EQUILT Minutes 9-23-14

# Present:

Bara, K Christian, Gundrum, Horner, Howell, Lubick, Oberlitner, Pohl, M Salais, Weber (Sub shortage called Jason, Plascencia, & Wagner back to room. Jason and Plascencia joined for a short time).

# Norms Discussion

* Stay positive –there is a difference between venting to find solutions and blaming/criticizing
* Teams are following norms, but haven’t intentionally discussed/reviewd them
* Difference between big group and small group when it comes to implementing norms
* Intentional pause for large group to read norms
* Could we be using “Brain Gym”?
* Wednesdays: Break large group into at least half and then flip flop sessions
* Some choice for when people sit in groups
* Build in staff wellness time or social time on Wed.

Parking Lot Issues Surfaced:

* What forum do we have to address tier 2 students? When teams do not know what to do with a student, what is the next step.
* Is there a better way to do announcements?
* How can we support staff wellness/socializing?

# Professional Reading – Change Leader

* Text points out that change leaders initiate change in “nonthreatening” conditions. Our environment is very threatening, especially with the new evaluation process. P53
* How do we support the TC time with leaders? Them vs Us? P53
  + Discussed the new instructional mentor positions and their roles
* Once basic needs are met people are typically willing to do the right thing P54
  + Is there a place to REALLY talk about things without consequences? We need a format for problem solving.
  + The other motivation is that it has to feel doable – is it?
* The focus should be on asking, not telling. What groups do we need to ask to make sure that we fill the holes? P57
* Extrinsic motivators lead to worse performance – pay for additional hours? Asking more?
* When you accomplish something that you have never accomplished before it causes motivation. This is true for students too. P52
* To bring …P56
* If you want to be a successful change leader… P61

# Data Dig

* Examined SIG achievement goals, MEAP/MME data, new testing schedule
* The overview of 4yr trends is not as powerful as the breakdown by subarea for each subject (showing % of students scoring each point value).
* How do we communicate this data with the parents for them to understand and to support their students?
* Staff need breakdown by subarea for each subject, the standards, and student level data (USA test prep for real time data).
* How do we utilize the tools that we already have and to help us work smarter with this data and interventions?
* Plan & Message for next Wed: Assessments that are going to show student growth need to be standards aligned. All need to be aligned to the standards.
  + Start whole group with above message.
  + Break into dept/small groups to look at
    - Strand break down
    - Standards
    - Question break down
    - Guided Highlighted Readings on K: Drive
    - USA test prep – encourage teams to use team time to dig deeper.

# EQUILT Roles to Support Wednesdays

Group self-assigned roles to each member. Members will keep this role for a month and will either do the task or get volunteers to do the task.

* Time Keeper – Mindy Salais & Jackie Plascencia
* Note Takers – Jaime Gundrum & Jen Wagner
* Materials & Set Up – Jennifer Bara & Emily Oberlitner
* Greeters/Hand Out Agendas/PA Announcements – Charles Horner, Joel Lubick, & Leanne Weber
* Attendance – Matt Jason, Kim Christian, and Lee Howell

# ILC Cycles

* Examined proposed ILC Cycles for the year:
* What will the writing rubric look like? Possibly just use the ILC Assessment Rubric?
* Overall it’s logical scaffolding that pushes the students to actually use the talking to the text routines to push their understanding to the next level to answer DOK level 3 questions.
* Possibly differentiate the evidence to help the meet the needs of 7th grade students vs. 12th grade students.
* Are teachers inflating the grades with the rubric because their student is “only a 7th grader”?
* Modify the answer sheet to put the summary and the DOK ?s together.

# Teacher Collaboration

* Examined graphs about Team Collaboration participation and graphs.
* Create cover sheet for the data. Share the “How are teams spending their time?” as of (Add Date).
* Add a fraction to the top right corner of the team report, distribute team report to teams only
* Ejoh in wrong group on team report 🡪 Add to Fedewa group
* Add to cover sheet: use team report to review team goals. Reminder to “vent to find solutions” is different than criticizing. Remind teams that it’s recommended that you rotate roles weekly.
* What’s working on other teams?
  + One team has identified 1 day/week for parent communication.
  + Meet in a location with a computer and fill out the report during the meeting.
  + Want more time with USA test prep? Option #14 is to “coordinate/score assessments [MODIFY] to dept/bldg/district assessments.

# Examining Transformation Plan Changes

* Behavior Issues in English 10 Seminar/Double Blocks in 7th and 8th
  + Class sizes and supports for the behavior
  + **What resources are in the available to support behavior issues?**
    - Restorative Justice – Green, Hew-Len
      * 7-12 grade
    - Behavior Intervention Monitor – Brandon Walker
      * Has caseload of 15-20 students (9-12 grade)
    - Outreach Specialist – Fred Jackson (7-8 grade)
      * 8am-3pm
      * No set caseload
    - Student Assistance Provider – Kristen Warriner
      * 7-8 grade students with a case load
    - Social Worker – Cathy Harris (7-12), Kristen Pike (7-8 SE), Viola Mitchell (9-12 SE)
      * Each with a caseload
    - Student Assistance Provider – Hermenia Ortega
      * Works in the welcome center
  + SE teachers are getting pulled out of classes with high class sizes
    - Sometimes for meetings
    - Sometimes because SE teacher is assigned to another teacher
    - **Is there a way to move staff around to get more teachers to assist in reducing number of students in a class? Could it this class be senior seminar?**
    - **Hire an additional SE teacher for 7/8**
  + Double Blocks (1st & 2nd hour)
    - Is it one big class or one “instructional class” + “skills class” = NO
    - **Supposed to be a true block with a 5 minute break**
  + The double blocks are creating tracking issues beyond the blocks.
    - Co-teachers need additional support and guidelines to make it work.
    - Are the double blocks based on Quadrants really working?