

Instructional Council Minutes
1/10 (Wednesday), 2024, 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)
- Margaret Silva (ELA) Patricia Goke (Assistant Principal)
- Cat Maes (Math) ~~Zachary Craig (Support Staff)~~
- Samantha Cordova (Science) ~~Shelli Williams (6th grade)~~
- Deb Alberti (Social Studies) ~~Lee Ramirez (7th grade)~~
Suzy Dunnum (8th grade)
- Clover George (Head Spec Ed) Sherie Pennebaker (Union Co-rep)
Clover George (Union Co-Rep)
- ~~Ashley Griego (EA Rep)~~ **Facilitator:**
Mark Hedman (IC Chair)
- James Laws (parent) **Notetaker:**
Suzy Dunnum (Secretary)
- Fred Rivera (parent)
- ~~Robert Munro (parent)~~ **Timekeeper:**
Kate Siders (IC Vice-Chair)

MEETING OBJECTIVE:

1. Continue discussion of Strat Classes
2. Continue sharing department Plus/Delta from Departments
3. 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:

- Review master schedule plus/delta

TIME	MINUTES	ACTIVITY
8:05 - 8:10	5 Minutes	Hedman- Approve minutes from 12/13 IC meeting. Minutes approved
8:10 - 8:15	5 Minutes	Gallegos- Updates on position vacancies.

		<ul style="list-style-type: none"> • Teresa Gomez & Tatyana Williamson started Monday. Zac Craig (counselor) is moving to DATA (last day is Jan 19th). The position is posted & done through the district. No applications yet. One one-on-one EA is still open & another EA position will be open soon.
8:15 - 8:20	5 Minutes	<p>Siders- Spring Testing Calendar - Refer to the attached Slide presentation for more details</p> <p>☐ Testing 2023/24 Spring Test Dates</p> <ul style="list-style-type: none"> • Upcoming tests are: NAEP, ACCESS, NM-MSSA, NM-ASR, I-Ready <p>NAEP -</p> <ul style="list-style-type: none"> • 100 8th graders will take this on February 7, 2024. • 50 will be tested in the AM & 50 in the PM. • We have the list of students & they will be notified. <p>ACCESS -</p> <ul style="list-style-type: none"> • Window opens January 16. Trying to get it done late January / Early February so it's spread out from NM-MSSA. • <i>All</i> ELD students - even those with parent refusal for ELD services - take this test. • Please encourage your departments to support these students because if a student passes (now 4.7, down from a 5.0) they will exit ELD services. • There will be 4 separate sessions & each session takes about 1 hour. • Please encourage departments to check emails <u>every morning</u> for announcements to send the kids. Testing can not begin until everyone arrives <p>NM-MSSA -</p> <ul style="list-style-type: none"> • April 16 (Math1) & April 18 (Reading 1) • April 23 (Math 2) & April 25 (Reading 2 & Writing) • We need to have 1 class happen before testing begins to accommodate late arrivals • Students will have the same lunch that they usually have, so the bell schedule and order of classes will be modified.

		<ul style="list-style-type: none"> ● During department meetings, please brainstorm ideas for students to stay busy after testing. A calm testing environment needs to be maintained. ● Practice tests have been sent to depts. <p>NM-ASR -</p> <ul style="list-style-type: none"> ● Tuesday, May 7 (2 sessions) & Wednesday, May 8 (1 session). ● Only 8th graders take this test. Holding 3 sessions in 1 day last year was overwhelming for students & creating a different schedule for 8th graders last year was very complicated. The following plan was developed through discussions with the department chairs, grade level chairs, and admin. <ul style="list-style-type: none"> ○ May 7 - 8th graders complete sessions 1 & 2 while 6th & 7th graders take iReady Math ○ May 8 - 8th graders complete session 3 while 6th & 7th graders take iReady Reading ○ 8th graders will complete EOY iReady Math in Math & Science on a date TBD ○ 8th graders will complete EOY iReady Reading in ELA & SS on a date TBD ○ Practice tests available on Jan 31st. Will work with the 8th grade team to determine when the 8th grade iReady will take place. Window closes May 23rd. <p>Everyone will receive the testing schedule overview but additional information will be added to it as it comes in.</p> <ul style="list-style-type: none"> ● Dunnum - A couple of students have requested that the modified schedule has 7th period as the last period of the day. ● Siders - OK. Should we change all of the schedules or keep EOY the same as it has been? ● Hedman - Having them all the same might be good for consistency ● Siders - I'll try my best to create the bell schedule.
8:20 - 8:30	10 Minutes	<p>Gallegos- Continue discussion of Math and ELA strat classes.</p> <ul style="list-style-type: none"> ● Gallegos - we need the feedback from dept

