

Leadership Team Agenda
 September 7, 2017
 Room 500B
 3:30 p.m. – 5:00 p.m.



Time	Agenda Items	Notes
3:30 p.m.	Snacks Attendance Pulido, Mahoney-Holland, Feil, Janet, Symonds, Symonds, Collins, Kovach, Harle, Roche, Mendoza, Busse, Andrewjeski, Hedman, Christensen, Butler, White, Stansbery, Anderson, Iniguez, Jelsing, Jobe (parent), Martinez (parent), Pasion (ASB), Hernandez (ASB)	<p>Chili-cheese dip and chips. I am on a low-carb diet and since corn tortilla chips have a very low number of carbs, I thought it ok to eat them. I have just been informed that tortilla chips have a high number of carbs, so today was a small setback in dieting, but a big step forward in flavor.</p> <p>Found salsa in the chili-cheese sauce, so now I feel better. That should totally battle the carbs I am taking in. I am sending diet coke to assist the salsa. I am chalking today up as a draw overall.</p>
	Minutes approval - August	Motion - Busse Second - Collins
	Operational/Building Issues	<p>HVAC Still being worked on. Again. He is working super hard and was reportedly covered in oil from an explosive heating coil when Eric last saw him.</p> <p>Copiers – They are out of control. We are in the last 2 years of the lease on these copiers and in Eric’s experience, problems happen more often in the last 2 years. We have the copier people in the building very consistently.</p> <p>There will be a copier out in Chris Cloke’s room for portable classroom access. When all copiers are down, be sure to check it out.</p>
	Safe Schools Training	<p>Due November 30. District and Union came to agreement</p> <p>An email about this was sent out today, detailing the trade time and hours and pay. The date for the email is 9/7 and it was sent from Lisa Turner. The time to do these (3.5 hours) are built into parent-teacher conferences kind of.</p> <p>If you have already done the safe schools</p>

		training they will count, except for the suicide one.
	Parent-Teacher Conference Week Schedule	<p>3 schedule options were provided. Options allowed for lots of different times for parents to access teachers. Teachers get to go home early in the day on Friday.</p> <p>Weds: 130pm-8pm with rotated lunch breaks by department (so parents can have access to teachers when some teachers are on break)</p> <p>Thurs: 11am-730pm with rotated lunch breaks by department (so parents can have access to teachers when some teachers are on break)</p> <p>Fri: 730am-11am</p> <p>Discussion on how to solve the problem of parents waiting around, staying late...</p> <p>Staff on rotating lunch.</p>
	Assessing Our Work: Assessment for Leadership Team to gauge its level of success at with PLCs in the building (from page 29 of the resource guidebook from the leadership training on 8/28)	Suggested that Brian Higgins and Eric Anderson go over the questions and bring it back to the group so that we can respect everyone's time and be more efficient.
	Review Staff data from PBIS Kickoff	<p>Feedback from students was very positive on a lesson by lesson basis. 76% enjoyed the day overall. Feedback was that safety and security could be more interesting,</p> <p>68% of staff would like the same thing again next year but with a more cohesive schedule. 13% say no. 50% of staff taught a lesson and 90% of them thought their lessons were effective.</p> <p>Wide variety of ideas, suggestions, and comments reported on the survey.</p> <p>Leadership Team Members heard feedback: Maybe with our own students? Upper classmen experience was very different from lower classmen experience. Some teachers did not go through the safety information</p> <p>TEACHERS ARE UPSET THAT WE NOW HAVE TO GO OVER THE HANDBOOK IN OUR CLASSES WHEN WE TOLD THIS STUFF WOULD BE DONE IN 1 DAY. It was not done in Friday so that it could be a quick review in case students were missing and because we</p>

		<p>have our own students and we can have these students sign off.</p> <p>Students did a great job in the morning moving about the building, but a lot of problem students were in the hall in the afternoon.</p> <p>Students were moving to different schedules to be with their friends.</p> <p>Assembly could be more engaging and have more movement. Freshman assembly had a ton of movement, sophomores too. Junior/Seniors did not. ASB officers report that this is probably due to willingness and kid-control, receptive attitude, numbers.</p> <p>Consensus seems to be condensing the info like this year, but adjusting so it is more cohesive and complete, and less boring.</p> <p>Staff attendance on PRIDE day speaks volumes on the team-mindedness of the staff at WHS. Great job to all!!!!</p>
	<p>Review of WHS LIT survey from last April and Draft Building Goal for 2017-2018</p>	<p>Creating draft of goal to take to small lit teams.</p> <p>Last year: Reduce # of F's/lower failure rate</p> <p>Narrow down the goal to a specific year? Freshmen? 7.8% of grades 2 years ago were F's. 28% of grades given to freshmen were F's. This is pretty huge.</p> <p>But not everyone teaches 9th grade? Will there be building-wide buy-in? Building-wide mentorship for freshmen, like panther partners from 2 years ago? Teachers using their TAs as mentors? Teachers coming in and helping out?</p> <p>Helping freshmen out like this will help them succeed later as well.</p> <p>Cannot be a 9th-grade teacher only thing.</p> <p>TA class can now be a mentor class as well. Some TAs have already offered to be mentors and will be used like that and that credit is being changed from TA to Mentor.</p> <p>This is about providing support for students who need it, and support for teachers to</p>

