

Leadership Team Agenda
 May 13, 2019
 Room 500B
 3:30 p.m. – 5:00 p.m.



Time	Agenda Items	Notes
3:30 p.m.	Attendance: Mendoza, Janet, Butler, Schafer-Cloke, Giacomazzi, Montgomery, White, Busse, Harle, Higgins, Anderson, Bofto, Pulido, McCormick, Hedman, Collins, Jobe, Feil, Christensen, Buzzell, Symonds, Ellwood, Smith, Andrewjeski,	
5 minutes (information)	Operational/Building Issues <ul style="list-style-type: none"> • Potholes in the back lot • Dandelions in the courtyard 	<p>Eric: Work order submitted. Also trying to figure out the heating issue. Same thing every spring. Some parts of the building have no air movement, looking to speak to maintenance again tomorrow to get more info.</p> <p>Don C: Custodial stuff? Some things are getting missed. Do we need to do some things on our own?</p> <p>Eric: No, not the intent. There were multiple custodians out sick last week and there were a lack of coverage in some areas.</p> <p>Ellwood: Are we getting subs?</p> <p>Eric: Sometimes yes, sometimes no. They are short on subs. This is not a money-saving issue.</p> <p>Dawn McC: If we get a heads-up we can do something. Can someone let us know?</p> <p>Don C: Lock by the back gate seems to get stuck.</p> <p>Mary S: The Eng/SS custodian shared with Mary some of the “extra” things he has to deal with. Is there a way that we, as a staff, can address these issues to help?</p> <p>Eric A: We have had some kids come to us to address some of those things. We’ve been fortunate that some kids have felt the need to let us know when they see something. We can do a PR thing with Ricardo to bring attention to it. Unfortunately, it tends to be a male restroom issue and we are addressing it.</p> <p>Mary S: I tried the hoodie/hat thing and she isn’t allowing it in her classroom as she feels it is a lack of respect. Had a friend visit and felt it was disrespectful. Not in favor of the new hat/hoodie policy. Not sure if we were planning on reviewing it, if we are was wondering if we were going to discuss it?</p>

	<p>Eric asked if anyone else was experiencing this?</p> <p>Tara J: Spoke to not having issues with it in her classroom, but understands Mary's concerns.</p> <p>Brian H & Cesar M: Both spoke to how they don't</p> <p>Carrie C: When Jessica (ASB President) first proposed this, it was a probationary period and said we'd revisit (Asked if we had revisited this? Eric, no haven't yet.)</p> <p>Eric wants to bring Jessica back in for a conversation. Would also like to revisit the topic in</p> <p>Brian H asked for it to go out in departments as we have a heavy LIT agenda. Eric asked for Dept Heads to bring it up for Wed meetings.</p> <p>Dawn M: Wants to make sure we're clear on this discussion, are we saying kids are being disrespectful for just wearing it or are they being disrespectful in general?</p> <p>Mary S. : Wants to discuss about the overall impression that this has on the school. She is saying that she's pointing out that she doesn't like it. She thinks we need a read from the faculty.</p> <p>Dan E: Our original intent was to revisit that (Mary agreed) and we need to have clear input going into August.</p> <p>Eric: Wanted to clarify that we are discussing different things...hoodies...hats?</p> <p>Brian H: Discussed why he doesn't allow them in his class...wants to be able to discuss the policy in a way that is clear for the kids to understanding why.</p> <p>Eric asked us to lead the discussion in our department. From his perspective, in the hallways at least, there is less problems. However that may not be the same experience that some are having in the classroom. Wants us to remember that we went about the change because of inconsistency in the classroom.</p> <p>Michelle S: A related note regarding the bathroom issue...not just about the bathroom, but she is hearing a lot of swearing. There seems to be an increase in that.</p> <p>Dani S-C: Considering future agenda's about whether this LIT/Dept Heads meeting combined is functioning as needed. Spoke to prior admin change to this(No, Eric started this)</p> <p>Spoke to how certain items could be more effectively spoken to based on how the current structure is most effective use of time. DSC said it is her opinion that the combined LIT/Dept Team is not effective.</p> <p>Eric A: That is a discussion that we've had over the years when that topic has come up.</p> <p>Dawn M: We have had occasion to split up</p>
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5 minutes (information)	Update on Principal-Union monthly conversation	*Jake and Eric met, no contractual discussion. Some discussion around the schedule.
30 minutes (information)	<p>Data Review plan</p> <ul style="list-style-type: none"> • What do we want our data review process to look like next year? • When will we have access to all the data covering the 2017-18 and 2018-19 school years? 	<p>*Eric: Do we want to look at this when we get back in August? (SAT/ACT scores to be added later).</p> <p>Mary S: We have only had the schedule for 2 years and not sure if the data can be accurate in reflecting how the schedule is impacting us.</p> <p>Eric: SAT data comes in in September</p> <p>D. Ellwood: I'd rather wait until all the data is in.</p> <p>C. Christensen: If we wait until September we won't be able to use the data in how we set goals for the next year.</p> <p>Brian H: His question is how do we want to discuss the data? In order for him to get it on the agenda, he wants to know when we will have it to discuss.</p> <p>Eric: When we are looking at this data matrix, what is the end result that we are looking at? Is this going to drive something specific going into next year regarding the data we are going to collect. Do we want to spread out the data analysis over a couple meetings...much data to consider...or we can have it all in one meeting? Do we want to take segments of the data and spread it out over a couple months?</p> <p>Don C: Supports breaking it up so it is easier for us to digest the data and use it better.</p> <p>Mary S: On the other hand, can we compare the</p>

