

Site Council Agenda
November 22, 2011
Room 214 7:30-9:00 AM

Established Working Norms

- * Assume and have good intentions
- * Wear different lenses
- * Active listening
- * Speak your mind
- * Equal voice

Refreshments: Sarabeth(drinks), Kathy (snacks)

AGENDA

I. Operational Business (7:30)

1. Approve old minutes

II. Announcements (7:35)

1. Tech update: Maryanne

Office: Will be moving her office to 412.

WiFi: Once the wiring is fixed WiFi will make two more labs available, one in Social Studies and another in Health. Will be upgrading staff computers to Office 2007. Once WiFi is stable more computers will be provided to Health.

EduPoint: ESIS will be replaced by EduPoint which can be looked over through Google. Staff may start using it. Browsers make using ESIS complicated, cant always run on the browsers available. ESIS has been bought out.

Google Docs: MaryAnne is offering support to staff who still need it. Has been checking in with staff to use the calendar. School Fusion calendar will start automatically updating Google calendar.

Printing: 154 copiers are set up to most machines but code has to be used. All desktops are set up, laptops are still being worked on.

2. New course proposal update: John

forwarded course proposals to district office. The Financial Algebra class needs to be provided at both Barlow and Gresham. Gresham would pilot the class.

3. Gopherpalooza update: Kathy

Feb. 15th. In-house academic performance assembly. Any department interested should contact Kathy. That day will be a 2-hour late but the buses will come at the regular time. A grant of \$2,500 has been awarded.

III. New Business (7:50-8:50)

1. State Report Card: Needs Improvement Status Discussion

2. State Report Card is posted online. Look at classes of 2012 and 2013 in small groups.

1. "Yellow Zone" Student Who are the students in this zone?

2. Sophomore to Senior Data (Tim) Look at the graduation rate.

1. What's there?
2. -Reading and writing data shows that the Yellow Zone kids are not too different from the kids in other zones, they just lack credits.
3. -2012 kids have more kids in the yellow zone than the 2013 class which has more kids in the green zone
4. -No specific correlation between red and yellow zones. How many kids are from other districts? What are other factors affecting the numbers? 35% of the red drop-out kids were not accounted for after they left. 25% of kids who were contacted were not sure if they were going to return to school. GED kids are counted as drop-outs.
5. -How many of the kids in cohorts that have had SUN or Step Up have moved up from the red zone?
6. -According to John, this information will be in the Monday News next week under Early Leavers.
7. -Attendance date provided at the meeting is current as of when the information was published.
8. -Credits, test scores and attendance are the three factors that affect graduation rate.
9. -School has to decide by March 1st if it will have open enrollment. If so, it will be a lottery for those who apply.
10. -There are 20% of kids in the green zone who are not passing the test. We need to find out why those kids are not passing.
11. -Juniors in the yellow zone need to be provided with interventions to help them get into the green zone next year.
12. -What's more difficult to do, get kids to pass the test or make up credits.
13. -Who are the seniors who need credits and pass the test. Need to identify ways to help these kids. There will be cross over.
14. What are the next steps?
15. -Teachers will be informed about the kids in their classes that need support.
16. -Find out when are kids hitting the yellow zone?
17. -How many of them successfully move to the green zone?
18. -Talk to kids about developing good study habits.
19. -Is there a kid friendly way to inform kids about their progress towards graduation? In the student planner?
20. -There are several ways that counselors help kids track their progress. Kids know what they need to do. It's getting kids and families to look at it that's a challenge. Barlow, Gresham and Springwater are requiring kids to use CIS. CIS helps kids prepare for SAT, develop a resume and create a graduation plan.
21. -How will CIS be enforced for other students?
22. -What are the levels of interventions? Freshmen need different interventions. Seniors need their own interventions. Sophomores can't be forgotten. Sophomores usually have the lowest attendance.
23. -Possible Interventions: Parent meetings, individual letters, Principal meeting with kids in groups.

24. -Academic Priority kids need to be identified for teachers to know how to offer support. There are many identifiers for students with Academic Priority. Where does this title come from? Credits, attendance and test scores help identify students at GHS.

25. -The culture of the school needs to change so that students are not "roaming around" when they should be receiving academic instruction. Students need to know what it looks like to go to GHS.

26. -Have conversations with kids about Why? Why are they not coming to school? Why are they not working? Why...?

27. -Classroom teachers need to know what to look for when a student is in Academic Priority.

28. -Attendance has been the focus for about 11 yrs. The focus has been for the counselors. The focus should be systemically. FTE should be provided to work on identifying students with attendance and contacting parents and putting interventions in place.

III. Next Meeting: Focus on:

1. What can be done? What has been done that has worked and has not?

Example: Did Snowball attendance worked?

2. -What will happen to the schedule now that the reduction days have been identified?

3. -Will Seniors be helped?

4. Group work time.

Writing

Technology

Freshman Focus

IB/Graduation

*Focus Question/Data to gather?

Next SC Meeting: Dec 9th at 7:30