

**Cleveland High School
Site Council Meeting
September 25, 2018**

Members Present:

Louise McHarris, Vanessa Hughes, Trell Andersen, AB, Darryl Miles, Kristy Mize, Susan Douglass, Vanessa, Samia, Karen Dean, Gary Riler, Brian Fain, Gaye Chapman, Sean Murray, Krystin Rose, Ann Su, Tim Graham, Jamie Incorvia, Ayesha Freeman, Julie Rierson, Jennifer Van Kopp, Anika Becker, John Pender.

AGENDA

8:15 Introductions by Site Council Members

Ayesha meeting facilitator, AB and Trell Anderson agreed to facilitate next meeting

**8:25 Review of Working Norms
 Approval and Review of last Meeting (and Meeting Minutes)**

Discussion: Ayesha will provide context for the protocol that we use for attendance and hall passes before publicly posting. Minutes approved unanimously

8:30-8:45 Discussion about CHS Mission Statement and Next Steps

Review of current High School Mission
Why or Should we Clarify our Mission?
Annika (student) current statement may not be relevant to current students, if we have a mission statement it should be revised.
Jamie - having a central mission statement, changing a mission statement does not automatically change how people act.
Kristy (VP) - spoke on changes and what that means
Trell (parent) last sentence of current statement is unrealistic
Ayesha hope is that all students will be inspired
Samia (educator) are there more important items to spend our time on
Vote: should we change the missions statement:passed
As site council we are interested in changing the missions statement Ann Su seconded
Who is willing to be on the committee: Ayesha, Krystin, AB, Trell, Jamie, Bren (?) Ann (?) Kristy.
idea to have it during flex - agreed

8:45-9:00 Listening to Instructional Leaders about Professional Learning Community Conference:

Dialogue around what we can do as a school to improve student learning specifically for students who are historically underserved. 10 teachers, 3 administrators attended conference:

Vanessa: 4 primary questions:

1. What do we want our students to know?
2. How will we know if they know it?
3. What do we do if they don't know it?
4. What do we do if they do?

Impressed by colleagues, collaborating is useful

Samia: there are different levels of collaboration, appreciated structures forms and fact is based in research and that it produces results. Useful to bring back to the school what collaboration is and how do we bring it back to the school to reduce overall individual workload.

Sean: Reflections of impact as a teacher, hope to bring back openness and ability to disagree while providing growth.

Jamie: Accountability and trust, look at data together and use what is seen as a platform, holding each other capable of doing better. Recognize what is already great and then use these methods to make it even better.

Gaye: How do we create the needed culture and get all colleagues on wanting to be better and being better

Ann: How will other staff who were not in attendance receive the information.

Ayesha: Teachers who attended are to bring back the information and strategies how to do that. This afternoon there is a panel to share what was learned at the conference.

Sean: Have one teacher in each group have the background to share the experience to share with their departments

Vanessa: The themes are similar to other forms of collaboration, it is not new. Open your practice to others.

PLC - Professional Learning Communities

9-9:10 Culturally Responsive Teaching: What is it?

AB shared that he wanted to have a conversation about how teachers can meet the needs of all of the different types of students in the classroom, different backgrounds and world views, and learning styles

Ayesha recommended the book Culturally Responsive Teaching in the Brain

Students of color feel disproportionately targeted in the classroom.

As a teacher, how can I engage students to keep them from leaving for 30 minute bathroom breaks.

Ayesha offered to purchase the book.

Teachers in building to be responsive to one learning technique for underserved students.

Discussion of whether to purchase book for the council. Find time to read the book. Book passed around for review by council before voting on its purchase.

There is an article by the author as to how the theory was developed.

Concerns of cost of the book and what other things the resources could be used for

Review measure 98 budget for next meeting

Kristy: Article will be sent out electronically for all members

Trell: this might be the way we begin the discussion of equity, is this the best book for this goal

Jamie: this hits an aspect of how to approach equity, a beginning but may not cover all aspects.

Ann: having common language for all of us to use would be helpful, Ann is an equity trainer and does implicit bias training, she does this for a living and would be willing to give a training to the group.

Ayesha: in discussions for next month's agenda, may discuss with Ann further

Anika: would it be valuable to get student input

Ayesha: helpful to initiate conversations in the classroom

AB: do we want to focus on this issue at a ll

Books represents good teaching practice but does not get to the corp of the problem at Cleveland

Jamie: copyright issues associated with providing chapters of the book

Kristy: author found teachers who were successful at teaching culturally diverse students, and then studied their successes.

Vote: Move to read article by next meeting and then decide on book: Unanimously agreed

Gaye: Want to hear from the students if this is something that addresses the concerns

John (student): Would it be best for all teachers have the book as opposed to only site council

Ann: book groups might be an option, teach certain chapters

Deon Logan - here for student shadow day, shadowing AB

9:10-9:40 School-wide Data Dive

Ayesha: spend this meeting starting to understand the data and then revisit at next month's meeting. May help define what our school wide goals should be. Teachers grade books is the single best indicator as to how the school and system is working.

Julie: Only the first two columns from Smarter Balance

Any of our rows have half under a level 3, will be identified as a school in need of improvement

Jamie: very few students took the Smarter Balance test,

Vanessa: only half of students took ELA and .8 took math test

Members to take time to review the data to determine what is standing out

Discussion:

Ayesha: Cleveland graduation rate is increasing , yet English learners and students with disabilities are at a level 2

Sean: do modified diploma students count

Ayesha: yes, they count.

Venessa: Where does the date come from and where does the denominator come from?

Ayesha: Information comes from Synergy

The group: This is for only 9th and 10th graders

John (student) why are certain groups rated by 2017/2018 and others rated by 3 year average?

Julie: data table shows 3 years of data and also the applied rate and scores based on the higher of the average over the one year rate.

Samia: the sample size is small and not particularly useful, when the denominator is so small one student can through it off.

Julie: still looking at 70%, valid point, but don't want to get lost in that

Ayesha: have a discussion next month surrounding smarter balance, Principals coming together to discuss how to have better participation. Wants to hear perspectives on the data

Julie: Page 2 and 3 proficiency levels, last page has participation data.

Vanessa: in the spirit of recognizing issues of equity, perhaps these numbers are not the most meaningful. Can we be better informed, other data that may be more relevant for our conversation.

The overwhelming students opting tend to be over achieving white students

Sean: the kids that end up taking the test may be those who are struggling.

Julie: Our district is highly involved in 9th grade success, want every student to be on track for graduation.

Ayesha: if there are agenda items that people want included next month email, AB Trell or Ayesha or the entire.

Next Meeting: October 23rd

CHS Site Council Collaborations 18-19

All Site Council meetings will occur from 8:15-9:40am unless otherwise indicated.

September 25th

October 23rd

November 27th

January 8th

February 26th

April 2nd

May 21st

June 12th (2nd annual day-long retreat)