

SBMT Minutes  
September 9, 2019

Members Present: Deaton, Rannow, Courtney, VanTassel, Eich, Lickliter, C Williams, Herlihy, Quillen, Marban/Newsome, Mangum, Phillips, Hill,

Introductions:

- Mrs. Deaton introduced new members to SBMT and the years they rotate off

Celebrations:

- Morning Meetings have been beneficial
- We are a B rated school and have met growth for EVAAS scores
- Being able to teach procedures at the beginning of the year has helped with behavior

Comprehensive Needs assessment is in the Google drive. It has about 25 pages of information. It was completed by the SBMT in June 2019.

Mrs. Deaton explained the Target Date number ranges and explained how we will use that to rate 12 indicators for NCStar

Mrs. Deaton explained/showed the NCStar online program.

12 Indicators: Shown staff survey results

- Staff were confused last year when taking the survey. Mrs. Deaton and Mrs. Herlihy figured out why, Dr. Hogston said we should pay more attention to teacher comments rather than survey priority/opportunity scores. It will give more accurate data since some teachers may have been confused. The Level 3 on the opportunity score on the survey is like Level 1 on NCStar.
  - Items with a higher score we could use first for our 12 indicators because we could complete those easily and quickly.
  - Something with a priority score of 4,5, or six is medium. We could try to accomplish those by March.
  - Low scores mean they are indicators that we probably do not need to focus on this year.
  - We need to pick some low, medium, and high goals to create our school improvement plan.
  - Committee will be split into groups to read about each of the 12 indicators and read through teacher comments.
- Committee split into groups and read about each standard

Notes and discussion about each of the 12 indicators are listed below.

#### Classroom Management:

- It's important to implement classroom rules before the fact and not after
- Classroom rules is more than putting a poster on the wall. It is implementing negotiate, reflect, refuse bad behavior, ethics etc.
- We need to teach expectations for behavior. We cannot assume that students already have these skills.
- Teachers being ready for each contingency helps us to be more prepared. That way when a problem arises we can handle it quickly.
- High priority and high opportunity

#### Instructional Teams:

- It's to make sure when teams meet they are reviewing over standards prior to teaching content.
- Need to have learning objectives, criteria for mastery, pre and post test, and high quality materials.
- When you do this, your instruction needs to be adjusted as needed. Make sure you align the units with the standards.
- Create objectives and assessments first and, then, create activities and lessons.
- Medium rating

#### Tiered System:

- Equal number of people rated a 1 and 2 for importance
- We do have three tiers in place and the county has provided a checklist of things we need to do when providing students with tiered support.
- In the wise ways, we have room to grow in, the most effective tiered program is to address that tiered system in the general classroom, we need to learn strategies and utilize resources (building our toolbox within our classroom), matching appropriate instructional resources to student needs, teachers need to think of what changes they need to make in order to meet the needs of students.
- Given a 3 priority and a 1 opportunity
- Committee was thinking this may be more of a long term goal

#### Students emotional states

- In order for students to do well in school, they must have strong emotional wellness
- We have put this in place during morning meetings.
- As students tell/ share things it helps create empathy and sympathy
- Mrs. Ellerbe is reaching out to students as well
- Staff is being taught how to reach out more in terms of social and emotional well being.
- Priority is a 3 and opportunity is a 2

#### Ongoing plans to support grade level transitions

- All schools need to have explicit and intentional plans for students from Pre-K to K and students from fifth grade to middle school.
- Pre- K does a good job with home visits and transitioning them to kindergarten
- Fifth grade visits the middle school, students are allowed to go to middle school camp, and middle schoolers came
- Checking alignment along K-3 instruction.
- Teach time- management skills
- Teach them how to get along with other adults and find their place in the classroom.
- Ideas: parent nights, shadowing sixth grade students in a classroom
- Low hanging fruit, major work would be K-3 informing teachers below and above
- 1 priority and 2 easy opportunity

#### LEA support and improvement team

- Shared leadership
- Capacity building
- Developing agendas to help teams stay focused
- Priority 1 and opportunity score of 3

#### Leadership team meets twice per month

- Two hour meetings every other week
- Make goals and discuss how to implement
- Meet regularly to keep momentum
- School vision and goals
- Sounds like what we already do as a SBMT besides we don't meet 2 times per month

#### PLC

- Everyone in PLC has role
- Everyone establishes goals
- Everyone collaborates together
- Meet regularly
- Need to give adequate time for what you need to accomplish
- Leaders within the school join in and give insight as needed
- Priority 1, opportunity 3

#### Principal monitors curriculum and instruction

- Establishing a process for team meeting
- Principal visits classrooms and gives teachers feedback on strengths and weaknesses
- Priority score 2 and opportunity score 3

#### LEA

- Turn around schools consider data at 3 levels: school level, classroom level, and student level

- Look at what the problem is, in depth, at all different levels and create a school wide plan based on that.
- Priority score 3 and opportunity 2

### 3.O4 Recruit, reward staff

- Incentives are tied to staff evaluations
- All evaluations processes are monitored
- Training should be tied to what the evaluations reveal
- Training should be differentiated for all staff
- Having sufficient personal for English Language learners.
- Priority 1 and opportunity 3

### Communicating with Parents

- Important to keep parents engaged at school and at home
- Students do better in school when regular calls and notes home.
- We do this with traditions day, positive phone calls home, literacy night, math night
- Priority 3 and opportunity 3

The committee then decided on what four goals we would like to choose to work on this year.

A1.07: All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them (goal: December)

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level (goal: May)

A 4.06 All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary (goal: February)

E1.06: the school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support learning) (Goal: March)

Members will be placed in a sub committee geared towards one of the four goals we picked. Administration will split staff into each sub committee. They will meet once a month.

SBMT committee members will report to everyone what is happening in their sub committee

Every time we meet with the team there needs to be an agenda, minutes collected, and a signature page of who attended.