

December 10, 2019 Student Table Talks Notes

- Educational equity
 - Increased focus is needed
 - Equality vs. Equity: equity means everyone gets what they need to succeed
- Talent management
 - Very strong
 - Grady does well in this area
- Culture
 - Build more of a district-wide family
 - Foster more cluster-wide interaction
 - Ensure younger students are excited and prepared to attend Grady
 - Music and art teachers across the cluster are working really well together
 - Idea: cluster night for each sport
 - Idea: create better partnerships between extracurriculars at Inman and Grady (i.e. more communication between MS and HS debate teams)
- Supporting Freshmen
 - Provide better support for students new to Grady
 - Idea: a program that pairs returning students with new students to help them get acclimated
 - Woodward has a similar program
- Transfer students
 - Transfer students often feel left behind
 - Ensure transfer students are placed in appropriate classes
- AP and Honors classes
 - Many students in these classes have similar backgrounds. Classes are primarily white and are less diverse than on-level classes.
 - What does/can the school do to get more students from diverse backgrounds into advanced classes?
 - Grady has been working for three years to increase diversity in advanced classes
 - 9th grade human geography is a good first step
 - Ensure younger students are aware of the importance of the 5th grade placement test
 - AP summer work
 - Sometimes helpful, sometimes not. Potentially a barrier for some students.
- Equity
 - Needs to start in 2nd grade or earlier, MS is too late
 - Economic disparity is the core issue. Do we achieve equity by spending more money?
 - The "best" teachers often teach AP classes. They should be encouraged to teach more on-level classes and classes with students who have been identified as needing increased support

- Perceived popularity of teachers may be tied to their students' academic level
- College and Career
 - What can you achieve with a college degree vs. just a HS degree or GED?
 - A college degree shows that a student has persisted in their education
 - Expanded options are needed for students who may not be going to college
- Expand existing student organizations
 - Maybe SGA can help address some of these issues
 - Student organizations can be more impactful through action
- ELA curriculum
 - Books being read should be more representative of all students
 - More multicultural books
 - Standardization across all of Grady focused on increasing multicultural literature
 - Flexibility in curriculum choices
 - Idea: unit on immigrant stories
 - Broaden perspectives
 - Focus on writers that focus on their own experiences
 - I.e Clint Smith
 - Integrate this curriculum into existing classes or create a new class
 - Make more of an effort to also integrate this into social studies curriculum
 - Teachers across all subjects should be encouraged at the department level to incorporate this
 - Important to have teachers lined up to take these classes
 - Written statement from Dana Richie: "Several students including Dana Richie, Safia Reed and Mackenzie York are working on an initiative called Rereadefine to introduce multicultural texts into the high school ELA curriculum. We have met with APS curriculum staff and participated in a listening session with students about the strategic plan, also attended by Dr. Bockman and Michelle Olympiadas (our school board rep). Rereadefine seeks is to include more books written by women and people color in the required curriculum. Current goals include:
 - 1. Focus group with APS students to better understand the issue and how it impacts students
 - 2. Pick one book by a person of color/woman author to replace an existing book in 10th grade World Lit
 - 3. Pilot the book in 1-2 classes 2020-2021"
- Professional development
 - Teacher training on diversity
 - How teachers teach affects how students learn