		<p>data from the previous schedule (6 period modified block), if we don't offer all the same programs like work based learning?</p> <p>Eric A: We have data from 2017 but not all the same pieces were offered.</p> <p>Dan E: Should we do an overall review of the data so we have a better understanding of it all before we break it down.</p> <p>Mary S: Should we have LIT take it to the staff to see what they want to focus on...what we want to highlight?</p> <p>Brian H: Said he can send it to us in August to discuss...</p> <p>Eric A: How's this...we can send it out in August and September to break it down. Take it to our teams for feedback and discussion.</p>
<p>10 minutes (information)</p>	<p>Freshman Orientation – August 22 – Molly Butler</p>	<p>Molly: Here to ask about an idea that came up about having staff more engaged in frosh orientation. We want kids to come into WHS being excited about being here. We are asking to have staff in areas when Frosh are breaking out from their groups. She is thinking that we have dept's/teachers that promote their departments/activities. IF we do this (looking at less than an hour) it would be built into one of our principal's day. The question comes up about can we get students more excited about the fact they will be learning not just the activities. (This was an idea brought up by Donna)</p> <p>Jackie A: Asked about the process of what would be going on?</p> <p>Molly: It is vague but each department/teacher would be finding ways to promote their courses/departments.</p>
<p>15 minutes (information)</p>	<p>WSIF/ERDC Data Review Leadership team members need to review the data and contact Eric if he is missing data points we want to show staff. Data will be presented at a staff meeting.</p>	<p>Eric: Wants to know if there is additional information that we want to look at comparatively. He would like LIT teams to discuss if there is other data we want to compare (there are many different categories to consider). He doesn't want to be the controller of the data, he wants staff to direct it.</p> <p>Carrie C: What is the intent of the data? Is it to help us make decision about the schedule, building goals? That will drive what people want to look at. Would like to see a more intentional goal for what the data needs to be used for.</p> <p>Eric A: Would frame it as this...is there an area that the data shows we need to focus improvement? We have some cells that show better numbers but one area may need to addressed. The issue that we sometimes run into is segregating the data into a comparative format.</p> <p>Carrie C: Spoke to how each of us has a specific focus that we look for in the data based on their own subject areas. Would like maybe Admin to give more of a focus for a larger lens.</p>

		<p>Eric A: Michelle Jobe: One category that is of interest is kids that have to take pre-college courses once they are in college. That data is listed for consideration. Mary S: To confirm, when would we be asking for this feedback? Brian H: June 3 would be the time for LIT time to discuss. Mary S: There is a ton of information that we can investigate...are we going to use that entire time? Eric A: We can go through so much, but he doesn't want to be the driver or data. Tara J: Asked about other data, the data about the other parts to being successful outside of the "traditional" path. (Mary S. mentioned there is some ability to choose that in the options). *Many staff added to discussion Eric: Going to send out the link again to have input to narrow the focus of the work we are going to do for next year.</p>
10 minutes (information)	Sub System check-in	<p>*Eric: At the beginning of the year, we were cancelling subs. We are no longer doing that. We are only assigning the appropriate number of subs. She has 215 total subs not used for a total of \$24,000 saved. *This practice will continue next year. Penny H: Asked about feedback from subs. Losing any? Eric: We have a couple of our subs that are not excited about a full day or being assigned to a specific class. Nikki B: Asked about making sure that if a sub is assigned to PE, to give them advance notice so they are prepared. Tara J: Asked if there was a way to have some training for better sub plans/better prep like seating charts. (Eric said we can build something into August for that). Tammy G: Asked for some feedback from subs themselves. Nikki/Tara: Both spoke to how new teachers were given some feedback from subs.</p>
20 minutes	<p>AP and academic support classes – M. Smith and T. Giacomazzi</p> <ul style="list-style-type: none"> • How many are being offered next year compared to current year? • Concerns about objective of this class • Concerns about staff being assigned to these classes • Are these classes leading to a loss of offerings of other classes? 	<p>M. Smith: a number of people in my LIT group and department are concerned about the number of AP/Academic Support class being offered and how they are being used by students. Are we losing electives to these classes? Could staff better used? T. Giacomazzi: When students sign up for AP Support then they are choosing not to take other classes.</p>

