

## BHESA Site Based Management Team Minutes 1/18/17

### Attendees

Essentials	Denise Leon
Kindergarten	Megan McCarver
1 <sup>st</sup> grade	Isheka Barrett/Marci Micciantuono Sub
2 <sup>nd</sup> grade	Angela McAuley/Justine Amoroso Sub
3 <sup>rd</sup> grade	Chelsea Brown
4 <sup>th</sup> grade	Corey Ackerman
5 <sup>th</sup> grade	John McAuley

EC	Olenma Alvarez
Federal Programs	Lydia Lorenzo
Teacher Assistant	Beth Suarez

Administration	<del>Mrs. Blaire Traywick</del>
	Mrs. Yubely Zolke

Parents	<del>Whitney Massey Hinton</del>
	<del>Christina Parker</del>
	Amanda Alvarez
	Martha Gray
	Kelly Stegall
	Matthew DeForrest
	Tiffany Pratt

<u>What</u>	<u>Who</u>	<u>How Long</u>						
<p><b>Welcome and Introductions</b> Miss Plyler started the meeting introducing herself, her role in the school and her role as the new NC Star Data Processing Manager.</p>	Miss Plyler	5 min						
<p><b>Process Manager NC Star</b> Miss Plyler addressed the SIT to share NC Star. She explained that NC Star there are indicators that assess our school. Of 105 indicators we are required to do 12 Key Indicators. BHESA is now using NC Star because we are a “high priority, low performing school.”</p> <p>She explained that everyone will have access to the website she was sharing with attendees. On screen.</p> <p>Miss Plyler explained that there are three levels of development for each indicator:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Full</td> <td>100% of completion. Strong evidence must be added and uploaded. When audited, teachers need to have evidence of implementation of each indicator.</td> </tr> <tr> <td style="text-align: center;">Limited</td> <td>The completion of this indicator has been met but there are areas to address in order for it to be fully developed. Still artifacts need to be added.</td> </tr> <tr> <td style="text-align: center;">No Development</td> <td>There is no evidence of any completion of the indicator.</td> </tr> </table> <p>When scoring “Limited” or “No Development” it is necessary to come up with steps to bring this indicators to a “full” scoring.</p> <p>Miss Plyler shared the importance of conducting this assessment with fidelity, and that the NC Star scoring was actually due to the state on December, 2016. NC Star facilitators and LEAs were just trained last week (January, 2017) so the state has extended the deadline. Unfortunately the extension still does not give us much time to complete and implement the indicators. Miss Plyler also shared that NC Star would hopefully replace all the other paperwork we have.</p>	Full	100% of completion. Strong evidence must be added and uploaded. When audited, teachers need to have evidence of implementation of each indicator.	Limited	The completion of this indicator has been met but there are areas to address in order for it to be fully developed. Still artifacts need to be added.	No Development	There is no evidence of any completion of the indicator.	Miss Plyler	30 min
Full	100% of completion. Strong evidence must be added and uploaded. When audited, teachers need to have evidence of implementation of each indicator.							
Limited	The completion of this indicator has been met but there are areas to address in order for it to be fully developed. Still artifacts need to be added.							
No Development	There is no evidence of any completion of the indicator.							

Miss Plyler went over the different indicators so the SIT could assess what score our school would have on each indicator.

	Instructional teams develop standards-aligned units of instruction for each subject and each grade level
A2.04	All grade levels are planning instruction aligned with units of study and state standards. Each grade level representative voted in behalf of each grade level. Essentials and EC representatives also voted. Full.

	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.
A4.01	All school has been trained on MTSS and the school is still in the process of implementing research based instruction that is aligned with the individual needs of students. Limited.

	A4.06 – All teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
A4.06	The SIT discussed how they participated in discipline data analysis at the beginning of the school year. Teachers identified trends and administration identified needs that were shared with the counselors. Later in the Fall, Ms. Fiona DeBartolo, Behavioral Specialist came to share with staff effective practices in identifying, naming and proactively de-escalating behaviors before they become a major class disruption or a safety concern. Since all staff was trained, some SIT members considered this indicator to be scored as full.

	The LEA has a LEA Support & Improvement Team.
B1.01	Kerry Plyler is the LEA support and today’s meeting attendees are the School Improvement Team. Full.

	A leadership team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.
B1.03	BHESA SIT currently meets once a month. From now on we will be meeting twice a month. Limited.

	The school has established a team structure among teachers with specific duties and time for instructional planning.
B2.03	SIT members discussed and found out some grade levels have a team structure established and some don’t. Limited.

	The LEA/school monitors progress of the extended learning time programs and strategies begging implemented.
B3.01	There is no clarity on what “extended learning time” means. Mrs. Plyler will go back to her coach and ask for more clarification on this indicator. Limited.

B3.03	<p>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.</p> <p>Classroom instruction is not being monitored as frequently as we would like it to be. Limited.</p>		
C2.01	<p>The LEA/school regularly looks at school performance data and aggregated classroom observation data to make decisions about school improvement and professional development needs.</p> <p>We have classroom walkthrough observation tool and formal observation tool to make decisions about improvement and professional development needs but it has not been used with fidelity. Limited.</p>		
E1.06	<p>The school regularly communicates with parents/guardians about its expectations of them and the impact of the curriculum of the home (what parents can do at home to support their children’s learning).</p> <p>The school maintains an ongoing communication with our parents. Through social media, school website, connect-ed messages and information sent home on Wednesdays, parents are kept up to date on upcoming events and expectations. However, little has been done to communicate with parents about the impact of the curriculum of the home (what parents can do at home to support their children’s learning). The SIT team discussed that some grade levels did it during curriculum night. It has not been done “regularly” as the indicator states. Limited.</p>		

**Grade level/Department Concerns**

Kindergarten

- None

1<sup>st</sup> Grade

- None

2<sup>nd</sup> Grade

- None

3<sup>rd</sup> Grade

- None

4<sup>th</sup> Grade

- None

5<sup>th</sup> grade

- None

EC

- None

Teacher Assistants

- Expressed their concern with student safety. Our students attending after school

--	--

program need to be walked by an adult and “checked in” into the after school program. If you have students in your class that are enrolled, have them walk with you and your class as you do your round around the buses and walk with the student to the gym to do the check in.

Essentials

- None

Federal Programs

- None

Administration

- None

Parents

- None

Mrs. Zolke thanked attendees for their time

TA

Next Meeting February 1, 2017