

Wilson High School
Site Council Minutes - DRAFT
May 9, 2018
8:15-9:46 am
Room 145

In attendance: Kayla Klein-Wolff (co-chair), Megan Jackson, Jamie Suehiro, Sheila Kendall, Matt Campeau, Amy Durham, Cassie Lanzas, Maude Lamont, Jessica Sweeney, Joshua Safran, Brian Chatard, Kate Nichols

Approval of minutes from meeting April 4, 2018

Minutes approved unanimously [but due to lack of quorum, an official approval will be placed on the June 5 meeting agenda].

Site council year end summary.

Brian: Volunteers wanted to help create a single document to compile information about what has happened at Site Council during 2017-2018 school year. Anyone wishing to be involved should contact Jonathan Dubay.

AP Capstone implementation

Summary is deferred to Cassie Lanzas and Jamie Suehiro. Both: AP Capstone not as much about college credit as it is about identifying skills students need to be able to be placed in advanced classes at college and recognizing students who can develop these skills in high school. AP wants to make these courses open enrollment and interest based.

AP Capstone is in response to IB diploma in order to provide a more research-based experience. It is a two year program; the first year develops skills, and the second year provides students the opportunity to do research in a field of their choosing. AP Seminar is the first year, AP research is the second year. Successful completion of both years allows students to receive an AP Seminar and Research Certificate.

AP Capstone diplomas will be awarded for a score of 3 or higher in AP Seminar and Research and on four additional AP Exams. Both courses are HS credit (typically English or Social Studies elective credit). Student scores are based partly on exams, partly on individual internal oral presentations, and partly on team presentation.

AP research course score is based on an academic paper and presentation and oral defense. AP research students have a research teacher (classroom) as well as a content advisor who could be another teacher or a community member. Wilson has expressed interest / intention to offer this course in 2019-2020.

[Timeline is still vague because we are not sure about which grade levels to forecast, but the basic rollout plan is: Summer of 2019 - Wilson Staff will be trained at AP Summer Institute for Capstone, 2019/20 AP Seminar will start, 2020/2021 AP Research will start.]

[Presentation slides can be found at link below. Blank slide should contain the following information: 777 AP exams taken last year by Wilson HS students, 73.5% achieved a 3 or higher, and 56 students were AP scholars (24 AP scholars with honors, 53 scholars with distinction, 14 National Ap Scholars, 3 AP International Diplomas.

https://docs.google.com/presentation/d/1JGakPL9Q_HwnKO2UXg9ZIH0HJajKouhZt8II1XN70r4/edit?usp=sharing]

Climate Team Update.

A detailed discussion of the school-wide equity lesson plan happened at Climate Team. Kayla: some students had climate lesson multiple times. Her class took a whole period on it, it was a productive discussion. Students would like more of this type of lesson but would like it earlier, out of context of specific polarizing events. Need more discussions centered around community events. Students had their eyes opened to events they were not aware of. Amy Durham adds that some of these classes might be taught in a modified schedule day so that teachers from different departments can get involved and so that it can become a more structured and regular event. Sheila talks about the challenge of developing the lesson and predicting pacing in order to make sure that teachers have enough time. Teachers have a wide range of experiences to report on lesson (primarily positive) based on their own relationships with kids and their content areas.

Matt Campeau reports on the Grant HS Race Forward talk he attended (offered quarterly). He met with the assistant principal and learned about the history of the program. Implementation and structure - quarterly special schedule, 1 hour right before lunch. Leveraged community partnerships (self enhancement inc, Umpqua Bank) and community members, parents, etc. Grant has built capacity for staff members to lead this work by intentionally pairing people who feel skilled with people who are apprehensive. The lesson plans are created and developed by equity team with a student advisory team. Lessons include protocols and agreements. Adults are tasked as facilitators and participants, not as teachers (shared vulnerability model).

PD share outs.

Brian attended proficiency based grading session. It was a small group primarily composed of people who would be moving to it next year along with some who use it now and wanted expressed their feedback. Discussion of deadlines and due dates and worry about enabling student procrastination. Discussion about rigor for advanced students and scaffolding for struggling students. Discussion about translating proficiency grades to standard A-F PPS approved gradebook in synergy.

Departments / ILs should schedule a meeting with counseling at the beginning of next year in order to share how grading and assessments will look in those subject areas so that counselors can best support kids.

Social and Emotional Learning and Tough Topics PD sessions not discussed (out of time).

6) Summer Site Council Retreat - reserve Aug 16 and 17 if possible, communicate your availability with Brian.

7) Meeting adjourned 9:46

[Next meeting Tuesday, June 5]