

## February 2023 Board Meeting Minutes

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00:00:10.960 --> 00:00:21.640

Keisha McNatt: I can vote because we we don't quite have a form yet for the action items. So let's move on to the

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00:00:31.630 --> 00:00:39.690

Keisha McNatt: So this is, basically we kind of give you an update of where we are on the strong foundation brand.

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00:00:39.850 --> 00:00:55.550

The team met in December, and we had the R. These training for all of the strong foundation leadership team and the committee. And so we took that information, and we took our math handbook and we created the framework.

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00:00:55.830 --> 00:01:07.670

Keisha McNatt: So we have 4 principles here based off of the rb's. We believe that there's a a a need for in an interdisciplinary connections

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00:01:07.710 --> 00:01:19.300

conceptual procedural understanding that there's a balance that has to happen in the math classroom. That productive struggle is something that every kid needs to go through in math that they need to have that

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00:01:19.360 --> 00:01:20.030

Keisha McNatt: that

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00:01:20.630 --> 00:01:33.690

Keisha McNatt: zone where it's like. Okay, this is a little bit challenging. I really gotta think I've really got to apply. But yet the teacher is not giving them all of the answers. And so there's that productive struggle that's a part of the the rb's that we learned about.

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00:01:33.690 --> 00:01:53.280

Keisha McNatt: And then we believe that there's needs to be a fostering of appreciation for mathematical understanding, and that brings in that mathematical discourse the conversations that you end up having in math, because that helps develop the critical thinking that's necessary. That also plays back into those interdisciplinary connections, because critical thinking happens in every subject area.

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00:01:53.510 --> 00:01:59.620

Keisha McNatt: and all of that combined is how we're going to synthesize mathematics here.

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00:02:00.290 --> 00:02:08.360

Keisha McNatt: So we talked about the different beliefs that are here, and I'm not going to read it to you. I'm going to let you take opportunity to read each of those pieces.

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00:02:08.539 --> 00:02:13.760

and then at the bottom. What we did is we took in what our stakeholders

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00:02:13.770 --> 00:02:28.650

Keisha McNatt: who Our stakeholders are, and what actions each group of stakeholders has to do, and the big thing throughout is that we have to have a common vision of mathematic instruction here at East Fort Worth, and everyone needs to know it, including

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00:02:28.650 --> 00:02:45.220

Keisha McNatt: the Board. The Board needs to know what that is, our families need to know what it is. Our parents need to know any of the guardians, any of the leaders that are on campus all the way from the superintendent all the way down to the person who does custodial work. We need to have everyone who is a part of

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00:02:45.360 --> 00:02:54.870

Keisha McNatt: East Fort Worth. Understand. This is how math is done, so that there's a narrative that stays the same. And so there's bullet points here that have been laid out

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00:02:54.880 --> 00:03:11.600

Keisha McNatt: as far as what we are committing to this was submitted to Ta. So it is our approved framework that has been submitted to Ta, and so Our next step that we're in the process of doing is that we did a gap analysis based on data

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00:03:11.740 --> 00:03:16.010

Keisha McNatt: to see. Where are we currently based on

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00:03:16.280 --> 00:03:33.000

Keisha McNatt: and comparing it to where we want to be. And so we did that analysis. We determined what our gaps are. And then the committee actually well, not the committee, the

leadership team actually met today, and we began putting in place what our implementation plan is in order to implement this framework.

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00:03:33.030 --> 00:03:36.390

Keisha McNatt: to make the progress, and so

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00:03:49.590 --> 00:03:58.420

Keisha McNatt: as well, and where we are in the implementation process. And then that that process of that plan will be submitted to T. E.

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00:03:58.420 --> 00:04:09.680

Keisha McNatt: Later this week or early next week. How many students fall longer this this framework? Is it all every student? Okay, it doesn't matter what grade level this is mathematics across the board. Okay.

21

00:04:11.350 --> 00:04:12.600

Keisha McNatt: Thank you. Okay?

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00:04:14.460 --> 00:04:17.579

Keisha McNatt: Oh, Well, any questions, Mr.

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00:04:17.630 --> 00:04:18.630

Keisha McNatt: It's interesting.

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00:04:24.550 --> 00:04:26.020

Keisha McNatt: Is that taper?

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00:04:26.070 --> 00:04:29.330

Keisha McNatt: Yes, I am.

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00:04:33.700 --> 00:04:35.930

Keisha McNatt: Let me give it for you. Yeah, it's recording.

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00:04:38.870 --> 00:04:47.880

Keisha McNatt: Okay, so Texas academic performance report for 2122 school year

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00:04:48.070 --> 00:04:52.420

basically covers our data for 2122.

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00:04:52.500 --> 00:05:09.980

Keisha McNatt: It looks at our math our core subjects math reading science. It also looks at the years of teaching for our staff, as well as the breakdown of our demographics of our student body, and also compares from one year to the next the growth that we've had.

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00:05:10.080 --> 00:05:22.980

Keisha McNatt: So what I've done in the slides is basically tell you what what is into T. Apr. So I can just. I will flip through the slide so you guys can read it. So i'm not reading it to you.

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00:05:24.060 --> 00:05:38.930

Keisha McNatt: And this is for every campus at a district and for every school in Texas that Ta: since this data out for basically what I did was glean the data from T Apr, and then kind of just break it down into chunks.

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00:05:46.620 --> 00:05:49.480

Keisha McNatt: and if i'm going too fast, please let me know.

