

## Steering Committee Agenda for January 29, 2015

Steering Committee:				
Co -Chairs:	Brent Blount		Rachel Baldwin	
Administrator:	Dr. John Tucker		Dr. Dean Slusser	
Location:	10-12 Media Center			
Members Present: F= voting SC members	R. Baldwin	P. DuBose, f	*SLoden	J. Stansak,f
	B. Blount	JA Fry	FMercier (new)	*W. Taylor
		*L. Gibbs	A Lykins	K. Thomas
	*K. Cloud	*L. Gleason,	*F. Robinson	P. Timberlake, f
	M. Crooks,f	EGoff,F	T. Schwarz,f	*J. Tucker
	*P. Davis	*M. Hunter	*Dean Slusser	M. Whittenburg ,f
	S. Dir,f	S. Kessinger	F. Sparks,f	K. Wood,f
	R. Dow,f	R. Kuitems, f	C. Yeomans	
Parents & Guests:	E Bowers, LCook			
Call to Order: 3:40	Brent Blount			
<b>Please refer to the attached meeting reports for details of these recommendations</b>				
PBIS	<a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx</a>  HSTW & SREB on PBIS: <a href="http://publications.sreb.org/2012/12v03newsletter3.pdf">http://publications.sreb.org/2012/12v03newsletter3.pdf</a>  Other resources: <a href="https://www.pbis.org/pbis-network/georgia">https://www.pbis.org/pbis-network/georgia</a>  <a href="http://gosa.georgia.gov/positive-behavioral-interventions-and-supports-importance-school-climate">http://gosa.georgia.gov/positive-behavioral-interventions-and-supports-importance-school-climate</a>  <a href="http://vimeo.com/14613918">http://vimeo.com/14613918</a>  Discussion: January 30 will be a system wide PBIS meeting that will need a HS PBIS rep Introduce in Academy Meeting			
Best Practice	1. The attached Addendum A(1/29) recommendation be presented to the Steering Committee for adoption. 2. An announcement be made several days in advance of the committee meeting to allow other teachers to hear the recommendations and voice their input.			
Update	July 15,18; HSTW Conference in Atlanta <a href="http://www.sreb.org">www.sreb.org</a>			
Upcoming	School Council, TODAY, 3:30; Steering: Jan 15 (TBD),Jan 29; Focus, Jan 13; Academy, Jan 20; Department Jan 27, (tentative) Steering Committee Jan 29			
Adjournment				

### Best Practices Focus Team Meeting Report

<b>SY 2015 Date:</b>	1/13/15	
<b>Chair:</b>	Tom Schwarz	or subcommittee leader
<b>Administrator:</b>	Steve Loden	
<b>Location:</b>	C-11	
<b>Members Present:</b>	Anklam, C.	Howard, M.
	Bounds, E.	Lyster, T.
	Carone, C.	Sparks, J.
	DiConstanza, P.	Medeiros, S
	Fortier, S.	
<b>Task Discussion</b>	Evaluate SLO usage and implementation for SY 15-16	
	Recommendation	
<b>Recommendation to the Steering Committee</b>	<p>3. The attached Addendum A(1/29) recommendation be presented to the Steering Committee for adoption.</p> <p>4. An announcement be made several days in advance of the committee meeting to allow other teachers to hear the recommendations and voice their input.</p>	
<b>Attachment</b>	See Addendum A(1/29)	

### Literacy Focus Team Meeting Report

<b>SY 2015 Date:</b>	1/13/15	
<b>Chair:</b>	R. Dow	or subcommittee leader
<b>Administrator:</b>	A. Lykins	
<b>Location:</b>	F3	
<b>Members Present:</b>	Email	
<b>Task Discussion</b>	<p>SLOs and EOC Questions and Discussion</p> <p>Waiting on the Steering Committee meeting in Feb.</p>	
	NO Recommendation	
<b>Recommendation to the Steering Committee</b>		

## Numeracy Focus Team Meeting Report

SY 2015 Date:	1/13/15	
Chair:	Dir	or subcommittee leader
Administrator:	Cloud	
Location:	E-3	
Members Present:	Rollins	Cloud
	Brown, E	Dir
	Blair	Limbach, L Kessinger
Task Discussion	Strategies to better support Coordinate Algebra and analytic geometry teachers.	
<b>X</b>	NO Recommendation	

## Transition Focus Team Meeting Report

SY 2015 Date:	January 15, 2015	
Chair:	Kuitems	or subcommittee leader
Administrator:	Hunter	
Location:	Online	
Members Present:	Rosamond Gartrell	Yvonne Harrell
	Tina Michael	Carlos G. Jones, Jr.
	Ashton Barker	Paige Whitten
	Heather Turner	Debbie Cox
Task Discussion	<p>The question was posed: <i>The SWD Focus team has asked about the proposed vertical collaboration between the middle and high schools. Our Focus team was all on board, but I haven't had a chance to really work on this. Is anyone interested in establishing contact with the middle schools to do this? For this year I think we should have <b>one</b> meeting arranged during post-planning OR the March 6<sup>th</sup> teacher work day (easier to coordinate and set-up).</i></p> <p>The general consensus when we discussed this previously was to try to have this on a planning day. It was posed that ideally having a half day or a whole day to plan would be excellent. But, with such a large group (SWD, CTAE, and Academic teachers at both middle schools) it would be a huge undertaking to get a half day or whole day approved.</p> <p>I went ahead and contacted SMMS and CMS. Unfortunately, it looks like March 6<sup>th</sup> is already booked for them. I'm asking about post-planning and/or pre-planning for next year. I'll let you all know what I hear back.</p>	
<b>X</b>	NO Recommendation	
<b>Attachment?</b>		

