

School Improvement Team Meeting 5/3/17

Attendance: Sarah Wood, Merritt Flexman, Jane Reddick, Janice Cooper, JoAnn Duncan, Eric White, Allison Owen, Kurt Glendenning, Christie Patrone, Wendy Rabe, Celia Atkinson, Nolan Bryant, Morgan Loughridge, Douglas McCullough, Seth Ashburn, Josh Mann, Wendy Gressett.

Quarterly Review:

Started meeting with an overview of the strengths and weaknesses we documented from the pass rate data during our last quarterly review. We also reviewed the priority concerns and root causes that we brainstormed at the April meeting.

Mr. Bryant summarized what came out of the professional development day several staff members participated in two weeks ago at Central Office. During this meeting the district presented their professional development road map that aligns with their Vision 2020. At this meeting it was decided that in addition to the work the Professional Development Steering Committee is doing with professional development next year, CHS will focus on PLTs and using a protocol to guide PLT work in the coming year. Additionally, Mr. Bryant and Mrs. Boshoff will do small group coaching for PLTs that either volunteer or that data shows are in need of additional supports.

Professional Development:

Book Club – Mr. Bryant is going to order books for teachers to read over the summer. The goal would be to come back in the fall and use a jigsaw model to have discussions around the books.

Teachers noted that attendance is a huge issue. They expressed that they can do all kinds of planning but if the kids don't come it makes it very difficult to succeed. Mr. Bryant indicated that some of our focus points for next year, like relevance, rigor, and understanding by design, may help solve some of these attendance issues. Mr. Bryant provided the team with an example of a senior student who had a 4.0 gpa and dropped out of school. The student cited not being able to go to college because she/her parents undocumented as the reason. She could not afford to go and did not think she could get money to attend since they do not have social security numbers. This student no longer saw high school as relevant since she could not make it to the next step in her education. The general feel is that perhaps our administration staff is not equipped to handle navigating students through the process of applying and paying for college. Thus, this summer an expert from CFNC is coming in to train our administration team on helping kids and parents navigate the path to college.

Other:

Sarah Wood suggested that perhaps we need to have a focus group of staff members and students to identify why students are not succeeding, especially math courses. If we can get student perception information and staff perception information we would compare the two to determine if there is a disconnect between the two and if we can find some common ground from which to work. Ask students for strategies they think could help them succeed (ex– flip classroom, take break in middle of class, etc). The hope is this would give a better understanding of what students identify as their needs (why are you struggling and why are we not meeting your needs?).

The question was raised: What is happening in the math classroom that is making it so different from other disciplines? The data presented at the SIP meeting related to pass rate and grade distribution just looks different for math than for other subject areas.

Grade Recovery Contract:

It was noted that the grade recovery contracts, while not appearing to work, have benefits: they call the students' attention to where they are and suggests to them that they are responsible for the fixing of it, they help to build relationships between student and teacher, they give students hope. The teacher is basically saying "I know where you are and we can work together to fix this." In general it was noted that for these reasons they are worth continuing. Overall feedback indicates the new contracts are more streamlined and teacher/user friendly. There was a suggestion that we add a section on the recovery contract where students provide input. Either via setting goals or reflecting on current practices.

Homeroom:

The technology team wants to take two of the first ten days of homeroom next year. Reviewing discipline with students on all grade levels will need to be done as well. Thus, three of first ten days are taken care of. The SIP team voted to email staff to find people interested in writing plans for the other 7 days. We can use the plans from last year for the Freshman but will need to create a set of plans for 10 – 12 grade students. Some ideas for plans that were generated include:

- Get seniors started on applications for the coming year and review timelines for applications for both admission and scholarship/grants
- Teach them how to find grants/money and fill out applications for school and jobs.
- Service Project