

 <p><b>IC MINUTES</b></p>	<p><b>Date:</b> 12/12/2023  <b>Location:</b> Library</p> <p><b>Facilitators:</b> Jorge Serrano (Interim IC Chair)  <b>Time Keeper:</b> <del>Megan Labuhn</del> Stephanie Davy  <b>Recorder:</b> Jess Selbee</p> <p><b>Members:</b> Jorge Serrano, Michele Torres, Pat Bova, Brenda Ortiz, Pamela Garcia Arnold, Stephanie Davy, Art Simoni, Isaac Pedelty, Matt Aragon, Christian Dimick, Ronald Yoder  <b>Also in Attendance:</b> Jess Selbee, Rebecca Knowles, Obed Lopez, Alexa Ordonez, Robert Yoder, Mary Louise Sena, Veronica Vasquez</p>
<p><b>Instructional Goals 2023-2024 Year</b></p>	<p><b><i>Take action in support of curricular and instructional improvement at WMHS.</i></b></p> <ol style="list-style-type: none"> <li>1. Acknowledging that our students need help improving their reading, writing, critical thinking, and math abilities, teachers will integrate reading, writing, math, critical thinking, and reading visuals (charts, graphs, etc.) into their curriculum.</li> <li>2. Improve staff-student relationships: Each student will be connected with an adult on campus who can support them with their academic goals and connect them to resources to support their social, emotional, and material needs.</li> <li>3. Earlier (better) interventions for failing students including but not limited to: mandatory contracts, conferences scheduled with parents and counselors, mandatory tutoring (during lunch, after school, Grad Point, Saturday school, Early Warning System), remediation techniques for core classes.</li> <li>4. IC will continue to have a voice and collaborate with advisory</li> <li>5. IC will continue to advise and work with administration to plan PD that is of best use to our faculty and staff. This next year that will include a focus on offering resources on how to teach digital literacy, culturally responsive instruction, and AVID strategies.</li> </ol>
<p><b>IC Norms</b></p>	<p><b>Everyone is welcome, as are all ideas and opinions</b></p> <ul style="list-style-type: none"> <li>● <b>We will:</b> <ul style="list-style-type: none"> <li>○ Start and end on time</li> <li>○ Ground statements in evidence</li> <li>○ Assume positive intentions</li> <li>○ Show respect and consideration to one another</li> <li>○ Work hard (if we do, we'll fulfill our mission and accomplish our goals)</li> <li>○ Maximize the time we spend on issues</li> <li>○ Work as a team towards our goals</li> <li>○ Leave personal agendas in our offices/classrooms/homes</li> </ul> </li> </ul>
<p><b>(Opening/Business 5 Min.)</b></p>	<p><b>Approval of Previous Minutes and Agenda</b>  <b>Correction on previous Minutes - Selbee was not Recorder; Pedelty was.</b>  <b>Adjustment to Agenda - Davy to be Time Keeper since Labuhn is not present.</b>  <b>Minutes and Agenda Approved with corrections listed above</b></p>

<p><b>M. Torres (6-8 min.)</b></p>	<p><u>Admin. Update</u> -District PD information  As of now, District PD is not set - will get information out as it arrives  Site PD Day - Coffee with the Cops (8:15 - 9 am) NOT mandatory  SREB - anxious to get details, but was not here for that</p>
<p><b>J. Serrano (3 min.)</b></p>	<p><u>Extra Advisory in January for Pre-registration</u>  Extra Long Advisory 1/29 for Pre-registration?  Yes: Sci, ELA, SS, Math, MCNL, Fine Arts, CTE  No: NONE  <b>Extra Long Advisory on 1/29 approved by consensus.</b></p>
<p><b>V. Vazquez (6-8 min.)</b></p>	<p><u>Discussion January School-Based PD (Serrano, IC Chair, Veronica Vazquez) Who, What, Where and When</u>  <u>Site PD Day (Powerpoint in link)</u>  Visit classrooms &amp; share best practices with peers  Staff survey results to drive focus of PD sessions  <u>Top 4</u>  Technology in the Classroom  Project Based Learning  Engagement Strategies  Behavior Management</p> <p>Three hours provided for PD  Four 30-minute sessions with 15 minute passing periods  Would like to have representation from ALL departments  Based on survey responses, seems there should be enough staff members willing to present - actual presenters still TBD</p> <p>PBL might be the most difficult to find teachers willing to support with presenting  May merge PBL with another topic and hold only 3 sessions, extending session times.</p> <p><b>Pedely:</b> Anything requested for further training on A.I?  <b>Vazquez:</b> Nothing specific has been identified.</p> <p><b>Davy:</b> PD Passport for staff to have stamped at each PD “stop” and be entered into a drawing for “like two weeks off work” to encourage staff to participate?  <b>Vazquez:</b> This is something we could consider, but not the two weeks off.</p>
<p><b>R. Knowles (20 min.)</b></p>	<p><u>Discussion: 90 Day Plan Walk-throughs update; data analysis report</u>  <u>90- Day Plan (Powerpoint in link)</u>  Data Analysis and Spring Planning - November 2023</p> <p>Data: Edvantage, SAPR, Synergy Reports, &amp; College Board  Attendance by Week - Week 16 Avg = 87, compared to 80-84% in the surrounding weeks in last several years (there was no school due to breaks in prior years)  5 Year Pass Rate ELA - Initial drop in Fall 2020, during pandemic - slowly getting back to where we were prior to shut down  5 Year Pass Rate Math - seeing more change up and down over the years, but still recovering from initial pandemic drop(s)</p>

Pass Rate 1st 9-weeks - By grade level, NOT by grad cohort. Reclassified students showing as they are listed currently. "All Bilingual" includes Bilingual Seal courses, ELD, all grade levels...

