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| **Advisory Council Agenda****Martin Gifted & Talented****Magnet Middle School**Thursday, December 15, 2016Conference Room: 2:30-3:30 pm | **Codes of Cooperation*** Start & end on time.
* Adhere to agenda.
* Confront facts with a positive & professional attitude.
* Be open-minded & collaborate.
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**Purpose of meeting:** To review the Counseling and Student Services Department at Martin Gifted & Talented Magnet Middle School.

**DESIRED OUTCOME(S):** By the end of this meeting, participants…

* will gain an understanding of the ASCA National Model.
* will study data to see what issues need addressing.
* will share with the Advisory Council their ideas/insights to address issues emerging from data.

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| **What (content)** | **How (process)** | **Minutes** |
| Welcome and IntroductionsRAMP | Who makes up the Advisory Council? | * Introductions (see sign in sheet); several returning members
* 18 participants
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| Review agenda | * What will we accomplish?
* Highlights from Spring Advisory Council
 | Shared how information is used to help the department grow.Shared how information has been used. |
| Department Highlights/Master Calendar  | Programs this school year | Shared master calendar events for the year |
|  Share the Closing the Gap Goals | School Counseling Program Goals  | Generated 3 goals to work on with each grade level: attendance, behavior and academic* Attendance-looked at students missing 6+ days, making contact with teachers and parents; contracts and home visits
* Multi-category could include Free & Reduced Lunch, Special Education, English as Second Language, -working
* Students not proficient (level I or II)- offer small groups, meet individually, weekly check-ins with students
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| Results Over Time Data | Academic, Behavior and Attendance | **6th grade data**-shared data, behaviors are majors to admin NOT chart slips, students written up multiple times; academic data shared; science top number of failures; 1/3 of class made A or A/B honor roll; Power School calculates a “GPA” so a student may have a C in a class; PTA sponsors honor roll with Krispy Kreme donuts during lunch; a question about non-English speaking students and failure rate; Defined SpEd (special education) and ESL (English as a 2nd language); more students in intervention classes starting 2nd quarter; all 6th graders in Martin101 1st quarter; Explained intervention classes: Guided Study, ELA lab, reading acceleration, math lab; 1st quarter teachers getting to know the students; elementary counselors may send information on a student needing support**Comments:** transition, some students had their schedule in advance, some attended a boot camp; stress over not receiving schedules until the first day; offer something in the summer..a week before school starts, more communication on what the 1st day of school looks like; change in homework load from elementary to middle, help with self-advocacy; Martin 101-would have helped to role play some scenarios; relationship of teacher/student is different in middle school-help explain the role, much different than elementary school; teach students how to advocate…it takes time; parent mentioned 6th grade science highest number of failures-not getting it daily in elementary; middle school does science labs; middle school science covers all the themes and in High School each is broken out: biology, earth science, etc., 5th grade- teach students how to study; Martin101- study skills taught a little bit; some changes made in Martin 101-students were in content groups**7th grade data-**data tends to change; working to keep non-English speaking families engaged-using interpreter, intern and counselor worked to conference with students before 1st quarter report; lots of new ESL students from various countries; 7th grade tends to show higher numbers as the year progresses**8th grade date:** students need the “tightness” for behavior expectations; 1st month grade level didn’t have an administrator; ELA-did a paideia style lesson; Counselor went into class earlier to talk about HS-attendance, GPA, getting into good habits earlier; attendance is key-if not here not learning;  |
| Moving Forward | Evaluate and discuss what works and what is needed.Focus Questions | Study skills and Martin101-What do you do?8th grade student and 7th grade students recorded questions on chart paperStill figuring out the transition from Blackboard to Google CalendarBig step with workload from elem to mdDiscussion about developmental stages and the academic loadCurriculum-set by stateMartin is magnet-8 period day with 3 electives; can be overwhelming for someTransitions of 6th to 7th and 7th to 8th **Brainstorming*** Teachers help students get organized
* Show different ways to study instead of one
* Where can you go when you need academic help?
* Help transition with workload between 6th & 7th grade; 5th & 6th grade
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| Wrap-up | Plus | * The data was not too much to process
* Good info like seeing kids
* engagement of staff
* Good conversation
* Good questions with answers
* The interaction
* Good snacks
* Good discussion
* Lots of staff/faculty members
* Large group-diverse views, student involvement, open discussion
* Every grade shared something
* Parents asked good questions; good data
* Great forum
* The data was not too much to process
* Interaction
* Everyone had different ideas
* The progress in 6th – 8th
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|  | Delta  | * More variety of kids; chance for kids to share more
* Review/call on students to help them contribute
* Not long enough
* People were talking out of the blue
* Year on year data following classes; compare grade to grade (historic data maybe in graph form)
* It would be better if there were guidleines when sharing
* Kids need to speak up more (8th); a little long, perhaps info to parents about developmental data relevant to grade level
* Need ESL, SpEd parent and student participation
* Need more education before meeting to allow for better participation
* Maybe include some discussion about developmental expectations (summary)
* How many people get suspended in 6th - 8th
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