

Wilson High School-Site Council

MINUTES

November 3, 2015

MEMBERS/ATTENDEES: **Teacher Members/Representatives:** Andrew Butterfield, Rodney Maack/Amy Durham, Amy Feller, Josh Martin, Sarabeth Leitch, Nathan Pier, ~~Jessica Rader~~, Brian Sahler, Jamie Suehiro **Administrators:** Brian Chatard, ~~Ayesha Freeman~~, Maude Lamont **Parents:** Sharon Scheurer, Lisa Sloan, Claudia Steinkoenig Carlough, Karla Wenzel **Community Members:** Caron Kushner **Classified Staff:** Abby Menashe **Students:** ~~Sayra Arroyo Patino~~, Estee Emlen, Marley Kinser, Ian Morgan, Daniel Nyounai-Herrera, Katy Piwonka, Jaden Salama, Austin Smith-Covey, Nina Vanspeybroeck, ~~Ariana Ward~~

At Wilson High School, our mission is to educate young people in every capacity -- mind, body and spirit. We prepare students to succeed in their various roles in society: as workers who are responsible, innovative and ready to compete at a world-class level; as citizens who are both loyal to our community's democratic ideals and committed to the on-going work of forming a more perfect union in our heterogeneous society; and as adults who, in their private lives, balance the virtues of individualism, such as self-reliance, honesty, and personal initiative, with the cooperative ideals of justice, tolerance and compassion. In short, our goal is to foster in our students the core intellectual capacities and habits of the heart that will allow them to lead deeply engaged, productive and meaningful lives.

District Milestones for High Schools

1. 9th Grade – on track (6 credits- core classes)
2. On-time graduation

PPS Priorities for 2015-2016

1. Third Grade Reading
2. Closing the gap for suspensions/expulsions for students of color
3. High School Graduation

WHS Site Council Goals 2015-2016

- *Graduation rate of 92% for entire population with no subgroups more than 5% below the total average*
- *Increase in historically underrepresented students in AP course and "3" performance on exams*
- *100% of 9th graders begin 10th grade with at least 6 credits*
- *Reduce exclusionary discipline for students of color by 50%*
- *90% of students attend 90% or better of all classes (including excused and unexcused absences)*

Agenda:

1. Introductions
 - a. Introductions:
 - Abby Menashe here representing classified employees.
 - Corrections to minutes:
 - Delete in goal 2 of October 20 the from % and to %
 - Delete g and h back side of minutes as we did not get there.
 - Minutes approved as corrected.
2. Old Business:
 - a. Hand out site council workbook – Brian distributed notebooks.
 - Brian invites emailed questions to any issues raised by the content in the notebooks.

- b. Member count/Voting members of Site Council
- Teacher voting members of Site Council: Rod Maack, Andrew Butterfield, Nathan Pier, Amy Feller, Amy Durham, Josh Martin, Sarabeth Leitch, Jamie Suehiro.
 - As there has been more interest among students than anticipated, two choices—amend bylaws for this year to allow more voting members. Bylaws say at least 1 student. Now have 9. Bylaws state no more than 18 members. Alternatively don't allow all students to vote.
 - Discussion about options.
 - No more than half teachers or parents per law.
 - Discussion about how to inform student leadership on student elected members.
 - Bylaws amended to increase membership to 23 to allow 9 students that are attending to be voting members. Voting members are Marley, Nina, Austin, Estee, Jaden, Katy, Ian, Daniel, and Sayra.
- c. Plan for updating the CAP. Brian: will bring CAP when ready for discussion. A lot of what was in last year's document is a multi-year process. Need a process and public delivery for CAP. Need to update it online (Indistar).

