

Leadership Team Agenda
 October 9, 2017
 Room 500B
 3:30 p.m. – 5:00 p.m.



Time	Agenda Items	Notes
3:30 p.m.	Snacks Attendance: Janet, T; White, W,; Harle, B; Roche, S; Busse, T; Andrewjeski, J; Collins, D; Feil, S; Jobe, M; Christensen, C; Hedman, P; Symonds H; Symonds, M; Butler, M; Pulido, F; Stansbery, G; Bucholz, J; Anderson, E; Higgins, B; Jelsing, S; Pashkowsky, R; Kuntz, B.J.; Elwood; Hanson, C;	<p>Room 500b was locked when I arrived. With help, I forced my way through the portal. Alas, snacks were not to be found amongst the tables and chairs therein. When provided with the option to go through one of the three doors in the room, I opted to wait. I was never great at Choose Your Own Adventures. Molly Butler chose door #1 and disappeared for over 5 minutes. She took her youngest child with her, which did not seem like responsible behavior for a parent. Then again, the adults remaining in the chamber did not inspire much confidence in me either.</p> <p>Molly returned with a cute, little sandwich. Wraps and pasta salad were also available. I'm not one for salad or Italian dressing, so the items were not to my taste at first glance. Then again, I could always go look and see what is available for myself. Then again, she returned without her son...</p> <p>[To see what was available for snacks for yourself, turn to page 243] [To open door #2, turn to page 18] [To approach Will White about his snazzy polo, email him at white.w@wenatcheeschools.org] [To continue with the notes, scroll down]</p>
	Minutes approval - September	Motion - Stansbery Second -
	Operational/Building Issues	<p>Spiders and mice are a current focus for maintenance. If you see any, make sure you only get bit by the radioactive ones.</p> <p>There is a very real need for a ramp in the back parking lot for wheelchair/handicap access. Someone is working on it.</p>

		<p>Power outage – how long before emergency lights come on? The outage was too fast for the back up generator to come on.</p>
	<p>Update on Principal-Union monthly conversation</p>	<p>Jake St. John meets with Eric once a month to talk about union member concerns.</p> <p>Current concerns: 0-hour supplemental pay; contract says we need to update gradebook every 2 weeks... clarity on this is being discussed; any other teacher concerns, please report them so they can get to administration and get taken care of; language in contract concerning LIT rep and Dept. head, this will be going back to staff;</p>
	<p>Parking lot and Tardy Kiosk Update</p>	<p>Overall, we are seeing fewer students in the hallways, students are working to get to class. We need to see more consistency, schoolwide, in how we respond to different issues</p> <p>Know where the kiosks are: CTE office, library, attendance office, one to be added nearer to the other portables</p> <p>Baskets are going to be placed at all kiosks so that passes can be dropped off at every kiosk location. This supersedes all following notes.</p> <p>Portables – Mondays are really hard because of the 5-minute passing time; don't want to send students all the way back to the attendance office because it seems like a loooooooooooooong time</p> <p>Some teachers are locking their doors and using that as a reminder to themselves for sending students back to kiosk</p> <p>Notes can only be dropped off at attendance, not the other locations, at this time. Notes can be dropped off at the attendance office at any point in the day, so encourage students to do that when they have time or are in the area rather than miss more class to do so.</p> <p>Teachers sending kids to other classes late need to send the student with the note to the kiosk. The note goes in the basket at the attendance office. This is for consistency and to be sure that a student's absence gets converted to a tardy without placing that responsibility on the teacher.</p>