		<p>Ellwood: How many classes are we offering?</p> <p>Eric: I think there's 10.</p> <p>Symonds: I heard there's 12.</p> <p>McCormick: And what are teachers doing with that time? I have a lot of students coming down to music and they are practicing.</p> <p>Symonds: Why have we increased the amount? Are there more students in AP? How is this different than study hall? Are teachers getting training? Are students in this class also in AP classes? What good is it doing the student if they need help on science but their AP support teacher is not a science teacher? If our librarian is teaching this class all day rather than keeping the library open, is that a good use of the librarian's time? Also, if all the AP support classes are in ELA and SS department is there equity? Why are we putting teachers from departments in classes that are not offering credit in those departments (AVID, AP Support etc...).</p> <p>Eric: Do we believe that students getting credit in AP support is causing students to graduate a higher rate?</p> <p>Will: I have data on that. In 3 sections I looked there were 87 students. 17 of those students failed required courses the year before. Of the 17 who failed a class before this year, there are 5 who failed a class this semester. The number of failed courses are going down. (Will also shared we offered 10 sections last year and are offering 10 sections this year).</p> <p>Symonds: the biggest reason I am bringing this up is because the librarian is being forced to teach 5 sections of AP and Academic Support classes, which means she will not be in the library.</p> <p>Will: I think this is really 2 different issues: (1) Is there value for the students in AP/Academic support and (2) what is happening to the librarian.</p>
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		<p>Symonds: do all departments have to teach AP/Academic Support?</p> <p>T. Janet: Science has some and had some last year.</p> <p>Eric: We're trying to spread them out but it's not as clean as just saying we can put one in every department.</p> <p>Symonds: Are we going to evaluate it? How are we going to evaluate it?</p> <p>Will: I suggest to you that there are students from all over the spectrum that are benefitting from this.</p> <p>Symonds: Are there other models for support programs? Can we evaluate these classes more than anecdotally? I want to see how this affects staffing and programs. Why would students want to take Latin American literature over a class where they can play on their phones. These students could be taking actual classes. Maybe students should take less AP classes.</p> <p>Will: Seeing my daughter take her AP and math classes and stay up late at night to get all her homework done shows how much we are all expecting out of our students/kids. I encouraged my other daughter to take AP/Academic Support. I've heard from a handful of parents who say there has been a big, positive impact for their kids in these classes.</p> <p>Ellwood: What do numbers in our AP classes look like?</p> <p>Eric: ABout the same.</p> <p>M. Jobe: Are cell phones allowed in these classes? If so that's a problem. Students can't play on their phones if phones aren't allowed. I'm not a fan when we have a classful of students and a teacher who is not instructing. That's just a waste of resources, but I see your point, Will. It is not ok to have low standards. These students should be working for the entire time.</p> <p>C. Christensen: If students need more time to work on things. Fine. If they</p>
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		<p>have no other class to take and they are only taking AP/Academic Support because it is what fits, that's no good. Earning credit in this class is the most ludicrous thing I've ever heard of in my life. When we took seat time away from credit, credit became based on proficiency. In my department, this happens a lot. And it is measuring a skill. What skill are they demonstrating in AP support? Managing time? Demonstrate that in all your classes. Last year we were looking at attendance, time management, respect and it seems like these are done in all their classes. Why are we giving credit for that? Of course students are going to choose this class that awards a credit rather than taking another class. It's ridiculous and cheapens what I do in my classroom. I work hard for students to earn their credit, the same kind of credit, that they are earning my class. It seems so disrespectful.</p> <p>M. Jobe: I think what's hard about me watching this scenario, is that I wish we could use all these resources in the building to provide actual teaching. This just feels not enough.</p> <p>Symonds: maybe they could earn credit the first time only. Maybe if we take away the credit we can move teachers back into classes and have other staff watch these students. I think it is a bigger issue and this slice of the pie is very sticky. We have to consider the benefits/detriments for students and for the building as a whole. I think it is a misuse of a librarian. She spends 30% of her time teaching and I don't know how she's going to do that. It's kind of embarrassing that we have a .25 librarian in the building.</p> <p>Tammy: It's not always easy to say "Don't use your phone" when they're using them for academic purposes</p>
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	<p>(calculator, reading, notes).</p> <p>M. Jobe: As a parent, calculators are inexpensive. We don't have to let the calculators be an excuse to use their phones all day. Kids should be in this class to study. Period.</p> <p>Janet: I think it is workable because we now have more computers in the building.</p> <p>Tammy: I actually request my editors take an AP support class which allows them to use that time for their reporting work so they aren't using their academic time for that work. I also have a lot of students in my AP support class for mentoring so if they are not doing work for themselves they are out tutoring other students.</p> <p>McCormick: I agree with many of the questions. Does study hall get a credit? Do you get credit for senior work release?</p> <p>Ellwood: If they're fulfilling the requirements. Senior release and work study are two different things.</p> <p>McCormick: Parents and students overbook themselves. But there are a lot of sections. Other electives are not being taught. I'm losing kids out of my program because of the French scenario because the A/B is not working and I feel like we are trying to fill in slots to make the A/B thing work. I think there is another step where we can be at a better place with A/B solutions. I think the questions are awesome</p> <p>Mendoza: I hear all your points. I think the AP support classes are a work in progress. More can be going on. They could all be like AVID classes. Things should be happening. Not all AP classes are exactly the same so maybe this is why some students seem like they have more workload than others. Some of the students do need this class to survive and are working hard. You might have a few</p>
