



James B. McMillan Elementary School
School Organizational Team Minutes
December 10, 2019

The James B. McMillan Elementary School Organizational Team meeting was called to order at 4:30 p.m. on December 10, 2019. The meeting was held in the multipurpose room at James B. McMillan Elementary School.

Members present:

Cheri Griggs
Antonio DiNatale
Tess LaCroix
April Turner

Members absent:

Arnaysia Hall

Non-Voting Members present:

Antoinette Irby
Nikki Longmore

The minutes from the meeting dated November 12, 2019 were presented and accepted unanimously without change.

Old Agenda Items

- **2.1 SOT TEAM ELECTIONS.** Arnaysia Hall, parent representative, was not present. Per SOT norms, the parent representative position will be up for nomination and election. The SOT welcomed parent member, Tess LaCroix, and Support Staff member, April Turner. Mrs. Irby stated that we would conduct another parent election during the Parent Chat and after school December 17, 2019 since we have two more open parent seats on SOT. Nominations would be conducted December 11-13, 2019. Mrs. Griggs shared Class Dojo analytics regarding parent views of her SOT posts. The December 8th invitation post was sent to 850 parents, viewed by 181 parents, liked by 3 parents, and commented on by 1 parent. Most other SOT posts have similar response rates.
- **SOT TEAM NORMS.** Tabled until the January meeting. Mrs. Irby will have Office Staff prepare binders for the new SOT members.
- **ROOT CAUSE ANALYSIS.** Mrs. Irby shared the 5 Why's Root Cause Task from the Staff Development meeting using school-wide data and staff input. That was the foundation for identifying the changes that need to occur to affect higher proficiency scores in ELA. We reviewed things that are controlled vs. uncontrolled (i.e. staff shortage, class sizes).
 - Results: **WHY** is it happening? Inconsistent with instructional strategies. Inconsistency with curriculum alignment with NVACS. Students have the necessary skills, but lack the "why" (relevance, motivation). Behavior strategies are not properly supporting the students (i.e. routines, expectations). The students have an inconsistent belief that the content standards are relevant to how they connect to real life experiences. Additional factors affecting learners include things like glasses, health, attendance, language barriers, cultural factors, and family environmental factors. The needs of the student and their family may be unknown to the teacher and school unless it is observed by administration, counselor, SSP, or teacher with them using a positive relationship interaction to assist the student/family with the matter.

- Considerations: Is it observable? Is it something we can control? If our last why is something we cannot control, go back up to the previous answer for a new response.

The Problem of Practice - "What are we going to do about it?" Instruction is not at the depth of rigor aligned to the NVACS for Tier I instruction for students to make progress in proficiency. Mrs. Irby stated that she is giving us additional planning time weekly (Tuesdays, 8:20-8:45, when the grade level is not presenting at RTI, Wednesday's-Grade Level Planning days, Thursday's, 8:20-8:45, and often times Friday's) to plan rigorous instruction within the grade level. Ms. LaCroix asked if long-term subs are on the same instructional paths as grade level teachers. Mrs. Irby and Mrs. Griggs explained how long-term subs are working with and planning with the grade level teachers in order to deliver the same material/standards across the grade level.

- **2.5 Attendance** tabled until the January meeting. **Goal 3 updates** tabled until the January meeting.

Public comment: none.

- Meeting was adjourned at 5:33 p.m. Next meeting will be held on January 14, 2020 at 4:30 p.m.