

Allen Jay Elementary

Meeting Minutes

Meeting Date: 04/24/2020 - 1:00pm

Title: SIT 4.24.20 VM

Location: Microsoft Teams

I. Attendance

Team Members:

Courtney Cornelison , Brittany Nunes, Maya Bell, Kelsey Brand, Laurea Ferguson, Carla Flores-Ballesteros, Wenalyn Glenn, Kelli Hackstall, Allan Johnson, Wendi Patterson, Gabrielle Piacentini, Marcia Renne, Samantha Rinehart, Nicole Salter, Katherine Tuttle, Pa Vue

Guests:

II. Celebrate recent successes

III. Review and respond to coaching comments

IV. Approval of last meeting's minutes

Cornelison approved, Patterson seconds

V. Old Business

VI. Indicators to Assess-Create-Monitor

Indicators Assessed

Objectives Planned For

Monitor (updates made)

[Fill | MTSS FAM-S Responses](#)

1. Leadership team completed this form to collect responses about MTSS Indicators

[Results | MTSS FAM-S Responses](#)

- Results were reviewed by the leadership team.
- Format for recording results and discussion:
 1. Rating (number of votes)
 2. Next Steps

Item 11: Coaching is used to support MTSS implementation.

- i. Rating: Optimizing (1), Operationalizing (13), Emerging (1)
- ii. Next Steps:

1. Continue what we're doing, make sure we are collecting sufficient data and

evidence

Item 12: Schedules provide adequate time for professional development and coaching support.

i. Rating: Optimizing (5), Operationalizing (8), Emerging (2)

ii. Next Steps:

1. Provide differentiation in professional development

Item 13: Schedules provide adequate time to administer academic, behavior, and social-emotional assessments needed to make data-based decisions.

i. Rating: Optimizing (5), Operationalizing (7), Emerging (3)

ii. Next Steps:

1. Provide opportunity to focus on SEL within the classroom and school schedule, intentional SEL awareness and assessing

Item 14: The master schedules provides adequate time for multiple tiers of evidence-based instruction and intervention to occur.

i. Rating: Optimizing (4), Operationalizing (8), Emerging (3)

ii. Next Steps:

1. Ensure master schedule provides time for flexible student grouping in all grade levels.

Item 15: The master schedule provides adequate time for staff to engage in collaborative, data-based problem-solving and decision-making.

i. Rating: Optimizing (8), Operationalizing (5), Emerging (2)

ii. Next Steps:

1. Continue providing staff with intentional PLC time and training in how to analyze data

Item 16: Processes/procedures and decision-rules are established for data-based problem-solving at each tier.

i. Rating: Optimizing (1), Operationalizing (10), Emerging (3)

ii. Next Steps:

1. Continue to use the data protocol that we began to use before we transitioned to virtual school

Item 17: Resources available to support MTSS implementation are identified and allocated.

i. Rating: Optimizing (6), Operationalizing (7), Emerging (1), Other (1)

ii. Next Steps:

1. These elements are happening, but there may not be communication among the team to know all the evidence being collected

2. TA's are conducting interventions with data notebooks.

a. Inconsistency between data from TA and data from teacher

Item 18: Staff is engaged in consensus building activities for MTSS implementation.

i. Rating: Optimizing (6), Operationalizing (6), Emerging (3)

ii. Next Steps:

1. Ensure communication to promote understanding between the different roles in MTSS at our school

2. MTSS Canvas modules help with understanding elements of MTSS

Item 19: Staff is provided data on MTSS implementation and student outcomes at all tiers

i. Rating: Optimizing (5), Operationalizing (8), Emerging (1), Other (1)

ii. Next Steps:

1. Make sure data tracking is relevant to MTSS "umbrella"

2. Communicate the connections between what we're doing already with data tracking & MTSS vocabulary

Item 20: The infrastructure exists to support the school's goals for family and community engagement in MTSS.

i. Rating: Optimizing (8), Operationalizing (7), Emerging (1), Other (0)

ii. Next Steps:

1. Utilizing class Dojo, newsletters, and connect ed messages

2. Communication goes out in top 3 languages present at our school

Item 21: Educators actively engage students, families, and community stakeholders at all tiers of MTSS.

i. Rating: Optimizing (9), Operationalizing (9)

ii. Next Steps:

1. Lunch and learns are conducted to integrate families, students, and community stakeholders.

2. Dojo has helped get parents engaged

Item 22: ACROSS ALL TIERS, Integrated data-based problem-solving for students attendance, behavior, social-emotional, and academic outcomes occurs across areas and grade levels.