**Addendum A(1/29)**  
**SLO Implementation Recommendations for SY 15-16**

1. The SLO will be the final exam in all SLO designated courses and the final exam will count as 30% of the course grade with the following exception: Any course which has developed a comprehensive project approved by the principal or his/her designee will have the SLO count as 30% of the final exam score and the project as 70% of the final exam score. The totality of the comprehensive project must be at DOK level 4.
2. To ensure each teacher is evaluated with as close to the same instrument as practical, the makeup of the SLO will be:
  - a. Minimum 50 points to a maximum 100 points
  - b. Will contain no DOK Level 4 items
  - c. Must contain at least one DOK Level 3 item
  - d. No more than 50% of the test will be DOK Level 1 items
3. Every effort should be made to limit the administration of the SLO to one day.
4. To minimize number of test days, the SLO will be administered in conjunction with the EOC.
5. The raw SLO score will adjusted by taking the square root of the score and multiplying by ten. The adjusted score will become the student's final exam grade. An Excel spreadsheet will be developed and sent to every teacher to facilitate in their determining the adjusted scores.  
**\*NOTE: Adjusted grades are for student grade use only, they are NOT used to measure teacher growth.**

## Steering Committee Minutes for January 15, 2015

Steering Committee:				
Co -Chairs:	Brent Blount		Rachel Baldwin	
Administrator:	Dr. John Tucker		Dr. Dean Slusser	
Location:	10-12 Media Center			
Members Present: F= voting SC members	R. Baldwin	P. DuBose, f	*SLoden	J. Stansak,f
	B. Blount	JA Fry	FMercier (new)	*W. Taylor
		*L. Gibbs	A Lykins	K. Thomas
	*K. Cloud	*L. Gleason,	*F. Robinson	P. Timberlake, f
	M. Crooks,f	EGoff,F	T. Schwarz,f	*J. Tucker
	*P. Davis	*M. Hunter	*Dean Slusser	M. Whittenburg,f
	S. Dir,f	S. Kessinger	F. Sparks,f	K. Wood,f
	R. Dow,f	R. Kuitems, f		C. Yeomans
Parents & Guests:	E Bowers	JPhillips, JSparks		
Call to Order: 3:40	Brent Blount			
<b>Please refer to the attached meeting reports for details of these recommendations</b>				
Introduction of PBIS to HS Steering Committee	<p><b>Mark Durham, Director of Student Services, CCSS</b>            Positive Behavioral Interventions and Support (PBIS)</p> <ul style="list-style-type: none"> <li>● <a href="http://www.pbis.org">www.pbis.org</a></li> </ul> <p>PBIS of GA Quick Facts</p> <ul style="list-style-type: none"> <li>● Is school performance below national, state or local standards?</li> <li>● Are more than 10% of students chronically absent or tardy?</li> <li>● Are there high rates of problem student behavior resulting in loss of academic time?</li> <li>● Do teachers express dissatisfaction with the current school-wide discipline plan?</li> <li>● Do several students receive disciplinary exclusions (OSS&lt; ISS&lt; expulsion or change of placement?</li> </ul> <p><a href="http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx">http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Positive-Behavioral-Interventions-and-Support.aspx</a></p> <p>HSTW &amp; SREB on PBIS:  <a href="http://publications.sreb.org/2012/12v03newsletter3.pdf">http://publications.sreb.org/2012/12v03newsletter3.pdf</a></p> <p>Other resources:  <a href="https://www.pbis.org/pbis-network/georgia">https://www.pbis.org/pbis-network/georgia</a></p> <p><a href="http://gosa.georgia.gov/positive-behavioral-interventions-and-supports-importance-school-climate">http://gosa.georgia.gov/positive-behavioral-interventions-and-supports-importance-school-climate</a></p> <p><a href="http://vimeo.com/14613918">http://vimeo.com/14613918</a></p> <p>Discussion:            January 30 will be a system wide PBIS meeting that will need a HS PBIS rep            Introduce in Academy Meeting</p>			
Update	July 15,18; HSTW Conference in Atlanta <a href="http://www.sreb.org">www.sreb.org</a>			
Upcoming	School Council, TODAY, 3:30; Steering: Jan 15 (TBD),Jan 29; Focus, Jan 13; Academy, Jan 20; Department Jan 27, (tentative) Steering Committee Jan 29			
Adjournment	4:30 p.m.			



