

Wilson High School
Site Council Agenda
March 6, 2018
8:15am - 9:45am
Room 145

MEMBERS/ATTENDEES:

Students: Sayra Arroyo-Patino, Sincere Bartlett, Jarin Coleman, Tali Emlen, Kaden Flick, Keating Hinkley, Kayla Klein-Wolf (Co-Chair), Abdulkadir Mohamed, Kamryn Phillips, Liam Studer, Julia Taylor, Trinity Tigbao, Syrenna Wiens

ASB Student Rep: Anna Kien

Parents: Cari Bacon-Flick, Bettina Barrera, Jonathan Dubay (Co-Chair), Jessica More, Joshua Safran, Jessica Sweeney

Classified Staff: Kate Morgan

Counselor: Sheila Kendall, Danny Bradach

Teachers/IL's: Sarabeth Leith (M), Matt Campeau (M/IL), Amy Durham (IL), Megan Jackson (AVID), Morgan McFadden (IL), Kate Nichols (IL), Brian Sahler (IL), Jamie Suehiro (IL)

Administrators: Brian Chatard, Maude Lamont, Jason Breaker, Sara Gandarilla

Present

Agenda:

1. Approval of Minutes from meeting February 7, 2018
8:15 - 8:25

Motioned, second, no discussion, voted - approved. Minutes approved.

2. Teacher share out on recent professional development day. PD topics were
 - Black History month
 - Proficiency Based Assessment/Grading
 - Trauma Informed Care
 - ELL/SpEd differentiation
 - AVID8:25 - 8:45

[PD was 2/6 after school]

Trauma Informed Care - [Trauma can cause students' to go into "survival mode", i.e. react emotionally. Need to rebuild their] resiliency, neuroplasticity. Felt relevant [and could be beneficial for all teachers to get training].

AVID - content specific critical reading, how texts are chosen, strategies for engagement by content area, engagement and rigor, collaboration, grouping.

Proficiency Based Assessment/Grading - looked at [WHS] data - year-to-year/quarter, Physics, classes doing proficiency and those not, trouble shooting as staff. Generally, students' [grades] did not move as much as expected.

Differentiation - short overview and individual work.

Black History month - intergenerational learning (students and teachers) field trip to an exhibit at the Oregon Historical Society. [Hope is this will lead to follow up dialogues with sponsoring partners.]

3. CAP and Measure 98 funds – continued discussion from Feb 7 (Maude Lamont)
8:45 - 9:05

Sheila- climate work has included lots of classroom presentations and booster lesson. An increase in school signage has also been increased - empathy and respect for all.

April/May - equity lessons continuing.

Trauma Informed Care added.

Attendance and Student Intervention Team morphing moving forward.

Jonathan - question regarding about what “tracking” is. Maude talked about tracking and the negative impacts. Moving to heterogeneous groupings at 10th grade and looking at honor designations. Jonathan voiced that he sees some benefits in tracking - not holding back certain students. [Asked about honor courses mentioned in CAP. Response: Honors courses are no longer offered at WHS, but honors designation exists in many classes for those students who want to strive for it and want it for their transcript.]

Jessica More - talked about her experience at Jackson with [negative side of] tracking.

Bettina Barrera - daughter likes the AP level of dialogue. Why can't that level of conversation exist outside AP? Maude: we are working on building pre-AP skills.

4. Graduation data from class of 2017 – continued from Feb 7 (Maude Lamont)
9:05 - 9:25

2016-17 4-year cohort grad rate: all students and demographic breakdown chart distributed and people were given time to look at the data.

[WHS number were lower than expected]

Jonathan - Do we reach out to schools that do better than us to find out how they do that?

Responses: principals are always communicating; teachers collaborate at events such as scope and sequence, [but no formal mechanism]. [Each PPS high school has such a unique profile that it may not be possible to identify transferable remedies.]

Maude: Wilson area tends to be resource poor compared to other areas. Equity staffing formula has changed. Discussed how drop out numbers are calculated.

Danny: we have a number of credit deficit students that come in and finish, but not on time.

Jessica More: what is cohort versus grad? Maude: cohort - same group for 4 years. [When does follow up on students who have left Wilson happen? Getting that information sooner might be helpful].

[Response: Counselors do the follow up at the beginning of what would be the students' Senior year.]

Jonathan: female and male discrepancy. [Focusing on the lack of parity in this disaggregation might be the quickest way to shore up overall graduation numbers.]

5. Student engagement: Student-led Safety Activism (Kayla Klein-Wolf) 9:25 - 9:45

March 14 – Assembly [not a walkout]. March For Our Lives. 30 minutes blocked out with a special schedule. WAVE performing, several speakers. Nothing happening downtown.