

**SARDIS ELEMENTARY SCHOOL**  
**Site Base Meeting**

Date: 12-6-17

**SIT Members Present:**

<b>Kindergarten-</b> Nicole Skeen	<b>Principal-</b> Theresa Benson
<b>1st Grade-</b> Charlise Huntley	<b>Assistant Principal-</b> Kevin Beals
<b>2nd Grade-</b> Dee Cochran	<b>Parent Representative-</b> Connie Carroll
<b>3rd Grade/ SIT Chair-</b> Josephine Maness	<b>Instructional Coach-</b> Natalie Brucia
<b>4th Grade-</b> Lori Stalcup	<b>Interventionist-</b> Amy Valvo
<b>5th Grade-</b> Angela Gaio (Absent)	<b>Related Arts-</b> Nick Wagner (absent)
<b>EC/PreK Team-</b> Jennifer Cooper	<b>TA-</b> Jennifer Myers
<b>School Counselor:</b> Cynthia Vanderlip	

**Agenda:**

***Principals have been given a brief overview on this EPIC Funding. The representative will give you lots of information and a breakdown of how the funds may be dispersed. We need to be able to digest the information and provide practical feedback to the EPIC presenter.***

***Melissa Page: With EPIC Grant***

***Today's purpose to seek input on Grant and it will be anonymous.***

***Three strategies:***

- ***On boarding: recruiting- beginning teachers and leadership***

***Why are teachers reluctant to teach in title one schools?***

- ***Teaching lower performing students and being held accountable to get them where everyone else (affluent schools) are. Despite the additional obstacles that come.***
- ***More paperwork***

- *Lack of parent support*

*What additional obstacles do we face in title 1 schools?*

*-transient*

*- additional volunteers to tutor (parents not being educated or available to do so)*

*-violence, abuse, poverty*

*-background knowledge*

*When should bonus be paid?*

- *Bulk at end of 3rd year*
- *Divided throughout each year*

*If you had an incentive to be at school, would there be less attendance problems?*

- *There needs to be clear criteria in order to implement this. No one should be punished for being sick, having sick kids, etc. Discretion and flexibility on how we code it.*

*Supporting: PLC*

*What supports could be added to assist teachers to implement PD?*

- *Time to plan, gather resources*
- *Additional Support in the class*
- *Parent buy in- involved feeding parents and children*
- *Spanish speaking support*

*Each school will be able to hire 2 master teachers- they would teach ½ day and then they would be released to come and model and co-teach in whatever manner school needs. Guaranteed three years of funding. There may be an incentive to those who are Master Teachers.*

*How would you like a master teacher to support you?*

*-model lessons, conferences, strategy groups, math lessons, building classroom community, classroom management, planning, implementing new PD ideas, in classrooms working with children*

*-4 positions*

*What might teacher needs to improve teacher climate?*

- *Extra support & more planning*

***Pd interested in and does it align with AP or Admin identifies?***

- ***Surveys***
- ***County PD that we can choose to go to***
- ***Co-teaching and collaboration***
- ***Book studies and have author in our building***
- ***Lead teachers also provide the PD within the building. The expertise in the building is utilized.***

***What support do you need to make sure EC students needs are being met?***

- ***More support***
- ***Behavior management***
- ***EC needs as much PD as regular classroom teachers***
- ***Stop looking at numbers and start looking at needs***
- ***Rewarding: Performance base system***

***How attractive is it get additional compensations to be a mentor?***

- ***It is a lot of work***
- ***You get what you pay for***
- ***Administration looks at budget.... We retain teachers but it costs more money so title 1 funds go down.***
- ***Incentive for title 1 schools who retain their teachers***

***How attractive would it be to get compensation for academic clubs?***

- ***Teachers need to be paid but students need transportation***

***District is deciding how to compensate teachers for growth.***