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00:05:51.000 --> 00:05:56.090

Keisha McNatt: Oh, you're fine. This is also in in the Go Hope.

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00:06:02.930 --> 00:06:08.720

Keisha McNatt: This is the data. So these are students for. Hello, my son.

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00:06:09.600 --> 00:06:14.540

these are students scoring from on. Mr. Richmond is also in

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00:06:15.020 --> 00:06:15.970

Keisha McNatt: right.

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00:06:22.550 --> 00:06:30.540

Keisha McNatt: So this is the student Scoring adult approaches for all subjects, for language, arts for math and for science.

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00:06:30.690 --> 00:06:33.790

Keisha McNatt: and this is 2122 school year.

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00:06:36.130 --> 00:06:37.520

Keisha McNatt: Hello, Mr. Richmond.

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00:06:38.990 --> 00:06:40.520

Jason Richmond: hey? I can do some. How are you?

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00:06:40.740 --> 00:06:41.950

Keisha McNatt: I'm. Good.

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00:06:44.590 --> 00:06:48.940

Keisha McNatt: If we move on. These are students scoring at or above me

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00:06:49.220 --> 00:06:59.450

Keisha McNatt: same thing, all grade levels, language arts, math signs for the year 2122, and you can see that there is a there's growth with our students.

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00:07:08.910 --> 00:07:12.020

Keisha McNatt: This is for students scoring above masters.

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00:07:17.720 --> 00:07:22.980

Keisha McNatt: and this is growth from 2,019 to 2022

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00:07:25.170 --> 00:07:30.600

Keisha McNatt: So all the areas have gone up pretty much. Yes, they have gone up in in growth.

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00:07:30.720 --> 00:07:46.470

Keisha McNatt: SO One of the things that we were discussing today as we discussed the math framework is, and this is where the advantage comes in, and where there's a disadvantage as well. The advantages that we're always. We should always see growth because our students are low.

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00:07:46.470 --> 00:08:04.620

Keisha McNatt: but they're not on break level. So if they want great level, and we saw this kind of growth, it will be great, because then we'll never have to worry about whether we're going to pass the start if we're going to make it a B. But because they're low, the growth that we're seeing is below grade level.

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00:08:04.620 --> 00:08:18.020

Keisha McNatt: So I just want to put that out there. This is not growth based on

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00:08:18.500 --> 00:08:20.940

Keisha McNatt: not having a school.

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00:08:21.500 --> 00:08:26.070

Keisha McNatt: I can say that it's very. It's decent growth.

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00:08:26.650 --> 00:08:27.850

Keisha McNatt: no matter how you look at it

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00:08:29.440 --> 00:08:43.110

Keisha McNatt: also. So this breaks it down into what our eco! This is our non economic disadvantage. Students. How many 5 or 4. How many Esl at risk dyslexia and sped students.

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00:08:43.539 --> 00:08:50.480

Keisha McNatt: and then tells us about the percentage of staff that we have.

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00:08:53.500 --> 00:08:58.950

Keisha McNatt: And then there was. So there's one more. Maybe there's not so.

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00:09:10.110 --> 00:09:13.590

Keisha McNatt: But I will also put it out there that, as

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00:09:14.050 --> 00:09:32.690

Keisha McNatt: as I reorg the school for next year, that might probably be a possibility not to say that I wanted to let teachers go. But we want to look at their evidence and their documentation of how they're growing, and if they're making impact on the kids now, some teachers do need support.

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00:09:32.760 --> 00:09:37.520

Keisha McNatt: But some teachers probably this may not be the best. It

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00:09:37.970 --> 00:09:39.600

Keisha McNatt: yeah.

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00:09:46.860 --> 00:09:49.090

Keisha McNatt: sure. Posing the right thing.

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00:10:09.450 --> 00:10:10.820

Let me.

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00:10:14.970 --> 00:10:22.470

Keisha McNatt: No. So it goes from Oh. actually, it should have gone from.

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00:10:22.820 --> 00:10:25.430

I don't see a presenter.

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00:10:27.270 --> 00:10:53.690

Keisha McNatt: Oh, yeah, we're not doing the action items

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00:10:56.740 --> 00:10:58.550

Keisha McNatt: this Chicago?

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00:11:07.010 --> 00:11:07.800

Keisha McNatt: No?

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00:11:11.770 --> 00:11:12.850

Keisha McNatt: Hello.

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00:11:13.230 --> 00:11:17.510

Keisha McNatt: Alright. So we're going to get started with our reading data

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00:11:18.890 --> 00:11:26.580

Keisha McNatt: first. I wanted to do an overall demographics for reading and everything in blue, our tier, one

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00:11:26.610 --> 00:11:34.300

Keisha McNatt: yellow tier, 2 and red tier 3. SO Our overall go for map. I'm gonna let this person in

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00:11:35.450 --> 00:11:52.590

Keisha McNatt: is to have 75 Of our students performing at 75% by the end of 2223 currently. We have 37% of our students at 75, so we need an additional 50 student, which means we are right now, not on track

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00:11:52.810 --> 00:11:56.110

Keisha McNatt: to reach that goal. Any questions about this

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00:12:02.620 --> 00:12:03.590

Keisha McNatt: he's on mute.

74

00:12:04.910 --> 00:12:10.450

Jason Richmond: No, no question. I apologize. I just got. I got kicked off, so i'm sorry.

