

Leadership Team Agenda
 March 11, 2019
 Room 500B
 3:30 p.m. – 5:00 p.m.



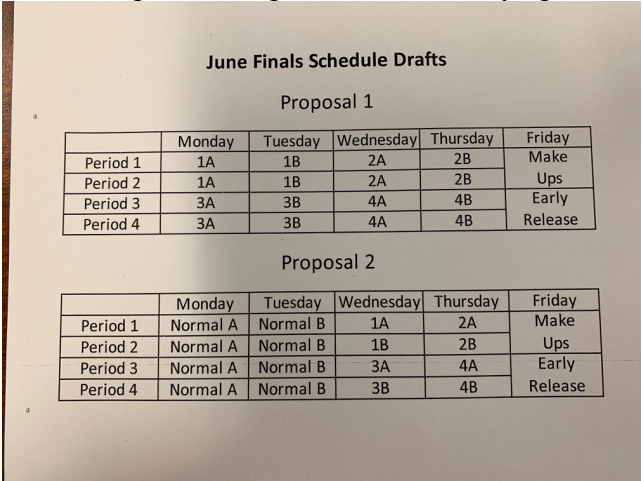
Time	Agenda Items	Notes
3:30 p.m.	Attendance: Spaghetti provided by Cindy Murie	Harle, Hedman, Higgins, Buzzell, Schafer-Cloke, Smith, White, Busse, Symonds, Giacomazzi, Mendoza, Jelsing, Anderson, Collins, Andrewjeski, Christensen, Bofto, Williams, McCormick,
5 minutes (information)	Operational/Building Issues	<p>*Brian H: Team member asked to see if restrooms inside media center are only being cleaned once a week.</p> <p>*Eric A.: Not aware. Will double check. There have been some custodians out sick, but they have said bathrooms are a priority.</p> <p>*Mary S: Asked about the new security cameras up by Language Arts</p> <p>*Eric A: Yes, there were funds left from previous year regarding allocation for cameras. Upwards of 40 cameras will be added/replaced. Much clearer, more areas with heavy traffic/bathrooms. Boys bathroom near bus entrance remains closed due to safety issue. Girls will stay open down there as long as sinks remain working.</p> <p>Dawn M: Made a suggestion for someone to do something about snow. Anyone. Please.</p> <p>Mary S: Asked about continued rat issues...</p> <p>Eric A. Reiterated we do have pest control that tries to take care of the issue as it is scheduled.</p> <p>Penny H: Asked about intercom updates?</p> <p>Eric A.: What you heard this morning is the system, trying to continue to make sure it is clear.</p> <p>Jackie A: Asked when attendance calls go out?</p> <p>Tanya B: 11:30 & 3:30 are when the autocalls go out.</p> <p>Eric A: Remind students that they are the first ones to take care of themselves.</p> <p>Dawn M: Asked about Skyward issues, regarding where students are supposed to be when she sees the students in a different location than her classroom (Jackie asked about clarification with this).</p>

		<p>Eric: The issue is that students are required to scan in as they enter the building, which then shows the student as “Present” which has been an issue. They are then supposed to scan into the room they are supposed to be in. (*Variety of discussion regarding scan codes, etc followed).</p> <p>Nikki B.: Similar issue, can’t track them but they’ve scanned in at office. Will we eventually be able to track them?</p> <p>Eric: Front office can see where a student scanned in and at what time.</p> <p>Shelly J: As a parent, she appreciates receiving Skyward text messages letting her know if her son didn’t scan in to class.. (Eric: We have had some positive responses about that, while we have also had other parents make complaints about receiving the notifications. Eric would rather have parents have too much contact, than not enough)</p> <p>Tammy G: Appreciate the security people coming by to visit with them regarding the safety/security training and Run/Hide/Fight</p>
<p>5 minutes (information)</p>	<p>Update on Principal-Union monthly conversation</p>	<p>Jake and Eric met...nothing currently to discuss</p>
<p>5 minutes (information)</p>	<p>Notes and Calls to classrooms: Tanya and Fidelina</p>	<p>Tanya B: Aware of the concerns regarding the interruptions and they are trying to be more concise and limit those interruptions. She asked us for feedback regarding how to contact you: Call/Email/Google Hangout/Send TA/staff to your room...they would like input on how to address teacher’s needs on this.</p> <p>Brian H: How did you want us to collect this info...dept’s/LIT teams?</p> <p>Tanya: Kim suggested a Google Form...but we wouldn’t want a list of all staff with all the different ways.</p> <p>Mary S: My computer isn’t open during class...are you wanting a consensus about this?</p> <p>Eric A: We are wondering if the TA bringing notes are working? They are instructed on doing a better job.</p> <p>Tanya B: If a TA is coming to your class and not bringing to you, let her know. They have been instructed to make sure to bring the note to the teacher specifically. We can also send an administrator if the situation calls for it...there are</p>

