

## BHESA School Improvement Team Minutes 8/17/16

### Attendees:

Essentials	Denise Leon
Kindergarten	Brittany Ackerman
1 <sup>st</sup> grade	Isheka Barrett
2 <sup>nd</sup> grade	Angela McAuley
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	Mrs. Blaire Traywick
	Mrs. Yubely Zolke

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

<u>What</u>	<u>Who</u>	<u>How Long</u>
<p><b>Welcome and Introductions</b></p> <p>Mrs. Traywick thanked attendees for being part of the SIT. Attendees went around the table and introduced themselves.</p>	Mrs. Traywick	5 min
<p><b>Review SIT Guidelines</b></p> <p><b>School Employee Members</b> were nominated and elected by their respective groups by secret ballot. <b>Parent Members</b> were nominated and elected by parents of children enrolled in the BHESA. <b>Meeting times</b> were discussed: they are usually the third Wednesday of each month at 2:30 in the media center. Dates are subject to change and are posted on BHESA's website. <b>Minutes</b> will be recorded by the secretary and filed with the office of the Assistant Superintendent of Auxiliary Services. <b>Open Access</b>—any person agreeing to serve on BHESA's SIT is advised that their email address is published and available to all parents as a point of contact for other parents. Staff members or parents may request to speak at a SIT meeting concerning issues that are under the control of BHESA's SIT. Personnel matters are never to be discussed.</p>	Mrs. Traywick	5 min
<p><b>Nomination/voting SIT Chair and Secretary</b></p> <p>Mrs. Traywick asked attendees if anyone would like to nominate/volunteer to be the secretary. Mrs. Zolke volunteered and all attendees approved.</p> <p>Mrs. Traywick asked attendees if anyone would like to nominate/volunteer to be the School Improvement Team chair. Mr. McAuley was nominated. All attendees approved.</p>	All	5 min
<p><b>Budget</b></p> <p>Mrs. Traywick explained that the state and local budget have not yet been released. She explained that there was a \$1.4 million dollar cut. It has impacted all schools' Special Project's funds, yet that amount has not yet been disclosed.</p> <p>Mrs. Traywick explained to attendees the different funding allocations for our school funds. <b>State/Local budget and Title I budget--\$459,495.04:</b> 6 Certified Positions (Intervention, Curriculum Coaches, Arts Coordinator)=\$304,860.66; 2 Classified Positions (BMT, Hispanic-School Liaison)=77,737.30; 1 Tutor (22 hours/week)=\$21,314.70. Positions total=\$403,912.66; Subs for staff attending professional development: \$5000; TLIM: \$50,582.38. Mrs. Traywick asked if attendees continued to feel the importance of such investment in TLIM—all agreed. No questions were asked. She went on to explain in order</p>	Mrs. Traywick	10 min