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00:12:10.580 --> 00:12:12.830

Keisha McNatt: Okay. all right. Thank you.

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00:12:15.200 --> 00:12:17.850

Keisha McNatt: That was pretty so high.

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00:12:18.180 --> 00:12:32.710

Keisha McNatt: I know that's that's the good thing. I mean. You can look at it and just tell what what's going on. So in our fifth grade class, our Lsg: go is to have 64 Of our fifth graders on at or above well meets or masters by the end of the school year.

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00:12:32.710 --> 00:12:41.510

Keisha McNatt: Currently we have 9 Out of 17, which is 53%.

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00:12:42.750 --> 00:12:45.680

Keisha McNatt: And if you notice, I did break it down by demographic. So

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00:12:45.720 --> 00:12:47.090

Keisha McNatt: okay, okay.

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00:12:47.810 --> 00:12:51.540

Keisha McNatt: And that's our fifth grade. So here's our fourth grade. Data.

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00:12:53.550 --> 00:13:10.690

Keisha McNatt: so Our Lsd. Go would be a 53% of our fourth graders. It meets our masters by the end of the year. We have 7 out of 22, which is 31% that are on or above. So we need 5 additional students, which I feel like.

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00:13:12.130 --> 00:13:17.790

Keisha McNatt: but we're making progress towards it so all right for third rate.

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00:13:17.800 --> 00:13:25.350

Keisha McNatt: Our goal is 62 by the end of the year currently we're at 40 we need 6 additional students. I still feel like that's attainable.

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00:13:25.370 --> 00:13:39.570

Keisha McNatt: Only 6 students to meet the any questions am I going to? Okay? Oh, and I back at the fourth grade? I did want to point out. We had one of our students who made a 33 point rich 4 day.

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00:13:39.720 --> 00:13:53.980

Keisha McNatt: I thought that was phenomenal. Yes, and this student went from tier, 3 into tier 2, and I just thought that was, and he is one of the ones who receives the intervention for pull out, and all of that so that really helps

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00:14:06.390 --> 00:14:10.110

Keisha McNatt: all right. So third grade.

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00:14:10.450 --> 00:14:15.250

i'm moving this around because for some reason it's kind of thrown off. I'm sorry about it.

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00:14:20.260 --> 00:14:22.270

Keisha McNatt: Our though 52%

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00:14:22.330 --> 00:14:40.280

Keisha McNatt: by the end of the year currently we're at 36 so an additional 4 students are needed. Again, I feel like we can definitely achieve that go. One of our second graders met there, though one tier, one student increased 12 rate points. So they went from tier, 2 to tier, one which is great.

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00:14:40.300 --> 00:14:50.450

And then we also had 2 tier, 3 students, who increased by 12 plus 3 points, which still means they're in tier 3, but they show growth as we've talked about today earlier.

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00:14:51.760 --> 00:14:55.950

Keisha McNatt: All right. First grade. 75%.

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00:14:57.790 --> 00:15:00.350

Keisha McNatt: We're at 31%

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00:15:00.460 --> 00:15:08.810

Keisha McNatt: so that's 9 out of 29 students and additional 13 students are needed. We're working hard to a time that go okay.

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00:15:08.980 --> 00:15:12.640

Keisha McNatt: We're working small groups, interventions. They're being pulled out.

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00:15:12.730 --> 00:15:15.150

What's your biggest challenge At that? Right.

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00:15:16.870 --> 00:15:23.930

Keisha McNatt: We have a lot of them who are

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00:15:26.980 --> 00:15:37.120

Keisha McNatt: a lot of them who speak, you know. There's only English, I mean Spanish being spoken in the home, and so we're trying to get them transitioned. So I don't know it's just

99

00:15:37.260 --> 00:15:42.410

Keisha McNatt: we're still we're working them. We're working like, I said. The small groups the pull out

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00:15:47.450 --> 00:15:49.970

Keisha McNatt: and for kinder

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00:15:52.350 --> 00:16:00.290

Keisha McNatt: the goal is 69% currently. We're at 35 so an additional 6 students are needed 2 weeks ago. I feel like we can.

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00:16:05.460 --> 00:16:11.170

I didn't want to point out that we had in kinder One student went from tier 3 to tier, one

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00:16:11.200 --> 00:16:22.330

Keisha McNatt: in kindergarten. So I think that's the student who actually had like a 24 point. And then we had one student who made significant growth.

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00:16:22.870 --> 00:16:33.880

Keisha McNatt: and that's an increase in 14 points or more. And then we had one in tier 3 who made 17.9, even though he's still in tier 3, he still may grow

105

00:16:33.990 --> 00:16:34.710

Keisha McNatt: okay

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00:16:36.110 --> 00:16:39.160

Keisha McNatt: for our star goals.

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00:16:40.630 --> 00:16:48.410

Keisha McNatt: So by the end of 2223 third grade we're. Our goal is to have 19 Out of 25, which is 76%

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00:16:49.210 --> 00:16:56.870

Keisha McNatt: fourth grade 17 Out of 22, which is 77, and 13 Out of 17 for fifth grade, which is 76%.

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00:16:57.960 --> 00:17:04.690

Keisha McNatt: How we planning To do this continue to monitor the small groups. The pull out the interventions

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00:17:05.290 --> 00:17:08.240

Keisha McNatt: here conferences. I can't stress that enough.