		<p>a number of outside resources that come into WHS to meet with students (Probation officers, etc...) at random times. They still do their best to limit those classroom interruptions.</p> <p>*Discussion...most agree that Google Hangout/Email would not be ideal as</p> <p>*Carrie C: Thanked Tanya for clarifying these items and reminding us all of all the variety of reasons that students are pulled from class. Carrie will pass on those items to her department to make sure they understand all that is going on</p>
<p>15 minutes (information)</p>	<p>Marketing our community of high educational standards: Jackie</p>	<p>Jackie A.: Item brought to her by a LIT member, wanting to find a way to market to the community the importance that WHS puts on high educational standards (*She passed along a PSA that was an example). The staff member wanted to find a way to present a way to better find a connection to promote this to the community.</p> <p>Eric A: Wanted to share something they are doing as Admin. A “nudge letter” idea where it is meant to be a positive reinforcement as opposed to anecdotal communication. For example, a parent that might say “Seniors rarely come to school anyway” in justifying their student’s absences...where a nudge letter reinforces that 92% of students are indeed here at WHS. These letters would be systematically sent out to specific groups or all students, depending on the topic. Through Skyward, they can pull info. These would be mailed home to parents. This is kind of the first step...the next nudge would be what the <i>next</i> step in the process (ie: tardy to absences to truancy).</p> <p>Mary S: Suggested protocols for promoting community connections (similar to Hospital/Clinics) where health appointments or driver’s ed have students that are missing class to go to these. Promote the idea of having as many appointments outside of school as possible.</p> <p>Eric A: Wanted to let us know this is something that he will be asking about at a district level as this isn’t just something that WHS has to deal with.</p> <p>Jackie A:</p> <p>Todd B: Also wanted to remind us that we have great things happening from WHS graduates...especially since the recent newspapers article has promoted the negative...we have students that do go on to great things after WHS that we can promote.</p> <p>*Discussion agreed to ways we can promote graduates.</p> <p>Tammy G: The Apple Leaf is asking for stories about graduates, positive student stories. The AL would like to promote positive stories about former students.</p> <p>Mary S: I have asked WenWorld about promoting these stories many times in the past.</p> <p>Brandon H: There are other media sources in the valley, like NCWLife that are options that often promote more</p>

