

September 1, 2016 MTSS Leadership Meeting Minutes

3:00pm Opening and introductions

3:10 Roles filled

Marsha Wade - Timekeeper

Roberta Powell - Minutes

Teresa Goins - Agenda (Concerns that need to be brought up in leadership meetings.) - Must be posted a week in advance so information to Teresa at least a day prior to that.

Minutes will be shared with all grade level members.

All meetings determined and shared with stakeholders in advance.

3:15 Leadership Reps must be responsible to report back to their perspective grade levels

3:17 Review and Feedback of School Improvement Plan Goals

Cover Sheet & School Imp Team Members

1. MTSS compiled and analyzed all sets of data to determine College & Career Readiness 59% overall, (Item 1) Found large gap in Math, looking at Core instructions that can be strengthened
2. (Item 2) Explains the numbers of students that need more intense instruction
3. Fidelity checks are needed by teacher to decrease the variability across the grade levels, increasing consistency of core, supplemental, and intensive instruction (Continue to look at Core instructional practices as well their progress according to their grade level. Be more aggressive with the data to decide how each child may need to be helped to the next tier instead of continuing with the same interventions, does it match with the students' progress with the tier and the ability to perform. (ILT Team) Priorities on Item 4)
4. 3:31 Priority Goal 1 and Associated Strategies Literacy (Planners are being utilized to monitor and report the child's progress for the first time this year. Lexile Leveled books in the library began last year and will be utilized in conjunction with the planners as well as Lexile.com to help students choose books according to their individual levels to foster improvement. Students and parents seem to enjoy the ownership of their own progress achieved by the Lexile Leveled reading options. Library books to be marked according to levels by parent volunteers.)
 - a. Plan/Do
 - i. Strategy 1 Core Literacy
 - ii. Strategy 2 Supplemental Literacy
 - iii. Strategy 3 Intensive Literacy
 - b. Check
 - i. Consistently looking at data to determine whether or not the intervention is working
 - c. Act
 - i. Make needed adjustments by grade level team
5. 3:49 Priority Goal 2 and Associated Strategies Math (Planners, balance growth with literacy, vocabulary and vertical progression of math, geometry, Quantile Levels owned by students as well, monitoring 3 times a year to monitor progress, Rocket Math to give

basic math facts, using math tools and manipulatives more effectively, ongoing cum. review)

- a. Plan/Do
 - i. Strategy 1 Core Math
 - ii. Strategy 2 Supplemental Math
 - iii. Strategy 3 Intensive Math (will need to keep up with data monitoring to record points that students need)
 - b. Check
 - i. Monitor and determine if strategies are effective
 - c. Act
 - i. Make needed adjustments by grade level team
6. 4:02 Priority Goal 3 and Associated Strategies Science, Social Studies and other content areas (Literacy and Math strategies carry over to these content areas, teachers finding creative way to implement our new global status by using VIF, opening conversations with parents, and sharing ideas with specials teachers)
- a. Plan/Do
 - i. Strategy 1 Develop Global Integration, shared vision at EM Yoder
 - ii. Strategy 2 Build professional capacity, competence and risk taking with global integration
 - iii. Strategy 3 Communicate the global education plan with community to gain support (Painted Grape coming to do tiles, facebook and twitter, shout-outs to focus on global activities, local media)
 - b. Check
 - i. GRNA and VIF part of PDP plan
 - ii. Determining global indicators for students (Can we see the global elements in the core instruction, can the child walk away with a new perspective or knowledge of a new culture?)
 - c. Act
 - i. Make needed adjustments by grade level team
7. 4:11 Priority Goal 4 and Associated Strategies Habits and Behaviors for Learning
- a. Plan/Do
 - i. Strategy 1 Core Support (PBIS, fidelity to behavior expectations and classroom data, decreasing variability - 3-5 has in planners, pk-2 has in daily folders to communicate behavior with parents, does the PBIS data back up the number of children at each PBIS celebration?)
 - ii. Strategy 2 Supplemental Support (Students need more than PBIS chart, student observations by other staff, are students that need additional support repeating the same negative behaviors?)
 - iii. Strategy 3 Intensive Support (Individualized plan for child in greater need of support)
 - b. Check
 - i. Decrease variability through consistency in PBIS adherence in the classroom (Are we aware of our own behaviors we are modeling as

- teachers and staff, can each child expect the same PBIS response from other teachers?)
- ii. Strengthen classroom management (Share ideas with other teachers on what works in their classroom, or what doesn't work)
- c. Act
 - i. Make needed adjustments per individual child to help them succeed in positive behavior
- 8. 4:18 Priority Goal 5 World Class Environment for Teaching
 - a. Plan/Do
 - i. Strategy 1 Culture (Provide additional support for teacher professional development, open classrooms to other teachers to observe different teaching strategies, sharing tech or organizational tips to build strength)
 - ii. Strategy 2 Climate Promoting trust and mutual respect (Open door policy)
 - iii. Strategy 3 Provide Non-instructional Planning Time For Teachers (Common planning time 3-3:30, duty free lunch possibilities, early release PDP)
 - iv. Duty Free Lunch possibilities
 - 1. PTA volunteers (not enough volunteers), send home another note asking for specific duty free lunch volunteers once a month
 - 2. Rotating Staff once a month to do duty at recess for the grade level, or cafeteria duty
 - 3. Combination of rotation of teachers and also parent volunteers, on Friday once a month, specified time, administration coordinates, someone to explain rules to the volunteers, lead staff member with volunteers, no background check as long as there are staff members present with the volunteers, no volunteer can accompany the students to the bathrooms
 - 4. Voted in as combination approach led by administration
 - v. Strategy 4 Minimize paperwork required for teachers (PBIS revised, AIMSWEB Plus, mClass DAZE, google sites and safety plans - confidential, no recess to be withheld according to signed Healthy Children's Act)
 - b. Check (Are the strategies in place effective? Revisit with feedback from staff)
 - c. Act
 - i. Make needed adjustments according to staff feedback
- 9. 4:37 Vote to approve School Improvement Plan for EM Yoder
 - a. Yes on all counts
- 10. 4:40 Vote affirmed
- 11. 4:42 Meeting Adjourned