i. Rating: Optimizing (5), Operationalizing (8), Emerging (1)

ii. Next Steps:

1. PLCs, IST, and PBIS has protocols established to track and collect evidence for these outcomes.

Item 23: Problem Identification - ACROSS ALL TIERS, multiple sources of data are used to identify the difference or "gap" between expected and current student outcomes relative to attendance, behavior, social-emotional, and academic goals.

i. Rating: Optimizing (3), Operationalizing (10), Emerging (2)

ii. Next Steps:

1. Intentionally using the data we are collecting.
2. How are we keeping data for SEL?
3. Brand collects data and reports it weekly.

a. How can we give more independence to the teacher to implement SEL intervention and data collection at the classroom level

4. Pre-K collects data in these areas

Item 24 : ACROSS ALL TIERS, attendance, behavior, social-emotional, and academic data are used to analyze and hypothesize reasons students are not meeting expectations.

i. Rating: Optimizing (3), Operationalizing (9), Emerging (2), Other (1)

ii. Next Steps:

1. Grade-level discussions are taking place, but may not be put together with official data
2. Attendance meetings with students facilitate discussions with them about their grades.
3. Be intentional with how we are using data and communicating results.

Item 25: ACROSS ALL TIERS, specific instructional/intervention plans are developed and implemented based on verified reasons why students are not meeting attendance, behavior, social-emotional, and academic expectations.

i. Rating: Optimizing (3), Operationalizing (9),

Emerging (3),

ii. Next Steps:

1. Are we doing all of this to fidelity?
2. In IST meetings and PLCs, maintain consistency with the type of data that is brought to each meeting.
3. Accurately identifying students who need to be referred to IST based off of clear data expectations rather than subjective information from the teacher.

Item 26: Plan Evaluation - ACROSS ALL TIERS, student progress specific to attendance, behavior, social/emotional, and academic goals are monitored (this includes progress towards IEP goals, DEP goals, LEP goals).

i. Rating: Optimizing (3), Operationalizing (10), Emerging (1),

ii. Next Steps

1. Data protocols, using the data, and ensuring consistent communication is where we need to continue to grow.

Item 27: ACROSS ALL TIERS: Data-based problem solving includes regular analysis of performance of diverse groups across all areas.

i. Rating: Optimizing (2), Operationalizing (10), Emerging (3),

ii. Next Steps:

1. Continue providing Data Day for teachers so they can see the connections to MTSS and identify students who need intervention.
2. Some grade levels (upper grades) may see that this type of analysis regularly happening.
3. Lower grades have struggled with data analysis due to scattered data sources for ELA.
 - a. Provide reliable data sources for K-2

Item 28. Resources for and barriers to the implementation of MTSS are addressed through a data-based problem-solving process.

i. Rating: Optimizing (2), Operationalizing (7), Emerging (6),

ii. Next Steps:

1. Some grade levels (upper grades) may see that this type of analysis regularly happening.
2. Lower grades have struggled with data analysis due to scattered data sources for ELA.
 - a. Provide reliable data sources for K-2
3. Still need to improve in doing this as a whole school to collect data and develop action plans.

Item 29. Core academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum and environment (ICE). These are refined based on both student outcome and implementation data for continuous improvement.

i. Rating: Optimizing (2), Operationalizing (7), Emerging (6),

ii. Next Steps:

1. Many of these elements have been addressed in previous items.
2. Ensure communication and implementation are happening consistently school-wide

Item 30. Core behavior practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum and environment (ICE). These are refined based on both student outcome and implementation data for continuous improvement.

i. Rating: Optimizing (1), Operationalizing (8), Emerging (6),

ii. Next Steps:

1. Consistently re-teaching school-wide behavior expectations when issues arise.

Item 31. Core social-emotional practices exist that are defined schoolwide or across all grade levels/spans by essential components of instruction, curriculum and environment (ICE).

