

Ceasar Cone Elementary

Meeting Minutes

Meeting Date: 09/07/2021 - 2:45pm

Title: School Leadership Team

Location: Media Center

I. Attendance

Team Members:

Mariah Allen, Erin Atkinson, Danielle Choiniere, Angel Harper, Crystal Hill, Joy Martin, Tara Mooring Roberson, Wykendra Parker, Shannon Peebles, Tosha Rooks, Monica White

Guests:

Tricia Gladstone, Behavior Consultant; Deon Scott, Counselor; Dee Burney, Media Specialist; Monica White (1st and 3rd parent)

II. Celebrate recent successes

- EC transitions to and from class are going very well
- Big gains with some of our children
- Ms. Gladstone made it to 9 classrooms-- very impressed with our teachers and students-- students sweet, kind, engaging; teachers are directing and redirecting appropriately-- and Ms. Gladstone is at many schools and districts; even in tough situations, people rallied
- Ms. Burney reads A Fine, Fine School to her classes, and the kids said what makes Cone so fine is the lunch ladies, custodians, the teachers and staff
- Car riders plan is a success-- getting out in 15 minutes now; buses rolling within 12
- All the resources that Amplify gives you for research based resources that really help with small group planning

III. Review and respond to coaching comments

IV. Approval of last meeting's minutes

V. Old Business

VI. Indicators to Assess-Create-Monitor

Indicators Assessed

Objectives Planned For

Monitor (updates made)

VII. Other Business

Action Taken:

- 2021-2022 Team Chairperson-- Ms. Allen was nominated by Dr. Rooks and seconded by Ms. Choiniere and all approved
- Bylaws-- vote via email; Burney is willing to represent the Specialist team

- MTSS Structure-- Ms. Gladstone, Behavior Support-- shared the triangle-- 80% of students should be in core (0-1 ODR) and (0-2 absences); basically we are starting in Tier 2 (2-5 Office referrals); Tier 1 6+; shift to person first language-- one who is struggling to attend vs. behavior problem; looking at attendance, academics, behavior; MTSS is not a gateway to EC; it's about putting tiered systems in place to help; how do we attack the core first? 3x5x3 strategy-- we will start it in our core-- whole class and then as we move through the tiers for individual students; looking at data to see what supports we need to have across attendance, academics, behavior; all need SEL this year; work on teacher capacity via teach, give and share feedback; working on systemic change; we have to work together on grade levels; evolution not a revolution
- School goals-- need to have 5 areas this year; we will work our Attendance, Academics, Behavior subcommittees through School Improvement Team
- 1- Increasing Performance Composite-- goal from district is 30.9-- We will increase our Performance Composite to 30.9. Strategies-- small group instruction, progress monitoring
- 2- Closing the Achievement Gap- We will increase core instruction through targeted small group instruction that focuses on closed achievement gaps in our subgroups. Strategies: small group, look at data more often in PLCs, Amplify breaks down by subgroup; CKLA units have a word placement test; used Spire, Numberworlds and FastBridge to assess all EC students; EL uses WIDA screeners; NWEA data ; use Individual Class data to differentiate for small group instruction with a focus on subgroup.
- 3- Increasing Teacher Capacity-- We will increase teacher capacity as measured through walk through data. Strategies: job embedded coaching, Restart calendar for week at a time for PD; microteaching; analyze walk through data , have you applied feedback,
- 4- Reduction of Loss of Instructional Days; 21 OSS (16 unique students) and 60 ISS days in 2020-2021;16 OSS/111 ISS in 2019-2020; 33 OSS/102 ISS in 2018-2019--We will reduce loss of instructional days via online learning access. Strategies: Canvas for students who are in other rooms/at home-- still have access to anything the class does; Ms. Gladstone as a strategy; join online; total days vs. unique students; consistency of documentation and rewarding/help capture students before they get to the point of referral-- overall reduction of loss of instructional time-- increase layer of instructional supports
- 5-Attendance-- 24.6% severely absent; 10.1% moderately absent; 51.5% not severely absent compared to 85.7% in 2019-2020 and 71.9% in 2018-2019-- can we pull out how many were quarantining; compare August 2021 to 2018; 5% reduction; chronic leaving early; We will reduce our chronic absence percentage by 5%.
- Reminders: Isolation Room-- call first and only if for COVID symptoms-- will ask about if people can have ice packs/tea bags); bathrooms-- too many breaks
- Move to adjourn-- Choiniere and seconded by White.

VIII. Next Meeting

Date:

Time:

Title:

Location:

IX. Adjourn

4:00pm
