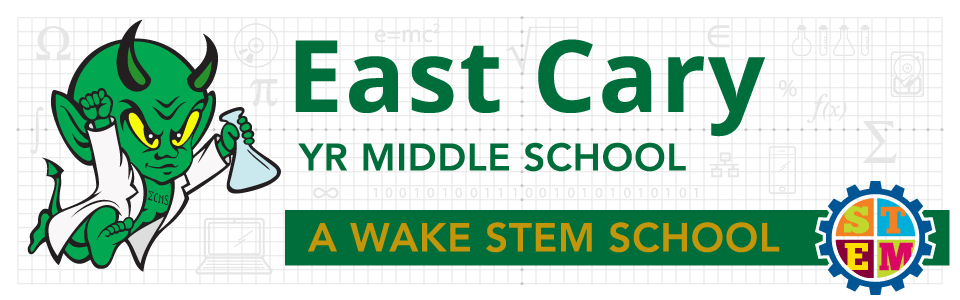
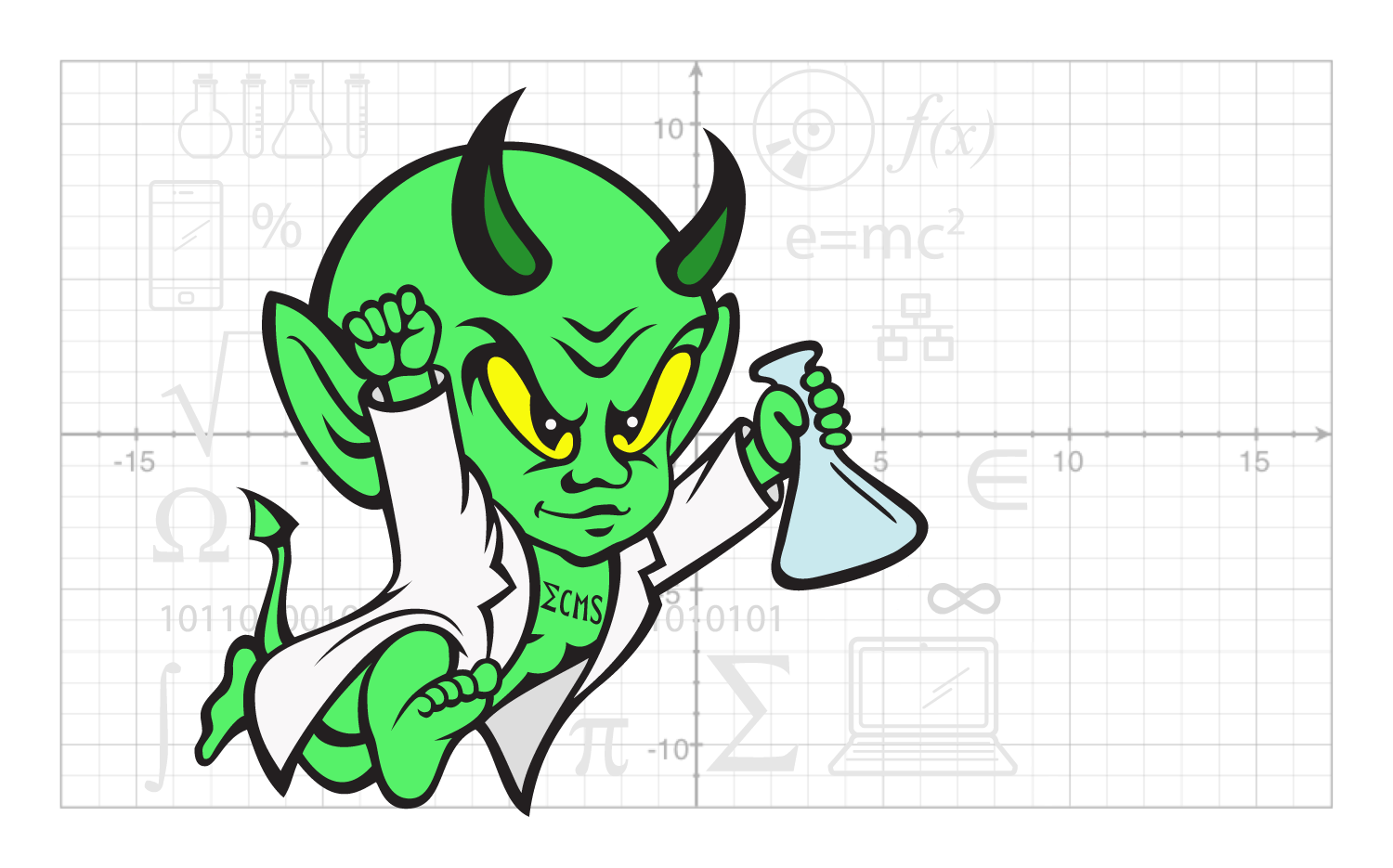
****



**East Cary Middle School**

**SIP Committee Meeting**

**Monday, July 20th, 2015**

**2:30-3:30pm \* Media Center**

[Type a quote from the document or the summary of an interesting point. You can position the text box anywhere in the document. Use the Drawing Tools tab to change the formatting of the pull quote text box.]