## Steering Committee Minutes for January 5, 2015

Steering Committee:				
Co -Chairs:	Brent Blount	Rachel Baldwin		
Administrator:	Dr. John Tucker	Dr. Dean Slusser		
Location:	10-12 Media Center			
Members Present: F= voting SC members	R. Baldwin	P. DuBose, f	*SLoden	J. Stansak,f
	B. Blount	JA Fry	A Lykins	<del>*W. Taylor</del>
		*L. Gibbs	*F. Robinson	K. Thomas
	*K. Cloud	*L. Gleason,	T. Schwarz,f	P. Timberlake, f
	M. Crooks,f	EGoff,F		*J. Tucker
	*P. Davis	<del>*M. Hunter</del>	*Dean Slusser	M. Whittenburg ,f
	S. Dir,f	S. Kessinger	F. Sparks,f	K. Wood,f
	R. Dow,f	R. Kuitems, f		C. Yeomans
Parents & Guests:	H Barfield, E Bowers, L Cook	SBaccolli , C Bennett, R Blake, JBloom, C Brantley, SBrantley, T Brown, A Buice, C Cooke, K Ellis, D Febles, AFrizell, S Fortier, TGreen, YHarrell, A Howard, JHumphries, R Kuitems, J Lyons, , Munoz, J Pounds, GMcKendree, R McNamara, S Mederos, J Ramirez , S Salsler, , DSauls. J Scott JSparks, F Tucker, A Turner, , , DVonk,LWolfe, SWoolf, TWoolf, AWysinger,		
Call to Order: 9:00	Brent Blount			
<b>Please refer to the attached meeting reports for details of these recommendations</b>				
<b>Pending with Best Practice (See Oct 28 minutes)</b>	Electronic Teacher Check-In			
	Discussion, referred to Best Practice Focus Team			
<p>Called <b>Approved 12:1</b></p> <p>The SLO grade becomes the final exam grade which will be the higher of the two: the term average or the SLO exam grade for SY2015 ONLY.</p> <p><b>Approved 12:1</b></p> <p>For further implementation of SLO, study and examinatio</p>	<p><b>SLO Implementation Options:</b></p> <ul style="list-style-type: none"> <li>● Curve. Concerns were that manual calculation and deadlines would lead to inconsistency and inaccuracy</li> <li>● Do nothing</li> <li>● Give the student the advantage of the average of term grades to replace the exam grade, or the SLO grade as the final exam grade, whichever is higher</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>● The SLO pre/post scores will both be recorded for teacher data regardless of what decision is made (IE the grade does not have to be recorded to the disadvantage of the student) .... See next item</li> <li>● SY2015 is a “hold harmless” year for teacher evaluations</li> <li>● For improving future student achievement, focus on ALL assessments, the importance and significance of ALL assessments, and emphasizing study skills throughout course delivery</li> <li>● Clarifications: <ul style="list-style-type: none"> <li>○ EOC’s have cut scores. No curve can be applied.</li> <li>○ SLO is designed to show teacher growth, not necessarily calculate a student grade</li> <li>○ Dr. Gibbs reminded that the function and purpose of the testing is not to gain 90%+ accuracy on test bank questions but is representative of the actual standard being tested.</li> <li>○ SLO’s vs EOC’s are different in that SLO’s evaluate teacher performance and EOC’s evaluate student performance. With that difference, consider eliminating the SLO from carrying the weight of the final grade since there is no option to set cut scores</li> </ul> </li> </ul>			

<p>n by the Best Practice Focus Team will be conducted to make recommendations to the Steering Committee .</p>	<ul style="list-style-type: none"> <li>● Concerns over test items being adequately proofed, worded correctly, use of proper syntax. Teachers were encouraged to submit test corrections to the ILT's and enlist students to submit items that need corrections.</li> <li>● Penny Davis responded that incorrect, ambiguous or questionable items can be deleted from the test bank. Updates can begin in February through a grouping process of tagging questions and providing correction</li> <li>● In improving the test item bank, suggestions and changes can be submitted (summer 2015) for replacement or correction. This process can be conducted by going to the item bank online to make updates and corrections.</li> <li>● How have other counties handled SLO's? In an implementation year, little data exists</li> <li>● How do we insure student's take SLO's seriously if the SLO is not counted as a final? How does SLO impact HOPE? Does</li> <li>● Allowing parents to be informed supports legislative advocacy to improve student assessment and teacher performance</li> <li>● Teachers expressed concerned about the delivery of the implementation and the "choosing of the questions" for test compilation. Additionally the source of the questions (CCHS teachers contribute and feel that state questions they have not reviewed have also been contributed)</li> <li>● Teachers were allowed opportunity to limit the number of questions. Not all teachers submitted a limit (amount) of the number of questions to be compiled on the SLO.</li> </ul> <p><b>Original Motion</b> The SLO grade becomes the final exam grade which will be the higher of the two: the term average or the SLO exam grade. (2<sup>nd</sup> was made) Amendment: For SY2015 ONLY</p> <p><b>Final motion</b> The SLO grade becomes the final exam grade which will be the higher of the two: the term average or the SLO exam grade for SY2015 ONLY.</p> <p><b>Approved 12:1</b> <b>New Motion</b> For further implementation of SLO, study and examination by the Best Practice Focus Team will be conducted to make recommendations to the Steering Committee.</p> <p><b>Approved 12:1</b></p>
<p>Dr. John Tucker Refer AP grading issue to Best Practice</p>	<p>Students should receive a "B" in an AP class if they pass the AP exam Rationale: Students are becoming more reluctant to pursue rigor (AP) in lieu of saving their HOPE GPA Discussion:</p> <ul style="list-style-type: none"> <li>● Setting a precedent for reducing work ethic.</li> <li>● Getting more students to take ALL testing seriously and recognizing the benefit of quality daily work insuring a higher test score.</li> <li>● Seven out of 10 GA students loose HOPE within their first year.</li> </ul> <p>It was determined to refer to the Best Practice committee.</p>
<p>Curriculum <b>Approved 13:0</b></p>	<ul style="list-style-type: none"> <li>● Add Back 11<sup>th</sup> Honors/Gifted Literature Class to the Course Guide for the 2015-2016 School Year</li> <li>● Add Back AP Language in the Semester Format to the Course Guide for the 2015-2016 School Year.</li> </ul>



	Refer to Rational in FT minutes attached
Upcoming	School Council, TODAY, 3:30; Steering: Jan 15 (TBD),Jan 29; Focus, Jan 13; Academy, Jan 20; Department Jan 27
Adjournment	