**Pedely:** Relation between data and steps moving forward - will we be targeting 9th grade & Bilingual students?

**Knowles:** It SHOULD drive our decisions that we make on how we move forward for the 90-day Plan moving into the Spring semester, but to be determined by group.

SAT - 11th Grade Spring Exam - Only 2 years worth of data, due to only 19 students taking SAT during pandemic & distance learning. Although we are testing low, we have remained steady while APS has seen some drops in performance. PSAT/NMSQT - 10th grade, Fall exam - Seeing more differences from one year to the next. APS as a whole is struggling, while we are staying somewhat steady. Lots of room for improvement, but at least we aren't seeing any major drops. Class of 2023 Enrollment - 501 students started in 2019-2020 as 9th grade, 363 students registered as 12th grade in 2023-2024 (20 students currently appear they will graduate in Spring 2025)

5 Year Graduation Rate - Saw some negative difference the last couple years, but not as significant a decrease as APS as a whole. Lots of opportunity for growth, but somewhat maintaining our graduation percentages.

**Serrano:** This is for kids who graduate in 4 years, right? Can we get information on how many students graduate in 5 years?

**Knowles:** Information for graduation data is delayed and not received until much after. Uncertain what other data points may be available

**Stubbs:** Graduation rates not matching prior information - i.e. pass rate increasing, but performance-based assessments scores decreasing the graduation rate is decreasing, Why is that?

**Knowles:** The numbers are not necessarily aligned due to the delay in the graduation data arriving later and are not being as up to date.

**Pedely:** Could difference in data be associated with students moving schools?

**Knowles:** Certainly. These are not necessarily the same students. Some students may be leaving and others take their place.

**Serrano:** How did the walkthroughs go?

**Knowles:** Walkthroughs haven't been formally reported out on, but a lot of work went into them. Walkthrough Forms can be found in the Shared Drive; specifics are for department use only.

Proposal for January - Next steps should be informed by this presented information - continue walkthroughs, and adjust focuses as needed. Anyone opposed to walkthroughs in the Spring? (No opposition reported)

**Bova:** We should have the Resource Teacher choose departments to observe which other department.

**Knowles:** Can not require what departments do, but if a department wants help deciding who to observe, the Resource Teacher could possibly assist.  
**Add review of walkthrough for next IC Meeting Agenda. IC reps bring feedback from constituents.**

**Sena:** If the District is pushing a 90-Day plan having teachers observe others, they should provide funding to pay for teachers to do so during their prep periods.

**Knowles:** The 90-Day Plan IS supported by PED, but what is pursued with the 90-Day Plan is up to the individual school. Funding varies, but there is no guarantee of funding for things we determine to pursue as a 90-Day Team. If departments are interested, morning and afterschool sessions (outside the duty day) can be covered at full hourly rate under some current funding available. Anything done during prep period is done VOLUNTARILY.

**Serrano:** Voluntary- no punitive actions for staff that opt out of this process.

**Aragon:** PLCs can be used for the observations too, right?

**Knowles:** Yes.

**J. Serrano (15 min.)**

Exploring student outreach & engagement

SREB Debrief

**Davy:** Department Chairs were present - should be sharing information with their Departments. Why would we go over this information here?

**Serrano:** Make sure Dept. Chairs report out to their department about SREB.

Teacher Retention - After shooting at AHA, many teachers were planning on leaving - so, they got subs for the remainder of their sick leave and planned to leave at the end of that time.

(Documents handed out: Psychological Safety & Powerpoint)

Scientific studies on psychological safety provide information on how to make schools safe so teachers and students want to be here and the environment supports teaching and learning.

(Books passed around)

Glad to have students in attendance. We need more students to be involved.

**Agenda Items for next meeting:**

- **Admin Update**
- **Explore student/teacher outreach, engagement, retention (cont.)**
- **SREB (Santino) 15-20 mins - Establishing Teams**
- **Review 90 Day Plan for Spring**

**Date and Time of Next IC Meeting**

January 16, 2023 @7:15 am.

**-Guidelines for Instructional Councils:** <https://atfunion.org/answers-docs/>

**-Agenda Item Request Form:**

<https://docs.google.com/document/d/1AG2LYpebDn8fJpJ0nU0aSxeauXpe1-bZKjISZERE9is/edit?usp=sharing>

- 1. Please make a copy of the Google Document.**
- 2. Once completed, please email the document to Jorge Serrano.**