		<p>TA attendance is being looked at. There have been issues with A/B attendance.</p> <p>If a teacher is taking attendance and sees a student with a tardy, but that student never shows up to class, fill out a referral on the website for that student.</p> <p>As students hit different thresholds of tardies/absences different types of discipline happen. Deans run a report every morning so that they can talk to students who are having tardy issues.</p> <p>Eric reports: "We are not seeing a lot of activity in the parking lot in the back."</p> <p>Make sure you have your parking IDs in your vehicles. Security is going to start ticketing???</p>
	<p>LIT Team feedback/input on Leadership Team Goal</p>	<p>Feedback from these team meetings will be attached to the meeting minutes</p> <p>Fidelina Pulido – Classified Staff Michele Mahoney-Holland – Classified Staff Cesar Mendoza – see attached Hannah Symonds – see attached Mary Symonds – see attached Steve Roche – see attached Brian Higgins – see attached Jackie Andrewjeski – see attached Todd Busse – see attached Stansbery – see attached</p> <p>Lots of feedback/input shared. Lots of teachers are willing and hoping to mentor a student. Overall reaction to the goal was positive, though many hope we can work on one goal for many years.</p> <p>The goal is not to pass students. The goal is to figure out why students are failing and what we can do to help them choose to succeed.</p> <p>WHS is going to send teachers to Washington High School to check out the pieces of their intervention program.</p> <p>WHS ASB is also trying to create mentors and increase the opportunity for students to take part in the homework center during lunch</p>

		<p>Honor Society as tutors... if you have a kid you want partnered up, contact a counselor.</p> <p>Motion to adopt the goal that was shared in small team meetings – Mary Symonds Enthusiastically Seconded – Molly Butler Discussion on the support pieces of the goal. What are we going to do to meet this goal? Are we using new strategies? What are the intervention pieces? Should we do all the work before we adopt the goal or should we do that work after adopting the goal? Discussion on how long to commit to this goal. We can recommit to this goal in the spring for next year if we don't achieve it so we can maintain focus on it.</p> <p>Passed Unanimously with one abstention</p>
	<p>LIT/Department Head Role (Draft)</p>	<p>Recent requests have made among Leadership team members for clear duties and roles within the WHS Leadership team.</p> <p>Added to LIT box: elected to represent staff voice?</p> <p>Added to DEPT box: hired to represent department members?</p> <p>Do department heads really make the department schedule? Some department heads feel very removed from the scheduling process. Eric needs to work with the admin to make sure there is consistency.</p> <p>Some departments are not getting information about cancelled courses</p> <p>Department heads requested time together for developing master schedule together.</p>
	<p>School Wide Literacy Committee Update</p>	<p>Top 3 strategies from survey: Content Specific Vocab Paraphrasing Marking the Text (chosen because it is already being used by teachers)</p>

	<p>PD - Oct 13</p> <p>LIT Time - Oct 16</p>	<p>10/13 PBIS, Phone Calls, PLC time</p> <p>10/16 all PLC time, would like pacing conversation to happen at this time.</p>
	<p>Office Staff Requests</p>	<p>Please run office staff requests through Kim White: mailing, data pulled, etc..</p> <p>Kim will allocate tasks to people who have time.</p>
	<p>Grade Breakdowns - Individual Teacher</p>	<p>Should Eric send teachers their pass/failure rates so that teachers know their own numbers for last semester. Would this be helpful?</p> <p>Celebrezze did this but the intent with the data was not clearly communicated and it was the pass/failure rates for the entire department. Eric's version would not be like this. It would be each teacher's rates delivered to that teacher only.</p> <p>Kalahar did this in the past in a way that was not threatening.</p> <p>Building snapshot? Does each teacher really need to see their own rates?</p> <p>Eric will send out an email asking who is interested in this information with an example of what he is talking about.</p>
	<p>Drug Awareness Update</p>	<p>Jared Reinfeld will meeting with each department to share in small groups. Marijuana is changing and we should know what's up.</p>
	<p>Pep Assembly Schedule Feedback</p>	<p>Overall response to the schedule was that staff would like earlier heads-up; students do not have to go to assembly but they need to be encouraged to get out of hallways and head somewhere. This will be clarified to staff.</p> <p>ASB wants to put assemblies between classes in order to force attendance from juniors/seniors.</p>

