

# Pinecrest High

---

## Agenda

**Meeting Date:** 01/19/2023 - 4:00pm

**Title:** January PHS 2022

**Location:** Room 3205

---

Attendance

**Team Members:**

Amanda Carpenter, Ben Denton, Ellen Duncan, Deb Lawson, Catrina Nordgren, Denise Olson, Heather Outlaw, Jennifer Patterson, Pauline Pearce, Stefanie Phillips, Frankie Sanchez, Latisha Sullivan, Sarah Thomas, Joseph Vrnak, Linda Wall

**Guests:**

**Minutes:** Celebrate recent successes

Review and respond to coaching comments

Approval of last meeting's minutes

Old Business

Indicators to Assess-Create-Monitor

**Assess Indicators**

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)

A4.06 ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

**Create Plans and Tasks**

**Monitor (see Actions Report)**

Additional Agenda Items

[SIP Indicators and Action steps](#)

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5117)

Pinecrest utilizes Multi-Tiered Support System (MTSS), led by Ms. Alvita Thomas, which promotes improvement in student outcomes using research-based academic and behavior practices. This is a necessarily broad approach in which students who do not fall into the 1st of 3 tiers (by academic performance) are given specific interventions. The tiers exist in an upside-down, with a 1st tier of 85% of students typically not needing interventions, but 15% fall into the 2nd and 3rd tiers. These interventions depend on the root issue (behavioral or academic) and can vary in their approach, but are based upon

evidence and collaboration between teachers, support staff, and administration.

A complementary program at PHS is the Positive Behavior Intervention and Supports (PBIS), a program using the same multi-tiered philosophy to encourage and reward positive behavior. Students who fall into the 2nd and 3rd tiers of the triangle, similar to the MTSS, are given staggered interventions.

MTSS and PBIS are both behaviorally focused (particularly the latter) but ultimately focus on instruction, as behavior can be as much of a barrier to learning as knowledge gaps. Interventions included in MTSS include academic as well as behavioral.

Professional Learning Teams (PLTs) are groups of teachers. These groups can exist as departments (English PLT), subjects (English III PLT) or by grade-level. These groups typically meet weekly and record their minutes. Their primary task is to use data to inform instruction, evaluations, and student surveys. The data can come from EVASS, state assessments, local assessments, and school-level assessments. Some teachers also use other forms as data, such as Student Perception of Teaching Surveys (SPOTS).

Teachers are encouraged to attend applicable professional development that will allow them to gain more knowledge in subject areas, areas of class management, and new technological offerings to improve instruction. Teachers offer a variety of instruction to help students with differentiating learning styles and assess students in multiple different ways.

Describe below how it will look when this objective is being fully met. Also describe the information you will use to determine that the objective has reached full implementation, including data, resources, and other evidence: Upon full implementation, Pinecrest High School will have a detailed database of students who were referred to MTSS as well as the interventions available by tier. All students and staff will participate in the PBIS program by awarding students behavior points. Data collected throughout the process will include PBIS meeting minutes, MTSS committee meeting minutes, Educator's handbook data, PBIS system database and awards, as well as teacher feedback in the end of the year surveys.

#### [Indicator 4.01 evidence folder](#)

Action steps:

Pinecrest High School will create a MTSS Tiered instruction database and used by MTSS team members.

- A database will be created with the different MTSS Tiers (1-3) and interventions. Students will be entered into the database based on the tier/ interventions. All interventions for the students will be entered into the database along with the results of the interventions.

PBIS data will be collected on a daily basis at Pinecrest High School and used to encourage students to engage in positive behavior on campus.

-Teachers and staff members will use the QR codes/ link to the PBIS rewards system to award points to all students who are representing a positive behavior in their classroom, going above and beyond to help others, or for a student who is making progress towards a goal.

Teachers will meet in their PLT's to discuss behavior interventions and classroom management practices. -Teachers will meet at PLT's once a month to discuss classroom management strategies that are working and ones that are not working. Teachers will then collaborate with beginning teachers in their departments to share strategies of what works and what does not work in the classroom.

Teachers are encouraged to attend professional development opportunities throughout the summer and school year.

-Teachers and support staff are encouraged to participate in professional opportunities provided by Moore County Schools along with outside sources. All teachers are encourage to attend the Moore Learning Conference held in the summer months. The professional development opportunities help teachers learn new classroom management strategies, new technology/ classroom resources, and help teachers become experts in their fields.

A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

Pinecrest High School works to attend to all of our students' social-emotional needs, as well as our educational goals. They implement Moore County Schools Instructional Framework into all lessons which includes creating positive classroom culture and environment across campus. They work hard to make Pinecrest a place to learn and grow educationally, socially, and emotionally. Students are assigned to counselors by last name so that counselors can develop relationships and help students reach their post-secondary goals. Counselors support students' post-secondary goals by helping students explore career interests through career and technical education courses, ROTC, Arts, and dual enrollment classes. Counselors are paired with assistant principals to help build additional relationships with the students outside of the classroom. They work together to learn information about students' backgrounds, demographics, socioeconomic barriers, and any mental health needs so that they can best support the students in and out of the classroom. Counselors will share relevant information with the students' teachers to help alleviate any barriers in the classroom. Teachers work hard to build relationships with all students. Teachers also have access to additional student support staff at Pinecrest High School: Exceptional Children case managers, career development coordinator, school social worker, school psychologist, an At-Risk counselor, school nurse, and a scholarship coordinator. Pinecrest also has access to the school-based mental health team member assigned to district 3, Kim Edminster, who will assist with alleviating any barriers in receiving therapy, counseling, and behavior interventions. Counselors and the county's student support team work together to keep an active list of available therapists that work with adolescents in Moore County if they need additional mental health support.

Teachers, students, and staff are given ongoing training on the Signs of Suicide (SOS) and SSARS (Say Something Anonymous Reporting System) every spring. Pinecrest High School also implements MTSS interventions for all students (Tier 3) to include PBIS. The MTSS team helps teachers, support staff, parents, and others develop Tier 2 and 1 interventions for students who are in need of additional support. PBIS

rewards tracking system is available to all faculty and staff at Pinecrest High School. This allows everyone to reward students for positive and helpful behavior, which helps with building a positive school culture and climate. Students are also encouraged to join clubs, sports, arts programs, and other activities that help them find ways to be included in Pinecrest's community. There are several clubs that are tailored to welcoming new students to Pinecrest and developing a positive school climate, including Positive Psychology Club and Student 2 Student.

Describe below how it will look when this objective is being fully met. Also describe the information you will use to determine that the objective has reached full implementation, including data, resources, and other evidence.

This objective is fully met when ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

This is not part of our focus plan. No action steps needed.

[Indicator 4.06 evidence folder](#)

**Action Taken:**

---