

## Minutes of SPMT Meeting, 11-14-17

Present: Cassandra Bordeaux Lawrence (parent), Myah Darden (junior student), Sumaiya Nizam (senior student), Shamla Fazl (senior student), Selma Abouneameh (senior student), M. Cardalliaguet (WL, SSST), T. McTague (Bell Schedule, Science, Co-chairman), J. Donahue (Capstone, English), S. Franklin (SSST), W. Decter (ART), P. Schneider (Business, Advisory, Co-chairman), D. Stannard (Resource), Bianca Smith-Huckabey (SSST, Counselor) R. Murphy (Advisory, English), I. Nebouvailo (Math, CCT), Z. Parrish (Principal), Del McCain (University of Chicago), Jackie Lemon (University of Chicago), M. Edmonds-Duff (Administration), S. Ciarcia (Administration), B. Corcoran (Administration), C. Bruni (Nurse), Tracy Edwards (parent), V. Smith (PTSO)

### 1. Action items from October:

- ✓ Invite guests from RISE
- ✓ Talk with Grandfield-Shimanski about increased student voice
- ✓ Brochure for clubs- R. Murphy reports this is a year long project which will result in a brochure produced for distribution at the beginning of next school year
- ✓ The current SSST form in the GLT/PLC resources folder does not need further approval as it the same as has been in use, converted to digital format.

2. SSST is meeting biweekly; Dr. Franklin presents a short form to fill out if students need counseling, before they may require a complete SSST referral. This form can be for a quick check in, a review, or an urgent meeting. The form will be on Google docs in the GLT/PLC resource folder. It will be sent to Franklin/Silva/Westefeld/K.A. Frank. It may be that one of them is already aware of/seeing a particular student. They will respond by updating the student list for that GLT group. The form is accepted by the SPMT. McTague or Grandfield-Shimanski will aid in getting it uploaded to the Google drive in the PLC/GLT resources folder and the SSST folder.

3. ELT approved a new science class proposed by Mr. Smith. He will now send it to the district supervisor with recommended modification. ELT will upload to the Google drive, the new specific procedure with timeline for new course proposals as well as the course proposal form (in the ELT folder.) B. Smith-Huckabey or Dr. Strauch will aid with this.

4. SIP-this Thursday and Friday we will have our first PLC's to focus on text-dependent questions and student-to-student discourse. The first meeting will be used to discuss the specific needs of each PLC, in order to give input into the learning goals.

SEL-Crucial Conversations PD with Mrs. Schneider tentatively scheduled for December 4<sup>th</sup>.

RISE-We are looking for a new Student Success Coordinator, with interviews happening this week.

Forty sophomores were able to take a trip to tour ECSU. The entire sophomore class will visit a college in the spring.

Our new reading tutor will start next week.

5. Discussion with Jackie Lemon and Del McCain of Network for College Success-UChicago.

We are honored to have Ms. Lemon and Mr. McCain come in to answer our questions about how we can monitor the impact we are having on our students with the new GLT process. Their long experience indicates that grades and attendance correlate most with high school completion and GPA correlates with college persistence.

Ms. Corcoran will share the Grade Level Success Inventory on the Google drive. This is a way to evaluate or take the pulse of the process to date. We can use it to look at team development and the type of functioning of adult groups that is needed to move the measures.

We are discussing students in GLT, but how are we intervening? Mostly we need Tier II interventions, actions that adults take on behalf of the students, to support them. These are conversations with students or academic support of students. We need a way to track these interventions and their effectiveness. The “case manager” can check in with students to see if interventions are helping. How do we track effectiveness? We need to gather data, i.e.- x number of students are receiving a particular intervention over the course of 12 weeks...what happened? Was there movement? What are the patterns and trends? What are the Tier II interventions that are available? We need a bank of the available Tier I, Tier II and Tier III interventions.

Is it worthwhile to track all of this data? Yes, be patient! Look at trend data, current and historical. For example there is usually a 3<sup>rd</sup> quarter slump in grades that self corrects in fourth quarter. Does this happen each year? Do we intervene?

Work on building collaboration among adults and use the Grade Level Success Inventory to take the pulse of our own performance. We should also provide evidence for our self-ratings.

When do we institute student discussions around BAG reports? When we are ready. There are various protocols for having conversations with students. When we are ready we can pilot these with an entire grade level, or a GLT group. In some other schools all adults have one-to-one conversations with students, whether they know them well or not. Some schools even bring in community

partners for these conversations. These conversations need to include goal setting and action steps to achieve goals. Students report they feel that people are invested in and care about their success.

6. Student input: Students express the need to have these one-to-one conversations in advisory but not at the end of the quarter. By the end of the quarter there is not much the student can do to alter his or her grades. The conversations need to happen in the beginning, middle, and end of the quarter so that goals can be set and monitored and adjustment of action steps and goals can happen if necessary. Both the student and the advisor must be genuinely invested in the outcome. Students state it is very important to build relationships with your teachers and advisors, especially with teachers in whose classes the student may be struggling. Students observe that some teachers are very approachable while others appear not to be.

7. Parent voice: There is agreement that the timing of the one-to-one conversations is crucial. Sometimes teachers that do not seem to be approachable turn out to be kind and helpful. It is important to teach students self-advocacy skills so that they can approach teachers for help and learn to develop relationships. *How and when will we communicate information from the BAG reports and GLT's to the parents?*

The counselors are working on self-advocacy skills at the grade level, but advisory teachers could help with teaching these skills as well.

Even non-teaching adults in the building could be available for one-to-one conversations and support.

#### 8. ACTIONS:

- Ms. Corcoran will share Grade Level Success Inventory and Conversation Protocols on Google drive
- Mr. Schneider will invite students to the next COMER Advisory Committee meeting to continue their excellent conversation and get more ideas
- The ELT will upload items to the Google drive
- The SSST will upload items to the Google drive
- Mr. Smith will be advised to send new course to district supervisor for approval (Decter)

Respectfully submitted,  
W. Decter, M.D. 11-15-17