

Goodman Elementary School Guiding Coalition
-Enthusiastic, Capacity–building, forward–thinking life changers!

July 21-22, 2020

Ain't no mountain high enough...we've got GRIT!

1. Welcome Back - binders
2. This is our year!! Let's take this and run with it!!
3. Share, Care, and Celebrate!
 - a. Summer Fun...Good News
 - b. Revisit Norms: for today and the rest of our meetings - **as stated in GC application, these should be adhered to by GC members in all settings, not just meetings.**
 - i. Ask questions and clarify
 - ii. Focus on solutions and assume the best 100
 - iii. Dialog- laying everything out vs. Discussion- solving problems and making decisions
 - iv. Open to feedback and willing to give honest feedback
 - v. Everyone participate and hold each other accountable for that
 - vi. Mono-cohesiveness among the team and then to the building (accountability) - no talking bad or griping about other GC members (or any team members really), we have to have trust and presume positive intentions.
 - vii. NORM!!!!
 - c. Keep a running list of tight and loose expectations to share with the entire staff....
4. Our focus for today, tomorrow and the beginning of the year - We will focus on what we can control and only what we can control. We will promote flexibility, understanding, and peace while we are in school and representing the GC....remember our why.
 - a. What will our verbal reminder be for this as we will, undoubtedly chase a few rabbit trails....ALICE will be our reminder
 - b. List some things we can control.
 - i. Our attitude and response to different things
 - ii. Schedule within our building/classroom
 - iii. Level of enthusiasm with kids and how you do your job
 - iv. Levels of support for one another
 - v. Climate and culture of Goodman- behavior, instruction, interaction
 - vi. Control the best use of our time
 - vii. Control level of hygiene
 - viii. Control our reactions
 - c. Reminder and reflection on what it means to be "The Guiding Coalition"?
 - i. A team of teachers who are committed to improvement through communication, collaboration, and accountability to ensure our kids learn at high levels.
 1. The "I" factor: Individual commitment to a group effort - - - that is what makes a team work, a company work, a society work, a civilization work.
 - a. Examples of when this is happening and when it isn't - on sticky notes.

- i. Example- willing to step up and try new things, willing to set own feelings aside for the better of the group, find solutions to problems that arise, supporting staff, ask questions, willing to work beyond school hours, committed to climate and culture, bringing convos back to what could go right, outside people could not recognize your reluctance, presenting in a positive way to minis
 - ii. Non-Example- mini GC meetings are a gripe session, not willing to try new things, complaining, do the same things without ever changing, not communicating to mini GC, presenting to others negatively, shut my door and teach, complaining, looking out for #1 only.
 - ii. Team members identification and check in/changes needed:
 - 1. Melissa-Davis, Clark, Glynn, Cooks
 - 2. Amanda-Hedrick, Lewis, Osborne
 - 3. Casey-Dalton, Brewster, Griffith, Nat
 - 4. Elaine-Lacoe, Miller, Brooks, Trevarrow
 - 5. Shelly/Lakyn-Tammie, Warren, Para
 - 6. Jennifer/Cheryl-Daniels, Nate, Wellesley, Ronda
 - 7. Autumn/Karrie-Morgan Hayes, Redden, Willis, Grimes
 - iii. I ordered a birthday yard card thing from oriental trading - we need a system so we don't forget!!
 - 1. We are in charge of putting our card party signs for our GCs birthday
 - iv. Format for what we share and when and how?
 - a. Fill it out during regular GC meeting for mini GC meetings
 - 1. Agenda each GC meeting
 - 2. Create a mini-GC agenda form- We will use our agenda and highlight the items we will share
 - 3. Specific day/time for meetings- This will be a TIGHT, they must stay on the day of mini GC meetings. We will plan the 2nd Monday of the month starting in September.
 - v. Report back to the GC- start the meeting with reporting back from mini GC
 - vi. Accountability - Who and to what?
 - 1. Communication to mini GC for ways to provide feedback and to who.
 - 2. In the absence of knowledge, people make up their own.
 - vii. What will we do when there is pushback? - Ask questions to find out what their discomfort is. See if there are ways to help them feel more comfortable. Why, How, Trust
 - viii. When will we have our meetings next year? First and third Monday of the month
 - ix. The theme for the year refers to the adults as much as the kids....
5. Pondering last year (2019-2020)...
- a. What Worked-collaboration and data reporting, not needing to test all the time
 - b. What didn't?

