

Northern Guilford Middle

Meeting Minutes

Meeting Date: 04/27/2020 - 3:00pm

Title: April SBLT

Location: TEAMS meeting

I. Attendance

Team Members:

Wesley Auman, Katherine Bowie, Karen Ellis, Theresa Hunter, Rachel Ives, Cathy Lee, Noelle Leslie, Rachel McConoughey, Grace Messinger, Britt Molitoris, Rodney Morgan, Elizabeth Parker, Radford Rogers, Jayda Smith, Kimberly Thomas

Guests:

II. Celebrate recent successes

Distance learning has stretched teachers and students. Many students are thriving during online learning. Although, others we are still working to get engaged.

Parents are thankful to see "new" learning and not just review of content.

III. Review and respond to coaching comments

IV. Approval of last meeting's minutes

Will approve March and April minutes at the May meeting

V. Old Business

VI. Indicators to Assess-Create-Monitor

Indicators Assessed

Objectives Planned For

Monitor (updates made)

VII. Other Business

Action Taken:

I. FAM-S Update

NGMS FAM-S was submitted to GCS on 4/24/2020

Areas we highlighted as NGMS strengths include:

#1--The principal is actively involved in and facilitates MTSS Implementation

#15--The master schedule provides adequate time for staff to engage in collaborative, data-based

problem-solving and decision-making.

#18--Staff is engaged in consensus building activities for MTSS implementation.

#22--ACROSS ALL TIERS, integrated data-based problem-solving for student attendance, behavior, social-emotional and academic outcomes occurs across areas and grade levels.

#29--Core academic practices and #30--Core behavior 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.

Areas to focus on for the 2020-21 school year, are:

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

Goal--For NGMS SBLT and ILT to lead in the school-wide implementation of MTSS.

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

Goal--To focus on intervention and how to implement that the intervention time into the schedule.

#26--ACROSS ALL TIERS, student progress specific to attendance, behavior, social/emotional and academic goals are monitored (this includes IEP goals, DEP goals LEP goals)

Goal--For NGMS to track progress through progress monitoring of data related to each area.

II. Items related to the 2019-2020 school year:

A. Holding parent meetings via teams the first week in May to update parents and give them a forum to ask questions

B. Grading Policy--State policy really doesn't change what GCS has implemented, other than some year end feedback to parents and next year's teachers on student progress. We will wait on guidance from GCS on what this will look like.

C. Update on Canvas usage--500 students are not logging into EACH and EVERY class, mostly students are missing encore classes.

D. PTSA is working on recognizing our staff for Teacher Appreciation Week

E. Picking up items from school since students will NOT return to the building for classes--in the very preliminary stages of planning this

III. Updates on the 2020-21 school year

A. Small rising 6th and 8th grade classes, which means 10 teachers per grade level (10-10-10). Retiring teachers will allow us to not lose any staff members but some people may need to shift around.

B. Increase in our ESL allotment from .2 to .5. We will share an ESL teacher with NGHS.

C. Help for transition for our rising 6th graders--looking at creating a virtual tour and virtual "tip" list for students

IV. Questions

A. Spring Pictures--They are ready. Auman is working with Strawbridge to get them dropped off at school so they possibly could be picked up by parents or mailed.

B. Yearbooks--Auman is checking with Gore on the status of yearbooks.

C. *Will there be information about the newest grading policy that came out last week from the state? I saw for middle school students that teachers are supposed to provide academic, social, and emotional feedback to help students transition to the next school year. Will this be done automatically or will parents need to ask for it? Do we know how this will be done?* There is not much different in the state's grading policy and what GCS has in place. Comments for next year's transition will be done automatically. We are waiting from GCS and DPI on clarification of what this might look like.

D. *What guidance do teachers have for determining whether students have mastered the course standards? Is there an acceptable number of assignments a student could miss or not do well on and still be able to pass the course? I know from my own student, it seems as if there is not much leeway about missing assignments. He is stressed about missing even one assignment, yet he struggles to make sure everything is complete because each teacher of his 8 posts their assignments differently. Even when I look through his Canvas, I feel it easy to miss something because there are so many different places to look.* We are asking teachers to streamline canvas pages so that info for assignments is launched on the home page. Missing one assignment (like having one zero on a HW assignment during the regular school year) will not determine passing a course. Teachers are asked to post in PowerSchool to see missing assignments. Since parents and students are use to looking in PowerSchool for grades, we hope that posting here will help missing work in being identified.

Representative Areas for next year:

6th grade--Thomas

7th grade--Smith

8th grade--

Encore--

EC--

TA--Parker

Office Support--

6th Parent Rep--

7th Parent Rep--Messinger

8th Parent Rep--

Principal, Ast Principals, CF, Media Specialist, and Counselor

VIII. Next Meeting

Date: 05/20/2020

Time: 3:00pm

Title: May SBLT Meeting

Location: TEAMS meeting

IX. Adjourn

4:05pm
