need another staff member focused on this as well.</p> <p>Frustration: We can't do this during our class so now we need to do it during lunch?</p>

	Minutes approval	In Favor: Opposed to:
LIT REP/DH Breakout		
10 minutes (action)	Schedule LIT Morning Trainings for remainder of school year	<p>April – 45 minutes, full-staff training – SPED presentation</p> <p>How to use IEPs, how to read IEPs, difference between a 504 and an IEP</p> <p>LIT Reps seek out training ideas from teams to share in April. Offer this list and ask for suggestions as well: AVID tutorials and avid strategies, Mentor training – Using TAs as mentors, Leveled-tech training, Social-Emotional training</p> <p>May – 45 minutes, double option training</p> <p>June – 45 minutes, double option training</p> <p>We will decide May and June at April LIT meeting</p>
20+ minutes (action)	<p>LIT</p> <ul style="list-style-type: none"> Guidelines for LIT Funds Requests <ul style="list-style-type: none"> Are we approving funds amount or the items? 	<p>Motion to add something like the following (wordsmithing still happening) into LIT Funds Requests guidelines: “The LIT funds items, not dollar amounts. If the price of your items is cheaper than expected, the expectation is that the remainder of your funds will be reabsorbed by the LIT funds’ pools.”</p> <p>Motion - Higgins Second - Mendoza Approved unanimously</p> <p>Will return to this item later in the month</p>
2 minutes (information)	Funds review	<p>Admatch: 30,715.76 Class mix: 15,251.00 Total Spent since budget review: 10,295</p>
15 minutes (action)	<p>Lit Funds Request</p> <ul style="list-style-type: none"> Knowledge Bowl LFR 	

	<ul style="list-style-type: none"> ○ Hotel rooms for state <ul style="list-style-type: none"> ▪ \$600 ○ Equipment <ul style="list-style-type: none"> ▪ \$525 • Total: \$525-\$600 • College in the high school scholarships ten, \$100 scholarships <ul style="list-style-type: none"> ○ \$1000 • Kovach <ul style="list-style-type: none"> ○ Charging cabinet for Music Tech class <ul style="list-style-type: none"> ▪ \$372.47 	<p>Motion – Symonds Second - Schneider Amended to equipment only Approved 9-1-1</p> <p>Motion – Smith Second – Higgins Approved 7-2-1</p> <p>Motion – Symonds Second – Higgins Approved 9-0-0</p>
6:10 p.m. (proposed)	Adjourn	Motion – Second –
6:40 (actual)		