### Steering Committee Minutes for October 28, 2014

Steering Committee:							
Co -Chairs:	Brent Blount			Rachel Baldwin			
Administrator:	Dr. John Tucker			Dr. Dean Slusser			
Location:	10-12 Media Center						
Members Present: F= voting SC members	R. Baldwin		A. Lykins	J. Stansak,f			
	B. Blount	P. DuBose, f		*W. Taylor			
		JA Fry	*F. Robinson	K. Thomas			
	<del>*K. Cloud</del>	<del>*L. Gibbs</del>	T. Schwarz,f	P. Timberlake, f			
	M. Crooks,f	L. Gleason,f	*D. Shannon	*J. Tucker			
	*P. Davis	*M. Hunter	*Dean Slusser	M. Whittenburg ,f			
	S. Dir,f	R. Kuitens, f	F. Sparks,f	K. Wood,f			
	R. Dow,f	*S. Loden		C. Yeomans			
Parents & Guests:	E Bowers, L Cook						
Call to Order: 3:30	Brent Blount						
<b>Please refer to the attached meeting reports for details of these recommendations</b>							
Attendance NO ACTION (Point of Information)	CCSS BOE focus group (The CCRPI Indicator for Attendance has changed from ADA to percentage of students with fewer than six absences) A system action plan is in process to address the following:						
		2011-12 2 CCRPI	2011-12 < 6 (est)	2012-13 3 CCRPI	2012-13 < 6 (est)	2013-14 CCRPI (est)	2013-14 < 6 (est)
	CCHS	94.2	54.0	94.2	52.5	94.2	51.8
	CMS	94.8	53.0	94.9	46.7	94.7	49.7
	CRES	96.0	61.8	95.3	52.6	95.5	57.4
	DLRE S	95.9	61.3	95.2	49.7	95.7	56.5
	KES	95.1	53.1	94.3	42.2	95.2	49.4
	MLGE S	95.8	57.2	94.7	48.8	94.8	48.3
	MLCE S	96.3	59.8	95.7	55.5	96.0	58.9
	MHES	96.8	67.7	96.1	55.2	96.6	62.5
	SMES	95.9	56.5	95.1	50.0	94.9	49.5
	SMMS	95.2	51.1	95.0	49.9	95.1	51.7
	SES	95.7	55.4	95.3	52.8	96.0	59.9
	WES	95.8	60.7	94.9	45.8	94.7	46.8
Historic >6 days/yr	2001	59%	2006	56%	2011	53%	
	2002	62%	2007	60%	2012	47%	
	2003	61%	2008	58%	2013	49%	
	2004	58%	2009	51%	2014	49%	

	2005	56%	2010	55%																																													
	<table border="1"> <caption>Attendance by Absence Category</caption> <thead> <tr> <th>Year</th> <th>Zero Absences</th> <th>1 to 5 Absences</th> <th>6 to 10 Absences</th> <th>&gt; 10 Absences</th> </tr> </thead> <tbody> <tr> <td>2013-2014</td> <td>12%</td> <td>40%</td> <td>21%</td> <td>28%</td> </tr> <tr> <td>2012-2013</td> <td>11%</td> <td>40%</td> <td>22%</td> <td>27%</td> </tr> <tr> <td>2011-2012</td> <td>11%</td> <td>42%</td> <td>19%</td> <td>28%</td> </tr> <tr> <td>2010-2011</td> <td>8%</td> <td>39%</td> <td>23%</td> <td>30%</td> </tr> <tr> <td>2009-2010</td> <td>8%</td> <td>37%</td> <td>23%</td> <td>32%</td> </tr> <tr> <td>2008-2009</td> <td>16%</td> <td>33%</td> <td>21%</td> <td>30%</td> </tr> <tr> <td>2007-2008</td> <td>8%</td> <td>33%</td> <td>21%</td> <td>37%</td> </tr> <tr> <td>2006-2007</td> <td>8%</td> <td>33%</td> <td>20%</td> <td>40%</td> </tr> </tbody> </table>				Year	Zero Absences	1 to 5 Absences	6 to 10 Absences	> 10 Absences	2013-2014	12%	40%	21%	28%	2012-2013	11%	40%	22%	27%	2011-2012	11%	42%	19%	28%	2010-2011	8%	39%	23%	30%	2009-2010	8%	37%	23%	32%	2008-2009	16%	33%	21%	30%	2007-2008	8%	33%	21%	37%	2006-2007	8%	33%	20%	40%
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<b>Curriculum &amp; Quality CTAE</b>  <b>Approved</b>	<ul style="list-style-type: none"> <li>Offer the two (2) new classes: Essentials of Legal Services and Applications of Law.</li> </ul>																																																
<b>Approved (as an amendment)</b>  <b>Approved</b>	Dropped the name Criminal Investigations and Forensics																																																
<b>Approved</b>	Added the name Criminal Investigations (changes the Criminal Investigations and Forensics to Criminal Investigations)																																																
<b>Approved</b>	<ul style="list-style-type: none"> <li>Add the course in Veterinary Science</li> </ul>																																																
<b>System Proposal Passed on to Best Practice</b>	Electronic Teacher Check-In																																																
<b>Other</b>	Discussion, referred to Best Practice Focus Team																																																
<b>Upcoming</b>	Graduation rate is 87.1% thanks to all faculty and correct coding effort																																																
<b>Adjournment</b>	Faculty, Nov 4, Dec 2; Department, Nov 18, Dec 16; Academy, Dec 9; Steering Jan 29																																																
	3:59 p.m.																																																

### Curriculum Focus Team Meeting Report

SY 2015 Date:	December 17, 2014		
Chair:	Jeanne Stansak	or subcommittee leader	
Administrator:	Felicia Robinson		
Location:	E-10		
Members Present:	E-Mail Vote		
Task Discussion	Sent an e-mail discussion/vote to add back 11 <sup>th</sup> grade honors to the curriculum guide and to add back AP Language in a semester format to the curriculum guide		

<b>Recommendation to the Steering Committee</b>	<ul style="list-style-type: none"> <li>● Add Back 11<sup>th</sup> Honors/Gifted Literature Class to the Course Guide for the 2015-2016 School Year</li> <li>● Add Back AP Language in the Semester Format to the Course Guide for the 2015-2016 School Year.</li> </ul>
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### Rational

In the past couple of years since we have removed the 11<sup>th</sup> Grade Honors/Gifted Literature class, the teachers of AP Language (and 11<sup>th</sup> CP) have noticed a surge of misplaced students. There seems to be no place for these “middle” students. For the students from a 10<sup>th</sup> HG class who don’t go into AP Language and go into 11<sup>th</sup> CP Literature, they are often bored with the work and sometimes become a distraction to students who need more scaffolding and help with the material. There is only so much that providing enrichment can cure.