These are refined based on both student outcome and implementation data for continuous improvement.

i. Rating: Not Implementing (1), Optimizing (5), Operationalizing (8), Emerging (1),

ii. Next Steps:

1. SEL is an area where we can continue growing.

2. Making SEL a part of classroom routines, maybe begin with a once a week routine.

Item 32. Supplemental academic practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, and environment (ICE). These practices are specified in standard treatment intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.

i. Rating: Optimizing (5), Operationalizing (7), Emerging (3),

ii. Next Steps:

1. Lower-grades do not have as consistent data and practices as upper grades.

Item 33. Supplemental behavior and social-emotional practices exist that are defined schoolwide or across grade levels/spans by essential components of instruction, curriculum, and environment (ICE). These practices are specifies in standard treatment intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.

i. Rating: Optimizing (5), Operationalizing (8), Emerging (2),

ii. Next Steps:

1. Improve in establishing consistent SEL practices schoo-wide.

Item 34. Intensive academic practices exist that are defined schoolwide or across grade levels/spans by essential components of instruction, curriculum, and environment (ICE). These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for continuous improvement.

i. Rating: Optimizing (2), Operationalizing (11), Emerging (2),

ii. Next Steps:

1. Continue to use our data to provide intervention.

2. Continue to use the protocols we established before the transition to virtual learning.

Item 35. Intensize behavior/social-emotional practices exist that are defined across grade levels/spans and content areas by essential components of instruction, curriculum, and environment (ICE). These practices are specified in intervention protocols. These practices are refined based on both student outcome and implementation data for

continuous improvement.

i. Rating: Optimizing (4), Operationalizing (8), Emerging (2),

ii. Next Steps:

1. Increase SEL practices.
2. Continue supporting behavior practices, re-teaching as necessary.
3. Consistently using the data decision protocols.

Item 36. A comprehensive assessment system is established, and staff understand and have access to academic, behavior and social-emotional data sources that address the following purposes of assessment:

- 1) Identify students at-risk academically, socially, and/or emotionally
- 2) Determine why students are at risk
- 3) Monitor student academic and social-emotional growth/progress
- 4) Inform academic and social-emotional instruction planning
- 5) Determine student attainment of academic/behavioral outcomes.

i. Rating: Not Implementing (1), Optimizing (5), Operationalizing (6), Emerging (3),

ii. Next Steps:

1. 3-5 has consistent data points, K-2 does not. K-2 needs more consistent data points.
2. Implements SEL assessment system consistently across the school.
3. Brand conducts many individual assessments that are confidential. We can implement procedures in the classroom to identify students who are at risk at a classroom level.
4. Guidance/SEL assembly
5. Identifying students who are academically at risk based on data.

Item 37. Policies and procedures for decision-making are established for the administration of assessments, access to existing data sources, and use of data.

i. Rating: Optimizing (1), Operationalizing (12), Emerging (2),

ii. Next Steps:

1. Still emerging with data analysis protocols
2. Work to grow effectiveness and consistency with procedures

Item 38. Effective data tools are used appropriately and independently by staff.

i. Rating: Optimizing (2), Operationalizing (12), Emerging (1),

ii. Next Steps:

1. Still emerging with data analysis protocols
2. Work to grow effectiveness and consistency with procedures
3. Growing to a point of consistency and ownership school-wide with data tools (Performance Matters, Interim assessments, other sources)

Item 39. Data sources are used to evaluate the implementation and impact of MTSS at least annually.

Outcomes are shared with stakeholders. Evaluation should occur across:

- All areas
- All tiers
- All diverse groups (e.g., racial/ethnic, cultural, social-economic, language proficiency, disability status)

i. Rating: Not Implementing (1), Optimizing (1), Operationalizing (5), Emerging (7),

ii. Next Steps:

1. We have not had a true MTSS evaluation yet because it's new.
2. Evaluate the impact of MTSS and share the information at least annually.
3. Has been conducted with ILT.

Item 40. Available resources are allocated effectively.

i. Rating: Optimizing (0), Operationalizing (10), Emerging (5),

ii. Next Steps:

1. Ballesteros communicates with leadership the allocation of school funds.
2. Maintain consistent communication with staff and team about how resources are

allocated.

Item 41. Data sources are monitored for consistency, accuracy, and timeliness in collection and entry procedures.

i. Rating: Optimizing (3), Operationalizing (10), Emerging (2),

ii. Next Steps:

1. As communication and consistency improve, we will be able to monitor these data sources well.

2. Data sources need to be consistent for K-2 so that we may monitor them.

VII. Other Business

Action Taken:

New Business

1. Grading policies are continuing as discussed.
 - a. State policy has been updated. Admin will let us know of any new information.
2. If students have a GCS device, they will need to be updated. Must be on a GCS network to do this.
 - a. Park in GCS parking lot (any school) and must stay there until the update is complete.

Calendar Updates

Schools closed for the rest of the year.

PreK application deadline was extended to May 22

VIII. Next Meeting

Date: 05/08/2020

Time: 1:00pm

Title: SIT 5.8.20 VM

Location: Microsoft Teams

IX. Adjourn

2:11pm
