

Instructional Council Minutes
12/13 (Wednesday), 2023, 8:05-8:50

Norms:

1. Assume positive intentions
2. Take an inquiry stance
3. Ground statements in evidence
4. Stick to protocol
5. Start and end on time
6. Be here now

Attendees:

- Aaron Jawson (Electives) Trini Gallegos (Principal)
Patricia Goke (Assistant Principal)
- Margaret Silva (ELA) ~~Zachary Craig (Counseling)~~
- Cat Maes (Math)
- ~~Samantha Cordova~~ Shelli Williams (6th grade)
- Suzy Dunnum (Science) Lee Ramirez (7th grade)
- Deb Alberti (Social Studies) Suzy Dunnum (8th grade)
- Clover George (Head Spec Ed) Sherie Pennebaker (Union Co-rep)
- Ashley Griego (EA Rep) **Facilitator:**
Mark Hedman (IC Chair)
- James Laws (parent) **Notetaker:**
Suzy Dunnum (Secretary)
- Fred Rivera (parent) **Timekeeper:**
Kate Siders (IC Vice-Chair)
- Robert Munro (parent)

MEETING OBJECTIVE:

1. Continue sharing department Plus/Delta from Departments
2. Continue Jet Card Discussion

TO PREPARE FOR THIS MEETING, PLEASE:

- Read through this agenda
- Come ready and prepared to discuss and share ideas

Decisions Made:

Minutes Approved

Take Back to Constituents:

TIME	MINUTES	ACTIVITY
8:05 - 8:10	5 Minutes	Hedman- Approve minutes from 11/29 IC meeting. Minutes approved
8:10 - 8:15	5 Minutes	Gallegos- Updates on position vacancies.

		<ul style="list-style-type: none"> Gallegos - Math position Teresa Gomez starts on January 8th. The 2 1-on-1 EA positions have not been filled. We are requesting someone for the Art/Drama position so that is not set yet (this position goes through Fine Arts - not Winocular).
<p>8:15-8:20</p>	<p>5 Minutes</p>	<p>Munro- Discussion of what parents see in ParentVue versus what teachers see in Synergy.</p> <ul style="list-style-type: none"> Munro - Has noticed that what is seen in the ParentVue portal doesn't always line up with the actual grades. Some teachers place a 0 as a placeholder, sometimes it's a mistake, sometimes a teacher doesn't think parents could see the assignments, etc. Requesting for ParentVue to be as correct as possible so parents can always have an accurate view of their student's grades. Also, grades & percentages don't always match up. Could it be due to weighting? And, it's hard to tell what is important and what is not. Just felt like it might be valuable to share what parents see. Laws - sometimes we look at the portal & see incompletes or zeros. Not sure what the views are and can they be modified? Pennebaker - teachers are supposed to enter a couple grades a week with grades being finalized twice a semester. Silva - IC agreed for teachers to enter grades twice a week. We should be following that. There are still a lot of "NA's" in gradebooks. Gallegos - we requested for teachers to do that so parents could have updated grades. We also requested for teachers to communicate with families how the grades are calculated so it is clear for parents. At the start of this year, middle school gradebooks had to mirror high schools. Grievance was filed & the policy has been reversed within the last few weeks. Teachers are now having to correct their gradebooks & the old system will be used where the Q1 & Q2 grades are being averaged for the semester. That may be why you are seeing inconsistencies. Munro - just wanted to make sure you all were aware of what we do see on our end. Gallegos - I will communicate that with staff & we will support our newer staff members since Synergy is challenging to work with.