		<ul style="list-style-type: none">● Math - Maes: Maes is OK to teach 6th grade Strat. St. John agreed to teach 7th grade Strat.● ELA - Silva: The dept would prefer to not have Strat classes. They would like to use the Lexia intervention program twice a week, along with differentiation.● Jawson - Ms. Vigil volunteered to teach strats. We had questions about how strats would affect the Electives positions.● Gallegos - can't answer that yet.● Jawson - will parents have the opportunity to refuse the strats class for their student?● Gallegos - developing the specifics of how the strats classes are run is one of the next steps● Jawson - there is a structure for feeder schools to have input for incoming 6th graders. If we're data driven can we use MOY iready information so schedules are changed at the semester and not mid-way through the 2nd semester? Also, base it on iReady rather than class grade?● Gallegos - maybe base it on 9-weeks so we can move students out & move other students in who need support. Strats classes are supposed to be fluid.● SS - Alberti: The dept supported strat classes. Mr. Smith volunteered to teach it. And, can we only have Math strat & not ELA strat since our 90-day plan focuses on Math?● Gallegos - there will still be a need to use the intervention program in class, even with strat classes. Strat classes are limited in numbers. The district pays for Mr. Smith's position. If he's not included in the budget then we can't place him in there.● George - we need the intervention classes. I understand the difficulties of finding someone to teach it but we have a lot of students below in both categories - Gen Ed, Gifted, & Cross Cat. Is there a way to address the FTEs within the discretionary budget?● Silva - I agree but the ELA dept is feeling like autonomy is being removed & they're not sure a strat class will support growth. Also, if we don't show we aren't actively using Lexia, the
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		<p>district might remove funding, so the dept prefers to use that rather than strat.</p> <ul style="list-style-type: none"> ● Jawson - focusing on math strat rather than ELA strat goes along with the focus of the 90-day plan ● Gallegos - if the ELA dept is embracing Lexia & using it, that's a win in itself. ● Cordova - perhaps some discretionary money could be tagged for math strats so more hands on or experiential learning can be included. ● Gallegos - we'll have to see what's available in the budget. It hasn't been released yet. ● Pennebaker - There is a lot of research supporting experiential education. ● Hedman - we have this feedback but you need to wait until we receive the budget to make final decisions? ● Gallegos - yes
8:30 - 8:40	10 Minutes	<p>Hedman- Continue sharing department feedback regarding the Master Schedule. Discussion of compiled feedback to date. Refer to the attached google sheet for more details</p> <p>Master Schedule Plus/Delta All Departments</p> <ul style="list-style-type: none"> ● Gallegos - Suzy & Kate compiled feedback from depts on the master schedule. There are some tight requirements from the district & are listed at the top of the spreadsheet. For example, the bell schedule & MS advisories. District is funding the bilingual program & a goal is to eventually have students earn a seal. Goke & I still need to look over the spreadsheet more carefully and add our responses. ● Jawson - we chose for Advisory to occur when it is so lunches wouldn't be too late. Does lunch have to be tied to 4th? ● Gallegos - Yes. ● Siders - It would be helpful if dept chairs could look this over and become familiar with what we don't have control over. That would eliminate some of the repetitive conversations ● Laws - what's a singleton elective? ● It's only taught once. ● Hedman - once this is looked over, it'll be shared out? ● Yes.

8:40 - 8:45

5 Minutes

Hedman- Next steps towards effectively using the Jet Card, integrating it with the Agenda and further design input. Need to address current practices and plan for next agenda printing.

- Jawson - The Electives dept is wondering if the behavior points be turned on for everyone? If we sign a Positive Jet then we can also enter it into Synergy. Students & parents can see the points in Student Vue. It also has the ability for the positives to counteract the negatives. It would put everything in one place.
- Siders - IC can edit those behavior points (there is a lot of redundancy right now). Also, some schools use the points as a store. We could come up with ideas of how to redeem the points.
- Hedman - are points being entered in advisory? Classroom teacher? Could be cumbersome to do both.
- Jawson - Also, some students don't have the positive jet card page in their agendas so this is a system that can be used for them. The idea in the discussion is that the classroom teacher would do both - sign *and* give a positive point in synergy.
- Hedman - do we reintroduce the negative side of the jet card? In the Electives meeting, people were generally for reintroducing it.
- Jawson - some students need that explicitness of seeing the points. They can also see how the positives can cancel out the negatives.
- Silva - they have the chance to redeem & move forward.
- Jawson - this connects with the classroom culture training. Pointing out that if they get a negative then they can earn positives.
- Pennebaker - if we bring back the negative Jet Card, we need teachers to be trained on how to use it appropriately - not calling a kid out in front of the class.
- Hedman - part of the reason we wanted to have an electronic negative card is so kids wouldn't "lose" the agenda if it's negative.
- Laws - this ties behavior to parents - parents can see what's going on. Very helpful
- Gallegos - Volcano Vista HS uses this & it was nice to see what was going on with my son's behavior.
- Alberti - can APS come train us?
- Pennebaker - it'd be good to see this used for the entire class.
- Siders - the instructions are available (see below). Parents can see points for each class.

 StudentVue and ParentVue: Behavior Points

		<ul style="list-style-type: none">● Gallegos - we can think about this for next school year & SIS can come train staff. Would like to see this used so it's not connected to the agenda.● Hedman - can we print a report for parents?● Siders - pretty sure but will look into it.● Jawson - it's also color-coded - easy to understand & see.
8:45 - 8:50	5 Minutes	Next Steps: <ul style="list-style-type: none">● Review master schedule plus/delta