

Jordan High School

School Improvement Meeting Agenda

December 3, 2018

Code of Cooperation
<ul style="list-style-type: none"> • Commit to professional participation. • Build in purposeful sidebars. • Honor and respect each other. • Share best practices. • Find solutions. • Seek understanding.

Purpose: In a **collaborative nature**, faculty and staff members will focus on student learning and increasing student achievement through **strategically** working to carry out the missions of Durham Public Schools and Jordan High School.

Current Goals:

Goal #1: By June 2019, Jordan High School will meet or exceed expected growth through achieving a positive growth index.

Goal #2: By 2020, Jordan's graduation rate will increase to 86% with the goal of increasing the graduation rate by at least 2% each year.

Desired Outcomes: By the end of the meeting, the School Improvement Team will ...

- Receive an update in regard to progress of all action steps defined for Indicators A1.01 and A4.06.
- Review expected time frame for completing tasks for a final SIP.

Agenda Item	Facilitators	Notes
Start-Ups <ul style="list-style-type: none"> • Welcome • November Minutes Approval • Results of the Electronic Voting for the 2019-2020 Calendar • Review Desired Outcomes 	Ms. Raphael Ms. Taylor	<p><u>Welcome:</u> Meeting called to order by Raphael at 5:30.</p> <p><u>Minutes approval:</u> November minutes were sent out today. Take two minutes to review. Hulbert moves to accept the minutes. It is seconded. Passes unanimously with ayes.</p> <p><u>Calendar:</u> Thank You to those that responded – Calendar B was overwhelmingly preferred.</p> <p><u>Desired Outcomes:</u> We will receive updates for two indicators and review expected outcomes and further tasks.</p>
Principal Updates	Ms. Taylor	<p><u>Calendar:</u> Faculty and staff also had the right to look at the calendar. Out of the 21 that participated, calendar B was the choice.</p> <p><u>Facilities/Renovations:</u> Expectation: when we return 2019, no one from the construction companies should still be here.</p> <p><u>Principal's Update:</u> Reflect on how to celebrate the great things that happen at Jordan High School; A teacher assistant has been working on a draft of highlights from Quarter 1. (Provides sheet with highlights.)</p> <ul style="list-style-type: none"> - Improvement of conference room done by students - If you see any oversights, send them to Mrs. Taylor or Mrs. Raphael. <p>Receives feedback from parent, Mrs. Long, that this positive updates is great!</p>
STAC Updates	Mr. Holthaus	<p>Mr. Holthaus sent out an updated minutes sheet with links from the district; there is a survey on the minutes that we can fill out to send to Holthaus so that he can take those. It is a Google form. Every 3-4 weeks, he will send on a list of questions to the district.</p> <p><u>Highlights:</u></p> <ul style="list-style-type: none"> - Agreement signed to get teachers new devices in Spring or January 2019. There should be training with them - Mubenga wants to be #1 in the state for teacher pay. It's one of his major goals. - Mubenga spent a lot of time going through the strategic plan. (There was no September meeting due to hurricanes, so this was the first one.) Will work with county commissioner and others to make sure that teacher pay is number one. - They are collecting data on start time and end time for school. - If you have specific recommendations for data that should be collected,

