

Union Hill Elementary School
Leadership Team Meeting Minutes

October 5, 2020

8:15

“Oh, the Places We Will Grow Together”

What	Who	When
Good Things	Ms. Stanfield	5 minutes
Norms	Flowers	2 minutes
Subcommittee Reports	Spears (A1.07) Stanfield/Wilson (A.401) Pendley (A4.06) (Johnson)-A4.16 Lanier (C2.01) Newcomer (E1.06)	60 minutes
School Improvement Plan Overview	Flowers	5 minutes
	Williams	10 minutes
Draft Master Schedule Overview	Stanfield	10 minutes
Arrival/Dismissal Plan	Williams	5 minutes
Launch	Flowers	3 minutes

Good Things- Shared by Mrs. Stanfield, Ms. Wilson and Mr. Flowers

Norms- reviewed by Mr. Flowers

- 1. Be on-time
- Be productive
- Seek 1st to understand
- Student based decisions
- Respect others

Subcommittee Reports-

Spears (A1.07)- The committee didn't want to change a lot. Continue to implement classroom and school expectations. Committee wanted to know how incentives will look for students. Tiger paws, classroom and individual incentives were implemented last year. This year, due to Covid-19, we won't be able to like we did last year. Now, individual bags on desks, and things that are individually wrapped can be distributed, also, we can have many Brain Breaks with students having to be at their desks.

Teacher redirects should allow for limited office referrals. Suspension Goal was 10% hard to measure if it was met due to Covid-19 and kids leaving the building in March. Continue to use Ms. Knight and Parsons as far as actions are concerned to help suspended students come back into the classroom as far as what students can do to prevent suspension in the future. Expectations over breaks for Thanksgiving and Christmas will be given. Committee wanted to know If teachers are having difficulty with classroom management, will PD be offered? Or, would it be possible for the teacher to sit in another teacher's classroom with great classroom management to observe? Suggestions on how to keep kids engaged (was tabled for now.) No upper grade teacher during committee meeting. Committee wanted to know what 3-5 grade teachers did to keep students engaged to increase their EOG scores. Since the committee didn't know the results of the suspension goal from last year, they didn't know whether to change the goal from 10% or 5%. The committee noticed referrals were mostly from African American boys. Mrs. Williams noted that the suspensions were down tremendously. Leadership members noted that it was important to revisit last year's goal of reduced suspensions before setting another goal so it would end up as zero suspensions.

Stanfield/Wilson (A.401) – Stanfield reported that MTSS subcommittee has morphed into IST from last year to MTSS- Decided to use MTSS committee as the IST committee. Gregory, Carmichael, Pearson, Alexander, Wilson, and Knight are on the IPST Individual Problem-Solving Team. PLC will address issues to be taken to the IPST agenda. During the 2020-2021 school year, teachers will meet twice weekly with the math and reading coach; once for planning and another for PLCs. During PLC, teachers and coaches will identify groups of students who need remediation and interventions and will follow up, using the MTSS protocols. IPST will meet 2 monthly for students who need more intensive support. Grade levels will also meet for a whole day each quarter to plan for upcoming units of curriculums to develop collaborative standards aligned for English Language Arts, math and science.

Committee suggested taking out using benchmarks to determine effectiveness of ARC. Also suggested changing K-2 to K-3 grade ISIP data. Committee would like to get rid of Jan Richardson or change. There was a question about Accelerated Reader; Are we using it or tabling it? Flowers said it worked well in the past. Flowers open to whatever way we can continue to keep kids reading. It doesn't have to be Accelerated reader right now. Dr. Miller said AR does have a positive correlation with EOG scores, and it is helpful for kids and teachers to know what level they are on. It has benefits outside of student incentives. Dr. Miller stated it is more so an administrative decision whether to use AR. Dr. Miller shared the AR poll data. 25 teachers wanted AR, and only 1 teacher didn't want it. Think Big room centered around high interest books. AR more so covers standards. Mrs. Williams said it's worth having a discussion on how we are going to use it. Johnson asked about the question of devices b/c students will need devices to do the AR program. Flowers said with the Think Big Room, we must be safe. Newcomer had thoughts about magazines. Dr. Miller gave input on magazines in the past and how it could be utilized this year.