3. New Business:

- a. Questions and comments from students about goals/data in their review of the Site Council workbook.
- Process of choosing goals.
 - Brian describes process of going through vetting process of 34 indicators of school performance and boiled down to 9 and then further boiled down to those listed as goals for focus.
 - Drop out methodologies: Discussion of modified diploma which used to be counted as not meeting—they were meeting IEPs and state was considering them as drop outs. Good change—increased graduation a little bit. Modified in that student did not meet standard diploma; applies to students with disabilities.
 - State report card: Brian brought handout listing school ID, school name, district name and those are the schools we are compared to. There is some metric that compares Wilson to other schools. Unclear what that metric is. On student group outcomes in school report card—"like school average" is this list. Wilson does better than just about every other "like school." If don't meet participation target, you automatically are dropped a level—because state has to certify to federal government that 95% of juniors are tested. Last year 60% math; 67% in English—students taking the test. Biggest difference we can do is increase percentage of students taking the smarter balance assessment test. State received less federal funding by federal government if 95% not achieved statewide so state has consequences for schools and school districts that do not achieve the 95%.
 - PPS exit survey results question 6 on helpfulness on career choices, career plans, job search information. Jaden concerned that these numbers should be higher—as discussed in depth-- as this is important for students exiting Wilson. Estee: asked the question whether others have helped with these items not just people in the school. Ian Morgan: on ACT/SAT scores—3rd lowest discussed in depth. Key to college acceptance.
 - Brian calls attention to U of O data sheet on incoming freshmen from Wilson as compared to other high schools. Brian also noted that U of O is better at student retention than other schools.

- Brian also noted program next year with free tuition for students, with given GPA, on free and reduced lunch at community colleges. Discussion ensued about how to get the word out on this so more students are aware of this. Marley suggested have English teachers announce it—. Josh Martin also said could be motivating for students if can get GPA higher, if hovering close. Counselors did discuss how to get information out.
 - Parking lot/to do: how information gets disseminated to students/teachers/parents regarding free community college tuition for certain students. Follow up with counseling department to answer questions on how this communication is done. Good for teachers to know this.
- b. Goal Update on AP Surveys—Suehiro report out.
 - i. Need subcommittee meeting with Feller, Boly, Sarabeth. Supports for students and teachers. Sent out results on AP survey. Here is link to minutes on results of survey—taken by 43 students, still working on getting more students. Thus far, 10 teachers have responded.
 - ii. 28- 33 % goal to earn a 3 or higher.
 - 1. Discussion ensued about the data re: white students taking AP classes and students of color taking AP classes. How to target goal?
 - 2. AP scholar – 3 or higher on 3 or more exams.
 - 3. Need data on who is not taking exams. Who is not taking the classes? Then can develop target goal. Next step is to identify what the focus is? What can we impact? Test some interventions this year (consolidating resources like prep books, mock exam, Saturday prep session, training for teachers—vertical teaming/alignment). Follow up to have discussion with instructional leaders and AP teachers.
 - a. Ian question about similar interventions for ACT and SAT. Suehiro responds that those are not high school—they are college entrance—as contrasted with AP courses and exams.
 - b. Lisa Sloan: suggests discussing what a partnership with community college looks like along with discussion of free tuition to community college—to supplement high school classes. Brian/Maude: dual credit programs with Wilson exist.
 - c. Claudia: goal setting with students around AP—ask student what goal with AP
 - d. Links from Suehiro
- Student survey results https://docs.google.com/spreadsheets/d/1jPmhUTfLWqdCwAK-Uk5W3cRg7ije01PZTL_j6ITan4w/edit?pli=1#gid=1529879489
- Teacher survey results <https://docs.google.com/spreadsheets/d/1c488Q5AjqojSF5rYAJtUkR7TqOvCZ89EJF-ldPD73DM/edit?usp=sharing>

Suehiro comments on above links: Go to "Form" drop down menu to "Show summary of responses." For now, we have few responses to go on, but these are what we have now.

We will discuss recommendations in Instructional Leadership Team. Recommendation: Representatives from each department (Instructional

Leaders?) offering AP to meet in sub-committee to make decisions re: AP, organize student supports and provide and track AP/Pre-AP training for staff.

Enrollment by ethnicity 2014-15: 28%-33% of what?

16.8% of total AP enrollment at Wilson is characterized as an ethnicity other than White. This includes Black, Hispanic, Asian, Native American/Alaskan, Pacific Islander, or more than one race.

75% of Wilson's total enrollment is White. Additional discussion is needed as to HOW to use data to come up with an appropriate goal for Wilson.

In 2014/15, Wilson had __71__ AP Scholars. These are students who have earned a 3 or higher on 3 or more exams. We still need to look at a reasonable number to shoot for as our goal.

c. Parent Teacher Conferences

- i. Would like feedback about how Wilson does conferences: arena, priority, other. Nick Nohner offered to come up with a standard set of questions to students and parents about gathering information.
- ii. Nick commented that he loved conferences and would like to extend time on priority conferences or providing training that not time to go over all missing homework assignments. Maude: problem with scheduling of conferences – intent was to provide 30 minutes.
- iii. Sharon: parent perspective: tough scheduling with logistics of managing multiple students.

Next meeting: December 8, 2015