

Allen Jay Elementary

Meeting Minutes

Meeting Date: 05/10/2022 - 2:35pm

Title: SIT 5.10.22

Location:

I. Attendance

Team Members:

Courtney Cornelison , Milay Alvarez-Vergara, Michelle Atchison, Maya Bell, Kelsey Brand, Cecilia Castillo, Carla Flores-Ballesteros, Teresa Goodwin, Janet Holland, Cecil Lake, Jo Anna Robertson, Nicole Salter, Avery Steele, Pa Vue, Casey Walck

Guests: Intahong, Makris, Ms. Jollif

II. Celebrate recent successes

FAMS Intro by Ms. Jollif and the Leadership team.

What is NC MTSS?

- NC MTSS is a multi-tiered framework that promotes school improvement through engaging, research-based academic and behavioral practices as well as Social and Emotional Learning (SEL). NC MTSS employs a systems approach using data-driven problem solving to maximize growth for all.
- Research over the last several decades show that all effective MTSS frameworks are built around six (6) critical components
- In GCS, NC MTSS is the framework used to promote whole-school improvement through integrated supports*



What is FAM-S?

- FAM-S is an acronym for the **facilitated assessment of MTSS-school level**
- The FAM-S is a validated tool developed by NC DPI
- All districts are expected to completed the FAM-S annually between April and June
- The NC FAM-S measures school-level implementation of NC MTSS. The instrument contains 41 items across the six critical components of MTSS Implementation*
- Each item is scored on a rubric scale of 0-3
 - 0 = not implementing
 - 1 = developing
 - 2 = operationalizing
 - 3 = optimizing

Rationale for FAM-S

- Support state-level mandates**
 - It is the vision of North Carolina Department of Public Instruction (NC DPI) that every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support (MTSS)
 - All schools across NC were required to have a fully implemented MTSS by July 1, 2020
 - A fully implemented MTSS requires more than interventions and paperwork
- Support school improvement within GCS**
 - Serves as our comprehensive needs assessment
 - Data is used to help school and district-level personnel identify and prioritize implementation steps
 - Allows school teams to target specific areas to drive school improvement
- Ensure all students receive a sound, basic education**
 - The Leandro Report identifies MTSS as a key lever for equitable learning outcomes



Considerations for Scoring

Low Scores	High Scores	Follow the Rubric	Focus Areas
<ul style="list-style-type: none">Scoring 0 or 1 is okay and expectedMany factors have stalled MTSS implementation across the state and district	<ul style="list-style-type: none">We are still in the early phases of implementationScores of 3 require artifacts/ evidences	<ul style="list-style-type: none">Keep it simple—scores should reflect the criteria outlined in the FAM-S rubricAny score requires that your team meets all the criteria for that rating <u>and</u> all criteria for the preceding rating(s)	<ul style="list-style-type: none">Prioritized FAM-S itemsItems with no consensusItems with some consensusItems with extreme high/low scoresItems with wide spreadItems with 50-50 split

III. Review and respond to coaching comments

- #6 OPERATIONALIZING-2

The leadership team is actively facilitating implementation of MTSS as part of their school improvement planning process.

-#10 OPERATIONALIZING-2

The leadership team ensures professional development and coaching for all staff on multi-tiered instruction and intervention relative to their job roles/responsibilities.

-#14 EMERGING-1 (FOR NEXT YEAR)

The master schedule provides adequate time for multiple tiers of evidence-based instruction and intervention to occur.

-#11 OPERATIONALIZING-2

Coaching is used to support MTSS implementation.

-#13 EMERGING-1

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

-#27 OPERATIONALIZING-2

ACROSS ALL TIERS:

Data-based problem solving includes regular analysis of performance of diverse groups across all areas.

-#28 OPERATIONALIZING-2

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

-#38 OPERATIONALIZING-2

Effective data tools are used appropriately and independently by staff.

Selecting the Right Indicators

- Consider school and district priorities

- High scores to continue replicating strengths
- Low scores to focus on making gains
- The same (or some of the same) items as the previous year
- Items with low consensus to focus on building the team's collective understanding/support

Themes for considerations

-consistency to practice

-EXPLICIT connections to MTSS

-make the most of the time in a day (master scheduling)

-data collected and analyzed to support problem solving model

-system for behavioral initiatives

-leadership/coaching

When the team is ready to submit the 3-5 priority items, please do so using this [form](#).

Theme/Category	Item #	Other Notes
SEL/Behavior Systems	22, 22, 36, 31, 33, 31, 35, 36, 36, 22, 36, 37, 31, 35, 36	
Master Schedule/scheduling for time to collect and analyze data	14, 14, 14, 14, 14, 14	
Explicit Connections to MTSS & Consistency in Practice	11, 12, 13, 13, 40, 10 -11, 27, 6, 11, 12, 13, 18, 11, 24, 28	
Leadership/Coaching	3, 6, 4, 4, 11, 4	

Item	Votes	22	3
	36		5
	21		3
	33		1
	35		2
	37		1
	14		7
	11		5
	12		2
	13		3

IV. Approval of last meeting's minutes

Approved

V. Old Business

VI. Indicators to Assess-Create-Monitor

Indicators Assessed

Objectives Planned For

Monitor (updates made)

VII. Other Business

Action Taken:

VIII. Next Meeting

Date: 05/24/2022

Time: 2:35pm

Title: SIT 5.24.22

Location: Microsoft Teams

IX. Adjourn

4:30pm