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		<p>students in their not working but they are in every class.</p> <p>Andrewjeski: Compare it to TAs. TAs get credit and there may not much work in that class. Maybe there should be some kind of assignment at the end of the semester.</p> <p>Jobe: I know some kids who take AP Support and a TA</p> <p>Feil: just to be clear the TA classes do have assignments.</p> <p>Andrewjeski: What my TAs do is different from what my math students do?</p> <p>Mary S: Wanted to come back to reorganizing our meeting model by talking about separating back into LIT and Dept Heads.</p> <p>Michelle Jobe: My only concern is that Dept Heads alone wouldn't have any parent representation.</p> <p>Mary S. I do not think parents need to be part of every curricular discussion. The discussion would return to LIT at some point.</p> <p>Brian Higgins: Thinks this is a good place to have this conversation. There is many ideas that AVID teachers (who many are in this room) can help improve. By bringing up this here, these ideas make their way out to the rest of the staff. Building time to create solutions can be very constructive. I'm not sure how even next year Dept Heads meeting each month will get all the topics worked through.</p> <p>Michelle Jobe: Asked about which A/B solutions?</p> <p>Brian/Eric: Referring to committee work done in past.</p> <p>Eric: Let's talk solution...What he's hearing is that there is no requirement for earning credit...</p> <p>Michelle Jobe: I'd advocate that there should be an expectation they should be</p>
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		<p>working period. That a certified staff member shouldn't be supervising.</p> <p>Eric: We can build it differently, there should be additional expectation.</p> <p>Carrie C: I don't think so...we shouldn't have to create a situation to justify academic credit. If they want credit, they should take a class that offers.</p> <p>Jackie A: There are ways to add projects...</p> <p>Carrie: No, there shouldn't be a class that has to be given work to justify a class. Students aren't developing a skill for awarding this credit. If the situation is just the kids needs time to work...then why do they get credit for it? If they need a study hall, have a study hall but we don't have to offer credit for it.</p> <p>Mary S: Asked about how AP Support classes create situations where certain classes are no longer options. When we went to this schedule there was talk about how many more options for electives they would have. English department has less electives now than they did 3 years ago. Asked Dan Elwood how many welding classes they offer next year (2). How many used to be offered..6. Wants to know what choices are being taken away where we see programs suffer (not just because of AP Academic support).</p> <p>Michelle Jobe: Asked about if we can get info about the kids taking AP Support that have a heavy load.</p> <p>Will/Brian H: Discussed different ways students take on workload.</p> <p>Mary S: Wanted to reiterate that she feels there is better ways to use our highly paid and trained staff (Librarian) to use for AP Support. It was proposed that we go to .5 librarian, due to budget cuts, but now we are having her less than that with her covering AP support.</p>
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	<p>Eric A: Asked to clarify...when you say she's not going to be there. We have 3 adults: Brenda, Debbie, Tricia. Wants to clarify, that we still have adults in the library that can support staff. Debbie and Brenda have the ability to show staff those resources. If you look at district wide, we have both elementary and middle school librarians that have classes assigned to them. It's important to remember that Tricia did volunteer that she'd rather take on some AP Support classes than lose time here. While you look around the state, and Eric is NOT advocating for anything like it, many districts and high schools do not have the support WHS does. Our library will not be closed. Our library will not be unstaffed...it will be staffed <i>differently</i>. There are many things that will be different next year. We won't have two deans. We have changed that need to be made and issues that need to be addressed. There is a lot of shifting around. Certainly I get it...but it doesn't mean that the library will be unstaffed.</p> <p>Michelle Jobe: To follow up to Mary, can we afford to have certified staff teaching AP support in the current model?</p> <p>Eric: Discussing AP Support classes and what's involved is something that I'm willing to do and is important. There are many districts that do things differently. We can certainly make changes and that would improve it.</p> <p>MUCH Discussion...note taker can't keep up.</p> <p>Eric: We are going to sit down and talk with AP Academic support teachers and discuss how they look like and what they have for higher expectations.</p>
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		<p>Also, we have not allowed Seniors to have senior release next year (unless they have a 0 period) so that will have an opportunity for more seniors to take courses.</p> <p>Work Based Learning credit is still available for those Seniors that work outside of school.</p> <p>Don C: Asked to make sure kids that have AP testing...please do not send your students to hang out in art...we do have classes. Also, like everyone else, the Art dept budget is cut and we do not have extra supplies to offer for everyone.</p> <p>Mary S: The Poppy is still running. See Mary for info.</p>
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DEPARTMENT HEADS RELEASED