		Does extended lunch give younger students too much freedom?
	Parent Teacher Conferences - Alternate Idea	<p>We can reallocate hours from fall conferences to the spring.</p> <p>Leadership team decided to go for 2 days in the fall and 2 days in the spring. That means we have a 3-day weekend in the fall.</p>
	<p>Lit Funds Requests</p> <ul style="list-style-type: none"> • LFR – Tiedeman <ul style="list-style-type: none"> ○ Model UN conference fees and hotels <ul style="list-style-type: none"> ▪ \$6155 • LFR – Harle/Butler <ul style="list-style-type: none"> ○ Bus and Subs for field to the NumericaPAC to watch MLK show <ul style="list-style-type: none"> ▪ \$1215 ▪ plus \$212.16 transportation • LFR Rosenfield/Butler <ul style="list-style-type: none"> ○ <u>12 Angry Men Tickets</u> <ul style="list-style-type: none"> ▪ \$250 	<p>Motion – Roche Second – Higgins Denied 0 – 5 – 2</p> <p>Motion – Symonds Second – Roche Passed 6 – 0 – 1</p> <p>Motion – Roche Second – Higgins Passed 6 – 0 – 1</p>
	Staff concerns from LIT/Dept Members	<p>We will be adding this agenda item to future meetings. A reminder will go out to staff asking for concerns to be shared with their LIT reps/Dept heads. Items sent in before the LIT Funds Request due date will be added to this piece of the agenda so that discussion can be had on those concerns in the agenda.</p> <p>Office (copy room) staff putting up bulletin boards</p> <p>Using strategies schoolwide – will this take away time from CTE courses using similar strategies?</p>

		Concerns about LIT not doing their job in representing the staff in small team meetings. Staff wants to meet more often. Due to feedback from staff last year the plan for this year is to meet in small teams often..
5:30 p.m.	Adjourn	Motion – Mary Symonds Second – Roche

LIT NOTES - Jackie Andrewjeski
Sept 18, 2017
Feedback regarding "Gutsy Building Goal"

1. What strategies will be implemented to achieve the goal?
2. What about having staff having 5 freshman that they can be in charge of mentoring? Meet with them and check in with grades etc.
3. More elective credits for core classes like is currently done with Algebra 1.
4. Balance between support in core classes and electives.
5. Support with large transition in academics by filling in gaps with understanding of concepts.
6. Pg 5 from article - Midday Study Hall worked well - could be worth exploring.
7. Saturday School every other weekend at Chiawana High School for missing assignment catch-up. One teacher from each subject to help out.
8. Does Honor Society still peer tutor?
9. Identify kids that failed past 3 yrs of math in ms and deal with them?
10. Have lower level kids all day long, all classes together 2 teachers.
11. Goal doesn't teach students it's OK to fail, and try again. Teach perseverance.
12. Is there pressure on teachers to pass kids when they shouldn't pass. Don't want to be the only teacher to fail kids???
13. Emphasis on pushing the DISTRICT to implement SUPPORTS for students.
14. Could be a goal for next year to give time to come up with support systems?
15. Goal to have 90% pass without Fs for this year?
16. Strategies to collaborate with teachers/admin/district.
17. Teach freshman boundaries (in halls) study skills, note taking (like AVID) to be successful.
18. Students and sports. Min 2.0 gpa, min 1 F to be in sports. Can this be adjusted? Is it enforced?

Busse LIT Group Notes for 9/18/17

9th grade

Main reason seems to be failure to hand in work and attendance

need academic support class for all freshman

freshman mentors either adults or upperclassman

freshman advisory class

need a focus on learning not grades

use appropriate redo's for students (need help figuring this out)

Need to look at this for entire district (early learning is an important for success)

Freshman info night to talk about what is different at high school

team with WVC for student mentors and the mentors should get college credit

need to talk to districts that are successful around here (Chelan etc.)

Saturday school with transportation

early release for academic help (Friday)

Need to address family issues (Needing to babysit siblings etc.)

Hard to make up new IPC science class

Other Concerns

Back area by gym why locked all the time

Tardy Kiosks are working

5 min passing on Monday

Dress Code - do we still have one?

