

School Improvement Team Meeting 12/7/17

Attendance: Ashburn, Mann, Clayton, Carreno, Loughridge, Troxler, Anderson, Watson, Peasley, Duncan, Crooks, Barefoot, Brown, Scott, Boshoff

Student Reps: Anh Bui, Rahqi Sarsour

Parent Rep: Jane Reddick

Loughridge: Summary of Strengths/Weaknesses/Root causes from last meeting:

- Strengths: higher percent As among Black, Hispanic students and fewer Fs among Black students
- Areas of Concern:
 - more Fs Q1 this year vs last year
 - F's: Freshmen up .5%, 19.2% Hispanic, 14.7 Black, 8.4 white, Seniors up 77 to 112
- High failure rate for Math 3 (55.5% D or F)
- Possible Root Causes Math 3 Fs:
 - First time for the students in semester rather than year-long math course
 - Larger academic class sizes
 - Low performance in Math 1, 2
 - Turnover in math dept
 - Curriculum changes
- Needed for Math 3:
 - Tutoring/extra review/front-loading/separate section of priority standards for 23 failing seniors
 - Common planning for teachers

Addressing Alignment of Grading Practices / Vertical Alignment:

- Mann: Compiled a list of questions after last SIP meeting ex: How many assignments per quarter?
- Loughridge: Each teacher in dept instructed to pick 2 or 3 things vital to following math course for a list
- Crooks: Teachers released from IMPact duty to double up in academic math classes during IMPact
- Watson:
 - Science dept filled out Google form to report number of various assignments given during a quarter, to be discussed during PLTs.
 - Survey results have been discussed in some PLTs.
 - Discovered: same assignment counted in different categories (ex: lab vs. minor assignment)
- Anderson:
 - Members of PLT had various results: more vs. fewer assessments recorded in PowerSchool
 - Led to discussion: What is the learning objective of the lab/assignments? How will you know they got the main idea? How can they show critical thinking?
 - After discussion, alignment was closer.
- Loughridge:
 - Math PLT discussed need for rubrics for graded assignments for consistency of grades. Rubrics led to easier grading and more opportunity for students to show thought process to achieve partial credit.
 - PLT gives same numbers of common assessments (tests, quizzes). HW more variable but less significant to final grade.
- Crooks: PLT conversation - decide what is being assessed in each assignment - ex: correctly writing the equation vs. getting the right answer
- Sarsour: Example of inconsistency across two science classes: 1 test vs 3 tests in a unit

- Loughridge: How to address questions of grading consistency? In PLTs, depts, whole-school?
- Bryant: Policy exists in writing, but inconsistently applied

Need for Values Statement Overhaul

- Loughridge: Need to include entire staff on value statement writing, make sure staff is sharing those ideas with students. SIP team can write mission statement
- Duncan: Need for *Retreat* - sustained time (on or off campus) to think about and plan mission/values
- Bryant:
 - Could dedicate an early release day to retreat
 - Approach to identifying core values (30 minutes at Wake principals' meeting): think of school leaders, teachers who are great, and write down adjectives that describe those teachers
 - Think of great teachers/leaders who are gone, and write down what it was about Cary that didn't work out for them - these will lead to action steps
 - Compile adjectives to form value statement, get staff approval by vote at faculty meeting
 - Value statements to be used during hiring process
- Loughridge:
 - Email teachers ahead of time to bring (in your head) a list of 3 best teachers you've had.
 - At the meeting, write down characteristics of the teachers on posters around the room
 - Teachers vote for x number of values
 - Top vote-getting values are announced, tables write statements
 - Statements compiled
- Loughridge: Could PD steering committee take February faculty meeting instead of early release day?

For January SIP meeting:

- Talk to dept re: grading policy consistency
- Science dept: Share data about grading practices collected via google form