**Representatives Present:**

6-1 – Absent

6-2 – T. Goodwin

6-3 – Absent

6-4 – Tracked out

7-1 – S. Greene

7-2 – Absent

7-3/8-3 – Absent

7-4 – Tracked out

8-1 – A. Polashock

8-2 – T. Price

8-4 – Tracked out

ELA Dept – Absent

Math Dept – A. Polashock

SocSt Dept – S. El Shafie

Science Dept – Absent

Arts Dept – Absent

CTE Dept – M. Smith

Health/PE – Absent

SPED – K. Monroe, L. Barnhill. M. Lee

Admin – N. Davis, S. Spruill

Student Services – M. Ray-Nobles

Media/Tech – D. Harris

District – J. Herbst

|  |  |  |  |
| --- | --- | --- | --- |
| **What** | **Who** | **How** | **Time** |
| Set-up   * Norms/Roles * Desired Outcomes * Agenda | N. Davis | * Present * Clarify * Check for agreement | 5 minutes |
| Davis reviewed the agenda, norms and outcomes. | | | |
| Review Current SIP  (Located in Packet) | N. Davis | * Present School Goal * Present Key Processes * Present Action Steps * Present Key Process Managers | 15 minutes |
| Key Process 1  The team read through and discussed the key process. First question: What exactly are the three main literacy strategies that teachers should be supporting? Departments have been using literacy strategies, but not necessarily the three to four listed: text analysis, comparisons with evidence, self-reporting, vocabulary development.  Next question: How do we measure this key process with changes to Case 21 and Benchmark testing? Do we need to insure common assessments?  Key Process 2  The team defined the Table of Contents and discussed organization as vital to middle schoolers success. The team discussed the results of the final student survey that was administered and analyzed in early May.  Questions: What is the effectiveness of the table of contents in relation to student achievement levels? Should this (TOC, organization) be best practice in working with students, an expectation of the culture of our school and not something that we attempt to measure as part of the SIP actions and strategies?  Key Process 3  The team discussed the effectiveness of the check-in program, an initiative of PBIS, and its impact on the ten students that it serves. Other mentoring and tutoring programs (peer tutors, NCSU mentors, Hispanic mentors, STEM partner mentors, after school tutoring) were mentioned as effective programs that measure different areas (behavior, academic).  Question: How can we serve more students through mentoring and tutoring and effectively measure the student behavioral and academic impact? | | | |
| Updates to Current SIP | N. Davis | * Discussion of any pieces of the current SIP that need to be changed (i.e. any staff changes to Managers, etc.) | 20 minutes |
| Key Process 1  The team suggested narrowing the literacy strategies to one or two strategies: vocabulary and text analysis or vocabulary and reading comprehension. Teachers should work in their PLTs toward developing common assessments in all content areas.  Key Process 2  The team suggested considering removing this key process as a SIP process and strategy. However, we need to determine we will monitor the usage of the Table of Contents and teacher websites to continue to impact student organization and achievement.  Key Process 3  The team suggested revamping this process, the name of the key process and aligning it better to include all tutoring and mentoring efforts within the school. | | | |
| SIP Team Roles  (Back of Pages of Packet) | N. Davis | * Present Roles * Clarify | 10 minutes |
| The team reviewed the roles of goal managers and process managers and discussed the need or not of more than one person per goal or process.  A representative from all teams and departments should be present at SIP meetings. An individual can serve a dual role (i.e. A. Polashock represented both 8-1 team and math department at the meeting.)  The team agreed that data collection must be clearly defined and deadline/timeline presented to staff: it is the responsibility of all to enter data in a timely manner for SIP team to analyze and report out.  Herbst: You must decide what you want in the end. What is your end goal?  Questions: What are we using the data for? Are there ways for the technology to organize the data for us so we don’t have to reenter the data? | | | |
| Next Steps  (Sample Roles & Responsibilities Timeline) | N. Davis | * Discussion of next steps to guide our work for Q1. * Comprehensive Needs Assessment due in August | 5 minutes |
| Summary Actions   * Tweak Key Process 1 to focus on only one to two literacy strategies * Consider eliminating Key Process 2 * Expand and revise Key Process 3   The revised SIP should be a thoughtful revision that will be monitored and meaningful.  Question: M. Smith would like the team to consider the STEM rubric as part of the SIP plan as we go forward.  Next Meeting Actions  Representatives should gather feedback from teams/depts regarding the SIP and possible revisions and share feedback at working session at August 17 meeting. | | | |
| Plus/Delta | N. Davis | * Discussion | 5 minutes |

**By June 2016, East Cary Middle School will meet or exceed expected growth in reading and math as reported by EVAAS with a focus on Hispanic, Black, and SWD subgroups meeting AMO targets as measured by EOG/EOC scores.**