

Sept 22 MTSS Leadership Minutes

3:10 Opening

3:12 Reading of Sept 1 Minutes

3:13 Reading of Agenda

3:15 Review of School Improvement Plan Goals

1. Literacy Goals

Screener Data review

- a. Oct 3rd for Enoch's group to use data
- b. Is there a way to go back into the system if a literacy was not correct? Will be looked at to determine what it possible for corrections.
- c. Ask Mrs. Goins if help needed to monitor and intervene for child, is the monitoring and intervention appropriate for the child? Continue to monitor progress and make adjustments as needed to meet individual goals.
- d. Core instruction should both meet individual needs as well as at least 80% of our students to meet the district core goals as well. Monitoring core on monthly basis for grade levels is important.
- e. 5th grade is 57.1% proficient, what are we doing at our grade level to contribute to the success of our students? Where are they performing and what is it that they need? Determine problem areas in this grade and across grade levels.
- f. 4th grade has no high risk at this time, but not all students have been assessed. Need to complete today because the end of the 9 weeks ends tomorrow (program takes 24-48 hours to update). *ALL Data to be entered by tomorrow across all grade levels.*
- g. 3rd DORF 23% high risk, matches closely to BOG Reports (comprehension). 68.6% proficient. DAZE 27% high risk, 54.9%; just as with other grade levels the percentages are matching pretty closely.
- h. 2nd 35.8% high risk, 28% some risk, only 43.4% proficient. Just over half the grade level is at risk. This grade level will need to take extra care in determining what the gaps are and how to bring individuals as well the whole group up to proficiency.
- i. 1st More first graders are in the some risk category than any other in the grade level.
- j. K 36% high risk, 50% proficient. While these numbers are high, historically kindergarten has low levels in the beginning of the year. A lot of support and intervention is done in kindergarten and the second 9 weeks is usually much better.

3:30 Feedback from grade levels:

1. Looking at the students at high risk, what is it that they are in need of? What resources do we need to be effective?
2. Retell is not very strong, students need to slow down and take in the information that they are reading.

3. We no longer teach the foundational strategies to help the students retain the information, such as imagery and thinking about what is being read. It is standards driven? What are the standards our district is expecting of teacher modeling?
 - a. Are we doing these strategies with our children?
 - b. Are we providing visuals, are we going over the information with the child as we go through the story?
 - c. Are we modeling why are we retelling the story?
4. Sequencing is a big problem area, many students don't remember the passage or what the story was about.
 - a. One teacher asks her students if they can prove their answers to the MIRP questions from their MIRP book. Her class then has a discussion out loud, and follows up with at least once a week writing in their MIRP journal.
5. Recap of strategies: teacher modeling on the retell, predictions, connections, retell to buddy, compare what they think with each other to improve skills. Other strategies such as foldables, give a list to glance at to help students, use graphic organizers to help them organize the information they need to retell.
6. Next week data days will help to determine where everyone needs to be for small group.

3:41 Vote on TAs to cover data days, discussion:

1. About \$95 a day for a sub (which is over our allowance of \$1500)
 - a. 8-11 and 11:30-2:30 for coverage sessions.
 - b. 2 people to go to foundations training (\$95x2)
 - c. Mrs. Gabrielli to go to nursing conference (our turn to pay for the conference which keeps nurse up to date). \$185
 - d. Only \$1500 in our allowance, 1 data day per quarter.
 - e. TAs can be used for data days or use monies for half a day for global support instead? Possibly 1 whole day?
 - i. Data days are only classroom teachers. Global days are EC teachers as well.
 - f. What happens to the money if not used for this?
 - i. Allocated for Staff development only, can not be used for any other purpose.
 - g. Global is 4 modules. We can provide an hour and a half each, can we have support for the end as well to help cover anyone that needs help at the close of each module?
 - i. Need to have no one left behind.
 - ii. Current schedule would cost us around \$300 per round of module completion if we get subs in. . Is it cheaper to pay the subs or assistants?
 1. The TA would be paid as a sub for the day since they are not doing their regular duty, not a supplement in between, a payroll change must be made for the day. So it would not make a difference

2. Can we give up one of the planning times to meet as grade level to do the global days instead? Will someone going to be with us to help us complete the modules?
3. One of the administrators will be there to help complete the module on the time scheduled.
4. Can we meet time after school to help each other, such as a Tuesday afternoon instead, or give up a planning period in the grade levels to work together?
 - a. Teachers are welcome and encouraged to work together to complete, but not mandatory.
 - b. Pre-K grade level will not be able to meet on Tuesdays or Thursdays as they are already required to attend Incredible Years training by the district.
 - c. Other schools have used a covered time to complete the modules and have been very successful completing their modules. Global day is needed as scheduled.
 - d. Another day of coverage needed would be Read to Achieve.

iii. Use TAs for the first 9 weeks because there are not small groups yet....

3:56 Vote is for 1st 9 weeks vote only. All members voted yes to use the half days with TAs next week for the data days as no schedule will be interrupted. Global days will continue as scheduled. Coverage will be revisited after data days and global days to determine greater need as later in the year at least 1 full day is needed for data. All teachers were reminded to thank their teacher assistants for the coverage.

