



ILT Meeting Minutes  
December 9, 2015

**Meeting called to order at 2:48 PM**

**Faculty / Parents Present:** Sallie Barringer, Adrienne Brandicourt, Jeff Brokamp, John Chambers, Brad Dillman, Doreena Fox, Bill Gordon, Jerron Gray, Johanka Hart-Tompkins, George Kontsis, Jeff Lazar, Ed LeBorgne, Melissa Murphy, Wadeah Nashid, Sam Pogoni, Kathy Restle, Rashida Savage, Linda Sawan, Q Levy-Smith, Joseph Stewart, Brad Smith, Brian Sweeney, Tara Ligon, Student Observer: Adam Wissman

**Old Business:**

**Originator**

**Schedule E**

**Brad Smith**

A proposal was made that Boo Radley and Art Club be approved to receive a stipend. Evidence was provided that Spanish Club submitted a request to be included for a stipend (9/18). A concern was expressed regarding splitting a contract when there is no shared position for the French Club. Committee was asked to reconsider partial stipends for club advisors. Context was provided regarding how the sub-committee was formed originally. Presentation made on behalf of the Model UN that both advisors should be listed on contract, although only one advisor was listed. Clarification provided regarding the agreement that both advisors would split existing contract. A request was made that the Math Team count as an academic team and not as a club. The Interalliance Club and Certamen requested to be considered for compensation.

Discussion ensued regarding previous motions that were passed regarding clubs that didn't submit their paperwork on time who haven't provided evidence, and further not compensating 5 people who have more than one club before everyone gets paid at least one stipend. Discussion ensued regarding investigating whether Interalliance is being compensated through a grant from an outside funding source.

J. Hart-Tompkins motioned that the foreign language advisors in Russian and French all be compensated 100% of advisor stipend. Linda Sawan seconded the motion. **Motion Passed. Opposed: 0 Abstentions: 1**

B. Smith motioned to pay Boo Radley, Art Club, Interalliance (at 100% based on investigation funding from outside source), Spanish, Certamen, Math Team (as an academic team) be paid if the funding is available. Motion seconded by C. George. **Motion Passed. Opposed: 0 Abstentions: 3**

**Test agreement**

**Jeff Lazar**

R Savage reported on the testing agreement regarding the cell phone policy and the transfer of tests when tests are collected by another party or when a 3<sup>rd</sup> party proctors the test. The district has granted latitude in amending the agreement in these areas. It was further reiterated that the policy doesn't state that teachers are in agreement with the policy but they have received the policy.

**Summer school failure notification**

**Brad Smith**

B. Smith motioned that summer school teachers give a list of students who fail summer school to each department chair. Nashid seconded the motion.

J. Chambers suggested an amendment of the motion that the list be sent from the summer school office as opposed to multiple lists. It will be one list with each subject. This list will be in an excel spreadsheet form. Counselors, and grade level administrators will further be included in the correspondence. Amendment accepted.

**Motion passed. Opposed 0 Abstentions: 0**

### **Capping MFL classes at 30**

**Staff**

B. Smith motioned that MFL classes be capped at 30 and if a class already has 30 students and there is no more room students have to take their second choices.

A Brandicourt asked for a friendly amendment to address only 1<sup>st</sup> level of the courses. J. Hart-Tompkins seconded the motion. Friendly amendment accepted and seconded by J. Hart-Tompkins. An additional friendly amendment made by S. Barringer that stated in less all sections of level one language already have 30 students. B. Smith accepted amendment.

Discussion ensued that we will not turn students away because of this policy. We are required to schedule every kid into some language. This initiative is strictly to balance language courses.

**Motion failed. Opposed: 4 Abstentions: 8**

### **Move AP Fair from January 13<sup>th</sup> to January 26<sup>th</sup>**

**Staff**

Each department representative shared their departments' perspective regarding this change. Discussion ensued regarding clarification of the time period. Conferences are 5-8 and the AP Fair is 5-7.

Motion made that conference night and AP Fair be both on January 26<sup>th</sup>. J. Hart Tompkins seconded motion. **Motion passed Opposed: 0 Abstentions: 2**

### **New Business:**

**Originator**

#### **New course request**

**Staff**

R Savage motioned that AP Computer Science be added to the course guide for next year. Discussion ensued regarding who would teach course. Clarification provided regarding no teacher identified at this point to teach the course. Discussion further continued regarding the difference between AP Computer Science A and AP Computer Science Principles.