For the students from a 10<sup>th</sup> CP class who want a challenge, the AP Language class is too much of a step. AP Language is a very rigorous course and is challenging for even the most prepared student; often, it is seen as one of the most challenging of the AP curriculum. For a student who has not been prepared through a 10<sup>th</sup> HG class, AP Language often leaves them in a state of confusion. Many times, they are unsure of how to prepare themselves for the holes in their preparedness, which, in turn, puts them farther and farther behind and they give up or their grade suffers.

Adding 11th Honors/Gifted Literature back into the curriculum will give students a middle step to go to. It can provide a challenge for students who want to move from a regular class into a more rigorous one, and maybe eventually into an AP class during their senior year. It can also provide a place for a student who wants a challenge, but who might already have a full schedule of AP classes in other disciplines and doesn’t feel like they want to take on the work load associated with AP Language. The addition back into the curriculum would allow just the right amount of challenge for students who might be in these particular situations.

Adding the semester AP Language class back would provide an opportunity for students who do not feel comfortable in taking AP US History and AP Language. Both classes are very reading and writing intensive, which can cause discomfort for students who do not feel like they are strong enough to take both at the same time during the year. With the addition of the semester long AP Language class back in to the curriculum, this would meet the needs of students in this situation.

### Steering Committee Agenda for September 30, 2014 (CANCELLED)

<b>Steering Committee:</b>		<b>CANCELLED</b>		
<b>Co -Chairs:</b>	Brent Blount	Rachel Baldwin		
<b>Administrator:</b>	Dr. John Tucker	Dr. Dean Slusser		
<b>Location:</b>	10-12 Media Center			
<b>Members Present:</b> F= voting SC members	R. Baldwin		A. Lykins	J. Stansak,f
	B. Blount	P. DuBose, f		*W. Taylor
		JA Fry	*F. Robinson	K. Thomas
	*K. Cloud	*L. Gibbs	T. Schwarz,f	P. Timberlake, f
	M. Crooks,f	L. Gleason,f	*D. Shannon	*J. Tucker
	*P. Davis	*M. Hunter	*Dean Slusser	M. Whittenburg ,f
	S. Dir,f	R. Kuitems, f	F. Sparks,f	K. Wood,f
	R. Dow,f	*S. Loden		C. Yeomans
<b>Parents &amp; Guests:</b>	E Bowers, L Cook			
<b>Call to Order:</b>	Brent Blount			
<b>Please refer to the attached meeting reports for details of these recommendations</b>				
<b>Attendance</b>	No Recommendations			
<b>Best Practice</b>				
<b>Career Academy</b>				

Data	
Graduation	
Numeracy	
Pathway & Adv	
SWD	Refer to August meeting
Transition	No Recommendations
Other	Note: Sept 2 online results
Upcoming	Academy, Oct 7; Faculty, Oct 13; Focus, Oct 14; Department, Oct 21; Steering, Oct 28
Adjournment	NA

## Steering Committee Reports SY 2014 Approvals – 9/3/2014

### The following contains:

- **Communication and Result of EOC guidelines**
- **8/27 Steering Committee Minutes**
- **August Focus Team Meeting Reports (missing 3)**
- **4/29 Steering Committee Minutes**
- **2014 Steering Committee Approvals**

Please direct questions to CoChairs: Brent Blount or Rachel Baldwin

### September 2, 2014: Email communication to SC Members

**Result:** EOC guidelines listed below were approved via email (BBlount holds results)

From: Brent Blount  
Dear committee members,

As many of you know by now, the EOC test scores will not be back until September. This puts us in quite a dilemma since the EOC test scores normally count 30 percent of the students overall grade. Dr. Tucker met with Dr. Hardin today to discuss how we will handle this situation for the 2014-2015 school year and they came up with some guidelines. I will list the guidelines they came up with below and I need each of you to vote with either an approve or reject tally. The voting buttons should be at the top of the email and you can add your comments in the email itself. Dr. Hardin wants our response by 8:30 tomorrow morning so we could either do this by email or by meeting after school. I felt the most efficient way to handle this on such short notice was through email. Please look at the guidelines and email me back with your vote and comments.

- ALL EOC TEACHERS WILL GIVE A **FINAL EXAM** WHICH WILL COUNT 30% OF THE STUDENTS FINAL GRADE
- SAMPLE QUESTIONS FROM A RELEASED EOC CAN BE USED TO CREATE A FINAL EXAM
- FINAL EXAMS CAN CONSIST OF ESSAY QUESTIONS
- IF STUDENTS SCORE LOWER ON THE FINAL EXAM (EOC ONLY) **THAN THEIR CURRENT AVERAGE**, STUDENTS CAN USE THE **THEIR** FINAL GRADE IN THE CLASS AS A FINAL EXAM GRADE. – RATIONALE – SINCE **THEY ARE** HAVING TO TAKE A HIGH STAKES EOC AND A FINAL EXAM WHICH COUNTS 30% OF THE GRADE, STUDENTS SHOULD NOT BE PENALIZED FOR HAVING TO TAKE TWO HIGH STAKES TEST IN A TWO WEEK PERIOD
- THE STATE EOC WILL STILL COUNT AS PART OF THE GRADUATION REQUIREMENT FOR CCHS.

