



**ILT AGENDA
May 18, 2016**

Stakeholders present: Barringer, S., Brandicourt, A., Brokamp, J., Dillman, B., George, C., Gray, J., Hart-Tompkins, Lazar, J., LeBorgne, E., J., Ligon, T., Murphy, M., Nashid, W., Pogoni, S., Restle, K. Robinson, K., Ryan, B., Schneider, F., Smith, Brad, Stewart, J., Sweeney, B., Theobald, L., Thomas, A., Wolfe, D.,

Approve Minutes

Motion made by Hart-Tompkins to approve the minutes for April 2016. Seconded by Brandicourt

Motion Passed. 14 in Favor 0 Opposed 0 Abstentions.

Old Business:

Originator

Teaming proposal

Restle

Restle provided and reviewed proposal (see attached).

Wolfe motioned that the proposal be approved. Barringer seconded the motion.

Motion Passed. 14 in Favor 1 Opposed 1 Abstention

Grade 8 AA

Wolfe

Brokamp reviewed motion made in April's meeting. Wolfe motioned that based on the April 20, 2016 8th grade AA H course implementation proposal be delayed until at least the 2017-2018 school year in an effort to allow the proper curriculum development and course approval process. Motion seconded by Stewart, J.

Motion Passed. 16 in favor 0 Opposed 2 Abstentions

New Business:

Originator

Rules for adopting ILT agenda/policy/making motions

Smith

Smith, Brad suggested that people complete a form to have an agenda item added to the ILT agenda. Forms should be submitted to Smith or Brokamp the Friday prior to the ILT meeting. Smith further agreed to email the form. Smith recommended that this rule be made. If no motion is made in 5 minutes, the ILT automatically moves to the next item on the agenda. This is for department chairs to go back to constituents and discuss. People who make motions discuss it at the first meeting, and then give departments a chance to speak with their departments and vote the following month.

Study hall in classrooms

Brokamp

Brokamp reviewed a proposal for teachers to get back in the classroom for study hall. Recommendation to use multipurpose room for study hall, and the cafeteria will still house some number of students. Teachers would have to agree to do study hall for at least a quarter in order to make the proposal feasible.

Brokamp motioned that teachers extend study hall to one quarter with the understanding that the majority of study hall situations will be in the classroom with the exception of the MPR. Lazar, J seconded motion. Question asked if traveling teachers could be exempt from study hall, and Brokamp responded that no one can be exempt under this proposal.

Smith, Brad explained the process for violating the contract from section 145 of the contract: If a school community asks to be organized differently we would have to request an exemption from the superintendent and there has a 2/3 faculty vote and concurrence from the LSDMC. If exemption made by March 1st it would last for 3 years.

Motion Passed. 16 in Favor 0 Opposed 1 Abstention

Aspire in fall

Wolfe

Wolfe motioned that the English department requests that the school administer the ACT Aspire test in the fall, and give the paper version of the tests instead of the digital version if at all possible, if we have to administer the test. Seconded by Nashid.

Motion Passed. 16 in favor 0 opposed 0 abstentions

Learnator

Stewart

Stewart, J., suggested a website that provides AP prep test questions. Access would include ACT / SAT prep, up to 5 AP courses, novels, and the school license would be \$6000 for 1,000 students. The teacher license is \$26. Stewart, J., asked that departments discuss it directly, review over the summer and make a decision for early next school year.

Academic honesty

Wolfe

Robinson, K., provided draft of Academic Honesty proposal on Google docs. Students have been working on it in committee. May 2015 it was discussed in ILT. Ben Leonardi has adjusted the student plan with Student Congress input. Wolfe volunteered to work with students on the language in an effort to get a proposal together before the school year ends.

AP class excuse policy

Smith

Concerns were discussed regarding the consistency and implementation of the current policy. Sweeney generated and provided a proposed form for students to use to justify their absences based on AP participation. Brokamp asked that Sweeney create a proposal on how to address this issue and present it to the ILT in the fall. Sweeney agreed.