Minutes Approval: Busse, Janet, Schafer-Cloke, Hedman, Buzzell, Christensen, B. Harle Montgomery, Michelle Smith, Giacomazzi, Andrewjeski, Higgins, Mendoza, Dawn McCormick

5 minutes	GEARUP Support of LIT funds Paid for \$1759 of last month's LIT funds requests	<p>Estimated Funds: LIT funds: \$1759 ADMATCH: \$15,679.80 There might be a little bit more in admatch</p> <p>Possible funds: LIT funds: \$8,439.46 ADMATCH: \$16,684.80</p>
15 minutes	<p>Topics for June small LIT groups</p> <ul style="list-style-type: none"> • Assemblies and instruction time • Input on Data Review Plan <ul style="list-style-type: none"> ○ Additional comparative data we want like we saw in May? • No timesheets next year for extra hours, but we still have committee work that needs done. Looking for solutions to bring back to Leadership team for discussion. • Other? 	<p>Questions have been sent out to LIT to look at. Send me suggestions on additional questions or changes to the questions.</p> <p>I will send out a write-up for you to forward to small LIT groups in advance of our conversations in June. Please respond to that write-up with any suggestions or updates.</p>
10-15 minutes (action)	<ul style="list-style-type: none"> • Janet LFR <ul style="list-style-type: none"> ○ Subs for field trip chaperones <ul style="list-style-type: none"> ▪ \$977.96 • Andrewjeski <ul style="list-style-type: none"> ○ Lego Creative Brick Boxes 	<p>Motion – Mendoza Second – Giacomazzi Approved unanimously</p>

	<ul style="list-style-type: none"> ▪ \$186.92 • Butler, Bushy, Deal, Higgins <ul style="list-style-type: none"> ○ Van and bus transportation for summer academy <ul style="list-style-type: none"> ▪ \$800 • Giacomazzi <ul style="list-style-type: none"> ○ Voice recorders, memory cards, etc. <ul style="list-style-type: none"> ▪ \$440.44 	<p>Motion – Mendoza Second – Smith Approved unanimously</p> <p>Motion – Giacomazzi Second – Smith Approved 7-0-1</p> <p>Motion – Smith Second – Andrewjeski Approved unanimously</p>
5:40 p.m. (proposed) 6:25 p.m. (actual)	Adjourn	<p>Motion – Bofto Second – Andrewjeski</p>