**Motion passed: Opposed: 2 Abstentions: 1**

R. Savage motioned that Chinese 3 be added to the course guide for next year. J. Hart-Tompkins seconded motion. Discussion ensued that we need to either build Chinese program or give up on it in order to support the staffing for this program.

**Motion passed. Opposed: 0 Abstentions: 2**

W. Nashid motioned that AP English Language and Composition – Human Rights be added to the course guide. S. Barringer seconded the motion.

R Savage motioned that English 10AA, American History, and BC Honors also get new course numbers. J. Gray seconded motion **Motions passed. Opposed: 0 Abstentions: 0**

### **AdvancED update**

**Staff**

December 14<sup>th</sup> is the final meeting. A document has been presented that includes all survey trend data. We will take a quick look at the survey and give a number for each indicator. As faculty groups are guided through the process it was instructed that group leaders encourage faculty to think of a 3 as functional, a 4 is highly above average, etc. Before your groups get mired in the language think about those generalities. If every group can put down 1-2 bullets per indicator. If there are groups that can't get through all of this, the latest it can be submitted is December 16<sup>th</sup>.

### **Attendance procedures**

**Staff**

B. Smith motioned that the time that students get a note from the office be moved from 8:00 AM to 7:45 AM. Nashid seconded the motion.

Discussion ensued regarding miscommunication in handbook and Local School Discipline Plan. Handbook reports 7:50 AM but the LSDP states 8:00 AM. There is an interruption of instruction with the current plan. Clerical staff contends that this isn't a big issue and it can be addressed if there is a change.

**Motion passed. Opposed: 0 Abstentions: 0**

B. Smith reiterated that students should not be admitted into class if they have been absent and they do not have an Absence Verification Slip from the office.

L. Theobald sends out a list at 9:30AM of all students who have an excused absence for the date. At 11:00 AM Early Dismissal students are communicated as well.

### **Exam policies**

### **Staff**

Question is whether or not a teacher has to provide a final exam. Discussion further included an overview of the role of the grade matrix which counts for 25% of the student's exam. Parents shared varying experiences regarding this policy from their students.

Committee agreed to table this discussion until a later date.

There was a request to remind teachers that if they are giving a non-traditional exam that they should be sensitive to teachers giving a traditional exam and maintain a quiet environment.

### **What qualifies for study hall duty**

### **Staff**

Questions:

Are all teachers required to do study hall duty?

Are there other options for duty beyond study hall?

Brokamp stated for this year he is going to assign personnel to serve a duty in completing the study hall seating charts and we will evaluate the effectiveness of this assignment for next year. We will put it out there for people to apply for the position in the future if faculty are interested in serving in this capacity.

**Meeting Adjourned at 5:15 PM**

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ADVANCED SELF-ASSESSMENT: PERFORMANCE RATINGS AND NARRATIVE WORKSHEET

Please complete one worksheet for each indicator.

Standard number:

Indicator number:

Names of people working on this indicator:

**Step one: Referring to the handout “Significant Survey Trends,” familiarize yourself with survey results that relate to your indicator.** The trend data will apply to certain indicators only. While an abundance of survey data is available on Blackboard, the trends reveal the strongest findings. The school will complete another AdvancED document, entitled “Stakeholder Feedback Diagnostic Data,” that provides a detailed survey analysis as it relates to each standard and stakeholder group.

**Step two: Thinking about any related survey trends and the accumulated evidence, give ONE overall performance rating per indicator.** The Self-Assessment workbook provides rubric language for the various components of the indicator; you can use these to determine one overall rating. Generally, a “4” is highly functional/well above average, “3” is functional, adequate, “2” is below average, and “1” is very below average.

Performance rating for indicator:

**Step three: Determine bullet points for the narrative related to your indicator.** Eventually, there will be one narrative for each standard. To help with the drafting of the narratives, please make bullet point notes related to your indicator. Reference evidence and survey results.

