

- Meeting begins at 5:32.
- Raphael takes attendance.
- Carla Brown should be a part of the School Improvement Team as the STAC representative.

#### Review Timeline and Previous Goals:

- Chisnall: SIP draft was due Sept. 1, so we're already 2 weeks behind.
  1. We have about two weeks to get the draft before the Area Superintendent.

#### Previous Goals:

- These 5 goals were presented to the school by Ms. Raphael in August.
  1. Improve Academic Performance
  2. Improve Stakeholder Communication
  3. Form and Articulate a Positive School Culture
  4. Improve School Safety By Putting Safety Plans in Place and Bringing Awareness to Their Importance
  5. Maintain and Improve Our Campus

#### Needs Assessment (Chisnall):

- Last year was overall disappointing.
  1. Graduation rate (4-year cohort) dropped from 86% to 80%. That's a large drop in one year. All the other schools around us went up.
    - Females – 87%
    - Males – 74%
    - Asian – 83%
    - Black – 77%
    - Hispanic – 66%
    - White – 85%
    - LEP – 33%
    - Students with Disabilities – 58%

2. Our overall School Achievement Score 2 years ago was 67. Last year the score was 63.
3. The contentious school level grade 2 years ago was a B. Last year we dropped to a C.
4. EOCs
  - English II 63% dropped to 61%
    - White – 89%
    - Black – 58%
    - Hispanic – 34%
    - LEP - <5%
    - Students with Disability – 16%
  - Math I 43% dropped to 38%
    - White – 70%
    - Black – 27%
      - massive achievement gap
    - Hispanic – 18%
    - LEP - <5%
    - Students with Disabilities – 9%
  - Biology 60% dropped to 56%
    - White - >95%
    - Students with Disabilities – 24%
    - LEP – 17%
    - Hispanic – 38%
    - Black – 38%
      - Massive Achievement Gap
5. Work Keys 82% to 70%
6. 4-6% average drop in end of course testing.

- Pleasing:
  1. Math III – rose to 96%.
  2. While proficiency lagged, the school exceed growth overall. At least 60% of our students made high growth (exceeded growth).
  3. Overall Performance Composite for the EOCs was 51%.
- Top Priorities: LEP, Students with Disabilities, Hispanic
- We can see some true areas of need in subgroups and overall in proficiency.
- Our high groups (AP, etc.): Jordan was 2<sup>nd</sup> behind DSA.
- Our SAT average was well above the state and district averages.
- What that suggests to me: Our AP students and AP teachers seem to be doing very well. There's clearly need for our students and maybe the teachers to continue to improve in certain areas per our subgroup performance. I say that with the caveat that our teachers do deserve praise that our students did exceed growth.
- Question from Parent: What does growth mean?
  1. SAS has an algorithm to determine growth for a student. Data is used from 3<sup>rd</sup> grade on and based on past performance projects what a student should get based on past performance.
- Question from Couch:
  1. Graduation rate – Is that because we're holding students to a higher standard than other schools?
  2. Proficiency v. Growth – Can't we have more of an impact on the students' growth but less on their proficiency?
- Response from Chisnall:
  1. Graduation rate should naturally improve based on 60 as failing instead of 70.
  2. Agree with Couch that we should focus on growth.
    - We should recognize that graduation is a K-12 process, not just a 9-12 process.
    - I have reached out to the principals of the feeder schools and want to take student leaders to those schools and catch their attention early.
- Questions from Neale:
  1. Dropout rate – what are those scores?

- Response from Chisnall:
  1. Don't have numbers with me, but implication from graduation numbers is that dropout rate increased.
- Questions from Carlton:
  1. Will we have funding/resources for the testing for Work Keys? If we're focusing on improving that score, we need the software and the ability to expose students to that information. The test starts Nov. 16. I'm in the process of identifying those students, but there's not much time for remediation on the current model.
- Questions from Parent (Hyman):
  1. Hillside has already come to Rogers Herr and presented on scholarships.
  2. What schools are students who do graduate from Jordan attending? What scholarships are they receiving?
- Response from Chisnall:
  1. I believe a lot of that is on our school website.
- Chisnall: Last bit to consider when we decide our plan. We value and respect diversity here. Whites are a minority at this school. In the freshman class, Hispanics now outnumber white students 2-1. We need goals and training and programs in place that address this new phenomenon at Jordan. Mrs. Williams surveyed the staff about what they need. A good number responded that they need cultural proficiency.
  1. The word is that the best supports for Hispanic students in Durham are at Jordan and Riverside.

#### Establish New Goals: 2-year plan

- Boyce: You can keep any old goals and make new goals.
- Chisnall: Our goal is 2-3 goals. Not 5.
- Carlton: Improve Academic performance.
- Kelly: Positive School Culture
- Couch: Academic; School Culture; Campus
- Joyner-Ricci: Students need basic physical needs met. At home, sleep, food, etc. Then they get to school and we don't have physical seats and/or technological resources. If they're have-nots at home and have-nots at school, it's a very depressing situation.

- Chisnall: We're addressing action steps rather than goals. It sounds like we want a climate goals and an academic achievement goal. We probably want to focus on proficiency goals.
  1. Neale: We need to focus more resources into an intervention period. We've talked about it. It should improve proficiency areas. Basically, we need a way to identify students who are not performing.
    - Boyce: That sounds like an action strategy. Another might be purchasing software.
- LaCosse: I propose that we combine a few of these into school culture.
- Chisnall: How do we want to word that goal?
- Joyner-Ricci: Form and articulate a positive school culture.
- Carlton: Form and articulate a positive school culture by putting a safety plan in place?
- Couch: Form and articulate a positive school culture that addresses the needs of our diverse population of students, parents/guardians, stakeholders, and faculty.
- Boyce & Richards: foster, build, and grow.
- General: Keep academic performance.
- Richardson: The achievement gap is very concerning.
- General discussion.
- Parent Suggestion: **Focus on improving academic performance and graduation rates of underperforming subgroups.**
- **Foster a positive school culture for all stakeholders that addresses the needs of our diverse population.**
- Joyner-Ricci: When do we start working on action steps.
- Chisnall: Raphael will address the forming of a subgroup to deal with this. There may need to be an overarching SMART goal.

Raphael: We've established our goals. We need to form a subcommittee that will meet next week.

- Joyner-Ricci: Won't we have to meet as a whole group from presenting?
- Chisnall/Boyce: We can do the vote electronically.
- Raphael: Who's actually interested?
  1. Faith Jones, Carlton, Hyman, Michaels, Joyner-Ricci, Neale, Hatzopoulos, Polashock, Couch, Boyce, Chisnall, Raphael, Williams, Blackburn

- Tuesday, September 22 @ 2:45 – 3:45.
  - Thursday, September 24 @ 2:45 – reserve day in case we need an additional day
  - Conference room in library
- Couch: Should we be approaching our departments and people we're representing for feedback before the subgroup meets?
- Chisnall: Not required, but you're certainly welcome to.

Chisnall exits for booster meeting.

Next Sit meeting will be Monday, October 5, 2015 in the Media Center.

Joyner-Ricci moves to close meeting. Seconded. A yes unanimous. Meeting ends @ 6:40.