Small LIT Team Notes 9/18

LIT Team Meeting (7:45 am - 8:25 am)

Building Goal Discussion & Feedback

Open Discussion (Thoughts, Ideas, Leadership Agenda items)

Attendance: Montgomery, Elwood, VASQUEZ, Whited, Reeves, Luinstra, Janet, Sims, Stuber, Escobedo, Velazquez

Building Goal:

"Every ninth grade student at Wenatchee High School will pass ALL of their classes during the 2017-2018 school year."

1. Freshman year indicates overall success in high school

IDEAS

- Councilors making a goal to MEET with all freshmen
- Previous activity of teachers identifying who they connect with (commons pictures thing). We can do this with all freshmen.
- Communicate with parents early on. Collaborate with other teachers if they are failing more than one class.
 - Autodialing students with one F. Teachers/staff calling kids with more than one
- What are we doing that is successful with the migrant population that we can use with all freshmen?
 - Get parents in the building
- Need to find out the underlying problem for each student
- Change the language and create a love for subjects (math)
- Establishing homework time for students because they don't do it when they go home
- We need to make the best use of our time between 815 and 3, because we can't control the time outside of those hours
- Make AP classes a goal for the school – increasing the amount of AP sections by being consistent in the long-term at the school
 - Consistent curriculum
 - Teachers can't master curriculum if it keeps changing
 - Consistent schedule
- **District is offering FREE Love and Logic class in English and Spanish on the WSD website**
 - **Robo call parents about it**
 - **Is this even for high school ages?**
- Building foundational skills for ALL freshmen
 - "Strengthening Families"
 - communication and consistent consequences
 - Reading skills
 - Study skills
 - How to do school

Hard to control/Concerns

- How do we get all students at school?
 - Attendance is #1 issue? When students are in class it's easier
- How do we connect to parents?
- Should we be giving more 9th graders to new teachers?
 - Time for veteran teachers to share best practices with newer teachers
 - Why aren't the veteran teachers teaching freshman classes?
 - Veteran teachers get burned out too, they've already taught those classes
- Why are we piling SPED students on new teachers?
- We require a lot of training and out-of-school things for new teachers when we could be supporting them more
- How are failure rates going to be used in evaluations?
- How will admin support teachers in this goal?
- Will this cause pressure to pass students and move them on?
- Parents are a part of the problem?
 - Passivity
 - Excuses
 - Enabling
 - Appointments taking students out for longer than necessary
- New teacher meetings and trainings seem geared for elementary schools
 - Causes disinterest

1. LIT team wants meetings to be for a purpose, and agenda sent out to members prior.
 - a. Have a set location for all teachers to meet as grps, but in one area to build comradery
 - b. LIT meetings maybe during lunches in library to team build: Entire staff
 - c. A legitimate staff lounge "present" would be nice; not just the resource center.
 - d. Email response time is a problem. Staff responses need to be quicker
 - e. Volume of emails is out of control.....maybe
2. New Schedule
 - . Monitoring progress and how teachers are doing with content and pacing
 - i. Staff and student input (survey?)
 - ii. A/B schedule with AP classes is concerning
3. Tardy Kiosk
 - . Staff can't over power kiosk
4. Halls
 - . Mostly hispanics hanging out during classes. How can we change this culture?
 - . Phones out and socializing in groups
 - i. Have teachers set up a program to detain phones as kids use the restroom to prevent mini social media grps in the halls
5. Building Goal
 - . Attendance still needs to be addressed via community outreach
 - a. Teacher to teacher contact when sharing similar students who are struggling
 - b. Need to setup Juniors and Seniors as freshmen mentors
 - c. Identify what factors are playing against our building goal
 - d. Research Fusion Program
 - . Visit seattle schools who have successfully implemented this program
 - i. Put a team together to visit the school
 - e. Break down the building goal into mini goals so big goal can be quantified

About the building goal:

