

# Eastmont Middle School

School Community Council (SCC)

November 8, 2012

Susan Abelardo	[ ]	Sherilyn Joosten	[e]	Jennifer
Scott Barben	[x]	Humphreys, EMS teacher	[x]	
Laurel Bennett	[e]	Dean Lowe, EMS Teacher	[ ]	Jan
Jana Gold	[x]	Sterzer, EMS Principal	[x]	Julie Taucher,
Bill Haight	[e]	EMS Counselor	[e]	
		Bruce Harrison (guest – ESP)	[x]	

e = excused

## MINUTES

1. Welcome: In the absence of the Chair and Vice Chair, Mrs. Sterzer welcomed the SCC
2. Mrs. Sterzer explained the 6-period schedule that will be implemented in 2013-14 and the rationale for the options chosen by the Eastmont: (Option 1) In 6<sup>th</sup> grade, students will have a full block of CTE Intro with keyboarding instruction imbedded (choosing to not imbed the keyboarding would result in 6<sup>th</sup> grade students taking keyboarding all year for 60 minutes every other day!); (Option 3) In 7<sup>th</sup> grade, students will have a full block of Social Studies (CSD will go to the model in the 2014-2015 year anyway).
3. Mrs. Sterzer outlined the efforts being made by the EMS staff to ease the transition of 5<sup>th</sup> and 6<sup>th</sup> graders into the middle school next year.
  - 5<sup>th</sup> and 6<sup>th</sup> graders will be bussed to EMS for a fun, informational assembly on the morning of Dec. 4, 2012. Goal: to reduce stress and help them look forward to middle school; and to provide registration information
  - Parent/ student meetings will be held to provide information on support programs, course options, registration, etc. Guided tours will be given before and after the presentation.
    - 5<sup>th</sup> Graders: 6:30 pm Dec. 4, 2012 in the auditorium.
    - 6<sup>th</sup> Graders: 6:30 pm Dec. 6, 2012 in the auditorium
  - Each grade level will be teamed: Half of the students at each grade level will share the same ELA, Science, Math and Social Studies teachers. This will allow teachers to get to know students well and collaborate to meet specific needs. The teams will feel like a “school within a school” to students, encouraging students to get to know their team peers.
  - The teachers of each team will meet often for collaboration on their limited number of students (about 150 for the team) to confer on how to best support them.
  - 6<sup>th</sup> and 7<sup>th</sup> grade students will come to school one day early in the fall. The early orientation/first day will allow students to meet their teachers, get to know their team members and tour the school prior to the first day when 8<sup>th</sup> graders return.
  - 8<sup>th</sup> Grade Senators and SBO’s will serve as hall mentors to help students navigate the halls, find their classes, and open lockers the first few days.
  - The Building Leadership Team is looking at other options for easing the transition of the 5<sup>th</sup> graders especially.
    - Lunch could be scheduled so that the 6<sup>th</sup> and half the 7<sup>th</sup> graders would be in one lunch and most of the 8<sup>th</sup> and half the 7<sup>th</sup> graders will be in the other. The problem with this is that we would probably have about 50-100 students who could not be scheduled into

the grade appropriate lunch and would have to eat with students that were not in their grade.

- We could try to physically “house” the teams in areas of the building, again to create the “school within a school” feeling. For example, the 6<sup>th</sup> grade classrooms could be grouped near each other. This would require a lot of moving of teachers and would split up the current department groupings. The teachers like the current grouping because it allows for placement of shared facilities. For example, all the science teachers like to be near the labs. The ELA teachers whose students do a lot of writing in the two 3<sup>rd</sup> level computer labs, want to be situated close to those labs. Teachers believe that if the school had been designed to create grade level pods and common areas, this would be the preference; however, they do not think that moving the students of one grade level onto one floor or area for their core classes would give the same benefit. In our BLT meetings, teachers who attended middle schools with the 6-8 grade configurations themselves felt like grade level grouping will give minimal positive benefits in our school that is not designed in grade level pods.
- \*\*\**Students new to Eastmont report that Eastmont has a very positive, kind culture with little bullying. We are confident that our new students will be happy here!*