<p>to fund TLIM, many materials, supplies, and an interventionist position had to be released/exchanged/given up. It is going to be very bare this year.</p>		
<p><b>Test Scores</b></p> <p>Mrs. Traywick offered a spread sheet with unofficial testing data/percentage results for as it related to proficiency. Growth data has not yet been released. Anticipated release date is 9/1/16.</p> <p>She explained the difference between College-Career Ready and Grade Level Proficiency. She pointed out the different cohorts and how they did on tests in previous years. She did offer that at this point, BHESA was an F school based on proficiency results. Mrs. Traywick is very concerned about our overall reading level dropping to 25% (15-16) from 31% (14-15)</p> <p>Mrs. Traywick then explained and compared the performance composite for college and career ready from 2014-2015 and 2015-2016. She pointed out that we have more students scoring 4s and 5s.</p> <p>Mrs. Traywick went ahead and explained the school performance for the last two school years.</p> <ul style="list-style-type: none"> <li>• <b>14-15:</b> Performance Composite for College and Career Ready/CCR 25.6%; Performance Composite for Grade Level Proficiency/GLP 36.5%</li> <li>• <b>15-16:</b> Performance Composite for College and Career Ready/CCR 28.8; Performance Composite for Grade Level Proficiency/GLP 36.5%.</li> </ul> <p><b>School Performance Guide:</b></p> <ul style="list-style-type: none"> <li>○ <b>14-15:</b> Overall 37%; Reading 31%; Math 44% Science 31%</li> <li>○ <b>15-16:</b> Overall 37%; Reading 25%; Math 48% Science 36%</li> </ul>	<p>Mrs. Traywick</p>	<p>10 min</p>
<p><b>BOG</b></p> <p>Mrs. Traywick explained that in 2015-2016 we had 4 students passing the BOG and this year 13. She stated that she is excited to see more students pass the BOG—the implemented instructional plan appears to be having a positive impact.</p>	<p>Mrs. Traywick</p>	<p>1 min</p>
<p><b>BHESA’s Compact and Parent Engagement Policy Reviews</b></p> <p>Mrs. Traywick explained that the compact is a pledge between the staff, the student and the parents. Mrs. Traywick asked attendees to read over it and make suggestions for updating and changing. Mrs. Lorenzo suggested to incorporate something about TLIM. All team members agreed. Mrs. Traywick asked for any particular verbiage we would like to add.</p> <p>The team agreed on adding, under staff: “To implement TLIM transformation process with fidelity.”</p> <p>Under staff, the team worked on rewording the bullet where the staff pledged to send homework. Mrs. Traywick stated that homework should be stated as home practice of what students learned at school, or about something students have been working on. After the team discussed they agreed on changing that bullet to provide opportunities that reinforce practice of learning outside of school.</p> <p>The team worked together to update BHESA’s compact—it will be aligned with the 7 Habits/TLIM.</p>	<p>All</p>	<p>25 min</p>

Mrs. Ackerman suggested to add the pledge to the student handbook/agenda and add TLIM 7 Habits.

Mrs. Traywick explained that this is a document that we as title 1 school are required and committed to do so all stakeholders pledge to support our students.

The team suggested to simplify the pledge section of the compact. Mr. DeForrest asked if this document was tied to any other document where the implementation/efficacy of this document were measured. Mrs. Traywick explained that at the end of the year we have the parent and student survey which measures some of the pledge items. Mrs. Zolke added that this compact document also ties to the School Improvement Plan.

Mrs. Ackerman stated that many of our parents have stated to her that they have no idea about procedures or requirements even with older siblings that have already gone through BHESA. She has stated to them that all the information was sent home to them and many of them signed the documents acknowledging that they had read the information. Mrs. Ackerman pointed out that many of our parents are illiterate so that we (school) could not hold them accountable for some information when they are not capable of accessing the information. Mrs. Ackerman offered that we (school) are setting up our families and students for failure when not going over things such as these documents and having a drop-in open house; that it sends the wrong message—education is not that important. Logistical challenges were explained of why the move to a drop-in open house was now offered. If we moved to a multi-afternoon/evening Meet the Teacher event, the parking would be better, however it would not be feasible with respect of schedules of those with multi-children families (having to get off work multiple times), lack of translators to host in each classroom, in addition to the short turn-around, rooms would not be ready per teacher standards (decorations, labels, name plates, etc.) to host 5 different open houses on 5 different evenings before the start of school.

All agreed the open house was not ideal, but that most people wanted to see the classroom and meet the teacher and the other information can and will be covered in other parent involvement events (curriculum nights, Title I/Boost Our Tigers Information nights, etc.). Mrs. Traywick offered a reminder that a Title I evening was held on August 11th where many of these documents were defined and summarized.

All agreed that so (too) much written information was offered at the beginning of the year, but all necessary/required.

Suggestions would be appreciated to better the open house process as well as managing all of the required disbursed paperwork.

Mrs. Ackerman stated that elementary school is grouped as “K-2” and “3-5”. She thinks that it should not be grouped like that—K should be separated from 1<sup>st</sup>-2<sup>nd</sup>. Mrs. McAuley stated that this is a valid concern that we all could think about ideas and bring it back to each team. The team agreed.