Staff cut slips (process)

Gray

Gray asked staff to turn in cut slips and that the administration is working diligently to address every one of them. Any cuts issued at this point will carry over the following year if they return to WHHS. There will be no DT's or ISS assignments for exam week. If the staff feels as if they have submitted cut slips and they haven't been acted upon, Brokamp asked that staff notify administration.

Nashid volunteered to help generate a Google Doc to support this process.

Month of April

Smith

Smith, Brad discussed options to Earth Jam and Chalk Drawings, recommended moving to after school or 1st quarter because of the disruption. Students who participate shouldn't miss class to set up or take photographs. Up for departmental discussion and we will come back and discuss next year.

Honor code

Robinson

(See Academic Honesty)

Tech committee proposal

Barringer

Barringer presented proposal from technology committee (see attached) regarding the use of Learning Team time.

Barringer motioned in lieu of the district curriculum for the 2016-2017 Learning Team meetings, the technology committee will facilitate and implement discussions and trainings about teaching and learning that include but

not limited to exploration of strategies for successful, impactful implementation of technology. Seconded by Robinson, K.

Motion Passed: 13 in Favor 0 Opposed 0 Abstentions

Meeting adjourned at 5:05 PM

WHHS 7th Grade Teaming Pilot - Year Two

Summary: 7th Grade Teaming was piloted during the 2015-2016 school year. All students were assigned to teams; however, only two teams had teachers who were designated active participants in this pilot. As a result of feedback from Pilot Year One, the following plan is proposed for Pilot Year Two.

Objectives:

- To help 7th grade students become acclimated to our large school environment and increased expectations by having access to teachers who know them across different disciplines.
- To increase the connection and sense of membership that students feel with their teachers, peers and the school population, thereby allowing for better growth and development of the whole child (pre-teen/teen).
- To provide better advocacy for students as a result of the teams' communications and/or meetings with parents and students, problem-solving and brain-storming.
- To provide opportunities for teachers to engage in cross-curricular collaborations for the benefit of students, academic growth, curiosity and well-being.
- To explore the ability to coordinate content on a more regular basis than a single cross-curricular project, providing additional student support across traditional subject and teacher boundaries.

Structure:

- Two active teams will continue in Pilot Year Two. One team will consist of approximately 90 students (3 classes) with teachers from English, Social Studies, and Classics. A second team will consist of approximately 90 students (3 classes) with teachers from English, Social Studies, Classics and Science. Math will not be included on either team due to the challenges of scheduling students who are in multiple levels of math.
- Teachers participating in Pilot Year Two will be volunteers. As much as schedules and interests allow, efforts will be made to keep together team members from Pilot Year One.
- Student team population should be as consistently common as is possible. Each team teacher should serve the SAME group of students with few to no outliers floating between teams.
- According to the Contract Bargaining Agreement, students with IEP or 504 plans will be evenly distributed across teams.
- Active team teachers will have at least one common planning bell and the same Study Hall duty session (see Administrator Expectations).
- The Assistant Principal for grades 7 and 8 will advise the teams and collaborate with the Director of Curriculum on issues of scheduling and teacher assignments.

Team Member Expectations:

- Set team meeting schedule, expectations, goals and procedures.
- Regularly attend scheduled team meetings.
- Show evidence of cross-curricular coordination.

Administrator Expectations:

- Act as team advisor and representative to ILT if the teams wish; a team member also may volunteer to serve as the ILT representative. In an effort to improve communication about teaming, the administrator will provide a written quarterly report to distribute to the ILT.
- Attend team meetings at least once per month, more if requested by team.
- Provide time for team teachers to coordinate, preferably before the school year starts. Explore options for compensating teachers for their time.
- Coordinate with study hall scheduling to schedule team teachers for the same study hall duty session.
- Collect and store data (see Measures of Success) for ILT assessment of teaming in February 2017. Present data to ILT and propose plan for following year, based upon data. Options may include modification to structure, expansion of program or dissolution of teaming pilot.