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00:17:10.190 --> 00:17:15.380

Keisha McNatt: After school a lot of those tier, 2 and 3 students are attending after school.

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00:17:17.339 --> 00:17:31.090

Keisha McNatt: Yeah. And Vdi design time for teachers, making sure that we're meeting those weekly Poc and coaching so that we can make sure we look at the data, internalize the data and see if we can move these students forward.

113

00:17:33.380 --> 00:17:43.130

Keisha McNatt: and that's it for reading any questions. What is it? Is? Just run back to the numbers that we're needing on on this first. So we need 13.

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00:17:43.650 --> 00:17:55.330

Keisha McNatt: Yes, ma'am, i'm here to go it in the second grade. Now, maybe

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00:17:55.790 --> 00:18:03.370

Keisha McNatt: so we didn't.

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00:18:06.840 --> 00:18:11.610

Keisha McNatt: Okay. the third grade we need 6, one

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00:18:12.200 --> 00:18:18.570

Keisha McNatt: fourth grade. We need 5 and fifth grade. We need 2.

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00:18:20.380 --> 00:18:21.380

Keisha McNatt: Yes.

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00:18:22.600 --> 00:18:25.560

Keisha McNatt: huh? Any questions, Mr. Richmond?

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00:18:27.050 --> 00:18:28.040

Jason Richmond: No, sir.

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00:18:30.340 --> 00:18:31.980

Keisha McNatt: Thank you.

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00:18:35.660 --> 00:18:36.400

Keisha McNatt: Good.

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00:18:38.800 --> 00:18:39.600

Keisha McNatt: What

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00:18:56.940 --> 00:18:58.240

Keisha McNatt: I can see.

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00:19:08.550 --> 00:19:11.630

So i'm going to present the

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00:19:11.780 --> 00:19:17.780

Keisha McNatt: math map data for middle of the year. and, as you can see, I broke it down by demographics. Here

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00:19:19.090 --> 00:19:36.290

Keisha McNatt: our goal is 75% of our students should be a 75% by the end of the year. Currently, we have 37 which is 30% of K. Through 5. And so that means we need additional 57 students, which is for 45 to week to go on the 75.

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00:19:37.010 --> 00:19:38.730

Keisha McNatt: It's 75.

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00:19:42.040 --> 00:19:43.010

Keisha McNatt: So yes.

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00:19:43.430 --> 00:20:02.660

Keisha McNatt: and the way that we are getting towards that we are working we're making sure we're using the Eureka curriculum with fidelity. Small group interventions after school tutoring, and, like Miss King said earlier, we're doing, we're getting in more during the coaching and doing more. Ddi with our teachers.

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00:20:02.660 --> 00:20:10.840

Keisha McNatt: Are you seeing any progress that happened as far as way in in terms of progress? And do you do you see it?

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00:20:11.220 --> 00:20:14.190

Keisha McNatt: Yeah. Well, I know that's that's a tough

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00:20:14.260 --> 00:20:15.730

times

134

00:20:16.040 --> 00:20:22.250

Keisha McNatt: we do, what with the changes of the correct thing. If you think it's it's gonna help us lease

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00:20:29.580 --> 00:20:32.580

Keisha McNatt: here. So here

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00:20:33.890 --> 00:20:47.560

Keisha McNatt: I must have changed it before you did after you did it. So here we have 3 through the beginning of the year versus the middle of the year for me to masters on the star test. and as you can see, third, fourth, and fifth have all increased

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00:20:47.690 --> 00:21:03.820

Keisha McNatt: for me to masters, so we have 19 Out of 25 third graders. So we need 12 more students to actually meet that 75% goal.

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00:21:04.160 --> 00:21:19.830

Keisha McNatt: And once again, we're still we're doing those same things. Those

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00:21:23.080 --> 00:21:25.050

Keisha McNatt: Okay, this is K. Through 2

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00:21:25.370 --> 00:21:29.470

Keisha McNatt: beginning of year versus middle of year for me to masters.

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00:21:30.000 --> 00:21:32.130

Can they take a little bit?

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00:21:32.280 --> 00:21:34.840

Keisha McNatt: But first and second. It's a.

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00:21:35.280 --> 00:21:39.540

Keisha McNatt: They went up a lot in their meets and masters goals.

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00:21:39.680 --> 00:21:50.930

Keisha McNatt: So for K. Through 2 we have 13 Out of 17, so we need 8 more students to make that 75% first graders. We need 14 more students and

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00:21:51.640 --> 00:21:54.110

Keisha McNatt: second greatest. We need not more students

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00:21:55.220 --> 00:21:57.290

Keisha McNatt: to meet that 75%

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00:22:03.260 --> 00:22:04.550

Keisha McNatt: any questions so far.

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00:22:08.600 --> 00:22:10.280

Keisha McNatt: So this is just kinder.

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00:22:10.920 --> 00:22:21.980

Keisha McNatt: for do not mean did not me approaches, and me to masters, or did not meet to Our tier 3. They drop our tier. 2 went up, and our tier one dropped a little bit.

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00:22:25.920 --> 00:22:27.490

Keisha McNatt: Pretty much it i'm.