		<ul style="list-style-type: none"> ● Jawson - there is a bar graph that allows you to toggle through & see the assignments & grades. There does have to be student accountability. They can show their parents their finished work. ● Munro - another issue is that digital items can be turned in without the actual document filled out. ● Hedman - It was requested for teachers to include an overview of how grades are entered in the syllabus ● Gallegos - the best recommendation is to reach out to the teacher with questions. I'll place that in the school messenger. ● Munro - My goal is to support the parents that don't have time like I do, & to make it clearer for them. Another note - only 2 of my son's classes provided him with a syllabus ● Gallegos - perhaps it was sent in an email. We did make sure everyone created one.
<p>8:20-8:30</p>	<p>10 Minutes</p>	<p>Silva- Continue discussion of Strat classes.</p> <ul style="list-style-type: none"> ● Silva - through further discussion with ELA dept -there is a clear need for Strat classes, but in the past some of those classes weren't easy to teach. Teachers aren't familiar with the curriculum and there can be behavior issues. The classes would need support. ● Maes - 6th grade students are less resistant to Strat classes than 7th or 8th grade students. If teachers teach a Strat class, that will make the other class sizes higher. In our meeting some ideas brought up are: perhaps the Strat classes could cover specific topics, or be held in a wheel with each quarter covering a different topic; Hyzy mentioned that all grades & all general ed students should be included. Special Education students wouldn't participate because they're already receiving support. ● 6th - Williams - everyone had a different view of it. As a science teacher it affects their skills but doesn't affect me as a teacher. Regarding teaching it, there was a lot of conversation but not a lot of outcome. We know it's necessary but not sure how to make it happen. ● Maes - there is a lot of hesitancy to teach it due to discipline issues

		<ul style="list-style-type: none">● Alberti - I've worked at a school where there was a Strat teacher that only taught that program. They were well supported, had a curriculum, 2 of each grade. It worked well.● Gallegos - even with Strat, classes need to be differentiated.● Maes - Mountanaire schools have Catch-up kids & Mustard kids. Every student & teacher participates in one or the other programs (Catch-up = Strat, Mustard = enrichment)● Gallegos - Other schools run something similar (WIN - What Individuals Need). be aware that with 7 periods, we would lose additional instructional time if we used that kind of program. Regarding one person running it, we'd have to find someone.● Williams - does the teacher have to be highly qualified in ELA or Math?● Gallegos - yes, so it counts as an intervention.● Silva - if we don't move forward then we need to be purposeful about what intervention program we use next year. There are a lot of specific skills that are missing. We're seeing this more after Covid.● 8th Grade - Dunnum - Lots of ideas from the 8th grade meeting (the ideas brought up by some constituents were also mentioned in their department meeting as well): Including them in a wheel - math, reading, avid, study skills; hold for all students; maybe a semester class with it backed up to PE; has seen it most successful when one teacher taught it all day; could Strat teachers be co-teachers; make sure there are a minimum of 2 classes available so there aren't any singletons; maybe every regular ed Math/ELA teacher teaches a Strat class● Hedman - looks like this is something we keep revisiting as we get closer to knowing our FTEs.● Gallegos - it'll need to be decided upon sooner rather than later. We'll need to determine who goes in there. Also need to keep in mind that the budget isn't released until the spring, after the master is made● Siders - this needs to continue being discussed in ELA/Math. If teachers aren't passionate about teaching it then it won't work.● Gallegos - We can offer more PD on differentiation & MLSS plans. Students who need them aren't getting them
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8:30-8:35	5 Minutes	<p>Hedman- Continue sharing department feedback regarding the Master Schedule.</p> <ul style="list-style-type: none"> ● Hedman - any additional feedback ● Alberti - SS is pretty cool with what we've stated. ● Jawson - Advisory has come up. Same time? Once vs twice? Further discussion will continue. ● Gallegos - I know it was brought up to have Advisory every day. ● Jawson - every day would help us build relationships, more opportunities to build a team, get to know the students, etc. Haven't reached out to all of the dept about this yet, though. ● Williams - personal thoughts - in discussion with parents in SLCs, they like the idea of teachers looping with Advisory students from year to year. It gives teachers a better opportunity to build relationships. ● Gallegos - that is a district mandate so it will stay that way. ● Dunnun - plus/deltas are being compiled from all departments. The goal is to have that completed before the

		<p>next meeting so that we can come prepared to make some decisions.</p> <ul style="list-style-type: none"> ● Hedman - can we start with an Advisory at the beginning of the day? ● Gallegos - No, the district does not allow Advisory to be the first class of the day
8:35-8:45	10 Minutes	Hedman- Continue discussion about effectively using the Jet Card, integrating it with the Agenda and further design input.
8:45 - 8:50	5 Minutes	<p><u>Next Steps:</u></p> <ul style="list-style-type: none"> ● Dunnum: Plus/Delta Compilation ● Strategies (cont.)