

Community Council Minutes March 14, 2016
Eisenhower Jr. High

Attending: Mark Ellermeier, Kammie Jones, James Earl, Sue Weierman, Rebecca Riggs, Betsy Valora, Michelle Christensen, DeAnn Neal, Corrine Kendall, Sherri Branch, Larae Thomas, Adam Attridge, Cary Martin
Meeting called to order at 3:30 pm

School Plan Progress for This Year

Principal Ellermeier read an email he previously sent out about SRI assessment. Per Sue, while 8th and 9th grade reflected low growth, all of 7th grade reflected low growth. This is possibly because of the removal of reading classes, which we discussed in a previous community council meeting. Right now the focus is on writing. Reading strategies will be worked on next year.

Currently we have set aside \$10,000 for professional development. We won't use it all. Our science, language arts, and math departments can meet monthly and we can get subs to cover their classes. The subs would use part of the money. We set aside \$10,000 for aids but won't use it all. We also have an additional \$2500 we won't use. It was proposed that we consider using a portion of these unused funds to purchase a VE Response system. It is a software program. The system can be used with a smart board, but doesn't have to. The VE Response system helps keep students interested, involved and participating in lessons by giving them a way to individually respond to teacher questions. Students can participate in classroom assessments/assignments using chromebooks, and once a question is complete, they and the teacher receive feedback instantly and confidentially. Mr. Craig had clickers he was using for a similar outcome, but they died and he was looking for replacements when he came across the VE Response system. Using this in the classroom would immediately identify (confidently to the teacher) who was and was not getting the in-class questions, and if anyone was not participating. We would get math chromebooks to use with the system, then also use the system with chromebooks in all of our core classes. This seems to be a good way to identify the kids who are struggling and not getting it. Another system mentioned was Grade Cam, which involves for example: the kids taking a quiz, cam scan the results, and then they have an immediate grade and feedback on their work. We will talk more about the VE system in April.

Community Council 2016-17 School Plan

The plan is due on April 7, so we will have our next community council meeting on April 4 and go over the school plan then. We know that we will need aids for ESL.

AVID Update

We do not have enough funds to start AVID this year. It will take about \$20,000 to get started. As discussed in a previous community council meeting, AVID really pushed the middle kids to excel. Our entire school would benefit by implementing AVID strategies. We estimate we will have \$70,000 - \$80,000 to spend next year, so the proposal is to start training and AVID implementation summer of 2017.

Schedule

We have a lot of mobility and next school year will be getting kids from Granite Park area. Our student projection is 11,049. Right now we are looking at the course tally numbers and are building the schedules now. We have block science – 8 science blocks. We have enough science teachers, except ESL, but will need math and language arts teachers. Per the district it will be a tough year to get math and science teachers. Anyone with specific questions can talk to Mark.

School-wide Intervention Plan Options

We have a multi-tiered system of support. Tier 1 (bottom level of pyramid) is the 80% of students who are getting it. We continue to focus on this tier, but we don't have a tier 2 (middle level of pyramid) intervention plan for the 15-20% of students who are constantly struggling. We need to reteach and give them a different way to learn and "get it." A big complaint from teachers is what we do in advisory class. Research shows that the best person to teach a struggling student is the teaching teacher. This is instead of an advisory class where a different teacher tries to reteach the concept. At a lot of schools, the teachers don't buy into this, so they don't do it.

We came up with 3 options to help these tier 2 students:

1: M-F we have 15 minutes at the end of the day to help those students, or Monday and Tuesday we can take 30 minutes each day. They can have cards to be stamped or something like that. **Pros:** the teachers have their own kids. **Cons:** What to do with the other 80% of kids who don't need help. This would also affect the end of day news broadcast, but if needed we could have TV monitors in the hallway looping the news all day.

2: Use every other Friday – the whole last class period. **Pros:** The kids have the work re-explained right before they go home for the weekend. **Cons:** We are waiting until the end of the week and intervention only happens 2x a month.

3: This option was submitted by DeAnn Neal. Proposal: Let individual teachers devise a plan that addresses the goal, on an individual basis. **Pros:**

- Won't need to adjust the schedule to have two 30-minute advisories.
- Not confusing to students as to what the daily schedule is.
- Won't need to reserve Fridays for interventions cutting out in instructional time.
- Won't need to send lists of students to a "scheduling person."
- Often Tier 2 students also have attendance issues – notifying them of their intervention will just alert them and some would either skip the intervention or don't attend that day, defeating efforts to help get them caught up.
- Can also meet the needs of tier 1 students who are missing a specific concept as well (could include students absent for concerts, fieldtrips, vacations, competitions, etc.)

This option is also easier to administer because:

- Won't need an additional person to administer Tier 2 intervention
- Won't need to address who needs to go where for interventions for each subject
- Administration won't have to police/monitor students moving from one place to another.

- Won't need to ask teachers not involved in Tier 2 interventions of core subjects (elective teachers, etc.), to cover advisories of teachers involved.
- Teachers covering advisories wouldn't need to teach social skills lessons to students they may not even know or have a relationship with.

Concerns: How can we be sure Tier 2 students' needs are being addressed?

- **Teacher Accountability:** Write down what their plan is to address the Tier 2 students and submit it as one of the items on the PG&E, which also asks for evidence. (PG&E's have been used for school-wide goals in the past). At the beginning of the year they would include "this is how I plan to implement this in my class."
- **Administration Responsibility:** Check with the teacher during their mid-year evaluation and during their final PG&E evaluation.

Administration, or others, won't need to police students going to a core class for remediation, or those headed to other places for rewards.

Intervention needs to happen immediately to be successful. Using the VE System would help with the immediacy. After listening to DeAnn's proposal, option #1 was withdrawn in favor of option #3.

SCC Digital Citizenship and LAND Trust Budgets (email from Ben Horsley on review of rules, Feb.18)

The council received a copy of the email from Ben Horsley from the district. In part, it talked about the technology safety filters the district has in place. They are state of the art filters. When internet issues at Eisenhower are identified, the student's access gets pulled.

Meeting adjourned at 4:25 pm

Next meeting April 4, 2016 in the Media Center