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00:22:28.640 --> 00:22:34.220

Keisha McNatt: So for the beginning of the year we had 10 Out of 20. In the middle of the year we had 11 Out of 24, that our I tier 3

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00:22:34.550 --> 00:22:48.930

Keisha McNatt: tier, 2 was 3 Out of 20, and then it became from me from beginning of the year to mid of the year it went up to 6 Out of 24 and then for tier one. It was 7 Out of 20, and it's 7 Out of 24. So

153

00:22:49.400 --> 00:22:57.420

Keisha McNatt: I like the fact that tier 3 drop but tier 2 went up significantly.

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00:23:00.300 --> 00:23:02.200

Keisha McNatt: First grade.

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00:23:04.030 --> 00:23:09.030

Keisha McNatt: Here, 3. We went up a tab, it tier, 2 went up, and our tier one drop.

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00:23:13.240 --> 00:23:19.540

Keisha McNatt: second grade our tier 3 s went down our tier. 2 went down, but our tier one went up

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00:23:24.430 --> 00:23:27.400

Keisha McNatt: our third grade.

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00:23:28.940 --> 00:23:42.970

Keisha McNatt: our tier 3 s went down tier, 2 dropped a little bit, but our tier one went up, and I I wanted to highlight the third grade because they are showing. I know it may not look like it here, but they're showing a lot of growth because their teacher is.

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00:23:43.410 --> 00:23:56.860

Keisha McNatt: She works with her small group. She really does use her data to drop her instruction. She pulls her small groups and works with her student. So

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00:23:56.950 --> 00:24:07.470

Keisha McNatt: she's really been. And she's been making sure she's been using the curriculum just doing everything that she's supposed to do. And i'm really seeing her work showing her students. That's good.

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00:24:09.410 --> 00:24:10.800

Keisha McNatt: Fourth grade

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00:24:11.610 --> 00:24:18.530

Keisha McNatt: tier, 3 drop tier, 2 drop, but tier, one increase. I was excited to see that they increased.

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00:24:19.710 --> 00:24:22.050

Keisha McNatt: and the fifth grade

164

00:24:22.870 --> 00:24:26.600

Keisha McNatt: tier, 3 drop, 2 2, and tier. One increased.

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00:24:27.240 --> 00:24:35.600

Keisha McNatt: 2 3 drop. so I did not meet their drop. They drop, but their approaches and me to masters increase.

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00:24:38.300 --> 00:24:50.590

Keisha McNatt: and so pretty much a few notes that I may not, can read every great tier, 3 decrease, except for first grade which i'm in. I like. I'm excited about the fact that the 2 tier, 3 S. Are decreasing

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00:24:50.620 --> 00:25:18.230

Keisha McNatt: right, 2 3, and 4. There are 2 tier, 2 decrease in their tier, one's increased, and every grade, except kind of first increase their tier one. and to continue to grow. I just want I'm going to make sure that Eureka is taught with fidelity, meaning. The teachers are keeping up with the facing and small group. Instruction is increase and make sure the kids are definitely going to be continuing with their tutoring, and we're going to continue with after school tutoring and Saturday School.

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00:25:18.230 --> 00:25:29.630

I'll be do a walk through some more, make a common assessment to edit for you, and text assessment that have the start to point out question, design, to keep up with the data to make sure the kids are

169

00:25:30.060 --> 00:25:44.150

Keisha McNatt: understand the curriculum. And they're actually getting practice with the new start type of questions and also encourage you to use the Sd. Map with school by and great level competitions, and effectively video with my teachers.

170

00:25:44.480 --> 00:25:48.560

Keisha McNatt: And that is it. Are there any questions

171

00:25:50.540 --> 00:25:54.090

Jason Richmond: how many students are showing the for after school and Saturday tomorrow.

172

00:25:58.760 --> 00:26:00.810

Keisha McNatt: and so for active school

173

00:26:01.010 --> 00:26:05.390

Keisha McNatt: we have 85% attendance

174

00:26:05.410 --> 00:26:08.200

Keisha McNatt: and after school tutoring.

175

00:26:08.260 --> 00:26:26.020

Keisha McNatt: especially in right now we're doing K. Through fifth grade. So I would say the grade level that we sometimes struggle with is fifth grade, because some students have the catechism

176

00:26:26.130 --> 00:26:43.590

Keisha McNatt: sometimes, but mostly what we've seen is kids being pooled that are going through catechism or confirmation, and they they have, like Bible classes at during the week.

177

00:26:45.090 --> 00:26:46.650

Keisha McNatt: Ms. King can't speak on that

178

00:27:01.240 --> 00:27:13.440

Keisha McNatt: to advertise Saturday School as kind of like an enrichment program to get the kids excited about coming to Saturday school. So we have gone from 2 constant or consistent students

179

00:27:13.470 --> 00:27:21.490

Keisha McNatt: to 4. Well, we had about 6 and 2 ended up leaving early. But yeah, so I just feel like if we keep promoting it.

180

00:27:22.560 --> 00:27:33.260

Keisha McNatt: The numbers will increase. I mean the students. Only only 4 actually stayed the whole time this the last Saturday, and then we had only 2 to show up. In fact, the

181

00:27:33.720 --> 00:27:37.910

Keisha McNatt: second Saturday in January. that some of

182

00:27:57.250 --> 00:28:03.660

full of enrichment activities. But again, like you, said, it's Saturday, and

183

00:28:03.810 --> 00:28:08.260

Keisha McNatt: so we hope to have. We? We hope to have at least 20

184

00:28:08.580 --> 00:28:25.320

Keisha McNatt: students this Saturday, and i'm going to get up again to make sure i'll come, even though it's not my Saturday, but I just. I'm excited about just getting the students here like, and the parents understand that we you know it's important. It's very important to help move them

185

00:28:25.420 --> 00:28:29.970

Keisha McNatt: forward, so we'll see. We'll advertise again this week, and then we'll see how many we have.