		<p>positive stories. (Mary S: KOHO radio as well) Eric A: Mentioned that he is going to work with Diana Haglund about these topics.</p>
<p>30 minutes (information)</p>	<p>Review/Share Department action steps to support building goal</p>	<p>Eric: Wanted to promote the things departments are doing that support our action plans. (Brian H - displayed the action plan) Mary S: LA Dept discussed this last meeting. PLC teams shared out & intentionally discussed best practices. She hoped that there would be more time for that, but due to time constraints, PLC groups asked for more time to meet. They decided to drop strategy #1 from their department. Strategy 2: Not a system...wanted to have a system in place, while that hasn't happened each teacher has been able to follow up on their goal individually. They don't have a record-keeping system (asking if other departments do) or possibly use Skyward in some way to codify data. Her department is trying hard to work with a kid but need more information about the student to help make them more successful. Eric A: Asked if anyone used the "Notes" tab in Skyward? (*Most not aware of it...Shelly J reminded that not everyone has the same access) Mary S: Do we need to come up with a new strategy since we tanked our #1? (*Eric: Now that we are in March, I wouldn't say you need to start over)</p> <p>Cesar M (For Science): Shared their goals on behalf of Science Dept Head Tara Janet (as she was out sick). Listed a variety of items Todd B: With PLC Coach, they have worked better on their PLC teams. Have Google Drive set up for sharing assessments, more engaging activities, working on scope & sequence for each class as was prior quite scattered. Working with Molly B for peer math tutors in class.</p> <p>Brandon H: Reported that Social Studies department has had limited success on their Wednesday interventions (Mentioned that Molly Butler was also doing this in LGI's at beginning of year) and that PLC work continues to be stressed to build curriculum. CWP/Civics has done particularly well and providing their time to better Project Citizen. Eric A: Asked about how Molly's lunchtime intervention's have been stopped due to lack of participation. Wanted some feedback regarding that use.</p> <p>Carrie C: Spoke to how Foreign Language tried to use Molly (as well as their own 3 intervention days a week) and they were just not having much luck getting kids to show up.</p> <p>Penny H: All the students meet with their teachers once a week with follow ups. Continue to check their credits with them (1st semester grades for 9th graders, 90% of their students passed their classes)</p> <p>Don C: Art is making sure they honor and recognize success of students. That is going well and is ongoing. Intervention continues to happen at lunch and afterschool. Family interventions are falling flat...trying but it just isn't as successful as they would like. Have an online goal setting form that they have students trying to stay on top of. 1st semester data showed</p>

		<p>that majority of their failures came from Intro to Art...which helps them find ways to address it.</p> <p>Dan E (out with a broken foot) shared with Eric that their focus is on having outside organizations help kids find jobs outside of the building.</p> <p>Travis W (here for Scott Feil): 1st strategy was to make sure CTE students know their cross-credited courses available. 2nd was focusing on test-retakes and having ways for students to know there were ways to make those up. Lastly, monthly progress reports. Some success, some not. Travis for example was using Canvas for his progress reports that allows for students to check</p> <p>Carrie C: 1st strategy was to identify struggling students as quickly as possible and address. They don't have many seniors but they want to find ways to help students who need the foreign language to graduate ASAP. 2nd strategy was the 3 times a week, lunch intervention. They have had not great results ("meh"). Students are to make the appointments, There have been staff available and trying to see if there is successes still. They're doing the best we can there.</p> <p>Shelly: PE/Health 1st was communicating expectations to students. Wanted to be very intentional with how the students are graded and how they can make up their absences. Wanted to make sure they are doing the call home. Created a Health/Fitness D/F list which helped 1st semester due to the communication with students.</p> <p>Dawn M: Music - For ensembles, rare for failures. Individual courses (guitar, piano, etc) has issues regarding failures. Frustration that staff cares more than students. Apathy seems to be biggest issue. 15 students have dropped her class/left WHS since semester. Feels like her class can be a "dumping ground" and no buy in for lunch makeup. Asked about an option for Pass/Fail ? (Eric A: Yes, you can give a student an individual pass/fail depending on the situation).</p> <p>Will White: Asked if the Pass/Fail conversation...does that need to occur at the beginning of the course? In the past we have tried to move to P/F as early as possible to keep it student initiated.</p> <p>Eric A: We've talked about how students can't use pass/fail as a bailout to save their GPA, this situation isn't the same.</p> <p>Don C: He was understanding that only Special Ed or IEP students were eligible for Pass/Fail (Eric A: No, that's not the case but it should NOT be open season for Pass/Fail. Performance based types of classes should be fine. But it shouldn't be for all classes. It should be a case by case basis.)</p> <p>Dawn M: Reiterated how difficult it is to assess her students based on a multitude of things (class number, mix, time, etc...)</p>
10 minutes (information)	Monday Morning: Individual time	Eric: Was approached by a couple people about whether we can use individual time on Monday Mornings for collaboration. He approached Kris Cameron about this and she said it is clear that you can use your individual planning any way you need. You can't force someone to collaborate, but if your team wants to use that time for PLC work, you can use it as you want/need.

