

**Community Council Meeting Minutes  
Viewmont High School  
Main Office Conference Room  
October 9, 2019**

In attendance: Heather Mackenzie-Campbell, Jenny Pitt, Karen Romrell, Melissa Salimbene, Michele Strong, Karen Williams, Jullie Summerhays, Sheila Berbert, Karen Findley, Annette Godfrey, Malissa Wolfer, Jason Smith, Shon Feller, Kristin van Brunt, Chad Bowles, Gabe Robbins, Wesley Quinton, Lawrence Cook, Ben Winchester, Neola Jones.

Welcome from Malissa Wolfer.

Malissa Wolfer's first item of business is to elect a co-chair. We need a community member to fill that spot. She asked for any nominations. Annette Godfrey nominated Jenny Pitt. Karen Williams seconded the nomination. There were no other nominations, so we now close nominations. A vote was held, and all in attendance were unanimous, and Jenny accepted the co-chair position.

Malissa explained the handouts. We have three new members on our committee, and they would possibly not know about our school improvement plan.

Malissa explained the status of our school improvement plan. The District has a strategic plan that has five areas leading into the Learning First goal. We are given funds from Trustlands to work towards those goals.

#1 – Student growth and achievement. The primary way we measure that is through the ACT test. We are focusing on that, and we are measuring success as those who are achieving college readiness as defined by ACT. In 2019 we decreased a little bit. Jason interjected that Trustlands set aside funding for that. The Data is gathered from the statewide test that juniors take. If you recall last year we set aside money for a practice test. Last year the district paid but said it was on a one-time basis, and that this year, we would have to pay. But then they agreed to pay again this year. So it gives us the opportunity to take an extra practice test, in November (paid for by Community Council) and then the district-paid test in January with the rest of the district, and then the free test in March. We can do it different ways, one would be where you have two late start mornings, or we can do it all in one day, and the other day would be an a/b day. If we do it over two days, it allows for more instructional time. But if we do it one of each way it will give us an idea of what it is like. (January 22, test, January 21 would be an a/b day) Jason asked for feedback, from CC members or community members. Karen Romrell pointed out that ACT will soon be offering an opportunity to take an individual subsection test to improve their score, not needing to take the entire test. But that will not be until next school year (2020-21).

Malissa pointed out that we want to increase the percentage of students that increase their score.

Also, on Graduation Rates, we have focused on our whole-school rate. Our unofficial Special Ed graduation rate is 100%, so we decided in the Spring that we would like to maintain our graduation rate while focusing on students enrolling in post-secondary training opportunities. We would still like to increase that rate which is currently 47% to 49%.

Empowered Employees – our district is really encouraging our teachers to have digitally rich curriculum utilizing Standards Based Grading. We opened that up to teachers to find a training that you want to go

to, or join a collaboration of your department... we want to seek out opportunities for growth and learning.

Student Growth & Achievement - Technology – Mr. Smith has worked really hard, and we are nearly 1:1 on our tech ratio. Two measures we are using tech – students using technology. Its great for our teachers to use tech, but what we really want is for our students to be using it. Mr. Smith pointed out that at one point Powerpoint was an engaging tool but it is outdated now and is not that way. So we need to upgrade what we do. Mrs. Wolfer related a story about some students on the Drama department Shakespeare trip, where the students were using their phones outside to complete an activity. We need to understand that there are opportunities for spontaneous learning like that.

Mr. Smith talked about Standards Based Grading - First, for those parents who check mydsd a lot, it is a shock to the system. He feels that SBG actually makes the most sense, as a way to judge if content is being learned. Extra credit points to get a better grade does not mean there was learning. We have dinged or rewarded students for behavior that does not show if a student is proficient. The District has a 5-year plan where they are rolling out SBG, where your student's grade should show their level of proficiency. It's a mindset shift. We have some teachers who are really working on this right now, and the two thigs that are difficult are motivation and mindset. A Parent asks "What's the point value?" A teacher needs to be able to see and measure where you are in the learning process. This only works if teachers allow students to show that they are proficient at their own rate. Grading periods will end but if they continue to progress, they ought to be able to go back at some point, prove mastery to the teacher, and have the opportunity to have that grade changed. Seven junior highs have gone 100% to this, but we are doing it a little more gradually. Transcripts will change, and you will see number grades instead of letter grades. Mr. Smith encourages all members to spread the word in the community about what this all means, and try to get the community to have a better understanding of this. And what about citizenship grade? What behaviors can we tie into citizenship? Late assignments, etc.? How do you communicate with a teacher? There are a lot of things to consider. It's going to be rocky and there's going to be angst. Some kids will be happy with a 3, just like some kids are happy with a C right now. The motivation part is a challenge. Karen Williams asked the question of what it would do to GPA for college transcripts. Mr. Smith said that right now it will not change anything. It will still be A B C D's, but at some point we go to a 1, 2, 3, 4, the colleges say that it will not affect them. They will interpret the grades. Scholarships will be a question. Jenny's daughter is very worried, because she has a teacher that is saying that if you miss one question on the final, she would get a 3 not a 4. Jason – we will have to take time and work through these issues. Jason told the story of a student last year who was failing every class, but walked in and took his chemistry final and got 87%. It was hard to convince the teacher that it was ok to give him a good grade, but he knew chemistry.

Jenny talked about grit. Malissa said that there's a way to show grit when you keep at it and keep at it until you can say you know it!

If a student believes a teacher cares about them and has faith in them, they will go to the wall for that teacher. Karen Romrell said that there is a difference in motivation to get an A and motivation to learn the content.

Malissa – completed the agenda. Chad Bowles motioned to adjourn the meeting, Annette Godfrey seconded the motion. The meeting was adjourned. The next meeting is November 2019.