### Responses;

**Chair:** Dr. Tucker wanted me to remind you that the EOC test scores will still be used for teacher performance evaluations.

**FTC:** I support this provision with the following addition:

In response to the last item, "THE STATE EOC WILL STILL COUNT AS PART OF THE GRADUATION REQUIREMENT FOR CCHS" In order to maintain requirement, those Juniors that did not pass the EOC in US History, should be required to pass the Economics final. All other subject areas have two EOCs before their senior year except Social Studies. Economics is given the senior year. Since the student will have graduated when the EOC results come back, those that did not pass the US History EOC should be required to pass the Economics final as if it is an EOC.

**FTC:** Very good point. Thank you.

**FTC:** I agree

**Dr. Tucker:** The EOCT is not part of the graduation requirement for the class of 2015. It starts with the class of 2016.

FTC: That is correct. I thought it was this class. In that case, this may need to be something we should address for the future

## Steering Committee Minutes for August 27, 2014

Steering Committee:		Call to order 3:30 p.m..		
Co -Chairs:	Brent Blount	Rachel Baldwin		
Administrator:	Dr. John Tucker	Dr. Dean Slusser		
Location:	10-12 Media Center			
Members Present: F= voting SC members	R. Baldwin		A. Lykins	J. Stansak,f
	B. Blount	P. DuBose, f		<del>*W. Taylor</del>
		JA Fry	*F. Robinson	K. Thomas
	*K. Cloud	*L. Gibbs	T. Schwarz,f	P. Timberlake, f
	M. Crooks,f	L. Gleason,f	<del>*D. Shannon</del>	*J. Tucker
	*P. Davis	<del>*M. Hunter</del>	*Dean Slusser	M. Whittenburg ,f
	S. Dir,f	R. Kuitens, f	F. Sparks,f	K. Wood,f
	R. Dow,f	<del>*S. Loden</del>		G. Yeomans
Parents & Guests:	E Bowers, L Cook			
Call to Order: 3:30	Brent Blount			
<b>Please refer to the attached meeting reports for details of these recommendations</b>				
Items 1,2 Best Practice Action #1, No action #2 Approved	<p>5. Would like to re-evaluate checking Chrome Books out from the Media Center and charging a rental fee.</p> <p>6. Would like to re-evaluate internet usage policy that requires taking a Chrome Book for violating the policy.</p>			
Item 3 Career Academy Approved	<p>3. CA FT will work to organize five (one per 10-12 academy) Career Day events across the school year's calendar to be held during elective classes related to the academy.</p>			
Item 4,5 Curriculum #4, 5 Approved	<p>4. To offer AP Environmental Science and Environmental Issues and Research on an A/B Block. Will still offer both as semester classes.</p> <p>5. To offer AP Physics 1 and AP Physics 2 as semester classes and as an A/B Block. (this also meets College Board language)</p>			
Literacy #6 Approved	<p>6. Return to posting the "Word of the Day" on the daily announcements.</p>			
Quality CTAE Referred #7 to Curriculum FT #8 Approved #9 Failed 6:3	<p>7. Complete the Veterinary Science Pathway by adding the third pathway course, Veterinary Science</p> <p>8. Add Pathway Completer Data to the Main Entrance (inside) sign.</p> <p>9. The CTAE Department and Quality CTAE Focus Team proposes implementation of their own final exams (30% of semester grade) as has been past practice.</p>			
Transition Directed to coordinate with the NGC Administrator And Staff Development Coordinator	<p>10. Arrange a collaborative meeting during one of the planning days between the 8<sup>th</sup> grade teachers at both middle schools and Freshman Academy teachers to address transition and vertical alignment issues (i.e. writing rubrics, calculator usage, etc.)</p> <p>11. Coordinate 8th grade orientation/visit to involve more interaction with classrooms and teachers and more training of the peer orientation leaders to prevent misinformation and ensure each group gets similar information during the tours.</p>			
Other	Less 3 FT reports			
Upcoming	Faculty 9/02, Academy 09/09, Focus 09/16, Dept 09/23, Steering 09/30			

Adjournment

4:33 p.m.



## Quality CTAE Focus Team Meeting Report

SY 2015 Date:	August 19, 2014	
Chair:	Lisa Gleason	or subcommittee leader
Administrator:	Dave Shannon	
Location:	C6	
Members Present:	Glen Gosier	R. Rowell
	T.Knowles	G.Harrell
	J. Hart	J.Strozinsky
	L.Durham	J.Parsons
#1 Task Discussion Pending, this may require a postsecondary component	<p>Recommend Animal Science Care Pathway be added to CCHS Pathway options</p> <ul style="list-style-type: none"> <li>The first two classes, Basic AG Science and Animal Science &amp; Biotechnology are already listed in our course guide</li> <li>Veterinary Science is the only course that would need to be added to offer another Health &amp; Environmental Science pathway</li> <li>All curriculum literature would need to be update</li> </ul>	
#2 Task Discussion	<ul style="list-style-type: none"> <li>Career Academy statistics (posted in the front) are not a true reflection of students in the respective academy. .</li> <li>Academies are not pure <ul style="list-style-type: none"> <li>Students are completing pathways outside of academies but are never switched over to new academy</li> <li>Academic classes have multiple academies represented on their rosters</li> </ul> </li> <li>Change process of updating student academy status? [how, suggestions, are you talking about just the sign or other sources]</li> <li>Only publish pathway completion data?[Data is posted each semester, update completion data each semester?]</li> </ul>	
#3 Task Discussion	<p><b>Note: This item has been voted on and approved both by the CTAE Department and Quality CTAE Focus Team.</b></p> <p>Issue: We were told this year that the SLO Post Test will replace our final exam as 30% of the semester grade.</p> <p>Rationale: The majority of CTAE classes are skill or performance based classes. CTAE teacher made final exams often consist of long-term projects to showcase their skills and abilities within their courses/pathway. Teachers would like 30% of the students grade to be based on their skills and abilities mastered throughout the course. The SLO Post Tests are not a true representation of the skills mastered in a CTAE (skills and performance based) class. Additionally GA DOE requires that the students in advanced 3<sup>rd</sup> level courses ( within CTAE Pathways) take an End of Pathway Assessment (EOPA). The majority of the CTAE EOPA's implemented at CCHS are commercial and/or national certifications that teachers count as their final exam grade.</p> <p>Note: The SLO Pre and Post Tests would still be used to measure student growth for the teacher evaluation system.</p>	
Recommendation to the Steering Committee	<ol style="list-style-type: none"> <li>Complete the Veterinary Science Pathway by adding the third pathway course, Veterinary Science</li> <li>Add Pathway Completer Data to the Main Entrance (inside) sign.</li> </ol>	