There was a question from the committee of whether to take out computer software. That will be tabled for now. Analyzing data take out for now b/c it is covered later. Majority of the remaining report is surrounding data. The report also discusses Title I. We have purchased supplies with Title I funds.

Pendley (A4.06) – Committee met and decided to keep our social worker. Additionally, counselors will continue to teach, as well as classroom teachers, incorporating Social Emotional Learning in the

instructional day. Counselors are creating a virtual bookshelf that will be shared on Canvas for teachers to have access to. This bookshelf will include SEL material. The committee would like to continue to provide students with role models. This was changed from targeting only African American males, to mentoring that reflected the population of our school. Conversation was had about how we can do that virtually, including fraternities, sororities and high school students. There was a concern/question about having high school students involved due to background checks/clearance. The team changed the next goal to social worker in collaboration with all staff will reach out to community to establish partnerships for mentoring. Lunch buddies taken out and changed to student connections. 5th goal added of having videos 10 minutes where individuals are talking about their professions and what it took for them to acquire the knowledge and skills to get to where they are. Currently, the team felt 1 video per week at the beginning of lunch would be good.

Johnson A4.16— The committee discussed virtual alignments and built upon that. Committee suggested using staff meeting time to get different grade levels together to discuss what the expectations are for the quarter, month, etc. Coaches will continue to collaborate with teachers during PLC's. The committee suggested "Resource cards" that could be created with specific activities for the next grade level out of vertical teams' meetings. Committee suggested getting info out into the community to help parents/guardians get their child prepared for Kindergarten. Committee wants to make sure the community knows what's expected. Committee wasn't sure what the county does. Committee proposed providing community with calendar to parents so they will know what's expected for the year. Curriculum night with a focus on what kids should be able to do and what they're required to know for next year. Show parents how their child should be progressing. Could be done quarterly. With pandemic, committee knows there will not be a lot of gatherings; not sure how to incorporate that. Newcomer wondering if sign could be moved to MLK drive instead of or in addition to Central. Flowers said he will keep that in mind, and he wants to make sure that communications are clear

Lanier (C2.01)- Committee discussed performance data and teacher observation data; Only 1 action step was listed. Committee unpacked it and made 5 more detailed action steps. 1. Grade levels and teachers can create data walls or student data journals to drive instruction and allow student accountability and awareness in growth achievement. 2. Teachers will utilize digital data tracking systems to communicate goals and growth to students based on classroom/district and state assessments data (Raz kids, Istations, Zearn, Eureka Math Spreadsheets, District Created Assessments.) 3. Teacher leaders share effective ways on how they use classroom data to drive their instruction through in-house professional development 4. PLC agendas will include identifying areas of teacher strengths in order to create professional development opportunities that target specific standards and boosting student achievement. 5. Administration and curriculum facilitators will create a walk-through document that clearly communicates classroom and teacher expectations.

Newcomer (E1.06 PFE) Committee discussed regularly communicating with parents and guardians. Committee had a question of monthly newsletters. Flowers said that will start when all students come back into the building and it will go to parents. Committee noticed math night wasn't mentioned along with reading nights and carnival. In addition to the modes of communication currently written, the committee wanted to know if email, Classdojo and remind would be added as they are widely used to communicate to parents now. Committee was fine with action steps. However, they would like a committee to market things differently; tossed around idea of committee that makes parents want to come to the reading and curriculum nights; unsure if we will be able to hold these events with Covid-19;

Newcomer said a lot of it is teaching parents how to be a parent, need to bring teacher lingo down. Committee suggested we could do canvas night where we teach parents how to check Canvas to look for announcements and make sure their children have done their assignments. Discussion of was had about daily class meetings. Committee said we could focus on certain subjects like getting a good night's rest. Kids and parents would sign pledge. Child could return pledge card and child and parent could be put in a drawing. Children and parent would be knowledgeable. Future topics include: Importance of reading, Math Facts, Getting Good Night's Rest, Adequate Physical Activities, and Building a nice core so they can sit longer. Flowers suggested "Teach Me Tuesdays" and "Teach Me Thursdays." Additionally, Annual Title I meeting will be October 29th and teacher's will share expectations and curriculum after the Title 1 PowerPoint and PTA updates.