		<p>support students who need it.</p> <p>What investigations have been done to find the root of the problem???</p> <p>Seattle article that was cited shared a variety of issues that snowballed. A lot of it was students not doing homework and that snowballed into large failure rate. Big transition. Students expect they'll be pushed through.</p> <p>This conversation was huge and there were a lot of ideas on helping students see relevance in their education. If you have ideas, send them to Tonya Luinstra, who was volunteered by Will White. He has volunteered her to begin building a list so that we can build this system/conversation as a school.</p> <p>Student Mentor system. There are a bunch of classes/groups already working on putting some of these into place. How can we build a layered system???</p> <p>If advisory is going to be talked about or brought up we need to remember how many instruction minutes we no longer have. We cannot afford to lose more.</p> <p>Leadership team voted to pursue this as a building goal, draft to be written: Passed by a vote of 24 - 0 - 0.</p>
	<p>Reading and Writing across the curriculum</p>	<p>Making a committee of Leadership Team Members to begin building trainings and ideas for Reading and Writing instruction/support to be pushed schoolwide: Mary Symonds, Graham Stansbery, Molly Butler, Shelly Jelsing, Carrie Christensen, Jackie Andrewjeski, Brian Higgins, Eric Anderson.</p>
	<p>LIT mornings schedule (notes from 8/28 Leadership Team training session)</p> <p>Proposed: 9/18 90m LIT time - Split between PLCTHNGY (SCORE 4-esque challenge intro), meeting in EVAL groups, and small LIT teams</p>	<p>Moved LIT meeting from commons area to DECA room since the rest of the district's LIT teams were quite loud.</p> <p>We need some time to get input from our LIT teams about this year's building goal which we should be writing at the actual September Leadership Team meeting.</p> <p>Meeting with small teams helps staff get to know each other, especially with our 17 new class members. Small LIT teams also provide a fantastic opportunity for teachers to find</p>

	<p>10/16 90m Building Directed – Split between Crucial Conversations w/Parents AND PBIS Data review and small LIT teams (1st 10 minutes).</p> <p>10/23 45m LIT time – Reading/Writing across the curriculum (necessitated by block schedule change)</p> <p>11/20 45m LIT time – Small LIT teams?</p> <p>LIT Training days still unfilled: 12/11 LIT time 45m 2/26 LIT time 45m 3/12 LIT time 90m 4/23 LIT time 45m 5/21 LIT time 45m</p> <p>6/4 LIT time 45m (small lit teams + 9 characteristics survey? LIT survey?)</p>	<p>cross-curricular PLC partners.</p> <p>Coaching staff on how to make those phone calls home and create a comfortable and positive atmosphere rather than be intimidated by those phone calls.</p> <p>Rather, strategies to make it easier. Teachers may never become comfortable with the phone calls, but they can be more effective.</p> <p>Since students may not be in a reading/writing class each semester, how do we get it pushed schoolwide so that reading/writing strategies are being used successfully. Other block-schedule schools pushed their reading/writing school-wide to make their block schedule as effective as possible.</p> <p>We did not talk about 11/20 or the unfilled meetings because we ran out of time.</p>
	<p>Lit Funds Requests</p> <ul style="list-style-type: none"> • LFR – Moser/Bucholz <ul style="list-style-type: none"> ○ Online Tutoring Service <ul style="list-style-type: none"> ▪ \$5000 • LFR College Mentor <ul style="list-style-type: none"> ○ \$530 for college visit w/seniors <ul style="list-style-type: none"> ▪ Car Rental ▪ Gas ▪ Food • LFR Music <ul style="list-style-type: none"> ○ \$3000 for guitars 	<p>Motion - Second – Set aside until October</p> <p>Motion – Mary Symonds Second – Todd Busse Denied 0 -8 - 1</p> <p>Motion - Stansbery</p>

	<ul style="list-style-type: none"> Guitar classes need 30 guitars because there are so many more students in the classes this year. 	Second – Symonds Passed 8 - 0 - 1
5:30 p.m.	Adjourn	Motion – Symonds Second – Andrewjeski Passed 7 -1 -1