186

00:28:38.420 --> 00:28:45.520

Keisha McNatt: You can do it with that. It's a cool there's there's but it's usually the

187

00:28:50.880 --> 00:28:59.780

Keisha McNatt: there's with Kisha she's also.

188

00:28:59.790 --> 00:29:09.460

Keisha McNatt: and then she speaks to her families, and then I make sure it is intentional for me to go out to the car when they drop them.

189

00:29:09.590 --> 00:29:41.600

Keisha McNatt: And I say, make sure you know you tell your friends call someone. Let them know like this is what we're doing, even though we open it up only from for third through it's. And I felt so bad because one of the kids who came with the second grader, and I told that I was like, oh, i'm sorry it's just 13. Then he ended up taking the third grader, and and that was our numbers right there, and I should have just, I mean, because the second grade it could have done the same

190

00:29:42.040 --> 00:29:45.370

Keisha McNatt: if you can tod into some type of

191  
00:29:47.150 --> 00:29:52.130  
Keisha McNatt: enrichment or special cause. I I know my kids, for example. They

192  
00:29:52.180 --> 00:29:54.950  
Keisha McNatt: they they do engineer

193  
00:29:55.020 --> 00:29:58.210  
Keisha McNatt: so it's probably twice a month.

194  
00:29:58.290 --> 00:30:03.650  
Keisha McNatt: They go

195  
00:30:08.670 --> 00:30:16.800  
Keisha McNatt: well. So not saying that you would have to do a mimic something like that, right?  
Because I know we have a robotics program.

196  
00:30:17.470 --> 00:30:29.580  
Keisha McNatt: We do. We have robotics.

197  
00:30:29.660 --> 00:30:32.760  
Keisha McNatt: the specialists that we use to teach on Saturdays.

198  
00:30:32.880 --> 00:30:40.920  
Keisha McNatt: They have great ideas as well. They're all certified teachers, you know, and then they  
have, like they come in with so many ideas.

199  
00:30:41.700 --> 00:30:43.190  
Keisha McNatt: Why not? I mean.

200  
00:30:43.230 --> 00:30:49.650  
Keisha McNatt: I don't know that's that's a question from Mr.

201  
00:30:49.670 --> 00:31:05.960  
Jason Richmond: You know. Bring those types of programs on Saturday, because i'm sure that

202  
00:31:05.960 --> 00:31:11.530  
Jason Richmond: student focus on school 2 h in the classroom to hour and a half in the classroom in an hour and a half.

203  
00:31:11.740 --> 00:31:16.690  
Jason Richmond: Let him loosen the gym that we loose with garden. Is there so many things we can do? We can talk about that later.

204  
00:31:17.110 --> 00:31:34.020  
Jason Richmond: Yes, Mr. Richmond, you got to come up here because it let him lose. No, I'm playing. No, no, you're absolutely right. You're actually right. You need. You need supervision

205  
00:31:34.230 --> 00:31:37.050  
Jason Richmond: with a program and find some dedicated people.

206  
00:31:37.510 --> 00:31:43.160  
Keisha McNatt: I I agree so hopefully we can find somebody if you know somebody. Can. You send them to us, and maybe we can

207  
00:31:43.180 --> 00:31:54.980  
Keisha McNatt: have a round table discussion. We can.

208  
00:31:57.250 --> 00:32:02.720  
Keisha McNatt: Yeah, we'll see. Yeah, okay? Well, hey, I'm: i'm open.

209  
00:32:02.800 --> 00:32:09.050  
Keisha McNatt: So all the suggestions that you all know anybody in the by way.

210  
00:32:23.070 --> 00:32:25.500  
Keisha McNatt: it's outrageous.

211  
00:32:40.770 --> 00:32:51.750  
Keisha McNatt: Hello, everyone! My name is So I am the outdoor Learning Environment coordinator as well as the science coach. So today I will be talking about

212

00:32:51.780 --> 00:33:02.680

Keisha McNatt: the beginning of your and the middle of your map growth data. And so here in my first chart, I have broken down in the blue at the beginning of your map

213

00:33:02.920 --> 00:33:14.420

Keisha McNatt: and the in red. We have the middle of your map data, so as you can see our tier one stay the same at 53%. I am out of that 53%

214

00:33:14.770 --> 00:33:16.710

right here, too.

215

00:33:16.820 --> 00:33:23.500

Keisha McNatt: actually increased from the beginning of year to our middle year by 24%.

216

00:33:23.740 --> 00:33:28.800

Keisha McNatt: And so our as you can see our tier 3 actually decrease

217

00:33:28.820 --> 00:33:31.800

Keisha McNatt: from 47 to 24%

218

00:33:31.880 --> 00:33:33.490

through the year.

219

00:33:33.770 --> 00:33:36.910

Keisha McNatt: And so I am to highlight that.

220

00:33:37.180 --> 00:33:51.080

Keisha McNatt: And then here I have the fifth grade break down. So 18 of our students are projected as of our middle of your data to be in masters 6, in me.

221

00:33:51.170 --> 00:33:55.610

Keisha McNatt: 41% in approaching, and 35% and does not meet.