(4:01 Time called at by timekeeper, moved on to next item on agenda)

4:04 Concern from a TA about the end of day writing work in 1st grade

1. 1st grade does not have enough coverage for the students writing at the end of the day. Can the assistants in 2nd and 3rd go to 1st grade at the end of the day instead?
 - a. Yes, all 2nd and 3rd grade teachers agreed to allow assistants to go to 1st grade for writing purposes. This time would be used only for writing purposes.
2. Data day question: can some of the assistants trade so that they are in their home classroom? Yes.

4:06 Tech resources to support goals

1. Purchased Reading A-Z but do not have information on the passwords as of yet, provided by the PTA. Going to be different logins according to the district.
2. Kreider explained that all of the different online platforms purchased by the schools do not talk with Clever. The items that are purchased that work through Clever can be accessed through Clever but not all things for Yoder have been loaded at this time; district still adding. Items that do not work with the Clever platform will be accessed another way according to program requirements.
3. Cranford demonstrated how to logon to Clever

- a. Students will login with their own passwords (lunch numbers and password)
- b. Teachers use their own as well.
- c. Not all schools have the same items based on what they purchased.
- d. Go into items with your teacher school account
 - i. All things that you save will go under your account, students will save under their own.
 - ii. You can load your google classroom (not official) and use BrainPop for quizzes, etc (used for projects in some 5th grade classes).
 - iii. iXL will probably not go through Clever but Math Expressions most likely will (not yet loaded by district)

4:16 Reading resources to meet our goals

- 1. Purchased Reading A-Z
- 2. Raz Kids (2/72)
- 3. Tumble Books, but provided at no cost to
- 4. Read Naturally was \$599
- 5. Type to learn was too expensive, looking for free alternative
- 6. Other programs being considered

4:19 Math goal

- 1. Math assessments need to be completed before data days
- 2. Confirmed vote on the coverage of data days
- 3. Keefe AMC PD
 - a. District offering math development Oct 31st
 - b. Keefe and Scott going to bring back to the staff meeting
 - c. Spanish immersion expected to do as well.
- 4. iXL has already been sent out, but problems with new students that are being worked on
- 5. Think Central and Math Expressions not ready yet

4:23 Global goals

- 1. Working on collaboration time across grade levels to meet goals.
- 2. Teacher from Broadview to come Wed of next week to set up camera to view e-mammals from Citizen Science to be viewed.
 - a. We share our back-yard animals with another school across the world and see their back-yard animals
- 3. 4th grade skyped with London!
 - a. Collaboration with a school from London
 - b. Questions prepared and discussed between classes
 - c. Focus began with landmarks, expanded into cultural differences such as colloquial English, music and other interests of the students
- 4. Do we want to do a big global project in the spring? To discuss at the meeting at the end of October.

5. Chance International Soccer from Liberia, West Africa, and Nigeria to skype with for those interested.
6. Site visit was positive that global boards and global student work was on display.
7. Artifact corners, PTA would be discussing on providing monies to each grade level to make the artifact corners, discuss with grade levels to determine what may be needed.
8. Culture kits, Jeanie will schedule a pick-up from the school instead of teachers returning the kits. Be sure to email Jeanie to know that a pick-up needs to be scheduled.
9. Teacher offered extra-credit to students to bring in artifacts, already brought in many artifacts from just one student. Can be used make connections.
10. Are we making a global pumpkins this year? All agreed to have a global theme for the pumpkin contest.
11. Winter concert, global theme? One Americana song from each grade level, one global region song, and then "Life is Good"
12. Global PD sessions scheduled
 - a. Oct 6th
 - b. Oct 10th

4:37 PBIS Google Tracker

1. Added "data verified" check box to make sure that each day has been entered by the teachers.
2. Paper copy serves as a check/balance to verify each child has been marked correctly.
3. Child can still attend the celebration even if the parent doesn't sign
4. Serves as a communication point to talk to the parent about the child's behavior, even if it is positive behavior but parent needs to sign
5. Data days will include how behaviors need to be addressed according to the PBIS data
 - a. Does behaviors make a difference on the time and days in comparison to the data?
 - b. Target behaviors one at a time, can a fix be made for one behavior that may then improve other behaviors? Behavior plans need to be tailored according to the individual child as well as the teachers.
 - c. Across the board levels of structure to be more consistent according to behavior expectations.
 - d. Still celebrate during specials time.
 - e.

4:44 World class teaching conditions

1. Duty-free lunch begins next Friday.
 - a. Remember to ask parents to volunteer for the grade level.
 - b. No background check required as the volunteer will not be alone with the students.
 - c. Can PTA ask the teacher for parents so that the teacher won't have to ask?
School can not share emails but parents can give to PTA themselves.
2. Curriculum maps need to be updated and sent to the specials teachers so that the maps and core per grade level can be shared on the sites page.

(4:45 Time keeper reminder of the 5:00 McTeachers that need to go to McDonalds for McTEacher night.)

3. Hospitality group to be used to help provide positive environment.
 - a. No longer able to purchase any gifts for any reason because they are student-raised funds. Hoping that hospitality will fill in the gap, if everyone joins it can cover the retiring employees.
4. Co-worker compliments board help to share respect and positive attitudes with each other.
5. Activity last year showed our strengths to help us learn who we can go to that has a strength that we need and and be encouraging to each other.
6. Remember to be professional and consider our tone as we communicate with each other.
7. Professionalism is expected by everyone in the school, and all are to be positive and behave in an ethical manner.
8. Be mindful of how others communicate and how we ourselves communicate with others (directness is not permission to bite another's head off).

4:56 Meeting adjourned