<p>5 minutes (information)</p>	<p>Finals Schedule for End of Year</p>	<p>The issue of seeing students AFTER their final continues to come up. With that in mind, Eric presented a couple ideas (one of which was from the Parent Advisory Group). Merely ideas/suggestions.</p> <p>Eric presented 2 different suggestions and the pros/cons of each. These are only brainstormed ideas...they are open to more suggestions. They are trying to focus on eliminating the common complaint of having to see students AFTER they have had their final. No decision needs to be made right now...just wanted to get ideas out there as June/Finals will be here soon.</p> <p>Mary S: Do we take this back to depts/LIT/survey? *Various discussion about the different options *Eric A: Take this back to departments, get feedback. Carrie C: Do you want to save our feedback for next meeting(Yes) Jackie: Do we want just “normal bell schedule” as option 3? Eric: Yes, he will add that back in.</p> <p>These are potential options, not the only options.</p> 
<p>10 minutes (information)</p>	<p>LIT Budget Cut</p>	<p>Eric A: The final budget proposal was accepted by the board and in that, our LIT stipends are cut in half. That leads to a problem...we either cut the LIT members in half OR cut the number of meetings. He’s suggesting to go with LIT every other month so we can keep the diverse amount of voices.</p> <p>Mary S: Asked if he was concerned that the stipend cut would lead to less people being interested in serving.</p>

DEPARTMENT HEADS RELEASED
Minutes Approval: Busse, Nikki Buzzell, Christensen, Higgins, Don Collins, Dawn McCormick, Jackie

Andrewjeski, Dani Schafer-Cloke, Michelle Smith, Tammy Giacomazzi, Penny Hedman, Shelly Jelsing

Brandon Harle

		Some change in overall funds due to a set of purchases not being processed at the end of the school year. LIT funds: \$6,590.96 ADMATCH: \$16,684.80 There might be a little bit more in admatch
15 minutes	Review feedback from 2/11 small LIT group conversations:	See attached notes from the small LIT groups
10-15 minutes	LIT Funds to ASB <ul style="list-style-type: none"> ○ What is the process used? ○ Continue dispersing funds? 	Was the process for accessing these funds made known to all clubs? There is a feeling that not all clubs knew how to access these funds. Funds will not be disbursed. ASB may put in a LIT request detailing their process for disbursal of the funds.
5 minutes (action)	<ul style="list-style-type: none"> • Ouellette LFR <ul style="list-style-type: none"> ○ Scholastic Action Magazine <ul style="list-style-type: none"> ▪ \$335.95 • CTE <ul style="list-style-type: none"> ○ Water Fountain <ul style="list-style-type: none"> ▪ \$1600 • Buzzell <ul style="list-style-type: none"> ○ Tall Timbers Challenge Course <ul style="list-style-type: none"> ▪ \$910.50 • Social Studies <ul style="list-style-type: none"> ○ PAC Performance field trip <ul style="list-style-type: none"> ▪ \$580 • SPED <ul style="list-style-type: none"> ○ CD/DVD Writer drives <ul style="list-style-type: none"> ▪ \$58.22 • Art <ul style="list-style-type: none"> ○ Field trip to Regional High School Art Show <ul style="list-style-type: none"> ▪ \$725 	<p>Motion – Giacomazzi Second – Smith Approved Unanimously</p> <p>Motion – Higgins Second – Andrewjeski Amended to 1 fountain only Set aside until April’s meeting as we search for solutions to the issue</p> <p>Motion – Schafer-Cloke Second – Higgins Passed unanimously</p> <p>Motion – Giacomazzi Second – Smith Approved unanimously</p> <p>Motion – Giacomazzi Second – Bofto Approved unanimously</p> <p>Motion – Giacomazzi Second – Andrewjeski Approved unanimously</p>

5:30 p.m. (proposed)	Adjourn	Motion – Schafer-Cloke Second – Higgins
5:52 p.m. (actual)		