

## SLT Meeting February 6, 2019: 3:50-5:00 (Media Center)

### SLT Members:

Penny Crooks	Gayle Higgs	Jonathan Jessup	Paul Wright	Jonathan Dillion
	Tammy Allen		Elizabeth Beckwith	
Amy Cagle	Lisa Cheek	Josh Faircloth	Michael Fleming	Phil Homiller
Molly Lyons				Laura Holland
Glenn Powell	Carlos Gomez	Bill Robbins	Martin Stanich	
Nicole Winsley	Grayson Armstrong			

### Celebrations:

- Tardy sweeps are working!
  - 71, then 53, then in the 30s.
- MTSS went on a site visit to see a model of a tiered support system to help students struggling academically and behaviorally. The school had an intervention block built in for support and to meet the needs of learners.
- Wida testing is going well.
  - Allen: Cards for students worked out well
- Class meetings went well. It was different and kids got to be active.

### New Business:

- 3 of Tim Westerberg's 6 principles: 1. Show students respect; 2. Be visible; 3. Clarify non-negotiables
  - Respect: acknowledging a kid's existence. Don't chastise a student in front of their peers. There are always exceptions to the rule. Try to hold the conversation outside of class or to the side.
  - Be visible: Attend events, be in the halls. Acknowledge them when in the halls.
  - Clarify non-negotiables: "Big 5," hold students accountable when they violate them. Helps in the classroom, too. Ex: be aware of your volume. Explain to the students why the non-negotiables are important.
    - Student-made posters for hallway matrix posters.
    - Scott Smith is working on projects like that
- External vs. internal controls, perceptions, and references
  - Perception (how your brain reacts to input) is based on your references. When perceptions don't match references, there is an error in the brain and a negative reaction.
  - Students' reactions might be different, based on the situation.
  - Create new references for students when need, and you will change their reaction to the situation or circumstances.
- [We believe...](#)

- Crooks: will get back to us with the top three beliefs about student learning.
- Review of NC Star Indicators
  - Something we got caught up in: more looks like we are doing more, but instead more is distracting.
  - 13 indicators, 1 action step for each indicator. Pick 2-3 indicators that will have 3 action steps.
  - Too many action steps spread us too thin.
  - Decide which indicator is our highest priority and need more action steps, and then which ones do not need the bulk of our energy.
  - Indicators that we want to add the most of our energy to:
    - Beckwith: 4.16 *The school develops and implements consistent, intentional, and ongoing plans to support transitions for the grade to grade and level to level.*
      - Higgs: maybe focus next year when we can start the grade-grade, level-level transition in August.
    - Jessup: **B.3.03: *The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.***
      - Delete same admin observation because that is not possible
      - Visible and attentive to school needs.
      - Admin analyzes walkthrough data for trends (by May, Crooks).
    - Allen: **A..4.06: *All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.***
      - School counselors may not need to be in the classroom for 20 minutes weekly.
        - Robbins: more than visibility, instead they can learn about the classes and what actually goes on in it.
        - Crooks: does it align with the indicator? Maybe observe student interactions.
        - Beckwith: maybe state it for them to meet with them individually one on one. Maybe every kid will meet with guidance by the end of the year.
        - Crooks: one action per action step.
        - Crooks: 1 action step: School counselors will be in the hallway visible weekly. Action step 2: Counselors will meet with each student individually.
        - Beckwith: none of the action steps mention teachers.
        - Crooks: how can we add in teachers??
        - Higgs: Add in the resiliency training
        - Crooks/Beckwith/Cagle: Teachers follow action steps on what to do with mental health referrals.

- Next, refine and purge. All other indicators need to be brought down to one action step. Consider any additional action steps for the ones on which we are focusing.
- Expectations for teachers when students are absent (parent contacts etc.)
  - 3 absences (in general, not consecutive): make parent contact
    - Try all methods and then contact support staff. Snail mail works too.
  - Encourage students to make up time by the end of the nine weeks, not the semester.
- SLT issues/items
- Aloha
  - Awards day will be removed from the morning and add it to scholarship night.
  - Instructional morning (see all four classes)
  - Go to the gym for a short/abbreviated awards (sash winners).
  - Release and have like a carnival.
  - Try it one more time to see if it works better.
  - Form a committee

**Adjourn:**