

GC Meeting Agenda

Date : January 11, 2022



Sarah Adams	Jennifer Agron-Baker	Marlene Blocker	Christina Christman	Sarah Collins	Jodi Cook	Cassandra Kelley	
Dr. Joanne Larson	Ed Mascadri	Kristine Price	Jennfier Rees	Chris Slifka	Catherine Wilson	Rosemary Wilson	

Agenda Item	Notes
Summer PL	Teachers: August 22-26 (30 hours) Social Workers & Psychologists: August 17&18 (10 Hours) + August 22-26 (20 hours) Counselors: August 17&18 (10 hours) + August 22-26 (6 hours + 14 at discretion) Speech, and Language Pathologists, August 22-26 (30 hours)
PL Approved	Empowering Students With Hidden Disabilities NTSA Conference Anti Racism and Critical Reflection Facilitating Conversations about Race Inequity and Social Justice Questioning and Higher Order Thinking
Clubs Submitted	Student Government – Erica Townsend Not approved- Lack of transportation after school for clubs right now (No RTS bus passes are available to us), late submission for start up, and concerns about past attempt in facilitation were discussed.
January Regents	Cancelled Algebra and ELA 3 will get an exemption if they pass and the course ends in January US History will receive an exemption if student was in other state or school where they previously passed the course.
Committee Links	FACE Minutes PL Rolling Agenda/Minutes Family Group Implementation Team Instructional Council Minutes/Agenda
Climate and Culture	Staff meetings are being used to garner ideas and share strategies.
Basic Expectations	This is being shared as requested by some staff members. Chart being shared at staff meeting about responsibilities for teachers, SSOs, and administrators in response to certain student behaviors to increase consistency in response among staff. We reviewed and made some small revisions to the chart.
Remote Learning	This may continue to need to be an option at times. We will follow our normal schedule, but if it ever went on for more than a few days I would suggest we end classes a few minutes early each period to protect kids's sanity.
Targeted Interventions	\$40,642 See Below – title 1 grant approval details Pay teachers for an extra intervention time to help kids

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	In order to claim pay, one has to actually be working with a student(s) and not simply make themselves available. Some accountability system would be set in place similar to how curriculum writing is tracked for pay.
RTA Survey	<ul style="list-style-type: none"> 65% of respondents (45) prefer continuing to start next year at 7:30 and end at 3:00. Some of the most common reasons were that people liked ending earlier, could make it to doctor appointments more easily, and liked getting their kids off the bus. 65% of respondents favor having LS and US start and end at the same time. Many of the responses cited that it eases the transportation burden for RCSD, and a preference for PL and other meetings happening for staff all at the same time. We may or may not be able to choose our start time for next year depending on the transportation situation in RCSD. However, it remains under discussion. 79% of respondents replied they want virtual only Parent Teacher Conferences on 3/3 and 3/4. So, PTCs will be in a virtual only format on those two days as was previously agreed.
Upcoming meeting	<ul style="list-style-type: none"> On 1/19 some of our staff will be participating in "Connecting for Kids" mental health consortium to try and connect our students with needed services
GC Meeting Dates 21-22	<p>Summer Dates: 7/24, 8/24</p> <p>Tuesdays: 9/14, 10/7 (Joint Mtg) 11/9, 1/11, 2/15, 3/15, 4/5, 5/10, (Joint Mtg) 6/7</p>

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Lead Strategy & Specific Demonstrable Improvement Indicator Strategy (Receivership schools) OR SCEP Commitment (non-Receivership schools) (Written as it appears on the improvement plan)	Expense (How will the funds be used, e.g., specific staff positions, services, supplies?)	Activities to be Implemented (For staff positions, identify percent of time allocated to specific job responsibilities.)	Rationale (How will the success of the action steps be measured to determine if intended impact on the identified DII/Commitment was achieved?)	SIG 1003 Targeted Year 3 Funds Allocated
#70, #88, #72, #90, #93, #67, #69, #130 Curriculum Revision & Lesson Design: Targeted Intervention	Additional Hourly Pay: Thirty five 1 hour blocks for 14 different teachers 2 x per week X \$41/hr + benefits	Scholar Tutoring <ul style="list-style-type: none"> Promoted targeted support for scholars to ensure success with curriculum engaging them at grade-appropriate level of challenge Support will be differentiated based on individualized scholar needs 	This money will be allocated to teachers to support scholars in their academic work outside of school hours through an Office Hours format. It will enable them to get individualized support to address specific learning gaps in order to demonstrate passing proficiency on ELA, Math, Science and Social Studies, raise Performance Indicator measures and increase ultimately our graduation rate indicators. Impact will be measured through academic data such as scholar grades and assessment data.	\$40,642 (Plus \$8,352 in benefits)

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East High School Demonstrable Indicators 2021-2022



#	Level 1 Demonstrable Indicators	Baseline	Target	Status	Notes 8/10/21
67	2020 Total Cohort (10 th Graders) Passing Math Regents	70%	68%		
69	2019 Total Cohort (11 th Graders) Passing ELA Regents	60%	58%		
70	2018 Total Cohort 4-Year Grad Rate – All Students	70%	51%		19 Grads, 8 Dropouts
88	2017 Total Cohort 5-Year Grad Rate – All Students	68%	51%	81.3%	Add summer
120	HS ELA All Students Performance Index Accountability Cohort	133.1	108.1		
130	HS Math All Students Performance Index Accountability Cohort	94.2	82.0		
140	College, Career and Civic Readiness Index – All Students	92.4	86.1		
170	HS Chronic Absenteeism – All Students	53.3%	51%	42.7%	We ended w/this in 2021.
230	HS Science All Students Performance Index Acct. Cohort	170.4	165.6		
240	HS Social Studies All Students Performance Index Acct. Cohort	164.6	154.2		
250	2016 Total Cohort 6-Year Grad Rate All Students	56%	49%	80.2%	138/172 (Jacquez only left)
#	Level 2 Demonstrable Indicators	Baseline	Target	Status	Notes
72	2018 Total Cohort 4-Year Grad Rate – Black Students	71%	56%		15 BL graduated
90	2017 Total Cohort 5-Year Grad Rate – Black Students	72%	53%	87.2%	
93	2017 Total Cohort 5-Year Grad Rate – ED Students	66%	46%		
252	2016 Total Cohort 6-Year Grad Rate – Black Students	60%	53%	78.5%	73/93
255	2016 Total Cohort 6-Year Grad Rate – ED Students	53%	47%	72.9%	115/159