Mrs. Traywick stated that we are only in the 4th week of school; there is time to have a parent curriculum night where all kindergarten teachers share with parents expectations and get them on board with their child’s education. **Has this been planned, discussed?**

<p>Mr. McAuley suggested that Kindergarten could have a detailed orientation night for Kindergarten parents after the original open house. He also added the idea of a “New-to-BH parent night” would be beneficial. Attendees agreed that this could address Mrs. Ackerman’s concerns. <b>Parent Nights: K-2 on 10/24 and 3-5 on 10/25.</b></p> <p>Mrs. Alvarez added that she would be available to translate. However this is something we can definitely table and discuss at future meetings so we can address it before the beginning of next school year.</p> <p>Mrs. Stegall added that it would be helpful to align/offer events in the BH Parent Engagement Policy so parents can plan ahead and participate and see how related. She stated that when parent survey comes out, many parents feel like the communication is not clear when she knows BH does a great job of communicating. Mrs. Traywick stated that in the front of the student agenda, parents can find the different means of communication the school has to offer (Connect-ed, Facebook, staff email, Twitter, school website, communication folder, student agenda, marquee) or how to stay in touch with the school.</p> <p>Mrs. Traywick stated that she will review the compact and Parent Engagement Policy documents with the suggestions and concerns shared today, and that the team will revise in the near future.</p>		
<p><b>School Improvement Plan</b></p> <p>Mrs. Traywick shared that there is a new template that is more user friendly. When drafting the SIP survey results are taken into account as well as school/testing data. Please be reviewing both the data, old SIP, as well as survey results with your respective departments/grade levels or groups in order to expedite the new plan that must be written this year. Please review the suggested goals within the shared template as well.</p>	Mrs. Traywick	5 min
<p><b>Grade level/Department/Group Concerns</b></p> <p><b>Essentials:</b> None</p> <p><b>1<sup>st</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>➤ 1st grade would like to know why they can only play on the back playground. Mrs. Traywick stated that their recess was at the same time as 5<sup>th</sup> grade’s recess (assigned to the front playground). Mrs. Barrett asked why? It would be a safety concern if the younger students would be interacting with older, usually larger, students. Mrs. Traywick shared her safety concerns and stated that they could not switch because the equipment in the back playground is more conducive for younger/smaller students.</li> <li>➤ Mrs. Barrett added that they are concerned about students coming late to class after eating breakfast. Mrs. Traywick stated that it is getting better as students get more familiar with the procedures and expectations and the line is going more quickly because students know their café account numbers. <b>We will attempt a “grab and go” breakfast where 2<sup>nd</sup>-5<sup>th</sup> grade students will eat in their classrooms, thus getting them to class more quickly. Behaviors and line length will be solved with this as well. Garbage cans will be provided in each hallway to accommodate the garbage. Potential begin date is after fall intercession as equipment and materials need to be ordered to make this happen. Students would enter the serving line like normal, choose a milk, grab a bag, offer their café number to the cashier and report to their homeroom to eat.</b></li> </ul> <p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>➤ Mrs. Ackerman stated that they had the same concern about breakfast.</li> </ul>	All	30 min

- Mrs. Ackerman's second concern was related to the time of and actual all-calls announcements about having, "...a phone call parked on..." She feels and offered that others **(not from Kindergarten—others that approached Mrs. Ackerman from other departments/grade levels)** felt that phone calls that come in after 2:30pm should not be sent to them or announced as that is their personal time. She suggest that phone calls should be stopped at a certain time and no announcements made unless an emergency. She stated that once she clocks out at 2:30 she is on her personal time and she should not receive phone calls. For instance, today she got an all-call to pick up a parked phone call. Mrs. Ackerman stated that if she chooses to stay at school to get her things ready, she is using her personal time and doesn't want those calls. Mrs. Traywick stated that if at the moment she is not available to take the call, she could respectfully have the phone call sent to her voice mail and then return the phone call within a professional time frame (24hrs). Others offered that they want the phone call announcements/notification because of the importance of communicating with parents and if they returned a call or... playing phone tag is much more difficult. Another example was offered about what if you were already in a meeting/conference with a parent and a phone-call waiting announcement was made—Mrs. Traywick offered—don't answer the phone call. If one does not pick up the phone, it goes back to the person that answered the phone—they will then forward it to an applicable voice mailbox. Mrs. Traywick also offered that all-call announcements will continue due to the requirements in the front office—there is no time to search people out when the regular phone, bus radio, searching for children, etc. is all happening. In addition, the front office does not close until 3:30 so phone calls will be answered and shared accordingly.

