

May 19, 2015

Call to Order & Attendance

Jeff Baker, Andy DeBois, Susie Erickson, Tina Gift, Terra Hayes, Darren Irwin, Liz Mahlum, Jeff McDonald, Jenny Melgar, Sara Peterson, Annette Pixley, Caitlyn Sparkman

Approval of Minutes from March

1. Reviewing notes and clarifying answers to specific questions.

- a. How do we get students to apply what they learn over the course of 3-4 years?
- b. Cost Benefit Analysis of Dual Credit and/or AP Programs
- c. What steps are we taking to make sure that people are aware. This should be the focus of Site Council?
- d. Do we have the current flexibility to offer on-line learning for initial credit for students when conflicts prevent them from accessing courses? **ADB** explained that PLATO is primarily used for credit recovery but there are limited times when we do use it for unique situations. The biggest leverage is that each course that we offer must have a teacher of record that is HQ in the course area (for example, Biology). We don't use it in a scenario when a student has a conflict due to a singleton.
 - i. What about students who want to open up flexibility within their schedule, for example, Health? **ADB** we don't do that because it will impact staffing and have students learn from a teacher on-site. We look at the needs of students to determine when we would make these decisions.
 - e. Where does Newspaper and Yearbook connect to school opportunities?
 - . **ADB** has been working with Scott Deckelmann to run this next year (club potential). This is an on-going conversation. 5K is the estimate to begin a club and/or course offering. This is a significant investment.
 - f. We need to identify priorities so we can focus our conversations. This should be the primary agenda item (**KK**)
 - g. Will a student have the same teacher in all subjects? **ADB** we can link ELA and MA at this time. Science and SS will likely not be linked due to constraints in the schedule.
 - h. Move to schedule was an executive decision by the superintendent. **KK** have we recorded a reason why?
 - . Continuity of Learning (Stephen's words, per **ADB**)
 - i. **KK** would like an explanation, in written format, describing the reason why
 - i. How will we know that the schedule change was effective? What tools will we use to measure?
 - . Number of interventions, graduation rate **ADB**
 - i. **KK** Are you expecting that all learners, not only lower end, will show demonstrated gains?
 - ii. **ADB** yes
 - j. Do we have an objective measure that we can use to track success?
 - . Students and teachers happy? Credits earned?
 - k. Is the staff going to be ready by September?
 - l. This schedule reflects a transfer of minutes away from electives and towards core classes

J-L need to be addressed and clarified.

NOTES APPROVED WITH ADJUSTMENTS MADE IN MEETING #8 DOCUMENT

Unfinished Business

Long Range planning continued (DeBois)

Academics Continued- Vocational Tech Courses

1. Freshman Study Skills

- a. Underclassmen likely study more than upperclassmen
 - b. TH concern that study skills (note taking, test prep, etc) are not embedded within coursework.
 - c. CS appreciates when teachers make the review process structured and intentional
Writing Across the Curriculum
 - . Peer Editing in CW is evident of low skills (CS)
 - a. No formal research paper is required (AP)
 - b. Writing is hard to do, and there is little opportunity to make an application/connection to coursework.
 - c. Students gave evidence/examples of limited writing opportunities in current classes
 - d. Darren Irwin questioned what our process is for LRP. What is site council responsible for attending to? ADB said we address the HS only.
 - e. At the district level, we are very lean when it comes to specialists that can help coordinate and establish these priorities.
 - f. Were you prepared for HS level work?
 - i. NO- student response
 - g. KK believes that teaching writing is hard, which is why she advocates for Writing Across the Curriculum. The effectiveness of writing instruction decreases when students do not receive timely feedback. This is a strong reason to keep class size smaller, and provide meaningful staff development. We must address this in our LRP process- it is an essential skill. *Writing* must be a priority that we address in 15-16.
- Vocational Coursework
- . Primary challenge is finding a teacher who is HQ to teach the courses (ADB)
 - a. Cost can be an issue, but when we have CTE partnerships those can be offset
 - b. We must be strategic with the coursework that we offer to support vocational programming
4. Prioritization of our LRP Goals
- a. What does intervention look like?
 - i. Math & ELA support class (approx 80 students not reading at grade level).
 - ii. Work Sample Classes to address the Essential Skills requirement
 - iii. OVERTIME
 - b. Are we sending a mixed message to students about what we value? We have interventions but we have academic courses that are not maximizing instructional time (KK)
 - c. MS priorities have shifted with the arrival of Mr. Alley. A tone of high expectations, academically, is being established, and students who are in need of academic skill building are being identified and provided with opportunities to build skills to help with HS success
 - d. LM expressed a desire for the group to focus on community outreach