6. GRIT

- a. Reflection on the last year:
 - i. Write it down: - - - a struggle and a success of yours from the last year...either personal or professional or both
 - ii. Grit Game
 - iii. https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance
 - iv. Grit Challenges
 - v. Why do our kids need GRIT? How do we get them there?
 - vi. GRIT for kids - 30 minute book study - divide and conquer
- b. Student goal setting
 - i. Cards with new prof standards/scales
 - ii. Data team meetings and care team
 1. Schedule and put on calendar
 2. List our expectations for both of these

7. Vision & Mission:

- a. Do we know it? When and where should it be?
 - i. Mission: At Goodman Elementary we Wonder, Investigate, Learn, and Discover so that we can all learn at high levels.
 - ii. Vision: Enthusiastic, Capacity-building, forward-thinking life changers
 - iii. What does a school that is living this out day to day look and sound like? Both virtually and in-person...

8. PLC

- a. Those that went, share what the big takeaways were
- b. Do we believe all students can learn? ALL?? Where are we at with this? What is stopping us?
- c. Just because you taught it doesn't mean they learned it AND doesn't mean you did anything wrong...The PLC model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught, but to ensure that they learn - where are we with this at Goodman Elementary?
- d. Are the decisions we are making right here, right now, what is best for our students or more convenient for us? Virtual, in person, etc.
- e. Our PLC's live and die by who is leading it...we've got to get it right!
- f. PLC Site school - our first goal!
- g. ESES - what needs changed, updated, or anything?
 - i. How can we assure that standards are being revisited and assessed when not met.

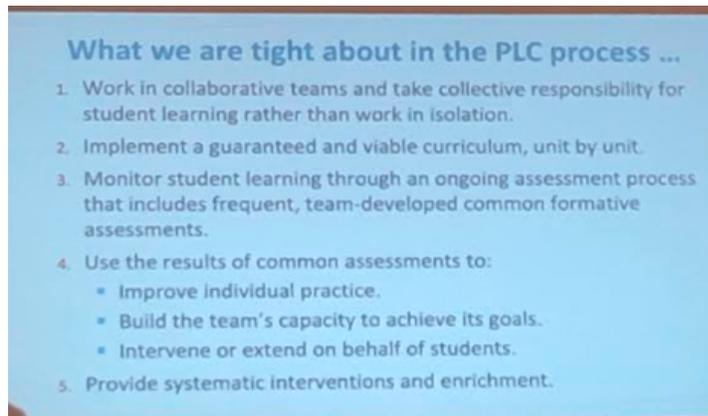
9. PLC Collaboration Time

10. PLC jobs must be rotated so that all staff is comfortable with note taking and answering the 4 questions. Agendas should be created and ready before the meeting. Decide what materials to bring next time.
 - a. What do you want all students to learn?
 - b. How will we know if they learned it?
 - c. How will we respond if they don't?
 - d. How will we respond when they do?

11. Sped co-teaching

- i. Schedule created and kept throughout the year
- ii. Clear communication
- iii. Multi-level groups of blended (not based on behavior)

- iv. Tier 3 - sped teacher in classroom (resource)
- v. Tier 2 - Sped co-teacher
- vi. Tier 1 - remains reg ed teacher responsibility (most kids will get seen by either a sped teacher or para AND a reg ed teacher daily)
- vii. Teachers work with Sped teachers to create, write, and keep data on goals.
- viii. Reg ed teacher will bring data to PLC meetings (ESES)
- b. RTI as a building - what does this look like in your classroom? Tight?
 - i. Specific time for math
 - ii. ONLY ESSENTIAL STANDARDS-Keep the essentials the focus
- c. Where should we have our collaborations? What should the expectations be?
 - i. Be on time
 - ii. Do not schedule other things on your PLC day
 - iii. Bring data
 - iv. Focus on academic vs. behavior
 - v. Not a gripe session
 - vi. Be focused on the meeting rather than planning or preparing materials
 - vii. No phones or distracting technology



- d. Form/Flow chart discussion...re-evaluate from last year
- e. Revisit form for documentation, or a way to show what we are doing without weekly forms????
 - i. Revisit the instructional cycle sheet and add data protocol to replace bottom section of the instructional cycle

12. PBL

- a. 4 PBLs a year
- b. Everyone using it and including in plans
- c. Why?
- d. Kinder amazeum trip soon - still push them!

13. What we missed last year - how will we assure that is covered here at Goodman Elementary? How will we document it and make sure that it is mastered.

14. Counselor Corner: Osborne

15. DRIVE: Book study we will be doing possibly.

16. Behavior program at Goodman Elementary - teachers need training and new resources

- a. What do we want from a behavior support system - what is important to us here at Goodman Elementary? List the main goals of a behavior support system at our school:
 - i.
 - ii.

