

Meeting #4

March 3, 2025

7:45am-8:45am, House 1 room 203

- I. Welcome/Introductions - Lambert
 - Called to order: 7:45 AM
 - In attendance: C. Lambert, M. Franco, L. Rivera, G. Thompson, J. Reinhardt, T. Waterworth, R. Larson, E. Pastorious, A. Boylan, N. Akinbile, Kyle, Isai, Ellen, A. Boylan, B. Simon, A. Keri (spotlight topic - math dept teaching changes)
- II. General School Updates - Lambert
 - Girls basketball; state play continues on Tuesday at home; state champ game Fri in phoenix
 - 170 students out for track/field
 - School musical starts this week
 - Many field trips and student activity competitions
 - Ms. Shane honored as a U of A teacher of the year finalist Fri night
 - Reinhardt - FBLA conference, potentially 3 leadership positions open
 - Model UN in Washington, DC
 - Cheer and pom in Anaheim, CA
- III. Student Council Updates - Thompson and Students
 - Kyle - February is a slower month, but end of Jan/beg Feb Falcon Fly-In with Esperero and then Orange Grove
 - Prom theme is "Clue" - April 5, Ventana
 - Pep rally April 4 and still deciding on spirit week themes
 - Fund-raising in the cafeteria called Cafe Falcon - Bianci's Italian catering - March 14 - \$25 - proceeds go to
 - Ellen - powder puff - April 18, 6-8pm and practices begin April 3; adult coaches (Brandhuber and Hoglin coaching)
 - Thompson - goal is to raise \$3,000
 - Kyle - general elections - packets come out March 17, election April 28
 - Movie night - Happy Gilmore - in gym - March 13
 - Prom for next year is being planned now - trying to find dates is difficult and costs are extremely high
 - Kyle - community service - last week was campus cleanup, and Falcon Community Club event on March 17
- IV. FFO Updates - E. Pastorious
 - Numbers for Parent Square are really good
 - M. Ijams is stepping down as the Fall Fling chair - will need someone to step into this position
 - Sunday Scoop is going well

- Grad Night - graphic design students designed the banners; raising money and asking for donations; considering purchasing own tables/chairs to avoid the overall cost and setup when renting; class challenges are to get 9th parents for greeting, serving, and cleanup at 5 AM; 10th parents first shift, checkin, snacks, security, serve the dinners, run the raffle; junior parents do early morning shift, help with the casino, snack table, help with raffles and various other needed areas; 12th parents sponsor tables; tickets on sale now for \$150

V. Counseling Updates - Larson

- Falcon Connections - sign-ups began on Feb 24, event is March 10
- ECAP lessons - 9th, 10th, 11th all complete
- 11th College Planning Night Feb 24
- CFHS College Fair Friday, Feb 28
- 9-10th College Planning Night Monday, March 10, 6-7pm Music Hall
- Course Selection - begins today in Advisory; online submission by midnight this Friday the 7th; ask questions during both lunches and submit early/turn form in to counselor to avoid long lines out of math classes next week; March 10-14 math course form/submission review by counselors during scheduled math classes - again, CAN turn in early!!
- ASVAB (Armed Services Vocational Aptitude Battery) - March 21 8:00 AM
- April 2nd AzSci (11th)
- April 9th ACT (11th)
- April 16th Aspire (9th)
- AP exams from Monday, May 5 - Friday, May 16

VI. Spotlight topic - Math Department Professional Learning - Franco/Keri

- Math teachers are going to Saturday sessions
- Embedded trainings going on during the school day as well
- Data the last couple of years and a survey showed the critical thinking and transfer of learning was not happening for every student
- Also, how are they being inspired to work on math outside of the classroom?
- How important is math to their future? How do we communicate this to our students?
- Critical thinking is the DLP the math dept is working on, and they chose the "Impacts High School" *Building a Thinking Classroom* book; based on 14 strategies and the math dept is currently in toolkits one and two
- Students want: teaching for understanding, more engagements, connections, and multiple learning methods
- Three-year long program, and the structure for lesson planning requires additional math training in which the teachers are the students - robust time and training is required - half-day teacher planning days, and videotaping and analyzing teaching; the UA also comes in to team-teach with our teachers
- What this looks like for students is them doing visible explorations and tasks: thinking tasks; visibly random groups in vertical non-permanent spaces

- A typical lesson is the launch, experience, consolidation in group, consolidation individually
- Will finish with Toolkit 2 this year, and move to Toolkits 3 and 4 next year
- Rivera - filming allowed him to see the lesson and it seemed dynamic, and every student was participating
- Isai - real-world examples are important
- Kyle - good year for him in math - really likes being in Ms. Keri's class; seeing the math dept change over time, he feels/sees the growth and feels more connected to the kids in every grade level in his class
- Ellen - fun, and helps build a social community; but, a couple of difficulties are that the slices take a lot of time and so there is not as much note-taking time and also, when going back on the slides on her own, there are not examples and notes
- Keri - teachers will begin using timers, and have kids take pictures of the board, so that there is the individual piece to practice outside of the classroom
- Keri - real-world situations do help with students feeling insecure about their skills
- Franco - visibly random groups were being developed in ALL disciplines at OGMS, to "force" kids to build community and get to know others via academics not just by common interests
- Thompson - just to have one on one communication and conversations is important
- Akinbile - for the 70% that were engaged, how do we measure how this is affecting them? Grades and math scores on state tests - how do we see these being affected?
- Keri - students at every level are increasing their knowledge - they can do the challenge problems outside of class - final exams, Aspire, and ACT will hopefully show positive results
- Kyle - having the real-world experience is important - can see that he will need this information someday - real-life application is important
- Keri - every content area offers challenging questions
- Thompson - more time-consuming in class and is it easier for kids from our district who came to us from our middle schools?
- Keri - careful planning has helped to have every student no matter their level or middle school enter without needing to have all of the background skills - it's more about critical thinking - we get a lot of transfer students even in high school, and all kids can jump in and engage
- Franco - it's great when it is hitting its "mark" - sometimes student groups get the same answers but via different pathways, so conversations can take place
- Keri - more traditional classes have the teacher as the only knowledgeable one, whereas with this method the kids in the class can explain how they got to the right answer
- Rivera - will there be trainings for other depts across the school?
- Lambert - this is happening in multiple content areas - science is already doing it with an inquiry model of instruction - it's about hands-on principles in math, social

studies, science, etc. - less lecture-heavy; English is working on literature kids can connect to more

- VII. Discussion of future spotlight topics for Site Council Meetings - Lambert
- Campus Mentoring Programs - Link Crew, 12th grade peer mentors, NHS Tutoring
 - Math Intervention Program
 - Digital Citizenship Program
 - College and Career Counseling Program

VIII. Adjourned: Lambert - 8:45 AM

Future meeting dates:

Monday, April 21, 7:45am-8:45am