

## **SBLT Meeting**

**March 2, 2019**

**Members in Attendance:** Carruthers, Boyd, Toman, Mittman, Bostick, Almstead, Larson

**Meeting began at 3:00 p.m.**

**Review of the meeting minutes by E. Carruthers.**

### **I. College & Career Week**

- a. Ms. Mittman shared information about this week.
- b. Ms. Little sent an email outlining the plan for the week.
- c. College door decorating challenge
  - i. Winner gets a prize.
  - ii. Doors should be up from March 20-April 3.
- d. Teachers need to send information about this week to parents.

### **II. Future Dances**

- a. Proposal: Split the grade levels K-3 and 4-5
  - i. What happens with siblings?
  - ii. There were larger numbers of students this time
  - iii. Maybe due to the extension because it was rescheduled twice
  - iv. More parents came inside to pick up this time
- b. Consensus: leave the plan as is

### **III. Spirit Week in Kindergarten**

- a. March 9-13
- b. Celebrate Read Across America
- c. Plan for daily ways to dress
- d. Other grade levels may participate

### **IV. MTSS: Evidence of Indicator A1.04**

- a. Math Universal Screeners will be administered four times a year. Interventions will be planned for students who need support based on the data.
  - i. Evidence:
    - 1. Teachers fill out a spreadsheet with MOY Universal Screener data.
    - 2. Teachers plan small group interventions based on the MOY data.
- b. An Instructional Leadership Team guides grade level discussions each Monday prior to PLCs on Tuesday.
  - i. Evidence:
    - 1. Weekly Monday Data Discussions for each grade level provide teachers time to discuss the data from the previous week.

- 2. Teachers reflect upon their teaching and select next steps for growth using the SWIVL videos.
      - 3. ILT fills out the grade level minutes form to keep track of what was accomplished and what needs to be completed during the rest of the week.
  - c. Power Goals for 3-5 grade will be developed and monitored during ARC conferences. This data will be discussed at grade level and EC PLCs.
    - i. Evidence:
      - 1. IRLA Organizers are reviewed twice a month by the CF.
      - 2. Feedback is given to teachers.
      - 3. IRLA Organizers are reviewed by teachers during Monday Data Discussions.
      - 4. Levels checks are administered by a partner teacher each quarter.
  - d. In K-3, state assessment data is monitored using a Data Tracker. Interventions, PEPs, and IST are noted for students who do not master the standards.
    - i. Evidence:
      - 1. iStations data was analyzed for MOY. New intervention groups were formed based on the new data.
      - 2. The data for students who are provided “on-demand” iStation assessments is reviewed at Monday Data Discussions.
  - e. Professional development on the MTSS process for academics and behavior is provided to teachers monthly. On-going, individual support for teachers is provided by the IST chair and co-chair.
    - i. Evidence:
      - 1. IST meets each week on Wednesdays.
      - 2. Minutes from these meetings are housed on Simkins’ SharePoint.
      - 3. Staff meetings provide PD on MTSS. February’s meeting provided PD on using Goal Book. At March’s meeting teachers will receive training on how to use Acadience.
  - f. Classroom assessments, common, summative, and post assessments will be kept on a spreadsheet to determine student growth toward the standard and students who need remediation or intervention.
    - i. Evidence:
      - 1. Assessment data is reviewed at Monday Data Discussions.
      - 2. IA #2 data was analyzed during PLCs. Corrective instruction based on the questions’ stanine and students’ stanines was developed.
      - 3. PLCs provide time for teachers to backward map. Teachers take the upcoming assessments to identify any misconceptions which are then addressed during core instruction prior to the assessment.
  - g. Data discussions will occur in PLCs. Teachers will keep Data Trackers to monitor the progress of all students toward mastery of the NC Standard Course of Study. Interventions and enrichment for students will be discussed and reviewed on a regular basis.
    - i. Evidence:
      - 1. All Data Trackers are housed on the Simkins’ SharePoint.

- 2. They are reviewed weekly by teachers and are used to inform instruction for the next week.
    - 3. At IST, student data is discussed to ensure they are making growth.
  - h. Teachers will administer common assessments every two weeks to determine next instructional steps. The common assessments assess skills that align with the NC Standard Course of Study
    - i. Evidence
      - 1. The Adaptive classes use ULS pre-and post-tests.
      - 2. Topic Quizzes, mid-module, and end of unit assessments are administered.
      - 3. Teachers use the assessments to backward map in order to identify misconceptions and embed corrective instruction into core instruction.

**Meeting adjourned at 3:32 p.m.**