

**Malibu HS
School Site Council Minutes
October 21, 2021**

Present:

Patrick Miller
Cindy Smith
Sean Ryan
Makenna Samsel
Kathy Kennedy
Linn Griffin
Nancy Levy
Kellye McKinna
Sophia O'Brien
Bella Howe
Danielle Murawski
Alex Mayle
Anna Deshautelle
Sarah Lipetz
Audrey Scoffie

Meeting began at 3:46

Mr. Ryan moved to approve the minutes. Ms. Samsel seconded.
Minutes from 9.30 approved with all in favor.

Ms. Smith mentioned that the SLT (Site Leadership Team) team was joining us today. She reminded us that we are looking at SPSA. Chairs are sharing goals for #1, #3.

Everyone introduced themselves on Zoom.

Minutes taken by Linn Griffin, new secretary.

Mr. Miller said we needed to nail down specific goals, strategies and actions. Some are school-wise, and some are departmental. He said he wanted a discussion to take place. He reminded us that he sent over a summary sheet.

Draft is based off of last year's work. He reminded us that items are not set in stone, that revisions are welcome. He covered Goals 1, 2, and 3 and asked Ms. Smith how we should proceed. Ms. Smith suggested that we work by goals.

We need to set a percentage for both English and Math. Ms. Smith indicated that 62% was a bit high, that it would be good to set a more attainable goal at 60%, 4% higher than last year. Mr. Miller discussed English, at 85% or 91%. Mr. Mayle thought shooting for 90% was reasonable, a 5% increase.

On school-wide strategies and actions, we looked at the "Students and Staff Will..." categories. Ms. Smith suggested that using "21st technologies" increases relevance instead of rigor. Mr. Mayle commented that rigor is in asking the questions, so removing the technology note makes sense. It is not necessarily effective to reuse the same language from year to year.

On Department Strategies and Actions: Ms. Lipitz shared some thoughts on strategies in the classroom. Long-term, real-world application in Chemistry: they're working on a public service announcement and increasing inquiry-based labs. Driving and accident avoidance are looked at in Physics with written output. Students work collaboratively to solve problems within the unit.

Ms. Deshautelle shared her experiences on using academic languages in class but also supporting them in their general education classes as well.

Mr. Mayle shared that they're scoring lowest in listening skills. There are many crossovers in the standards with reading, writing, and speaking. Working with podcasts helps with focusing on the listening standard. What kind of activities can we create from listening to a specific podcast? Podcasts are relevant to today for students as is looking at the power of storytelling (using The Things We Carried as an example).

Ms. Bowman-Smith shared her strategies for rigor. For department-wide goal: use of portfolio, project-based learning, academic vocabulary and student group activities.

Ms. Smith shared EFFL problems: the students work together to figure out what the lesson will be about before she begins the lesson. She does this once a week; goal is to have other classes do this once per unit. Common performance task was also discussed.

Mr. Meyer: use of rubric a strategy for increased rigor. Continuity and change, cause and effect and compare and contrast. Mr. Ryan clarified some questions about how these are implemented in the history department.

Ms. Murawski addressed the rubric they've used to make improvements in proficiency.

Ms. McKinna asked how will these things be measured and shared amongst the staff? Mr. Mayle shared thoughts on best practices and sharing that among colleagues. Ms. Smith indicated that the measurement lies in the CAASP scores. Ms. McKinna asked if Special Ed kids are folded into that measurement; Ms. Kennedy shared that it works well to break away from reading assignments and provide other assignments like podcast listening for her students. Mr. Miller said it is helpful to offer different activities for students who excel in different ways.

Nancy Levy said that she appreciated Sarah's comment about writing and science. Bella Howe asked about Project Based Learning and said that some teachers seem to be very conservative with their teaching methods.

Linn Griffin asked about the summer reading list, and Mr. Mayle explained how they choose selections for the students to read each year.

Regarding Goal 3, Ms. Lipetz would include an emphasis on long-term projects. Critical thinking and scientific literacy are of importance. Ms. Smith indicated that real-world problems are included in her curriculum, providing relevancy for our students. A mini-project due at the school year's end is an option to help students see how much they've learned over a period of time. Ms. Deshautelle shared real-world scenario problems that she works on with her students. Ms. Murawski added that World Culture Day is one of her goals (another to come in February that is language based). Mr. Meyer and Mr. Ryan's addition: current events provide relevance for students on their own when studying history. Mr. Mayle: connecting themes between classic novels and podcasts, and making projects come alive for students is important.

Thoughts/comments/reactions from the Council: Ms. McKinna gave a “thumbs up”, Ms. Deshautelle saw coherence among departments in their goals. Bella Howe asked about PBL’s, and shared her perspective on PBL’s and whether students understood the goals of those assignments.

Mr. Miller brought up perception data and how we might use that to provide relevancy. (Is it possible to ask graduates what provided relevancy in their high school years? Freshmen? Sophomores?)

Mr. Miller provided next steps that will take place before he enters information into the template. Council will receive it to review. At our next meeting, we will approve (or not approve) the SPSA and bylaws.

Ms. Smith thanked our SLT team for being with us at this meeting.

Meeting adjourned at 5:05 p.m.