3. The CTAE Department and Quality CTAE Focus Team proposes implementation of their own final exams (30% of semester grade) as has been past practice.

### Steering Committee Actions, SY 2014

<p><b>Attendance</b> Received a recommendation and second to vote <b>Approved</b> April 29, 2014</p>	<p>CCRPI measures go from 5 to 3 full day absences (formerly 10 to 6). The school year is moving to 180 days while simultaneously reducing the measured numbers of days absent. Recommendation is to modify “activity privileges” to reflect the change and limit 3 absences to qualify for activity participation to 3.</p>
<p><b>Best Practice FT</b> <b>Approved</b> April 19 2014</p>	<p>Recommendation for the steering committee: Recommend the following requirements be adopted to allow a student dual enrollment. (see attached Appendix A)</p> <ol style="list-style-type: none"> <li>1. Must be 16 years of age at time of enrollment, be a junior or senior, and on track for graduation.</li> <li>2. The technical student must meet the following requirements in order to apply for dual enrollment:             <ol style="list-style-type: none"> <li>a. PSAT does not exceed 45</li> <li>b. COMPASS: Reading-79; English-62; Algebra-50 or higher</li> <li>c. Is a CTAE Pathway completer with an 85 or better in each pathway class</li> <li>d. Have passed all EOCTs (9<sup>th</sup> English, Physical Science, Math I, Math II, and Biology) prior to application</li> </ol> </li> <li>3. The non-technical student must meet the following requirements in order to apply for dual enrollment:             <ol style="list-style-type: none"> <li>a. SAT: 550 Math, 550 Verbal or higher or ACT: 21 Math, 21 Verbal or higher</li> <li>b. Have passed a minimum of 2 AP classes</li> <li>c. Have passed a minimum of 2 Foreign Language classes in the same language</li> <li>d. Have passed all EOCTs (9<sup>th</sup> English, Physical Science, Math I, Math II, and Biology) prior to application</li> </ol> </li> <li>4. The teachers who teach high school classes that will be allowed to receive credit through dual enrollment must be approved and certified by the technical college and high school principal.</li> </ol>
<p><b>Curriculum FT</b> <b>Approved</b> April 29, 2014</p>	<p>Approve Sports Medicine as the new course name for the two courses that have been combined by the state to create it that we previously offered.</p>
<p><b>Graduation FT</b> <b>Approved</b> <b>with two FT chair proxy votes</b> April 29, 2014</p>	<p>Option 1 – Students take the same test administered to all other students at CCHS but have a lowered cut score which will be determined after a pilot test is administered. (Five FT chairs were present at voting requiring 2 more to make a quorum. It was agreed by the group at large to secure two additional votes post meeting to affirm the decision)</p>
<p><b>Approved</b> March 25, 2014</p>	<p>Motion to ask Department administration to collect syllabi and verify for items listed in the February minutes (assignment weights; assignment late work, re-do and make up policy; test re-take and re-do policy, and teacher availability outside work hours) collaborate with teachers to find common ground when inconsistency exists.</p>

Graduation FT  
Approved  
March 25, 2014

Motion passed

Re-presentation of Graduation policy addressing EOCT. New policy proposal follows:

1. This policy will be effective with the class of 2016, until otherwise modified by the Camden County High School Steering Committee, the Camden County School Board or the Georgia Department of Education.
2. Camden County High School graduates must pass the Georgia High School Writing Test and the EOCT/Subject Area EOCT in
  - a. Coordinate Algebra or Analytic Geometry or Math Subject Area Graduation Test **and**
  - b. US History or Economics or Social Studies Subject Area Graduation Test **and**
  - c. Physical Science or Biology or Science Subject Area Graduation Test **and**
  - d. 9<sup>th</sup> Grade Literature or American Literature or Language Arts Subject Area Graduation Test
3. In order to create the "EOCT Graduation test" to provide opportunities to "retest" for students not meeting criteria in #2 above:
  - a. The principal shall commission a committee in each of the core areas of English, Science, Math and Social Studies.
  - b. The committee shall consist of the Lead Teacher/Content Area Specialist, Program Area Consultant, one teacher currently teaching in each of the EOCT areas, plus a minimum of one other content area teacher for a total of a minimum of three teachers.
  - c. The committees shall obtain a substantial bank of test questions equivalent in rigor to the Georgia Standardized EOCT to generate multiple tests of similar rigor using Data Director.
  - d. The test will contain 50 multiple choice questions from a bank of 150 questions.
  - e. Passing the test means a 70 or better.
4. Conditions of administering and taking the EOCT Graduation Test:
  - a. A student who passes at least one of each subject area EOCT – no action required.
  - b. A student who fails to earn a passing score of 70 or higher at least one of all content area EOCTs must take the EOCT Graduation Test .
  - c. A student fails both an EOCT and an EOCT Graduation Test must: receive remediation and take a second (different) EOCT Graduation Test
    1. A Student who passes – no action required
    2. A Student who fails will receive remediation a maximum of three opportunities per year.
    3. If the student fails to meet the requirements stated above, then the student and/or parent can request a waiver.
5. Waiver
  1. The student must have a disability that is documented in the Individual Education Program (IEP) that prevents them from passing any sections of the Subject Area Graduation Test or a substantial hardship that is beyond their control that prevents them from passing a section of the Graduation Test.
  2. The student must have met the course unit requirements for graduation.
  3. The student must have attended all offered remediation opportunities.
  4. The student must have attempted the tests for all available testing dates.
  5. The student must have an attendance rate of 90% or better, excluding excused absences while enrolled in grades 11-12.