222

00:33:55.760 --> 00:34:03.080

Keisha McNatt: Now our goal is to have 75 of students at 75 by end of year of 23,

223  
00:34:03.170 --> 00:34:13.580  
Keisha McNatt: currently only 53% of the fifth grade. Students are at 75 We just need former students to meet our goal of 75 at 75 per passing start

224  
00:34:13.730 --> 00:34:24.489  
Keisha McNatt: no or 2 Of our tier. 3 students are actually specified, and we'll be taking the alternate start. So just a reminder. The map rose.

225  
00:34:24.590 --> 00:34:28.100  
Keisha McNatt: It's just been making the real star, not the all.

226  
00:34:32.080 --> 00:34:38.810  
Keisha McNatt: Okay, correction one. But I still believe we can make that call realistically. It's only 4

227  
00:34:39.010 --> 00:34:40.510  
17,

228  
00:34:40.880 --> 00:34:44.000  
Keisha McNatt: not strategies used to help reach this goal.

229  
00:34:44.080 --> 00:35:06.400  
Keisha McNatt: our to have start prep. And has on science activities weekly on Tuesday and Thursdays. So we are also doing that with the T. For we're doing our assessments online to get the students more accustomed to the format of the redesign and to have some of those more critical thinking skills develop because they will be expected to have

230  
00:35:06.420 --> 00:35:21.990  
Keisha McNatt: not just multiple choice, but also have some open-ended questions where they have to type in a sentence and explain their logic. Also, we are adjusting the pacing guide to focus on high leverage takes, as we take these assessments on a weekly basis.

231  
00:35:22.160 --> 00:35:33.950  
These high leverage teaches focus on 3 separate science camps offered during Saturday, so there will be one up coming on Saturday and February, another one in March, and one in April, right before we start.

232

00:35:34.360 --> 00:35:43.820

Keisha McNatt: We have also talked about having field trips scheduled to reinforce all like rich teach as of now. We have the camping trip confirmed

233

00:35:43.950 --> 00:35:47.680

Keisha McNatt: from the Texas outdoor families, and the kids are very excited.

234

00:35:48.430 --> 00:35:55.280

Keisha McNatt: very excited. And so we also have small group tutoring during the start. Prep on Tuesdays

235

00:35:55.330 --> 00:35:58.190

to help Some of those students are in tier 3.

236

00:35:58.350 --> 00:35:59.050

Keisha McNatt: Hmm.

237

00:35:59.310 --> 00:36:08.370

Keisha McNatt: And also we have speakers, preferably college students scheduled to come in and help give lessons to invigorate the kids, and also show them

238

00:36:08.450 --> 00:36:13.160

Keisha McNatt: that scientists and STEM looks different across the board.

239

00:36:15.160 --> 00:36:26.790

Keisha McNatt: So some of our demographics, for our tiers are so in tier one we have 12% African American. 6% are a tier, 2

240

00:36:27.660 --> 00:36:30.840

Keisha McNatt: and 12 Or 2 Or 3.

241

00:36:31.150 --> 00:36:41.240

Keisha McNatt: Now we have 12 that are white, and our tier one, and then we have 0 for our here 2 and 3 that are right.

242

00:36:41.440 --> 00:36:46.520



Keisha McNatt: not for hispanic. We have 29 that are tier, one.

243

00:36:46.950 --> 00:36:50.550

Keisha McNatt: 12%, that it you 2 and 18%

244

00:36:50.560 --> 00:36:57.250

Keisha McNatt: right tier, 3 and we have 2 we have 0 that identify as

245

00:36:59.270 --> 00:37:14.980

Keisha McNatt: So this is just a little bit more of a breakdown. So there is a correction here. We only have one student instead of that post on to 6%. And if we just look at our achievement between the females and male students.

246

00:37:15.090 --> 00:37:16.620

Keisha McNatt: we see that the

247

00:37:16.710 --> 00:37:25.110

Keisha McNatt: females we have a total of 9, and out of this 9 we have 56 that are projected to

248

00:37:25.220 --> 00:37:36.090

Keisha McNatt: approaching at all the way through masters. not for the males, we have 88. So out of our 8 we have 7 isn't projected to

249

00:37:36.420 --> 00:37:48.630

Keisha McNatt: the approaching and masters. and so we do see that the our having our having higher performance on the start as of the map data.

250

00:37:49.020 --> 00:38:02.450

Keisha McNatt: and that the African American and Hispanic performance are pretty comparable between 60 and 70. So that's the difference. About one student or one or 2. But here it's broken down by

251

00:38:02.630 --> 00:38:06.250

Keisha McNatt: their individual. And so

252

00:38:06.420 --> 00:38:18.060

Keisha McNatt: one of the things that we want to do with the few trips and service to incentivize the students, so are in tier one or borderline on the tiers, and to have them move up.

253  
00:38:18.190 --> 00:38:29.640  
Keisha McNatt: so that would be our 4 students moving into approaches, and what the girls as well is bringing in more speakers that are not just me having more. One thing that's done

254  
00:38:29.690 --> 00:38:31.610  
Keisha McNatt: help them motivate them as well.

255  
00:38:31.790 --> 00:38:35.350  
Keisha McNatt: So that is the my presentation. Any questions?

256  
00:38:37.840 --> 00:38:39.490  
Keisha McNatt: Questions, Mr. Richmond.

257  
00:38:40.110 --> 00:38:40.900  
Jason Richmond: No?

