

**Cleveland High School
Site Council Meeting
October 23, 2018**

Members Present: Julie Rierson, Vanessa Hughes, Trell Andersen, Susan Douglass, Kristy Mize, Gary Riler, Samia, Gaye Chapman, Anika Becker, Brian Fain, Jamie Incorvia, Karen Dean, Maggie, John Pender, Tim Graham, Sean Murray, Louise McHarris, Darryl Miles, Alisha Kelly

AGENDA

Review of previous minutes - minutes approved

Defining roles, i.e., facilitator(s), minute meeting note taker.

Facilitators will plan agenda and control meeting. Louise McHarris and Maggie McBride will facilitate meetings and Krystin Rose will take meeting minutes. All parties will spend approximately 30 minutes a month preparing for site council meetings. **ACTION ITEM** - These meetings will occur Fridays during flex time.

Mission Statement Sub-committee.

These meetings to be scheduled during flex time. **ACTION ITEM** - Mo will send dates and times for members to agree on. Maggie McBride will also participate. Maggie is not available on Thursday flex times.

CAP Goals - Comprehensive Achievement Plan.

Site Council helps with directing 3 school wide goals. Goals need to be measurable. Need action items aligned with each goal

- (1) Increase graduates by 2% Currently graduation rate is 87.9% and reduce drop out rate gap between each sub-group of historically underserved drop-outs.
Modified diplomas do count toward graduation rate
- (2) Increase the percentage of students who complete 2.0 credits within state approved Career and Technical Education (CTE) by 50%, and increase the percentage of historically underserved students who complete 2 credits within a state approved CTE program.

Discussion: student engagement increases, along with graduation rates when the students take CTE programs of study that will serve students after graduation.

A program of study that typically lasts a year, e.g. culinary program. There are a number of reasons that students have not been taking 2.0 credits. Semester classes will be offered but it is

hard to determine yet whether this change will improve the number of students completing 2.0 credits.

The focus is on serving historically underserved students

(3) CHS will support the successful completion of 11th grade students in 2.0 credits or more of college level courses, and increase the learning of historically underserved students in college level courses.

Number of students who test, need to ask Ms. Wiandt. 86 students took the history test according to Tim Graham. Modify goal to kids that will take the courses to kids that will take the assessment.

Student comment: problem may be that not all colleges accept the tests.

The assessments themselves are beneficial for students who intend to go to college. Good preparation for college bound schools

Parent comment: May not be financially feasible, may not get college credit

Students who receive free or reduced lunch do get financial assistance.

Parent comment: state schools and community colleges are more likely to give credit

Susan Douglass: All her students take the test

Student comment: costs are significant and there is an equity issue. Most students take ACT and SAT and students get practice testing under pressure. A lot of the elements are already practiced in classes.

Staff: We should gather data as to what schools to accept assessments to get credit

Staff: In the workplace you need to prepare for formal assessments so can be valuable even for students who do not go on to college.

Ayesha will obtain data on Oregon University System (along with IB Coordinator), as to who accepts IB for college credit.

9:00 Attendance Data Update - Alisha Kelly

Kristy Mize - discipline, course completion and attendance are the 3 signs of students who may not graduate. They want to hear from teachers, students, and parents as to how to keep kids in the classroom.

Tier 1 - school wide: hall passes, attendance taking

Tier 2 - Percentage of students: meeting every other week, meet with students who may be having problem

Tier 3 - What students need the most help: 30 students, interventions

Alisha: Taking Attendance rates for all high schools. Cleveland 85%. It has since dropped to 82%.

Teachers must take attendance every day and talk to missing students.

CHS has had a large number of subs recently and probably plays a role in attendance and failure to take attendance.

Staff: Meet with union reps to discuss attendance.

Need help in messaging

Attendance and discipline is clearly related and teachers need to follow procedures already in place.

Suggestions for action steps to get all teachers to take attendance:

Ayesha will find out if the names of teachers who are not taking attendance and decided whether that information will be provided.

Safety hazard not to know where students are.

Useful for teachers to know if students are just skipping their classes or the whole day

Current records may not be accurate

9.1% students in severe (about 160 students) - lack of attendance last year

This year as of 10/23/2018

54.7 % good

21.9% acceptable

13.1% chronic

10.4% severe

Majority of students miss first period.

Freshman attendance rates are higher than seniors.

Seniors often have a much easier course load which may be part of the problem

Student: Seniors also have a lot to do in terms of college prep.

Student: - many reasons students are not going to class, need to figure out the reasons, what can the adults do differently to engage students to attend.

For Discussion next meeting: lots of support for freshman but much lesser for upper class.
Maybe students need an advisor to keep students on track all 4 years

Alisha - attendance by race data shows attendance rate is worse for African American students.
Attendance is increasing for other groups.

Action Items for Educators:

Department heads should share the message of the importance of attendance
Ongoing discussions as to what works and what does not in terms of attendance.

New Course Proposals

Discipline Data:

Drug Use and Prevention -

Drug and Alcohol issues - students with disabilities and African American students have been having more incidences. .

Sean is doing a research project on this project - immediately noticed problem with drugs, primarily marijuana. Goal this year is how to prevent, but not using punitive measures. First step - focus groups and surveys as to why the issue is worse here than other districts.

There has been community outreach in the past and there will be more.

Staff: CHS has a reputation as a drug school. Marijuana is seen the most. Prescription drugs are harder to detect. In the last 9 days of school there has been a hearing every day.

Not policy of Cleveland to shame kids or to suspend kids.

Students in site council have not had the experience of students being pulled out of class. Not fair to close the bathrooms. Do students feel that their are consequences? Maybe an anonymous survey of students would help.

Tier 1: Data and What do we need? We need to continue the conversation
What else?

9:35 Meeting adjourned