- Why a gutsy goal vs. a SMART goal?
- Concern about individual teachers being singled out for student failures
- Concern about how to do this with new schedule (students not having enough knowledge to pass the class)
- Question about counselor involvement with kids at risk of failing
- Mentors should have access to student grades in Skyward (adult mentors)
- Current 9th grade English teachers are already meeting to discuss how to help Freshmen
- Question about attendance- are we flagging kids who have attendance issues for this?
- Some sort of communication to teachers about kids who are absent and truant

About PBIS Day

- morning went well, afternoon not so much
- too much down time in afternoon
- idea: crunch it all down to one half day next year
- didn't like having a group that we didn't have established relationships with
- question about student leaders leading sessions next time
- some didn't like having it so close to the start of the school year

Other/general concerns:

- Several teachers wanted clarification about the hat policy (apparently some teachers are saying that hats are OK if they're worn backwards)
- Kids were confused on their printed schedules which was A and which was a B class
- Lunch concern; kids making a mess in the hallways
- Apparently some kids say they are skipping lunch because of the long lines (another teacher observed that the lines move very quickly and this should not be a valid excuse)
- Concern about teachers in portables sending kids back to tardy kiosks because of how long those kids are out of class

Volunteers for Freshman Mentors:

Jennifer Netz
Kara Melton
Paula Fendlay
Kari Hertzog

Volunteer to study reading across the curriculum:

Kara Melton

Stansbery LIT team meeting 9/18/17 Notes

LIT time suggestions:

- Time for creative solutions for real issues
- Time for relationships - to see other points of view

Building Goal feedback:

- Are we prepared for the freshman
 - are we actually meeting their needs?
 - do we know their needs?
- What supports do we have?
 - Homework center bus?
 - Parent support? - are we actually educating the parents effectively?
- What else can we track or define/measure as success?
 - State tests, ACT/SAT, AP enrollment
 - Track as a class as they move up to see if what we did was effective
- Do know what “school skills” each freshman have
 - We shouldn’t assume this
 - Talk of AVID schoolwide from non-AVID teachers
- Need to make sure ALL teachers are there to support
- Use our data to use our schedule to make time for kids - like support classes in the day for skills

Loren Brown – expand two clubs to 100 each
Scott Feil – computer programming class back up and running
Dale Blair – management of sports med program over 150 kids
Larry Howe – increase numbers in sports med and get another class
Bob Garetson – all bio kids to pass the class
Dan Deal – survival
Dianne Owen – survival with calc bc
Scott D – every student to improve on every fitness test
Emily – every student to pass
Nicki B – improve fitness scores
Joyce Block – New NGSS bio curriculum

Loren – support for the 9th grade fail rate
Joyce – freshman buy-in
Scott F. – lets start working together, I'm not going to let you fail. Have a positive conversation.
Dianne – some sort of intervention for low academically but don't qualify for sped services. Study hall periods? What can we do.
Scott D – question on data – how many are failing multiple classes... 3 or more?
Joyce - In class/in school homework center where students can go? – play more off of AP/Academic support to cater to more students.
Invite the parents on board – support network for the students

Concerns –

Joyce – attendance in the Kiosk. Here for last three min but only has a K. Can't override the K. What constitutes a tardy or an absence
Kiosk – did not come to class after checking in, wandering the halls.

Bob – list of repairs didn't get touched portables with varmints.

We enjoyed our time together. No snacks were served but the coffee was hot and delicious.

Several members of the group said that they really appreciated being able to meet as an LIT group and hope that it will continue throughout the year.

The building goal seemed fine with everyone.

A few people said they would really appreciate "follow up" on previous building goals (like "closing the achievement gap"). Did we meet the previous year's goal? How close did we come? Why do we switch goals every year? Isn't a goal important enough to stick with it for a couple of years? I thought all of these were good questions.

I think some people in my group could definitely help with the new building goal: Rebecca Lenessen has expertise in the area of Freshman failure. Robin Kansky and James ELwyn are both great coaches and know how to mentor and how to teach people to be mentors. Almost everyone said they would mentor a kid. Very enthusiastic about this idea.

See you later.