

Scappoose High School

Site Council Minutes: Dec. 16, 2015

In Attendance: Jim Jones, Karen Kessi, Jenny Melgar, Annette Pixley, Susie Erickson, Terra Hayes, Judy Reed, Kerri LoPriore, Caitlyn Sparkman, Britany Phillips, Jeff McDonald, Sara Peterson. Guest - Brad McKedy.

Absent: Jeff Baker, Alison Howell.

Call to Order & Attendance

Welcome Parent Rep. Judy Reed.

Approval of Nov. Minutes

Unfinished Business

Addtl. reports from Vice Principal Brad McKedy - handed out data info, see attached. Some discussion had about early graduation applications and that being done as a Sophomore.

KK: Is there a question being asked about why?

Counselor: Yes, they are required to.

Essential skills class of 2016: see handout

Jim's thoughts on SIP Goals - discussion

BP: working on standardized tests to help identify scores, but also using the PSAT for Sophomores.

SP: Can they save work samples?

BP: No, they need to be specific prompts

KK: Where do they come from?

JJ: ODE. Hoping it will flag those kids; we are working with Mr. Jupe to come up with a way to find those. Targeting the area they need.

BM: RTI - Response to Intervention - need assessment to watch the trend data throughout K-8 so we can find those issues earlier and with those specific areas.

AP: How will that work with classroom, body, staff etc in regards to budget?

JJ: We don't have that in place. It is a long-range plan we are developing. Based on the data we make informed decisions. We believe in the RTI model and will collaborate with staff. SSR for some, targeted intervention for others.

KK: How will all of this work and where will it come from? Most of those kids struggling feel successful in their electives, which is where the time will come from for their intervention.

JJ: Not in place yet, but there are multiple options. Intervention periods, pull outs, targeted interventions within the scope of the class.

KK: Glad to hear that, as I have heard that intervention at SMS can mean that the kids do not have an elective.

JJ: My goal is that 100% of the students deficient in reading will graduate on time.

BM: Other assessments - PSAT, IB, AP, etc.

JJ: We would have goals set for what would happen each year to keep everyone on track throughout their HS career. Not reactionary any longer. Looking for early assessment.

KK: IS there other data to help get more funding for these kids that are deficient. Socio-eco? Raical? Eco disadvantaged?

JJ: I don't think so. We don't qualify for some of that, but these kids are pretty across the board. We are working with our staff on the Writing Across the Curriculum.

JR: You are working with the K-8 to be sure these kids are identified?

BM: That is the goal.

JJ: Interventions will be done and we can continue to help those deficiencies.

BK: We are looking at universal screeners to cover both reading and math.

KL: With the standardized testing we really didn't know where things were at.

JJ: We can take the resources we have now and use those.

AP: How would an uninvolved parent know?

JJ: They wouldn't at this point

KK: Site council can help by endorsing the SIP goal and be prepared to attend budget meeting at the public hearing to speak on behalf of the SIP goals.

JJ: I would like to bring back the outline and bring it back to the meeting.

KK: Once we get the universal screener in place, we can communicate with parents about what essential skills are and where their students are. There is a better way to do it then we currently are and we will find that.

BP: Can we send that out with report cards?

BM: Will send a link to the council with the Essential Skills info

KK: Do we have data on how often parents are accessing parent vue?

SE: I can see when parents login.

TG: I sent Teresa an email.

JM: Will this be used to identify students?

BP: It isn't exactly a way to identify, but can give us some helpful information on who we need to contact.

SP: There is a fine line between helicopter parenting and parenting.

KL: Identifying who goes onto other math classes, require us to compare other math grades, this will help identify some.

SP: We are going towards an in-house testing - So are you buying a model to do that in-house testing and how are we going to handle the budget for the model and then someone to read the data.

BP: This year we can use the PSAT scores and then contact parents of lower scores and they will need future essential skills.

BM: I can help you understand the screening process

BP: Students: How did you learn what you needed to do in regards to essential skills?

CS: I knew I had to pass the OAKS test.

BM: You were comfortable with OAKS since you have been doing it since 3rd grade.

CS: That is why people didn't do well this last year with the change to SBAC.

KL: We show them charts and all the ways they can reach the essential skills.

KK: Can we add that to forecasting?

BP: Revisions start in February if we would like to discuss that in this meeting.

New Business

Bell schedule two-week trial - discussion

JJ: We did a two week trial of a changed bell schedule. We need to have feedback about that.

JM: I like it. The 10 minute between class was too long

CS: Commuting and meeting with teachers was great, and printing for those people that don't have printers.

KK: Clare Kessi had concerns about the overall shortened class time – especially in AP and music classes – but this is in regard to the semester schedule, not the change in the bell schedule.

JJ: Only shaved 3 min off of each class. It was important that students had time in the morning to access teachers or breakfast. I see a lot more students in with teachers in the morning.

TG: I will always have the same kids that push it for tardies. The kitchen said there are more having breakfast.

TH: Skinny Friday question

JJ: We looked at what were the most necessary changes.

Update: changes in Federal and State expectations of K-12

JJ: NCLB has been changed to ESSA; this will empower states to do more.

BM: It is a restructuring that will give states more control.

JJ: and our local district potentially more control

BM: There are comparisons online about ESSA and other funding

Clarification: Player Eligibility

KK: I had a parent ask me about Player Eligibility. I wanted to hear from Jim about the enforcement of eligibility. How tightly is it kept, etc.

JJ: Eligibility requirements are based on the previous semester grades. You have to be enrolled in and passing 5 classes. We are across the board higher GPA than other schools.

AP: Do we grade too easily if all these teams are highest GPA?

JJ: Our test scores are higher, our AP scores are above the state scores. Peers involved in 3-5 extra curricular are usually a point higher than their peers. When you exclude students from school activities, they become disengaged. We used to have a complicated system and I was the athletic director, it was so complicated that extra people would need to become involved to figure out eligibility. A student that was involved with coaches etc, only graduated because of those interactions. Coaches monitor their teams about every 2 weeks.

AP: Their eligibility is based on the last semester, so essentially students could just do great the previous semester and then tank.

JJ: Yes, but most students don't do that. Some coaches help them come up with a plan if they need to work on things.

TG: We have a lot of coaches in-house and they see the kids and their classes.

KK: I see that it seems clear as staff, but as a parent who hasn't heard this explained it would be hard to understand.

TG: As a parent, they would have read the eligibility information included in the packet they signed.

KK: addressing students: You two have been here and are academically inclined, have you had a hard time with that (grades not being entered)?

CS: It's hard because some things don't get put in for 3 weeks or longer.

JJ: We are holding the teachers to the 1st and 15th and I have discussed with the teachers about what is expected.

Announcements

Next meeting – Jan. 20 at 3:30pm in the Conference Room

Adjournment