**Durant Road Middle School**

February 7, 2019

Media Center

3:30-4:30

Norms:

1. Start and end on time.  Use time efficiently and have goal oriented meetings..
2. All ideas and discussions will be heard and considered respectfully and without judgement (verbal/nonverbal).
3. Maintain confidentiality regarding opinions and discussions.
4. All members will come prepared with necessary materials and will be present during meetings.

| Topic | Expected Outcome | Presenter | Time | Minutes/Actions |
|---|---|---|---|---|
| Welcome- Grounding Activity | Everyone will be welcomed to the meeting by participating in a grounding protocol. | Hartman, Huber-Jones and Miles | 3:30-3:35 | |
| Quarterly Review | SI Team will evaluate current actions to reach full implementation of our indicators. | Entire SI Team | 3:35-4:25 | |
| Closure/Next Steps | SI Team will end the meeting by reviewing what was discussed in the meeting and setting up next steps for March's SI meeting. | Hartman, Huber-Jones and Miles | 4:35-4:30 | |

Present: D. Hartman, L. Alford-Keith, K.Faircloth, C. Miles, M. Del-Villar, A. Deen, K. Dunton, Z. Yoder, A. Trbovich, J. Kleiber, E. Dunbar, C. Bardill, A. Jackson, M. Clark,

Minutes:

Opener - I am activity

Track 3: Effective classroom management, reinforcing rules, positive teaching of procedures. Track 3 is the committee and also the PBIS team. Reviewed action steps. Reviewed SIRS data and pointed out that the greatest areas of discipline were in the classroom location with the hallway

being a distant second.  This makes sense since students spend most of their time in the classrooms. The next area to be addressed was what behaviors were documented.  The highest number was physical aggression or fighting.  The second largest incident was disruptive behavior, with the third being disrespect.  From a PBIS perspective, disruptive behavior and disrespect are the new areas that pBIS wants to work on with regard to our action step. Grade level meetings then spoke about what non-compliance and disrespect were in an attempt to develop common language in an effort to lessen referrals.  The most commonly used terms for non-compliance were willing refusal after multiple requests, a clear choice, seen related to teacher request. Disrespect was related to body language, talking back, tone, devaluing another person.  The team will use this information to grow additional resources and actions.  The next action is related to using PTR to create an individual PTR interventions for use with specific students.

The second goal relates to teaching and reinforcing behaviors.  The school-wide posters, agendas with reflection components, and PBIS review of behaviors throughout the quarters.  The team also used a TFI to measure our rate of completion of various tasks across the PBIS team.  The team saw the had full implementation of 3/9 tier indicators and partial implementation of the other 6. The team took this information to developed additional steps including teaching videos, teaching fidelity check-ins, use of kahoot, revamping agenda activities, suggestions to teachers on how to teach behaviors. The team has not addressed the specifics of tier two and three.

The PBIS team also had conducted two surveys regarding hallway transitions.  This was a pre and post survey with specific hallway behaviors being targeted changes. Areas of greatest concern were visibility in the hallway, walking on the right hand side of the hallway, and controlling volume. Teachers are now being asked to review hallway expectations 3 times per quarter and is being monitored by a fidelity check document.  It was suggested that we need to be taking a much closer and vigilant look at our suspension data as broken down by demographics. Our data indicates that we are suspending students of color at a much greater rate than their white counterparts.  The team is also interested in adding an additional action step that would have the team work on reducing this discrepancy.

Track 1: SEL - use of restorative circles and foundational work to discuss the SEL needs of students.  Their actions included looking at agenda use to determine how well students are utilizing the reflection pages. Data points of highlight: 90% of students have an agenda, though many were on their second agenda, would result in many older reflections being lost. The completion numbers were about 50% at 3 or less and 50% at 3 or more thoughtfully completed.  Students were most reflective with grades versus behaviors. With regard to the staff's Mid year assessment, staff felt that both their comfort with ideas of SEL and with SEL trainings being about 50% more effective.

The idea was suggested that this indicator needs additional steps to more formally assess the needs of our students and intervene where appropriate. It was shared that something more elaborate is being done county-wide and is still in the works. The conversation ended with the idea that staff needs to continue to be trained before more goals can be developed.

Track 6 and 7: Communication with parents.  Goal 1 was hosting two family events with targeted communities. Three have been held this year already, including 8.1 student-led conferences (19) families, 18 families in technology session, and 20 families participating in math night. Staff did suggest that there may have been numerous families that did not sign in.  The next parent academy will be held at a different time to reach more

families.  Families filled out surveys, we now need to be more able to follow through on that feedback.  Changes include displaying flyers in office, advertising that translator services are available.

Second action: Teams will detail positive contacts in a google document of positive phone calls.  The numbers indicated that many phone calls are not being documented.  Changes included asking for a paper pencil handout, logging attempts to call, documenting conversations had in person.

Third action: Newsletters and collaborative documentation to ensure timely communication.  It has been discovered that not all newsletters are being stored in the correct folders in google.  The team wants to find a different way to collect data. Another issue is that contributors are not all having access to the document. It was also shared that some newsletters are being timed incorrectly and parents may not be getting newsletters until they start the following week. Another question relates to equal access and actual number of parents who are opening the documents.

We did not finish the remaining two indicators.