School Improvement Plan Overview- Reviewed by Flowers. Would like for team to consider where 3rd grade math proficiencies should be.

Flowers had to step out to welcome kindergartners.

Draft Master Schedule Overview- Stanfield

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Arrival until 7:55 Read aloud/SSR/ Morning Meeting	Arrival until 7:45 Read aloud/SSR/ Morning Meeting	Arrival until 7:45 Read aloud/SSR/ Morning Meeting	Arrival until 7:45 Read aloud/SSR/ Morning Meeting	Arrival until 7:45 Read aloud/SSR/ Morning Meeting	Arrival until 7:45 Read aloud/SSR/ Morning Meeting
7:55-8:35 Specials Bathroom break 8:35-8:40	7:45-8:35 CKLA Skills	7:45-8:40 CKLA Listening & Learning	7:45-10:00 ARC Bathroom break 10:00-10:05	7:45-9:55 Block 1 (Math or ELA) Staggered bathroom break before class switch	7:45-9:10 Block 1 (Math, Science or ELA)
8:45-9:45 CKLA Skills	8:35-9:20 Literacy Groups	8:45-9:25 Specials Bathroom break 9:25-9:30	10:05-10:30 Science		9:10-10:45 Block 2 (Math, Science or ELA) Staggered bathroom break before class switch
9:45-10:00 Heggerly	9:20-9:40 Eureka Math (pt 1)	9:35-11:00 Math	10:30-11:10 Specials	9:50-11:55 Block 2 (Math or ELA)	10:45-12:15 Block 3 (Math, Science or ELA)
10:00-10:45 Differentiated Literacy Groups	9:40-10:20 Specials Bathroom break 10:20-10:25	11:00-11:25 Lunch/SEL meeting	11:10-11:40 Spiral Review	12:00-12:25 Lunch/SEL meeting	
10:50-11:20 Recess Bathroom break (5 min before or after)	10:25-11:10 Eureka Math (pt 2)	11:30-12:20 Differentiated Literacy Groups	11:40-12:05 Lunch/SEL meeting	12:25-12:40 Wide Reading Bathroom break before specials	12:20-12:45 Lunch/SEL meeting
11:25-11:50 Lunch/SEL meeting	11:15-11:40 Lunch/SEL meeting	12:20-12:35 Heggerly	12:05-12:35 Recess Bathroom break (5 min before or after)	12:40-1:20 Specials	12:45-1:20 Recess/Pack up/read Bathroom break (5 min before or after)
Stanfield, Virginia E 11:50-12:50 CKLA Listening &	11:40-12:15 Recess	12:40-1:10 Recess	12:40-2:00 Recess/Back	1:25-2:00 Recess/Back	1:25-2:05 Specials

The team wondered what time staff should report to school. William's shared around 7:10-7:15. However, Williams said they will let us know for sure soon. Stanfield wondering if we are still having staff to vote on the master schedule. Flowers originally wanted consensus. We had to switch the leadership meeting with the staff meeting, which makes the staff meeting next Monday. Stanfield would like to get the schedule out to staff. Williams said there will be an opportunity to do this at tomorrow's safety meeting.

Arrival/Dismissal Plan- Mrs. Williams went over afternoon duty schedule. We will not have all kids going out at one time. K-1 students will line up on main hallway utilizing social distancing. 2nd grade will be on hall that leads in front of media center utilizing social distancing, 3-5 will remain in media center utilizing social distancing. During morning duty, we will encourage parents to stay in their cars. Staff will be assigned to take temperatures and ask questions. K-1 will enter through café, 2-3 will enter through blue hall area. Kids will not unload and load at the same time.

Flowers said kindergarten staggered entry went well this morning.

Questions/Additional Items-

Mrs. Williams asked that all committee leaders forward their reports to her today within the next hour.

Jones asked for safety checklist and bathroom checklist and admin said they will provide those for us.

Launch- Flowers shared with the team a quote, “Growth is often uncomfortable, messy, and full of feelings you weren’t expecting. But it’s necessary.” Flowers shared that our goal going forward is to work smarter not harder. He will attend a community meeting tomorrow, and he plans to share the things the team discussed today. Flowers would like for us to rally around kids to make sure they are healthy.

Meeting was adjourned.