## DRAFT - STAKEHOLDER FEEDBACK DATA DOCUMENT – SIGNIFICANT SURVEY TRENDS

### Walnut Hills High School, AdvancED Self-Assessment 2015-2016

Below is a summary of the AdvancED surveys administered as part of the school's Self-Assessment. The school particularly looked for trends across all stakeholder groups. With much data available, the school analyzed trends and grouped them into the following categories: 1. strong ratings (highest average ratings, consistently in the upper 15%), 2. lower ratings (relatively lower average ratings and percentages; note that none of the average scores in the lower ratings were below 3.0), 2. inconsistent ratings (varying ratings and percentages across stakeholder groups).

#### STANDARD ONE – PURPOSE AND DIRECTION:

**Strong ratings: Our school's purpose is clearly focused on student success.**

Staff – 4.52 average score, 96% agree or strongly agree

Students - 4.58 average score, 93% agree or strongly agree: "In my school, a high quality education is offered"; 4.34, average score, 89% agree or strongly agree: "In my school, programs and services are available to help me succeed."

Parents – 4.4 average score, 89% agree or strongly agree

**Lower ratings: In my school, all students are treated with respect.**

Students – 3.4 average score, 49% of students agree or strongly agree

Significant differences were not noted with data disaggregated by grade, but some differences were noted with data disaggregated by race: 39% of Black or African American students agree, 46% of students identifying as two or more races agree, and 54% of White students agree.

**Inconsistent ratings: Our school has established goals and a plan for improving student learning.**

Staff – 4.01 average score, 90% agree or strongly agree

Parents – 4.1 average score, 79% agree or strongly agree

Students – 3.59 average score, 58% agree or strongly agree with the statement: "In my school, teachers work together to improve student learning."

#### STANDARD TWO – GOVERNANCE AND LEADERSHIP:

**Strong ratings:**

- **Our school has high expectations for students in all classes.**

Staff – 4.35 average score, 86% agree or strongly agree

Students – 4.34 average score, 89% agree or strongly agree

Parents – 4.66 average score, 95% agree or strongly agree

- **Our school provides opportunities for stakeholders to be involved in the school.**

Staff – 3.96 average score, 80% agree or strongly agree

Parents – 4.23 average score, 83% agree or strongly agree. With average score of 4.36, 87% of parents agreed with statement: "Our school communicates effectively about the school's goals and activities."

Students - question not asked in this standard

#### **STANDARD FOUR – RESOURCES AND SUPPORT SYSTEMS:**

##### **Strong ratings:**

- **Our school provides opportunities for students to participate in activities that interest them.**  
Staff – 4.72 average score, 99% agree or strongly agree  
Students – 4.26 average score, 86% agree or strongly agree  
Parents – 4.67 average score, 97% agree or strongly agree

##### **Lower ratings:**

- **In my school, students respect the property of others.**  
Students – 3.11 average score, 35% of students agree or strongly agree  
Disaggregated data shows no significant differences.
- **In my school, students help each other even if they are not friends.**  
Students – 3.25 average score, 44% of students agree or strongly agree  
Disaggregated data shows no significant differences.

##### **Inconsistent ratings: Our school maintains facilities that support student learning.**

Staff – 4.41 average score, 95% agree or strongly agree  
Students – 3.68 average score, 61% agree or strongly agree  
Parents – 4.42 average score, 97% agree or strongly agree

#### **STANDARD FIVE – USING RESULTS FOR CONTINUOUS IMPROVEMENT:**

**Strong ratings:** (Please note: these questions do not have correlatives on parent and student surveys.)

- **Our school leaders monitor data related to school continuous improvement goals.**  
Staff – 3.96 average rating, 76% agree or strongly agree
- **Our school leaders monitor data related to student achievement.**  
Staff – 3.97 average rating, 74% agree or strongly agree

##### **Lower ratings:**

- **Our school considers students' opinions when planning ways to improve the school.**  
Students -3.1 average score, 38% of students agree or strongly agree
- **Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.**  
Staff – 3.11 average score, 41% of staff agree or strongly agree

##### **Inconsistent ratings: Our school prepares students for success at the next level.**

Staff – 3.6 average score, 51% agree or strongly with statement "Our school uses data to monitor student readiness and success at the next level."  
Students – 4.02 average rating, 78% agree or strongly agree  
Parents – 4.21 average rating, 85% agree or strongly agree

## AP Computer Science Principles Curriculum Framework

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

*The AP Computer Science Principles Curriculum Framework* ([.pdf/1.42MB](#)) focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives.