## 2<sup>nd</sup> Grade

- Breakfast. They have a suggestion. Could we start breakfast earlier so students eat breakfast and make it to class not as late? Mrs. Traywick stated that we could do it if all staff reported to work at 6:55am. Mrs. McAuley stated that her grade level is concerned because at the beginning of the day they have their leadership time and often the same students miss this time. It was offered again that the breakfast times are getting better—today alone there was no line as of 7:20 a.m.
- Playground safety—cars still speeding through “bus parking” lot/recess area. Is there any way to set up cones near Phifer St.-bus lot entrance and bus lot exit to discourage such? YES! Maybe the first class that goes out to the playground places orange cones in place to deter cutting through. Mrs. Traywick stated that it was a great idea and that we (school) could definitely do that—cones will be ordered. Cones would have to be used so emergency transportation could easily travel through them. **Ordered, delivered, and in place.**
- IT Help desk tickets. The 2<sup>nd</sup> grade teachers feel like their help desk tickets are not being taken care of in a timely manner. Mrs. Traywick acknowledged this and that other grade levels expressed the same thing. Mrs. Traywick had already sent an email, but will follow-up with another one to Mr. Burrus and Mr. Delaney. **Follow-up: Mrs. Traywick inquired again—had there been a staff change or was Mr. France okay/still assigned to BHESA as he has always been so responsive. Mr. Burrus responded with: “There has not been a staffing change, the engineers were teamed up over the summer to complete the ChromeBook refresh for the entire district. Kenneth and the remainder of all Desktop Support Engineers were given a priority of making sure all 35,000 devices for High, Middle, Elementary and Special schools were cleaned, repaired and ready to go before the students returned. As a result, ticket queues have climbed for our DSE's but starting today they are back in their schools and will have plenty of time prior to**

**the start of school to resolve their tickets. In addition, Kenneth has been responsive to all Priority One tickets and was allowed to service those particular instances." I thanked him for his response and reminded him that BH was year round and students had already returned.**

- Discipline. 2<sup>nd</sup> grade teachers feel like they are not supported enough with discipline; that it is not handled in an efficient manner; that the assigned consequences are not aligned and it is very inconsistent. Also, that ISS is not a deterrent. Mrs. Traywick said she would share the concerns and review how it can be addressed. **Follow-up: Please know that Mr. James and Admin is heavily involved with our volatile students; it is not that you are being ignored. We will continue to improve our response time as well as our consistency. ISS process: when a student is assigned ISS, usually Mr. James informs the classroom teacher/s of the date of ISS and asks them to provide work for the student. On the actual day of ISS student/s arrive ISS around 7:30am. Once student/s are in ISS, the rules and expectations are explained. Students that are in the lower grades required more assistance of which Mr. James provides while also assisting the older students as well. In addition to assisting students with their assigned work Mr. James addresses, investigates, and documents other behavioral issues. Students that are in ISS are not allowed to talk with each other, their focus is to get their work done, and reflect on what earned them a day or visit to ISS and how they can make better choices to avoid serving ISS.**

