

## School Council Meeting Notes, March 13, 2019

In Attendance: Kathy Aiello, Amy Dunn, Fatima Lyle, Tessie Mower, Chelsea Cowie, Erica Tolley, Luke Richards, Frank DeLuca, Mark Johnston, Jessica Toomey,

KA: Went over the MCAS infrastructure tests – explaining that there were no issues with the Wi-Fi, only a few technical glitches with students logging in or with Admin laptops not loading the program properly. A log in issue discovered with some students has been sent to the Service Desk and is being worked on. We do have 16 servers now, so that helps a lot. We are heading in the right direction.

KA: There will be a half day on the 26<sup>th</sup> and 27<sup>th</sup> for everyone not testing. We will be taking the 210 laptops to mentoring rooms before the test and try to match them to students so that it will make the testing day a little smoother.

AD: Yesterday was the annual budget meeting, so I can share the proposal. There is information on the proposal about our EL enrollment, which is now over 25%, our dropout data, which is predominately male and Hispanic heritage. To help with that we are trying to get another EL guidance counselor and another social worker. We also need to work on our math scores, so I proposed we hire another math teacher and we've added two math classes. There is a plan that anyone who fails Algebra I will have to re-take it sophomore year along with geometry before they take MCAS. There will also be an Algebra I bridge course to help students and an AP Calculus B/C class. One of our students will be competing in a National Calculus Bowl, thanks in part to his Math club teacher, Ms. Ghilli. Joseph Severe also was recently recognized for his presentation with the National History Project.

AD: Something else exciting which is just in the beginning stages is getting a Dance teacher so that students could have classes throughout the day. We are also exploring the possibility of juniors and seniors taking classes during the school day at NSCC. This would be another pathway to success for our students that would help approximately 125 students. I asked for quite a bit, but they seemed excited about the programs I described, and hopefully if these programs don't work out, other similar programs will.

AD: We also received the results of the AIR survey. (a PowerPoint was presented). There was much that they found in the building, but it wasn't necessarily evident throughout the entire school. One thing I want to mention – teachers here have always done a good job and always worked hard. That hasn't changed, but the students have changed. We have students coming in who are barely able to read or write at a third grade level. These students are frequently on their own, paying their own bills and working full time, so their lives are different than students we've had before. So all the teachers are working on learning new skills and new methods to be able to best reach those students.

The council used the ORID data analysis technique to look at some of the turnaround indicator results provided by AIR and discussed their findings as a group.

JT: Introduced the new seal of biliteracy that is available to students now. They took it in Spanish, French, or Arabic. We just received word that 18 of our students passed. There is a possibility we will be taking the test again in the spring. We are trying to get more languages available for the test, like Latin, Swahili, etc.

A parent asked about the possibility having a separate program for the EL students to better serve them and also still have the other 75% of the students not suffer a loss in their academic potential. The parent's concern was that the intense focus on the 25% EL students was creating a deficit for the other students not part of that population because there are no strategies being focused on for the 75% of students not part of the EL population.

AD: Ms. Dunn explained about the DOJ, and also pointed out that yes, it is a concern, but also that these strategies benefit all our students, no matter what.