	<p>6. Student who transfers to CCHS after the EOCT subject has been taken, the student will be exempt from that portion of the EOCT graduation test. If a student transfers into CCHS during the last semester of their senior year, they will be exempt from all EOCT Graduation test.</p> <p>7. Waiver committee will consist of the Principal, Graduation Coach and 3 classroom teachers.</p>
<p>Approved Correction of January Item #3 March 25, 2014</p>	<p>a. Move the Networking Computer Science Pathway from the Engineering Academy to the Business Academy. This aligns more closely with the GA CTAE pathways and will not impact students currently enrolled in academies.</p>
<p>Approved March 25, 2014</p>	<p>Create a Students' with Disabilities Focus Team in Fall of 2014 (retain SWD teachers to continue service on current teams but open up for volunteers from SWD and "regular education" teachers.)</p>
<p>Best Practice FT Tabled to refer back to the Department for discussion February 26, 2014 Will be re-addressed at the March 25 meeting in preparation for publication of the handbook</p>	<p>1. The Science Department has an existing working model which addresses the parent's concerns. Best practices recommends each department adopt a model similar to the Science department's and ensure these department practices are in writing and included in the teacher handbook before the start of the 2014-2015 school year.</p> <p>2. These practices should address, at a minimum:</p> <ul style="list-style-type: none"> <li>a. Each teacher will submit a syllabus for each class they teach before the start of each semester.</li> <li>b. The syllabus will address, at a minimum: <ul style="list-style-type: none"> <li>i. Assignment weighting by category</li> <li>ii. Late work policy</li> <li>iii. Assignment re-work/re-do policy</li> <li>iv. Make up work policy</li> <li>v. Test re-take/re-do policy</li> <li>vi. Teacher availability outside normal work hours</li> </ul> </li> </ul> <p>The Department Head will work with each group of teachers that teach the same course at the same level to ensure the syllabus used by each teacher in that course is consistent from teacher to teacher.</p>
<p>Curriculum Approved February 26, 2014</p>	<p>Reinstate English Honors/Gifted limited to 12<sup>th</sup> grade English. See Rationale in minutes</p>
<p>Graduation FT Sent back to Focus Team February 26, 2014</p>	<p>Discussion is taking place focused on requiring that students who fail any one of the required Math or Science "graduation" EOCT's must pass [ the Content Related Exam]. [This modifies requiring students to pass one EOCT in each content area to graduate following the original GA HSGT model]</p>
<p>Graduation FT (01/10/2014 minutes approved as corrected*) February 26, 2014</p>	<p>Target Group: Students retaking the EOCT who qualify for Course Extension during the summer must*:</p> <ul style="list-style-type: none"> <li>b. Complete 20 hr remediation prior to EOCT retake</li> <li>c. Passing EOCT awards a grade of 70 for the class</li> <li>d. Failing EOCT requires the student to complete an additional 20 hrs of course extension</li> </ul>
<p>Discussion No Action January 10, 2014</p>	<p>The School Council met on December 9 and discussed current "retest" and "late work" practices. The recommendation of the School Council was to meet with the Best Practice committee and examine the following:</p>

	<p>a. "Retest" Policy: Pending Recommendation/Proposal: Teachers will provide an opportunity to retest (assessment) at least once with remediation within a week of initial administration.</p> <p>b. "Late Work" policy as it applies to consistency from teacher to teacher</p> <p>Discussion:</p>
<p><b>Approved</b> January 10, 2014</p>	<p>Delete Networking Pathway</p> <ul style="list-style-type: none"> <li>o Will condense and increase enrollment in other computer programming pathways</li> <li>o Will increase enrollment in AP Computer Science (new course added this spring)</li> </ul>
<p><b>Approved</b> January 10, 2014 <u>See Amendment 3/26/2014</u></p>	<p>Move the Networking from the Engineering Academy to the Business Academy. This aligns more closely with the GA CTAE pathways and will not impact students currently enrolled in academies.</p>
<p>Graduation FT <b>Approved</b> January 10, 2014 <b>See 02/25/2014 minutes for correction</b></p>	<p>Target Group: Students retaking the EOCT who qualify for Course Extension</p> <ul style="list-style-type: none"> <li>a. Complete 20 hr remediation prior to EOCT retake</li> <li>b. Passing EOCT awards a grade of 70 for the class</li> <li>c. Failing EOCT requires the student to complete an additional 20 hrs of course extension</li> </ul>
<p><b>Approved</b> January 10, 2014</p>	<p>Combine Anatomy and Physical Medicine into an A/B block.</p>