|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Minutes*** | | | | **The Mustang Council**  **Wednesday, 12.9.20**  **4:10-5:15 PM**  **Library when in person**  [Mustang Zoom Room](https://austinisd-org.zoom.us/j/3745603933?pwd=UFhiK2Z2SHlYY3BLZnM5M2FnVk5NUT09) w**hile remote**  [**Link will be sent by email**](https://austinisd-org.zoom.us/j/3745603933?pwd=UFhiK2Z2SHlYY3BLZnM5M2FnVk5NUT09) | |
| **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 Torre**s, **Clee Upchurch**, Leslie Hibbard, Kristi Mellerski | | |
| **Resource persons:** | | |  | | |
| **Attachments/Handouts:** | | |  | | |
|  | |  | | | |
|  | | **Agenda topics** | | | |
| **4:10-4:15 p.m.** | Community Open Forum (3 minute time limit per speaker) | | | | Community members |
| **4:15-4:20 p.m.** | Student Representative Report-- none present this month | | | |  |
| **4:20-4:21 p.m.** | Approval of the [November Minutes](https://docs.google.com/document/d/1jJgohbuwt26BWshp09AOQr-YNAQUdKQTjpq-XNRQDTU/edit?usp=sharing)  \*approved | | | | Mustang Council |
| **4:21-4:25 p.m** | PTA Update  Did well at Roundup and were able to do more for the school - outdoor classrooms, air purifiers and microphones for the teachers, lunch/breakfast to staff when we can. | | | | Sherril Deering |
| **4:25-4:35 p.m.** | Principal's Report -  Students took short cycle assessments, Inservice on Dec. 18th (focus on concurrent teaching practice, working with vertical team that day, planning and prep), inservice on Jan 5 (data, race equity work, planning and prep)  Staff update - Andrew Walch (moving), Michelle Shadwick (retiring), Sonja Simmons (new half time clerk), Rebecca Harrison (new French teacher), new technology teacher in process of interviewing  Enrollment has gone down since Nov; 330 students down to 198 after break, expecting more kids to come after winter break; staff is working really hard for the students | | | | Marlo Malott |
| **4:35 - 4:45** | Standards Based Grading - [Grading Policy Link](https://drive.google.com/file/d/1nUBrmkz3w2RnA91MYaL9DvQMT1sq6_-v/view?usp=sharing)  We saw that teacher grading was different across the campus; one assignment might fail a student while not affecting grades the same in other classes; want to focus on improving and correcting past work;  Moved to 65% Summative, 25% Formative, 10% Independent Practice  Late work also modified: from not accepted after 4 days to max deduction of 10 points.  Q: Appreciate the feedback on the formative and the form says 2 grades in the summative, but I have only seen 1 in the gradebook. Has this changed? A: It should be two. The second six weeks was 4 weeks long so there was only time for 1 summative. However, they can make it up.  C: Concerned that one grade in summative is a huge weight for a middle school student.  C: Counselor feedback from student perspective - seeing progress but students had a lot of new things to learn and this is just now something they are understanding.  C: Son does well on tests, but not homework; realized that didn’t know their options, wanted to make sure all families were aware of options to redo. A: We will make sure that is communicated better.  C: Study skills teacher perspective - see students benefiting from redoing, but need to continue making sure they know the option  Q: How did you come up with the 65%. A: Feedback from Middle School Office, focus on showing what they know, not the behavior of turning in work. Brought it down from 70% because we wanted more included than just passing a test.  C: At AHS, the highest percentage is 50% and there are multiple grades.  Q: What happens if students fail their midterm exam? A: We typically don’t allow retakes on the final but this year teachers will work with students.  Q: What is the data with the new percentages - are more passing? are more failing? A: Hard to isolate this with remote learning, but will look into this with a data dig comparing the same students from year to year. | | | | Cami Fillpot/Serena McMillon |
| **4:45 - 5:10** | [Campus Improvement Plan (CIP)](https://drive.google.com/file/d/1krnzrg5U0JGsog6afzTcPeOMHsGYDGWQ/view?usp=sharing) - Cultural Proficiency and Inclusiveness (whole child and community building)- Vertical Team Goals-- OHMS Action Steps for engagement  \*see below; at the last meeting we discussed CP&I and came up with ideas, what have you heard from the community, what should be next steps?  \*Are we giving our families enough other opportunities without having to write a check; virtual meetings are a great way to connect  \*Culture Nights on campus  \*highlighting things on campus, who is chosen for certain things  \*Podcast “Nice White Parents” - fascinating and reflection opportunities (pod cast study?)  \*Parent group  \*Ideas for spring - work on outreach for new families coming in, ask someone from Dr. Holley’s office to come in to present, podcast student  \*Our leadership roles and representation lacks people of color, some of our ideas may not appeal to all; we have to understand the culture and make the appropriate reach  \*Reaching out to feeder CAC for people to join from all campuses.  \*More resources from CP&I <https://drive.google.com/file/d/1Rg0lLxoUZR6coN44qbgK5Mh6xrUYIY9B/view> | | | | Mustang Council |
| **5:10 - 5:15 p.m.** | Review of January 13, 2021 Agenda Items   * Speak Up | | | | Mustang Council |
| **5:15 p.m.** | Adjourn | | | |  |