### 3<sup>rd</sup> grade

- None

### 4<sup>th</sup> grade

- None

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

- Mr. McAuley asked if we could bring back keyboarding back to our curriculum. They have noticed students take longer in completing assignments because they are slowly typing (hunting/pecking). Mrs. Traywick shared that the county used to have keyboarding programs that were facilitated by TAs in the computer lab, but that a couple of years ago they were removed/revoked. Also, that because a certified teacher was no longer teaching the class, that Homeroom teachers were expected to embed those skills in their lessons. Mrs. Zolke shared that there are some websites online that offer free keyboarding games—they will have to be vetted through UCPS's IT department per newer protocol. Mrs. Traywick clarified that this should not replace reading time or any other type of academic activity that is linked to the curriculum. We will look in to options that could be done during the lab time within the Essentials rotation.
- Teachers have heard teachers talking negatively about students, in front of their students. The 5<sup>th</sup> grade team would like us all to be more cautious about what we say and to think about how we can support the students instead of just complaining. **Please professionally call these staff members out, yet at a later time/not in front of children or peers!**
- Whoever was the cashier today was great—could we keep her in that position? Mrs. Traywick said she would inquire. **Follow up: Mrs. Kirnan said that she understood yet that all of the School Nutrition staff has to be allowed to enhance their skills as a cashier to better prepare the whole program. The cashier post will be rotated.**
- Many of our students do not read at home. Teachers would like to add more independent reading time. The grade level is going to start tracking how much independent reading time students are getting at school and how much is lost by being

pulled in to small groups/served during such time. They will come up with a plan once they see what data shows. **Engagement inventories will be implemented by teachers.**

- Students and teachers get distracted when so much support service happens in one classroom. It is difficult to teach when there are 3 other adults for example serving/conducting small groups. Would it be possible for these students to be pulled to a separate setting.
- If something happens in Essentials, the Essentials teacher needs to write the referral and take care of it if applicable.
- Last student or teacher entering or exiting a building, please make sure the building doors are closed.
- The noise level in the cafeteria is overwhelming, especially for students with Autism. Please share with your teams to keep the noise level down. Mr. McAuley asked if he could share with his students why students with Autism get affected my noise? Mrs. Traywick approved. **Follow up: Mrs. Zolke sent an email to all staff about such issues. CBSS class created "loving hands"—students offer other students loving hearts-hands to those that are honoring the request for quiet interactions/loving them.**

### Federal Programs

- None

### Teacher Assistants

- Teacher assistants have a communication concern with the car rider line. Can walkies be used by all on duty instead of yelling? No—not enough walkies. Stop loading kids at the last painted car on sidewalk (near brick planter with drama masks)—do not go any further back. **Mrs. Leon also painted a neon orange line on the driveway of where to stop loading cars.**

### EC

- Staff members are praising themselves and their classes when someone is walking by—sort of begging for a Tiger Stripe in a round-about-way; if they don't get it then children are chastised.
- EC department would like to get some clarification. Mrs. Alvarez asked if we were Direct Teaching Habit 2. Mrs. Traywick clarified--yes. It is in the marquee, shared on weekly calendar. Next week (8/23) begins Habit 3.
- The blue dumpster stinks, can it be moved? Mrs. Traywick will see if it can be traded out or cleaned. **We were told trading out or being moved was not a possibility. Café and custodians have been trying to pour cleaner on the inside and outside, but...**

### Administration

- None.

### Parents

- Mrs. Stegall likes the hangers for the car rider line. She knows her daughter is very excited when they hit 100 Tiger Stripe mark—that they chose their celebration.
- Mr. DeForrest has a suggestion to the reading logs. Could teachers have the times broken down into a weekly time instead of a daily breakdown? Sometimes students have other assignments to complete and activities to attend. Mr. DeForrest thinks that students can still hit the weekly time without doing 30 minutes a day. Mr. DeForrest has noticed his daughter reading for 20minutes and stopping when she reaches the 20min. even though she could read for longer, she is doing the minimum and only reading to meet the requirement. The team brainstormed and came to the consensus that teachers definitely

could be flexible about this. Mrs. Traywick added that this is something that we could bring back to each grade level, along with explaining the flexibility on the signature of the reading log. Mrs. McAuley shared that it would be a good idea to give them the weekly time and also add a bonus section.

Mrs. Traywick thanked attendees for their time. **Next meeting is September 14, 2016.**