- iii.
 - b. BIST - what do we know and let's hear from those that went to training
 - c. [Restorative Practices](#)
 - i. Restorative Practices at Goodman Elementary Powerpoint
 - d. [Relationships](#) - Brene Brown
 - e. [Challenging behavior](#) - will always be a thing.
 - i. Consequences - Everyone Makes Mistakes Powerpoint
 - f. Read up on RP (PBIS-RP) Hacking Discipline- jigsaw and report back with a poster that could be presented to the rest of the building.
 - g. What direction do we think is best for now? Look at our list. Considering training availability and the overall core of who we are and who I am.
 - i. Create paperwork that goes with what we decide:
 1. Referral
 2. Positive office referral - or call the principal to the room?
 3. Discipline letter
 4. Signage for classrooms, building, er
 - h. Let's talk procedures- stay the same? Change?
 - i. We need to keep it consistent at Goodman Elementary. 5 Rules, SLANT and Choice Think Sheet
 - i. PBIS Rewards?? Yes or no? Replace or no? No rewards, but use in conjunction with restorative practices
 - j. Boot camp - plan it out
 - k. Hand signals - across the board the same?
17. Adding Committees
- a. Where are there needs and what would their responsibilities include?
 - i. Social committee
 - ii. student/parent involvement committee
 - iii. Transformation committee
18. Student Led Conferences and data notebooks
- a. Priority standards - updated
 - b. Grade cards sent home before conferences
 - c. Decide the stems so they will be common among everyone
 - d. Digital signage for dumb forms...
 - e. All doing them at the same time...this did not happen last year!
19. Learning Walks
- a. Discuss and share
 - b. On the calendar
20. Virtual learning
- a. What went well
 - b. What didn't and is within our control
 - c. Planning ahead - ideas for this
 - d. What about extending this to kids who are absent?
21. Celebrations as a building- Morning meetings??
- a. When:
 - b. Where
 - c. What avenue
 - d. How does it get shared
22. Our Social Media

- a. Add everyone to facebook: each of us are now able to add things to the FB page
- need more out there!
23. Our Goals for the year:
- a. Has to be aligned to work we are already engaged in-no new initiatives
 - b. It has to be limited to three or fewer areas of focus
 - c. It has to fit onto one page in an easily accessible and clear format.
 - i. As part of the PLC(professional learning communities) process and improvement, all students and teachers will set and track goals.
 - ii. All staff will implement Restorative Practices in conjunction with PBIS (Positive Behavior Interventions and Support) and participate in regular training. We will continue to focus on relationships and community engagement (through Project Based Learning, for example).
 - iii. As part of the PCL (Partnerships of Comprehensive Literacy) process, we will focus on continuous improvement of Writers workshop as well as Tier 2 and 3 interventions for struggling readers and writers.
24. Plan the BTS Meeting
- a. Where - meet at school - divide up in rooms and rotate.
 - b. When -
 - c. What to have there -
 - i. Food: Red Onion: apps and extra dip!
 - ii. Drinks: Tea (sweet and unsweetened), diet sunkist, water, lemonade
 - iii. Each GC team member makes a dessert and brings it!
 - d. Tight vs. Loose Expectations in the Building-expected to be at family nights, PTO events, ect. - Room (Hamilton and Capps)
 - i. Focus on what we can control - make lists
 - ii. All goals
 - iii. Attend mini Gc meeting and faculty meetings
 - iv. RTI
 - v. Be on time
 - vi. Don't schedule things on PLC days
 - vii. Bring your data
 - viii. No complaining
 - ix. Focus on meeting, not planning or preparing materials
 - x. No phones or tech distractions
 - xi. Follow the flow chart (instructional cycle)
 - xii. Relationship building
 - e. Pik my kid- how to dismiss kids, entering club/after school changes into the Pik My Kid - WG
 - f. Instructional cycle - WG
 - g. Hacking School Discipline - WG
 - h. Restorative Practice - WG
 - i. Boot camp - Room (Osborne and Westy)
 - j. PRIDE/PD (Contract Times/Duty times) and Learning Walks - Room (Clapp)
 - k. Playground expectations (Handbook) - Room - - - Walkabout (Rogers)
 - l. Phonics - Room (Spector and Mosby)
 - m. Relationship Building - Room (Hayes and Gayer)
 - n. Data Notebook - Room (Branham and Capps)

25. Plan FFF activities throughout the year - more forced than not - Handmade Home make and take, Group Pedis, Yard Game triathlon, Chopped, Rent the theater, Bunco, Mini GC Challenges, Game night,
26. Schedule Family nights
27. New teacher survival camp- August 10-12
 - a. Plan it out!
28. Reflections and additional information, thoughts, etc.
29. Adjourn!