#### 4. Brief review of demographic and achievement data:

- Enrollment: increased to 959 while CSD decreased.
- Permits: Net gain of 103 students (212 permitting in; 99 permit out). *Early permits for 2013, show large increases over the current year.*
- Ethic breakdown: 86.9% Caucasian (CSD 81%), 7.5% Hispanic, and about 1.6% each Asian, Pacific Islander, and African American. Very small populations in Native American and other.
- English Language learners: 1.1% (CSD 3.9%)
- Low Income: 31.2% (CSD 30.1%)
- Distribution of Grades: 71.1% of grades earned were B- or higher
- Pass rate: 97.4%
- 49% of students were on the honor roll
- CRT Proficiency rates (*math CRT's are not aligned with the curriculum taught in the new core*):
  - Math 7 – 94% (CSD 87%)
  - Math 8 – 84% (CSD 75%)
  - Geometry – 94% (CSD 66%)
  - ELA 7 - 89% (CSD 85%)
  - ELA 8 – 96% (CSD 91%)
  - ELA 9 - 96% (CSD 92%)
  - Science 7 - 81% (CSD 78%)
  - Science 8 – 87% (CSD 78%)
  - Earth Systems – 77% (CSD 71%)
  - Biology – 93% (CSD 78%)
- DWA: Top school in CSD - 96% pass rate

#### 5. First “draft” Building Leadership Team (BLT) and SCC goal priorities

- BLT:

1	Develop a learning environment where 90% of students are proficient in the knowledge and skills identified for each content area
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2	Increase teacher knowledge and skill in the use of highly effective instructional strategies
	Continue to develop and improve programs that provide targeted extra support for students
4	Effectively implement the new core in Math and Language Arts
5	Improve the curriculum, learning activities, and student support to increase academic achievement in science.

he members identified the following priorities:

1. Improve the quality of instruction and the use of technology
2. Continue to focus on a positive school culture
3. Improve performance in math, literacy and science

It was noted by members that Eastmont is doing a good job with supporting teachers in improving their instruction. They also approve of the programs and efforts to support the positive learning environment that exists at Eastmont. They want the school to continue to focus on increasing student achievement in math, science and literacy (reading and writing - *especially expository and functional*). They want to continue to encourage support for the use of technology to encourage student technology literacy.

6. CSIP Plan: The EMS Building Leadership Team suggests that we keep the current CSIP plan (updating the professional development and some action steps), but felt a Science goal should be added. Student writing at the school has improved to the point that this could be removed from our CSIP plan, but members believe that continued support is critical. Teachers depend on having the writing labs to support writing practice. The updating of these labs is funded by Trust Land funds. Since Trust Land Fund Plans must be based on the CSIP, the writing goal must remain so that Trust Land funds can continue to be used to regularly update the labs. They felt that updating the computer labs also supports research and learning in other content areas.
7. Mrs. Sterzer outlined the funds that are available at Eastmont and the items and programs that must be funded to keep the current programs. All unencumbered budgets are used together to support the school's Action Plan (overall improvement plan) and the CSIP. Members felt that there were no programs or items that need to be added to those identified in the school budget. They believe that the plan for the use of available funds appropriately support the Action Plan and the CSIP. We will discuss this further at our next meeting.
8. Trust Lands Fund use plan: The SCC agreed that Land Trust funds continue to be used for funding the ISS/ZAP tutors and trackers (\$15,500) to provide academic support to those students, the 5-year rotation plan for computer updates in the building (\$26,000) and the Salaries for the summer Math Camp (\$4,500)
9. No other concerns were brought up.
10. **Reminder: Meeting schedule** (a minimum of 4 meetings are required during the year):
 

#2	November 8, 2012	#4	March 14, 2013
#3	January 24, 2013		

The meeting was adjourned at 7:15 p.m. *Because so many members were unable to attend, we will review the decisions made tonight and seek the input of the absent members at the next meeting. The development of the first draft of the new CSIP plan will be based on this evening's decisions.*