### Computational Thinking Practices

- Connecting computing
- Creating computational artifacts
- Abstracting
- Analyzing problems and artifacts
- Communicating
- Collaborating

### Big Ideas

- Creativity
- Abstraction
- Data and Information
- Algorithms
- Programming
- The Internet
- Global Impact

## Two AP Computer Science Courses

With the launch of AP Computer Science Principles in the 2016-17 academic year, AP will offer two computer science courses — AP Computer Science A and AP Computer Science Principles. Students can take the courses in any order.

Currently one of the fastest growing AP courses, AP Computer Science A focuses on computing skills related to programming in Java. The new AP Computer Science Principles course will complement AP Computer Science A by teaching the foundational concepts of computer science as it aims to broaden participation in the study of computer science.

### AP Computer Science A

Curriculum is focused on object-oriented programming and problem solving

Java is the designated programming language

Encourages skill development among students considering a career in computer science or other STEM fields

AP assessment experience:

- Multiple-choice and free-response questions (written exam)

### AP Computer Science Principles

Curriculum is built around fundamentals of computing including problem solving, working with data, understanding the Internet, cybersecurity, and programming.

Teachers choose the programming language(s)

Encourages a broader participation in the study of computer science and other STEM fields, including AP Computer Science A

AP assessment experience:

- Two performance tasks students complete during the course to demonstrate the skills they have developed (administered by the teacher; students submit digital artifacts)
- Multiple-choice questions (written exam)

## Overview of Assessments

The AP Computer Science Principles assessment consists of two parts: completion of through-course performance tasks and the end-of-course AP Exam. Both of these will measure student achievement of the course learning objectives. For the through-course assessment, students will upload digital artifacts and written responses via a Web-based digital portal.

AP Computer Science Principles students will receive a final exam score of 1-5 based on two through-course performance tasks submitted online and a multiple-choice paper-and-pencil exam administered during the AP Exam administration in May.

The two performance tasks, focusing on computing innovations and programming, will remain stable from year to year. The tasks are designed to give students broad latitude in personally selecting the focus and topics of their interest. Draft versions of through-course performance tasks can be found in the [AP Computer Science Principles Pilot Teacher Community](#).

On both the through-course assessment and the end-of-course AP Computer Science Principles Exam, students will be asked to apply their understanding of the course learning objectives, including the essential knowledge statements and computational thinking practices.

## AP English Language and Composition – Human Rights Focus

### Proposal

In addition to prerequisites, students must fill out an application in order to be considered for this college level course. Advanced Placement Language and Composition provides students with an opportunity to earn college credit through an intensive reading and composition course. Writing instruction consists of a broad exposure to many different writing styles with the critical reading and writing processes, including revisions, emphasized as essential learning tools. Readings are mainly non-fiction with a focus on Human Rights as evidenced through foundational American documents, writings and speeches from World War II and the Holocaust, writings, speeches, and legal documents from the American Civil Rights movement, and more modern day topics. This course is open to qualified juniors or seniors. Students admitted to the course must complete summer assignments.

Open to: Grade 11, 12

Term: 2 sem

Pre-requisite: English 10 or AA, Qualifying grades and Approval

Credit: 1.0 unit\*\*

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First Quarter – *Othello*; intro to rhetoric through the study of Jefferson and “The Declaration of Independence;” Stanton’s “Declaration of Rights and Sentiments;” Lincoln’s “Gettysburg Address” and “Second Inaugural Address”

Second Quarter – continue work with rhetorical analysis through study of World War II and Holocaust era writings and speeches *I am still in the process of selecting specific works*

Third quarter – transition utilizing link of prominent Jews in America supporting the American Civil Rights movement; Hurston’s “How It Feels to Be Colored Me;” letter from the Alabama clergymen and Dr. King’s “Letter From Birmingham Jail;” Malcom X’s “Learning To Read;” excerpts from *Brown v. Board of Education* (1954) and the *Voting Rights Act of 1965*; Human Rights topic research paper

Fourth Quarter – Wiesel’s “Perils of Indifference;” Mairs’ “On Being a Cripple;” Ascher’s “On Compassion;” Orwell’s “Shooting an Elephant;” student selected readings from Alexie, Anzaldua, Bordo, Eighner, Sedaris, Said, and Staples; *additional work with topical events*