

Alignment Jackson High School Committee Meeting Minutes

Tuesday, December 17, 2013 9:00a.m-10:30a.m

Facilitator: Shawna Davie, Dir. of Ed. Initiatives United Way

Recorder: Carolyn Amos, JPS Central Office

Members Present

Brenda Jackson Arthur Sutton
Carolyn Jolivette LeKetia Thomas
Curnis Upkins III
Freddrick Murray
Jed Oppenheim
Nsombi Lambright
Rolander Alexander
Shawna Davie
Shemeka McClung
William Trammell

Members Absent

Greg Riley Juanyece Taylor
Angela Griffin
Deyanna Jenkins
Kimberly Hilliard
Malcolm Harvey
Bridget Young Townsend
Marquis Lowe
Ingrad Smith
Elaine Hayes- Anthony
Marquis Loving

Alignment meeting commenced at 9am

Opening remarks Jed Oppenheim

For familiarity purposes each person introduced themselves by giving their Name, title, and place of employment.

Minutes approved by Curnis Upkins III, Second by Rolander Alexander

Natalie made a motion for minutes to be more detailed and concise.

Revote for suggestions to minutes. I's have it.

Brief review of given terms and what they meant in the previous Alignment meeting for new attendees. (e.g. collaboration, cultural efficacy, policy, etc.)

Tactical plans are to be designed, displaying alignment with the JPS District Strategic Plan in mind.

General Outline of Alignment Jackson Implementation process:

Shawna Davie, Facilitator Goals of Students: the committee members will list the various types of things that are needed to help JPS High School Students meet their goals through

identifying and listing specific needs of the student, Therefore; creating an enlightening proposal to introduce to community leaders. This proposal will be a pilot but yet, introducing the ITP (Invitation to Participate). This process will help alignment committee members in the creation of the ITP. This part of the process helps to introduce the public/community of what they can do to help the High School Students of the JPS district succeed.

Questions:

What is the role of the School Board in approving the Alignment Jackson process?

What types of programs are already working or in operation?

Review of Tactical Plan Handout Sheet

Discussions:

Burning the Test – the pass and fail nature of testing, not in so doing away with the test.

Administrators being held accountable.

Process coming up at the state level in which the State department is looking at revisiting the test and other options for testing students (e.g. ACT, SATP, ASVAB). Students will take test and, be able to move forward by taking one of these and passing the test with the ACT being an option.

Stereotype Threat- “Make It or Break It” attitude wise.

Questions:

Where are they on deciding about State Test and their achievements?

How do we address students who have High GPA's but, are not /barely making high scores on their ACT's?

Drop-Out Prevention

SATP is a barrier for our children (JPS)

ACT Preparations help with preparing students to pass test.

Alignment Jackson has a library of information on how students & parents can access information.

Question posed by committee member: Test Anxiety? Is there anything that Jackson Public Schools have in place to offer in helping students get through the testing? or, is there a psychological unit to help students with testing anxieties during the testing period?

Response by Provine High School Principal Ms. LeKetia Thomas stated that “it helps to provide strategies to self- regulate. (e.g. one of her parents would come to the school and speak words of

encouragement in support of her child prior to taking the test in which, she stayed in the office the whole time during the testing period. By her being present it helped to provide great support to her son and alleviate his testing anxieties).

Response by Henley Young Juvenile Detention Center, Drop-Out Prevention Coordinator Rev. Arthur Sutton stated "usage of the (3) R's in which they encourage students to **Relax, Relate, and Release** in turn helps students to focus.

It was stated that incentives work in preparing students for state test (e.g. the giving of \$100, pizza parties etc.)

Con-census Builder

Practical Next Steps: this is the part where the Alignment Jackson Committee members will figure out a way to guide their vision, and stick to the strategic plans; therefore, making sure to include a multicultural balance.

Discussion: Addressing Inequalities of the different degree in which they occur at various schools. It is not just about race or racial inequities which are across all lines and is a known systemic inequities etc.

It is not so much as race but, yet cultural inequities, multi-cultural inequities involved.
(neighborhoods, environment)

Is it addressing all inequalities? Or all systemic Inequities? e.g. racial

***Responsible for the Next Steps:**

Review Handout posing the question: What steps could we take to support the successful implementation of High School Education in JPS and the community?

What are the implications of this work? Better collaboration of the community for the students.

Vision Statement: (e.g. All students are prepared for)

Con-census Building Process the term Cultural Efficacy in terms of developing the High School Vision Statement

DRAFT of Vision Statement: Addressing the issues of culturally, social economically and other marginalized demographics.

For the High School Prep we want all students to be college and career ready for a global society.

Assignment: Alignment Jackson High School Committee members are to return with vision statement to aid in developing the Tactical Plan.

Recommendations are that all committee members compile their vision statement and email to Jed by January 14, 2014. Complete Vision Statement and Tactical Plan January 21, 2014. Alignment Jackson High School Committee Members will meet January 28, 2014 @ 9am to 10:30am.