***Notes:***

**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:

|  |  |  |
| --- | --- | --- |
| **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?

**Some additional (Cristina-- don’t know if we want to include these)**

**conduct and communicate a data dig**

Promoting equity and diversity with a campus community begins with self awareness. Conversations about diversity and equity can be uncomfortable for students, teachers and parents. An important part of promoting equity and diversity in a campus community is purposeful planning which starts with looking at data (perception and otherwise). We need to understand where we are to be able to mitigate barriers to raise opportunities and hopefully get on the same page with the goal that all kids need equitable opportunity to succeed, feel welcomed and valued.

important questions/data to explore:

* Looking at data for ethnicity, eco-dis and elementary feeder - there is a perception that Casis kids have the most influence and opinion about others
* What do discipline stats look like?
* What is the enrollment in Pre-AP vs regular classes for different student groups?
* Who gets chosen for things (ie student of the week, etc)?
* Who is participating in programs like GT, student government, extracurricular activities?
* Why aren't certain student groups participating? Transportation? Time? Approval from parents?
* What is the perception of all student groups, even informal ones like perceived popular kids vs non-popular kids?
* How do we highlight the culture we want to see in the campus community and not just "let it evolve"?

**audit staff, student and parent self- awareness**

Promoting equity and diversity with a campus community begins with self awareness. Educators, students and parents must recognize how the intersections of race, ethnicity, gender, sexual orientation, religion, socio-economic status, and being able-bodied impact us individually. We must understand how our identification within a particular group gives us privilege in certain spaces and we must be open to actively listen to marginalized groups who experience life differently because of their social groupings. We must acknowledge our personal biases and seek to understand people with different experiences.

possible actions:

* survey to staff, students and parents
* informal, but intentional conversations with staff, students and parents
* staff, student and parent champions that can help guide conversations and community
* need more ideas here ....

**promote awareness and set campus norms**

Promoting awareness is a critical step in moving forward. An important part of promoting equity and diversity is setting norms on campus that promote inclusion and openness. Be explicit about the way the campus and classrooms will be respectful to each other; and share ideas, opinions and values. Teach students how to disagree respectfully. Use Restorative Practices to promote self-awareness, self-management, relationship skills, and responsible decision-making. Challenge negative stereotypes immediately and openly. Create class norms together with your students to give students ownership over their community. Be flexible and ready to amend and refine norms as needed.

possible actions:

* have guest speakers such as AISD Dr. Hawley from the equity office come speak at a CAC meeting, staff meeting, parent meeting and possibly ACES
* facilitate a book or podcast study with resources such as **nice white parents** for staff and parents
* intentionally celebrate a variety of student successes/talents regularly including things like acts of kindness ... A honor roll gets a lot of time/space at school
* utilize resources such as [**Teaching Tolerance**](https://linkprotect.cudasvc.com/url?a=https%3a%2f%2fwww.tolerance.org%2f&c=E,1,KXoh-WBwcMnefVxojLTMqk9lpKCrBHNvHQf6ADElsrTAMmiWLFZOcdwBeS0KKZXjkgjTS9FXkMIqo8AbqMOAKcCDzRNhIYLf4R4_FgxlErpatjHpkEAOMWyK55c,&typo=1) which is a good resource to increase cultural competence and has lessons and activities focused on the intersections of diversity
* zero tolerance for racism and being exclusive and staff, students and parents need to model behavior and language that supports inclusiveness
* rethink historical practices on campus like highlighting big family donors with a giant sign on the school property - this inadvertently elevates these families and kids and the impact their SES status has on the campus community
* recognize that not all kids can afford what may seem like a little amount to participate in events... for example the $40+ for fall festival band pushes kids into opting out due to finances. they may not be the kids on free and reduced lunch so won't be on a list to get a sponsorship for these events.