

# BHESA Site Based Management Team Minutes 02/01/17

Attendees: Kerry Plyler NC Star Data Processing Manager and...

Essentials	Denise Leon
Kindergarten	Megan McCarver
1 <sup>st</sup> grade	Isheka Barrett/Marci Micciantuono Sub
2 <sup>nd</sup> grade	Justine Amoroso
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	Blaire Traywick
	Yubely Zolke

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

**Due to a bus accident (not at the fault of UCPS/BHESA) on 2/1/17, neither administrator was present for this meeting.**

<u>What</u>	<u>Who</u>	<u>How Long</u>						
<p><b>Welcome</b> Miss Plyler started the meeting introducing herself, her role in the school and her role as BHESA's NC Star Data Processing Manager.</p>	Miss Plyler	5 min						
<p><b>Process Manager NC Star—review/reminder</b> Miss Plyler reviewed that NC Star has 105 indicators, yet BHESA will concentrate on the 12 Key Indicators. BHESA is now using NC Star because we are a "low performing school" and it is required of those with this label.</p> <p>Miss Plyler reviewed that there are three levels of development for each indicator:</p> <table border="1" style="width: 100%;"> <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 reviewed that last time BHESA's SIT assessed the Key Indicators applicable to us.</p> <p>➤ Indicators were updated over the past couple of weeks based on provided LEA information. In addition, evidence was uploaded as applicable.</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.							

<ul style="list-style-type: none"> <li>➤ NCStar Plan was tasked and submitted based on previously approved SIP and Plan for School Improvement that aligned with the NCStar Key Indicators. Current Progress-no past due objectives yet one new one due in next 30 days. We have achieved four of the 12 Key Indicators; we tasked out four more to get to full development/scoring.</li> <li>➤ 20% achieved/60% planned for--4 curriculum &amp; development, 8 student support.</li> <li>➤ Must have two meetings every month: 2/1 &amp; 2/22 next date.</li> <li>➤ Zolke will begin entering minutes in the actual plan soon, instead of transferring over.</li> <li>➤ Goal is to move towards full development before this is due again in March.</li> <li>➤ Each time we meet our goal is to clarify the goal of the desired outcome of this plan and re-assess where we are with making these goals.</li> <li>➤ Logins will be sent out- SIT will have one of their own; staff &amp; parents will have guest login</li> <li>➤ We will look at NCStar during each of the forthcoming site based meetings.</li> <li>➤ Due dates have been set for tasks, yet we can change these as needed.</li> <li>➤ No indication of when rubrics for indicators will be published, items still being added as we speak.</li> </ul>		
<p><b>Grade level/Department Concerns:</b></p> <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>➤ None</li> </ul> <p><b>1<sup>st</sup> Grade</b></p> <ul style="list-style-type: none"> <li>➤ None; yet a big thank you to administration for the upcoming full-day planning...all other teams seconded this sentiment/appreciation. <b>You are welcome. This is a huge expense (almost \$4000)—the time should be used wisely and appropriately.</b></li> </ul> <p><b>2<sup>nd</sup> Grade</b></p> <ul style="list-style-type: none"> <li>➤ SRO/Officer Aycoth goes into 2nd classrooms to talk to individual students. Teachers haven't received word from Admin about what he does when he pulls them... They realize it's some type of behavior support but "...we don't actually know what's going on. It's beginning to interrupt instruction. Sometimes Officer Aycoth offers feedback right there/on the spot and it takes time away from teaching. We think he is only taking students from the garden building and not the other 2, 2<sup>nd</sup> grade classrooms. The same student every time." Replies included "Perhaps it is a mentoring program." First grade mentioned he wanted to come to a meeting and discuss pulling students for a buddy system to be put in place. All agree it needs to be structured. <b>Traywick knew nothing of this. Zolke had asked Officer Aycoth to see specific students as a mentoring program. She has not provided this list of students to him</b></li> </ul>	Grade Levels	30 Min

as of yet. It is not to interrupt instruction—maybe during recess. It must be structured and documented by Officer Aycoth. Other potentially disruptive tasks should not be done during classroom visits: taking phone calls and carrying on phone conversations within classroom.

- If someone sees something happen with a student, they need to be the ones to write it up. **Admin agrees. If a teacher addresses a behavior or incident, then that teacher needs to write a referral and/or make parent contact if applicable.**

### 3<sup>rd</sup> Grade

- None

### 4<sup>th</sup> Grade

- Green cups need to be replaced. Mary is waiting for St. Patrick's Day to replace them. We suggested bringing tumblers in red, green, yellow. **Will look into getting more durable cups/cones to support our talking/volume-system in the cafeteria.**

### 5<sup>th</sup> grade

- Staff members feel it is inappropriate for emails to come in over the weekend with tasks to be completed IMMEDIATELY. It was not a task that was supposed to be completed earlier but new tasks. **Mrs. Traywick would like specifics of this new task requirement. She is at a total loss of what is being referenced. Mrs. Traywick feels this is an inaccurate perception. Yes, she does share information over the weekends and holidays and... She works weekends/holidays as it is not possible to complete her required responsibilities during the regular work week—(as this is the same for most teachers). However, unless it is something handed down to her at the last minute (which she will note) or something that comes up, she does not require IMMEDIATE action. If you look at her pattern of action required requests—she gives a great amount of advanced notice on most things. When she knows, you know. Due to the timeliness of this concern, Mrs. Traywick can only assume that it is in reference to an email(s) she sent out on Saturday, January 28<sup>th</sup> regarding a task (mid-year PDPs of BTs or those with less than 3 years' experience in UCPS) that was due on 1/27 and was still not done. This task that was due on 1/27 had been advertised for a month in many capacities (weekly calendar, friendly reminder emails, and of course the original schedule provided at the beginning of the school year).**

### EC

- Following the protocol for the referral process...speak to grade level chair if you have a concern and need to inquire about how to do so
- 90 calendar days (not school days) dwindles down to 60 days very quickly.
- Intervention is capped out (they serve more than the 5%), which is a concern to many staff members, **however with RTI and MTSS, Tier 1 and 2 can and should be done in the classrooms by a regular classroom teacher. Even Tier 3 can also be done this way during intervention block. It has to do with the intensity and quality of intervention, not the**

**“who” that is doing it.**

- There needs to be documentation of interventions in place that have already been tried for an appropriate amount of time. Interventions need to change if not showing growth/working.
- Suggestion, re-share in Google Docs where to find the protocol for an Intervention referral.
- Please make sure all exterior doors and gates are closed—safety and weather concerns.

**Teacher Assistants**

- There is a freeze on hiring TA's in the district **due to allotment change/reduction**. Any general-ed TA's that resign/retire, will not be replaced until they get down to the allotted number.
- Upcoming meeting in March with Dr. Houlihan--Houlihan wants to continue to ensure that TA's are working with students and not primarily serving as a secretary.

**Essentials**

- None

**Federal Programs**

- None

**Administration**

- None

**Parents**

- None

**Next meeting 2/22/17.**