Training:

At this point in time, currently active team teachers indicate that time in August to meet and collaborate is of more importance than additional training. This item addressed in "Administrator Expectations."

If training were available, current team members have requested information on creating effective intervention plans. Administrator will look into how to provide this training with as little impact on teacher time as possible.

Measures of Success:**Quality:**

- Pre/post survey of team teachers participating in pilot vs. non-teamed teachers.
- Pre/post surveys (Sept, Feb) of 7th grade students.
- Evidence of curricular coordination. Examples include, but are not limited to: interdisciplinary project (portfolio/experience), field trip or documented evidence of curricular coordination.
- Feasibility and Numbers Analysis:
 - Number of teachers per team; number of students per team; subjects per team.
 - Number of students per team enrolled in Study Skills.
 - Number of IEP/504 plan students per team.
 - Number of students not slotted consistently into one team with identification of the factors resulting in a non-teamed schedule.
 - Number of team teachers with common planning time and teachers with common study hall session.
 - Analysis of how/if teaming impacts overloads.
 - Training requests compared to training accomplished.

ILT REQUEST FORM

Please use this form to submit your request to the _____ *Instructional Leadership Team* (ILT) for review and resolution. You can submit the form via email or in the mailbox of the principal and/or ILT Co-Chair at least **one week** prior to the next meeting, if possible.

Submitted by: _____ Date: _____

Indicate the ILT decision making area related to your request:

- develop, review and evaluate the instructional program
- monitor and approve school operations and procedures that impact instruction
- plan and monitor training of staff
- develop and monitor school budget as approved by the LSDMC
- create and maintain a safe and orderly school environment
- oversee the formation of teams within given parameters
- perform all other responsibilities assigned by this contract to the ILT (*review other areas of the CBA, if necessary*)

Clearly define the request. Please provide details about who and what is affected.

Motion for 2016-2017 Learning Team Meetings at Walnut Hills High School

Motion: In lieu of the district curriculum for the 2016-2017 Learning Team Meetings, the technology committee will facilitate and implement discussions and trainings about teaching and learning that include, but not limited to, exploration of strategies for successful, impactful implementation of technology.

The Proposal:

- Learning teams will focus on trainings and discussion that best support our students and our students' needs at WHHS.
- Teachers will work together in subject area and/or cross-curricular grade level teams to examine what is being taught, and explore ways technology can help support and enrich teaching and learning. The goal is NOT to replace traditional instruction, but provide support of best practices in teaching and learning that can include technology.
- Department heads will be solicited for input regarding departmental needs before the session schedules are finalized. The technology committee will submit a schedule for approval for each Learning Team meeting based on the input from department chairs at the start of the 2016-2017 school year.
- The sessions will provide training for a variety of skill levels. Learning Team meetings will be structured to allow teachers to work in departmental and/ or grade level sessions. A sign up for each meeting will be sent at least one week prior to each Learning Team meeting.
- Potential Topics, pending departmental input:
 - Using Turnitin to check for plagiarism and designing assignments that discourage plagiarism
 - Successful Schoology Strategies and Best Practices
 - Google Docs, Sheets, and Slides for collaborative projects (teacher and student)
 - Advanced Gradecam strategies--more than multiple choice
 - Using current software, like ExamView, to make test creation easier (including multiple versions)
 - Gamifying classes while maintaining rigor
 - Using technology to improve school and department communication and collaboration
 - Google Calendar -- how it can help students, teachers, and parents
 - Schoology basic and advanced trainings
 - Google Classroom as a collaborative tool for classes and departments
 - Creating opportunities for students to be content masters through peer teaching opportunities
 - Using technology tools to manage and support differentiated instruction
 - Ideas to support cross curricular projects
 - Integrating Schoology with other products
 - Tools to help with collaboration and communication: Doodle, Sign-up Genius, Remind, Trello, and more
 - Tools that support teaming and other cross-curricular endeavors