		<p>send them to Holthaus.</p> <p>STAC rep works two ways: will communicate from district to staff, but also is happy to communicate from staff to district. Please use Holthaus and the survey as a resource.</p> <p>Question from Hulbert: Title I funding? Follow up question: Why are we focusing on elementary and middle schools? Why is money not being spent at the high school level, too? It seems like we could be getting more federal support than we currently receive. Why can't we do both?</p> <p>Tag-on from Jennifer James: Similar issue in former district. Sent forms out to parents directly (not students) and the landscape changed.</p> <p>Parent question: Do we know if schools like or dislike the schedule as a whole?</p> <p>Taylor: last year Research and Accountability sent out a survey, but we have not seen results.</p> <p>Concern: have we tracked the success of the switch?</p> <p>Holthaus: The reason they changed it was due to research. However, the concerns that existed them seem not to have changed.</p> <p>Parent: What's the trigger for whether we should switch back?</p> <p>Parent: Question to students.</p> <p>Student: 7:30 schedule would not be beneficial to students. However, 9 is not efficient either. For band and theater, morning rehearsals. Proposal: 8. Another student: I like the 7:30 start. Currently, your home after 7:30 for sports and extracurriculars. There's a lack of homework time. Getting up will become part of the process. We'll get used to it.</p> <p>Couch puts out district consideration. Parent puts out national trend consideration. Bellido puts out info that this first switch took from '05-'15 to actually make the switch.</p> <p>Thelemaque: When they started the research, the number of students with access to devices was different. One of the issues was rest. Our students do not rest due to devices.</p>
<p>Time Frame for Tasks to be Completed</p>	<p>Mr. Hirsch Ms. Raphael</p>	<p>Hirsch created this segment but was unable to attend this evening. In slides instead. Taylor: big concept → we can't discuss changing if we don't have data to support Progress looks like 0% because the data is not in IndiStar. We have some data. We need to get the info collected and reported out. We will start with Dimension A and then move from there. Currently: Stop. Slow down. Look at 2 specific indicators. (See below.)</p> <p>We will share Google Folders with Mr. Hulbert so that he can upload data to Indistar.</p> <p>The following link has slides prepared by Mr. Hirsch addressing the timeline concerning indicators: https://docs.google.com/presentation/d/1Yf9RW8GVKTZfEcQ3B58EPEVvM94siyr510WYnndhym8/edit?usp=sharing</p>
<p>Progress Monitoring (Indicators A1.01 & A4.06)</p> <ul style="list-style-type: none"> Receive updates on progress of action steps 	<p>Ms. Taylor Ms. Thelemaque Mr. Boyce Mr. Ganim Ms. Oertel Ms. Williams</p>	<p>Question from parent: What's an example of data collected for A1.07, which says "Full/Objective Met"</p> <p>Suggestion from parent: Send out a "key things to click" in the email for how to log into Indistar.</p> <p>A1.01: The principal will model and communicate the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.</p>

• Questions

Thelemaque explains the Reading Plus information; Hulbert and Couch speak on what results on the page say and what results in class suggest. Harmon shares that DHH has been overlooked as well.
Murphy Brown asks if there's a way to include the narrative as well.
Taylor explains about a check written to get more computers and how the narrative was part of securing that. Yes, we need both.

Harmon: I-ready is great but is not accessible for our blind students or DHH students. We've asked district but haven't heard back.
Thelemaque shares that district rep is looking into this.

Parent question: Do we suggest that our feeder school use Reading Plus?
Answer: middle schools do already.

Thelemaque explains iReady. The data isn't really there yet because teachers are just beginning to use this program.
Suggestion: Thelemaque would like to go through iReady at a future SIT meeting because the info makes a lot more sense in color and interactively.

Three literacy newsletters have been published this year. Example from Issue #3 provided. Based on experience in classrooms but not officially collected data, Thelemaque would assume about 90% of teachers are using literacy strategies.

Painter (introduced by Painter): "In collaboration with ESL faculty and staff, administration will plan optimal strategies for scheduling, groups, and assigning of LEP students.

- Good relationship with Student Services and involved in planning.
- ESL has charts for each students and uses that to determine how many sections are needed for sheltered classes
- ESL works to recruit teachers from other departments to create sheltered sections
- Work over the summer to check on schedules, etc.
- PD: it's been tricky this year as opportunities for PD have been cancelled due to weather; the district offered one and one JHS teacher has just passed and gotten licensure
- DAE offers PD in Saturday sessions

[Taylor: we should add community support to the Principal update; she's received the athletic accomplishments; she's learned another professional point.]

A4.06: ALL teachers will be attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
Oertel: Teachers will become more aware of warning signs for teenage depression, drug use, and other emotional problems and familiarize themselves with resources. We do not have data yet but have met with Mrs. Rice, our collocated health care rep. We have worked on a timeline for getting a survey out to teachers for what teachers are most interested in learning about. The focus of the February meeting will be mental health, so after that, there will be a planning period training.
Though we have Mrs. Rice every day, she has gotten more referrals than she can handle. A screening for depression for ninth and twelfth graders. Based on this, counselors will follow up within 24 hours.
Sandy Hook Promise has teacher trainings for warning signs for suicide.

Parent Question: How will we measure how many teachers are taking advantage of the resources being offered.

Oertel: We'll get results from the survey as well as attendance.

Parent Question: How do you decide that it's effective?

Taylor: We should see an increase in reporting and the social worker will have that

		<p>information.</p> <p>Bellido: Have we taken into consideration the effect? If we show the whole school, will kids use this to their advantage?</p> <p>Oertel: Research shows that talking about suicide reduces suicide and heightens reporting.</p> <p>More conversation continues.</p> <p>Murphy Brown: Since the primary stakeholders in this measurement are students, how do we assess their valuing of the success of this implementation?</p>
Review the Assignments for Dimension A Indicators	All	
Closing	Ms. Raphael Mr. Hirsch Ms. Taylor	Closes meeting at 6:43.

