

Meeting Minutes

Henry W. Grady High School

Date: **September 9, 2019**

Time: **4 p.m.**

Location: **CCC**

- I. Call to order: 4:02 p.m.
- II. Roll Call

Role	Name (or Vacant)	Present or Absent
Principal	Betsy Bockman	Present
Parent/Guardian	Tamara Jones	Present
Parent/Guardian	Gail Price	Absent
Parent/Guardian	Sharon Bray	Present
Instructional Staff	Amy Leonard	Present
Instructional Staff	Marlon Pilson	Absent
Instructional Staff	Mario Herrera	Present
Community Member	John Hammond	Present
Community Member	Niambi Sampson	Absent
Swing Seat	Patricia Maxwell	Present
Student (High Schools)	Royce Mann	Present

Guests Present: n/a

Quorum Established: Yes

III. Action Items

- a. **Approval of Agenda:** Motion made by: maxwell Seconded by: herrera
Motion Passes (Unanimous)
- b. **Approval of Previous Minutes:** (fix today's meeting to 19th)
Motion made by: Amy Leonard; Seconded by: Patricia Maxwell
Motion Passes (Unanimous) (abstain John Hammond)
- c. **Action Item 1:**
- d. **Action Item 2:**
- e. **Action Item 3:**
- f. **Action Item 4:**

IV. Discussion Items

- a. **Discussion Item 1: Strategic Plan**
The GO Team discussed

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- can we add data/indicators to Strategic Plan as long as they are in scope of plan (herrera asked, bockman confirmed); we have until Nov-ish to amend SP
 - Royce Mann – Can we add EQUITY under academic component (under school strategies for academic programs); other schools use an equity analysis tool; a framework or **LENS** for discussion as opposed to a plan or initiative; a statement “tethered to known data points” quantitative and qualitative; focusing on graduation rates and the disparity between w/b students; bray “is it something we add as a strategy? or more as a third school priority (same as key performance measures?)? Herrera: what have we been doing that *isn’t* working? let’s not keep doing it... Hammond: the efforts may be sub-optimal, look for incremental change; Bockman: we have been seeing increases – so it’s not that we’ve not been doing it; Jones: add it as a goal/priority under Strategies. (get docs from Royce and have them as hyperlinks in the minutes) Bockman: who in APS is working on this? At Grady: (royce) students aware of divide between on level and AP classes; what resources are missing from the classroom because it isn’t in the curriculum? Royce: can non-AP students be encouraged to take an AP in their “best” subject; Can AP rigor trickle down to on level classes? (big leap for “unmotivated” students) Does strategic plan need to change requirement for number of students taking and passing exams, to simply state # of students taking the course? Maxwell : kids don’t see kids in AP that look like them; don’t see a relevant curriculum, etc. Jones: the 5 cs – can these be applied differently in on-level classes to elevate the rigor? Herrera: no cookie cutter approach is going to work
 - Resources offered by Royce Mann:
 1. [Equity in Education: A Guide to the Work of Other Districts](#)
 2. [Racial Equity Analysis Tool \(Seattle Schools\)](#)
 3. [PPS Racial Equity and Social Justice Lens](#)
- b. **Discussion Item 2: AP Seminar**
- Herrera: African diaspora seminar has begun; difficult conversations being had with “aha” moments; slavevoyages.org; “why don’t we talk about this?” teachers being connected with Emory to learn best strategies for talking about the diaspora;
- QUESTION to consider:

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- can this course become 10th grade honors English? a new type of English class: keeps global vision of current 10th grade; writing and speaking focused; Jones: pursue a school-based solution; reduce # of AP seminar courses; 10th lit kids can take the seminar exam in order to qualify for capstone; what about 10 pts; what about transcripts? tabled until we can see if AP seminar can be coded as ELA credit.
- c. **Discussion Item 3: GO Team & CAT communication procedures**
The GO Team discussed (but tabled due to time constraints)...
 - There's NOT a procedure for communicating in the handbook; e.g. the letter to the board required no formal response according to GO team handbook; local school councils (pre-GO team) had a process. Need seems to be greater at the Cluster advisory team level – formal process seems more lacking at cluster level (e.g. discussion about google classroom and infinite campus talking to each other; who is following up? where does it go from there and how does it come back?)
- d. **Discussion Item 4: Grady Community Conversation re: Strategic Plan 9/5**
 - Jones presented the post mortem – positives = diversity of rep (elem parents, parents of seniors, all clusters represented); strategic plan was presented, well attended.
- V. **Information Items**
 - a. **Information Item 1: Principal's Report – Leveling Update**
 - Dr. Bockman presented 1472 students – higher than projected; more money! (see handouts)
 - b. **Information Item 2: Committee Reports**
 - **Grading Committee** (tabled until next meeting)
 - **Internship/World Language:** consider students with language processing that qualify for a waiver; Leonard will follow up with Cook/Maxwell before next meeting
 - **Design Committee:** 9/11/19 meeting application for review and comment (RC-19-360) for alterations, an addition, and site work at Grady (applicant KatyDaugharty – project architect – Cooper Carry) deferred from Aug. 28, 2019 – outcome TBD
 - **Grady Cluster Long Range Planning Committee** (tabled until next meeting)
- VI. **Announcements: n/a**
- VII. **Public Comment: n/a**
- VIII. **Adjournment at 5:34 p.m. (Bray moved, Hammond seconded)**

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Minutes Taken By: [Amy Leonard](#)

Position: [Secretary](#)

Date Approved: [Pending](#)