5. *Post Secondary Planning*
 - a. We need to do a better job of informing parents about the tools available in Naviance.
 - b. Do we have a smaller number of students taking the SAT compared to comparable schools our size?
 - i. LM acknowledges that testing is not something she places a large amount of emphasis on, but thinks that the number of students that do test likely align with our actual numbers of students who pursue 4-year post secondary opportunities
 - c. We can do a better job of providing activities that promote the diversity of post-secondary options to our students and for our families. Goal is to provide a College Application Boot Camp during Q1 of OT during 15-16.
 - d. LM is working on bringing in better partnerships to help with the events/activities and would like to have a monthly focus.
 - e. Dual Credit could transition to Willamette Promise (ADB)
 - f. CS College Information Nights, Career Expo, etc can be better explained/communicated/etc
 - g. Exit Survey
6. *Staff Development*
 - . KK proposes that we wait until we are solid on what our LRP goals are to ensure that they are aligned to LRP
7. LRP Goals will be prioritized in September

New Business

Staffing Changes

1. New ELA teacher from Stayton HS will be full time in the English department. Her focus will be 9th grade Literacy based off of her experience.
2. Scott Deckelmann will be split between ELA and SS.
3. Counselor from HSD/Liberty HS to replace Whitney Scott
4. Posted .5 Dean of Students position is a TOSA (teacher on special assignment) teaching half of the day, or half time in their role, and then more administrative roles (attendance, low-level discipline, testing coordinator). This will free Jim Jones up to focus on more educational issues. This is an internal position.
- a. KK was curious about the hiring process. Typically administrative vacancies have a committee process and was curious as to whether or not this position would be handled the same way.
- b. ADB was not sure at this time- job closes on Friday (May 22)
Heidi Keith will be 1.0 FTE (pending board approval)
Two positions open in SPED, and these are TBD
Part time teachers include Baybo, Dorough, and we are planning on posting a .5 Theatre position.
- . KK believes we would have a better chance of attracting a quality applicant if we had this attached to an ELA position
Summer School teaching positions will be available (30 hours)
- . Credit Recovery, \$125 per session, 10 days of class
ADB more proactive with intervention coursework front loaded within the semester

Site Council Summit Review

Positive, formal review process of why a Site Council is important and what the function of Site Council is. It was interesting to see what each grade level prioritizes. One of the biggest take-aways was the strength of focus on academics at the HS level, vs safety concerns at the lower grade levels. Often the focus is not curricular in nature.

Karen has proposed that we have a 'Summit Two' to help the groups get priorities established, provide context and explanation about state mandates/directives/etc. This would be an informational meeting to help teams have a strong foundation to be successful for the upcoming school year.

Announcements

ADB: During the 15-16 school year we will be going through the accreditation process. It is an intensive process that occurs every 4-5 years. In August, a better framework will be provided to Site Council to see how the group can help support the process. Accreditation is an opportunity to have an outside entity provide us feedback on our powerful practices and areas of improvement to focus on.

Student Recognition

Current Recognition	Future Ideas
Sports Recognition- Assemblies, Letters, Photos	Public Recognition- Academic Recognition throughout the year
Graduation	Recognition Amongst Peers (not social media based)
Rotary Student of the Month	Culture Walk to identify what we value as a school community
Arts Assembly	Tribe Pride
NHS Induction	What do we honor beyond academics and athletics?
e-News	Student of the Month by grade/subject
Club Photos	Pride in the Tribe postcard
Courts- tend to be more of a popularity contest	Courts could have a different focus
Senior Awards Assembly	

- where do we honor underclassmen?