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| ***Minutes*** | | | | **The Mustang Council**  **Wednesday, 11.11.20**  **4:10-5:15 PM**  **Library when in person**  Mustang Zoom Room w**hile remote**  **Link will be sent by email** | |
| **Meeting called by:**  **Type of meeting:**  **Facilitators:**  **Note Taker:** | | | The Mustang Council of O. Henry Middle School  Campus Advisory Council  Jennifer Boltz, Sharon Albrecht  Cristina Torres | | |
| **Members:** | | | **Sharon Albrecht, Jennifer Boltz, Sherril Deering, Marlo Malott**, **Ali Clare**, **Dell Mann**, **Heather Masters,** **Michelle Murphy**, Dan Preston, Chris Rueter, **Ashley Stout**, **Sharon Stockbauer,** Angelica Tagle, **Cristina Torres, Clee Upchurch, Leslie Hibbard,** Kristi Mellerski | | |
| **Resource persons:** | | |  | | |
| **Attachments/Handouts:** | | |  | | |
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|  | | **Agenda topics** | | | |
| **4:10-4:15 p.m.** | Community Open Forum (3 minute time limit per speaker)  \*none | | | | Community members |
| **4:15-4:20 p.m.** | Student Representative Report-First month of remote learning  \*Daniel B - not as much work, but now it is increasing  \*Evie P - like that we are using less paper, better at typing  Q: challenges? A: glitches when internet is weak, or when the teacher glitches off, once a week  Q: How can we support you? A: work management, 1-2 rough patches, long term assignments on the computer are harder  Q: Does it feel different this week with transition at school? A: difficult to tell who the teacher is speaking to, can be confusing, still feel they can speak to teacher.  Q: How has schedule change impacted routine? A: forgetting class periods, just trying to memorize it so don’t have to keep referencing it  Q: How do you compare your experience to others in the room A: some have screen off all the time | | | | Daniel Brimberry (8), Evie Plante (7) |
| **4:20-4:21 p.m.** | Approval of the October Minutes  \*approved | | | | Mustang Council |
| **4:21-4:25 p.m** | PTA Update  \*doing fundraising; going well and have already hit goal; closed out PTA memberships with 220 (more than last year); working with Ms. Malott to set up outdoor spaces | | | | Sherril Deering |
| **4:25-4:35 p.m.** | Principal's Report  **2nd Six Week** - many of the challenges have been “business as usual” at the district level (short cycle assessments, STAAR), focus on tryin to see how students are doing, working on credit recovery from 1st six weeks (Twilight)  **New Staff** - long term sub, Bernadette Dodd for 7th grade counselor, **Adayomi Adekoya** - new TA; also thankful for district staff who are helping monitor library and cafe  **9 week Grading Period update** - we will not be able to change to a 9 week grading period this year  **Nov. 2nd Re-Opening** - 340 students returned as of Nov. 2nd, have seen a couple of challenges with students displaced to cafe or library (remote teachers or staff out), some students have many classes in cafe that day and know families are making individual decisions, some B days seem lighter too  **Covid Response** - we know neighborhood schools have had uptick in cases (AHS has sent home many letters); affects us because of friend groups or siblings; attendance declined as holidays near  Feedback Reflections (Grading)  **What does PD mean in the time of COVID** - little to no professional development from the district on how to do learning with remote and in person learners in the room; We have instructional coaches and design coaches to help support teachers; what are the needs moving forward for the teachers? We want our Leadership and Instructional teams to know where we should focus.  Q: Pflugerville ISD added more planning and prep days for teachers to aid with overwhelming workload. Leander ISD has some early release days where teachers can plan. Anything in the works for our school or our district? A: Agree! Not heard of anything at the district level. We don’t have a PD day until the start of winter break.  Q: If we hit stage 4 and they close schools would we revert to original schedules to have asynchronous Fridays? A: Will look into that. Many students and teachers are missing asynchronous time.  C: Leander ISD is doing planning time on Wed afternoon and all classes are in the morning.  C: Lively said they are not getting rid of asynchronous and students are still asynchronous on Friday. Kids on campus will be pulled for on campus intervention and enrichment.  Q: How much time can we have for planning? The classes we take are great, but what we need most is time. A: It’s tricky based on how it’s labeled, “DOI”, “Planning and Prep”; Maybe we can be more creative in what that looks like on PD days. | | | | Marlo Malott |
| **4:35– 5:05 p.m.** | Campus Improvement Plan (CIP)  Cultural Proficiency and Inclusiveness (whole child and community building)- Vertical Team Goals  \*work on racial inclusivity as a vertical team; see list of actions/commitments below; want to review strategies for parents and families (Breakout group activity - see list of ideas below)  First action step - post intent in Pony Express and add survey for interest in different ideas; include information about CAC to invite community | | | | Mustang Council |
| **5:05 - 5:15 p.m.** | Review of December 9, 2020 Agenda Items   * Standards based Grading | | | | Jennifer Boltz |
| **5:15 p.m.** | Adjourn | | | |  |

***Notes:***

New Staff: Adayomi Adekoya, new TA; Bernadette Dodd-7th Counselor

**Vertical Team AntiRacist Statement: What actions/commitments did you make? (list here)**

As a vertical team, our action steps are the following:

* We are committed to vertically aligning our professional learning on equity, cultural proficiency and inclusiveness for staff in every Austin High Vertical Team school.
* We are committed to having courageous conversations with our school community.
* We are committed to have ongoing dialogue with all students about race.
* We are committed to providing instructional materials that represent diverse perspectives, cultures, and histories in all content areas throughout the entire school year and not just during designated months.

As an O. Henry Campus, our action steps are the following:

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| **Campus Name** | **Actions/Commitments made to school communit**y | |
| O.Henry Middle School | 1. Summer Book Study for staff. 2. Principal attended Speak Up. Training for all campus staff and faculty Fall 2020. 3. SOAR student class- elective course dedicated to student advocacy and voice organized for antiracism. Collaborate with NPFH student groups to address campus 4. Anti Racist and Anti Bias Advisory focus-- SEL Equity Team 5. Audit discipline data inequities and revise discipline matrix. 6. Embedded and on-going professional learning during PLC, Faculty Meetings, and DOI/PD days 7. Parent and Family Engagement- Need strategies here-- Speak Up for Parents/Families | |

As an O. Henry Campus:

**Group A--** Mann, Upchurch, Clare, Deering, Stout, Murphy, Master, Malott

* Intentional pods arounds topics and groups for parents-smaller learning groups
* Lunch and Learns- topics to connect parents
* virtual is helping increase attendance and participation
* speakers around topics- who from the district could
* book series for parents- good starting point
* survey for parents on their needs on anit-racist work
* Newsletter- call to action-
* Campus Committee to talk

**Group B** - Borders, Torres, Boltz, Hopkins, Hibbard, Albrecht, Stockbauer

* \*would like to increase diversity in all parent programs, how can we actively go out and recruit - look at times for meetings
* \*virtual to help increase attendance
* \*look at CAC members from other schools for recruitment in April (try to mirror school population)
* \*ask parents how they want to be involved
* \*Work with students to “continue learning at home” - engage the whole community
* start with parent groups (CAC, PTA) and then spread the word
* break it down into smaller parts; Ex. just “educate” for a month and provide interactive portion, mention in Pony Express, and any other parent communications
* Have a plan for the year so we can prepare and break down the topics
* How can we learn from other campuses doing this work?