258  
00:38:41.390 --> 00:38:45.570  
Keisha McNatt: Okay.

259  
00:38:50.670 --> 00:38:51.430  
Keisha McNatt: Okay.

260  
00:38:55.680 --> 00:39:06.710  
Keisha McNatt: This is our report for our Ev students this year. We have currently 56 ev students from 3 K. All the way to fifth grade.

261  
00:39:06.800 --> 00:39:14.260  
Keisha McNatt: We have 45 Of them they're testing and map system, and they also do in

262  
00:39:14.700 --> 00:39:18.160  
22 Of them are testing in star.

263

00:39:18.820 --> 00:39:24.670

Keisha McNatt: and then we have one Ev. Student that it will test and start up until possible

264

00:39:25.980 --> 00:39:40.990

Keisha McNatt: that we have 4 languages so far. Yeah. For Eb, which are Spanish

265

00:39:41.060 --> 00:39:52.290

Keisha McNatt: in there. The second, as you can see, we did in increasing kinder from for me to masters, we did decrease in first grade and second day.

266

00:39:52.740 --> 00:39:53.690

Keisha McNatt: so

267

00:39:53.710 --> 00:39:55.190

to

268

00:39:55.510 --> 00:40:03.160

Keisha McNatt: support or school with academics, you know. Just we keep track of them, and we are accountable for the Reading Star.

269

00:40:03.290 --> 00:40:04.670

Keisha McNatt: So that's what we keep

270

00:40:04.860 --> 00:40:15.960

Keisha McNatt: the track of it. Because if we, if we support our students with, or even strategies that will be, you know, reflected in their reading academics for either.

271

00:40:16.200 --> 00:40:29.060

Okay, so currently, we have 33 Of our students that means 2 Out of 6 students in kinder to be at 70. We currently that for first grade we have 17. So it's just one

272

00:40:29.280 --> 00:40:32.100

that is right now at great level.

273

00:40:33.910 --> 00:40:43.060

Keisha McNatt: Oh, where is that? Meet? Semesters, and we have 3 Out of 9 s readers. We need 2 additional kinders to be at me.

274  
00:40:43.070 --> 00:40:50.460  
Keisha McNatt: We have 3 additional students to be admits and masters for first grade, and we need 3 additional in second.

275  
00:40:52.500 --> 00:41:03.730  
Keisha McNatt: What we've been pulling, and we're not moving away from it, because it I, although it's they're not at grade level, but they're showing a lot of growth. And we're not moving away from

276  
00:41:04.260 --> 00:41:15.070  
Keisha McNatt: which is right. Now, we have the pull-up interventions for those kinders for first kindergarten first twice a day for 30 min for taking away. We have it for 45 min.

277  
00:41:15.340 --> 00:41:32.580  
Keisha McNatt: They have that the pull out services for the Esl, which it consists, and twice a week for 45 min, and we are focuses in vocabulary on it and also with sent to stamps, so that that help them with comprehension in the speaking.

278  
00:41:34.430 --> 00:41:35.320  
Keisha McNatt: Yeah.

279  
00:41:35.350 --> 00:41:53.940  
Keisha McNatt: So we'll continue providing resources to parents. And then we also are, you know, supported by Ta. Now to do parent engagement events. We're having one tomorrow, so we'll inviting all of parents. We advertise it so far I have 4 responses. So i'm really hoping that

280  
00:41:53.940 --> 00:41:58.690  
Keisha McNatt: I send a reminder today again. So i'm really hoping that tomorrow will have more

281  
00:41:58.710 --> 00:42:00.440  
parents show up.

282  
00:42:00.590 --> 00:42:10.900  
Keisha McNatt: and that will be a good resource. I mean it's just how to empowering families with good resources. That's what is going to be about.

283  
00:42:11.110 --> 00:42:17.720  
Keisha McNatt: So yeah, I really want to continue with that, so that we support also in your he's panic.

284  
00:42:17.740 --> 00:42:23.270  
Keisha McNatt: Parents or ev parents understand the purpose of the and how they can support that.

285  
00:42:23.320 --> 00:42:25.750  
Keisha McNatt: because sometimes we hear a lot of it.

286  
00:42:25.780 --> 00:42:37.760  
Keisha McNatt: Oh, I don't understand myself. So how am I going to support my students? So we're trying to, you know, Have that part of educating the or parents as well, so that they can support the

287  
00:42:38.100 --> 00:42:40.190  
so we don't have that.

288  
00:42:42.640 --> 00:42:57.350  
Keisha McNatt: Yes, yes, yes, yes, and I've been trying to do that with this parents, you know, like it just trying to do tutoring for how to get into systems and how to.

289  
00:42:57.580 --> 00:42:59.210  
Keisha McNatt: Yeah. Lucy.

290  
00:43:00.430 --> 00:43:08.500  
Keisha McNatt: we continue providing resources to be our

291  
00:43:09.600 --> 00:43:27.400  
Keisha McNatt: also region 11 is supporting us, and that in that area. So they give us the elves tailb us. Connection which is just really good resources really way. A great view for our teachers to understand how to do like with more purpose.

292  
00:43:27.400 --> 00:43:34.300  
Keisha McNatt: better strategies for all of these or any students. So we did one, and

293

00:43:35.050 --> 00:43:40.970

Keisha McNatt: in January, and another in February, and I'm. Hoping to have more by summer, you know, during the summer time.

294

00:43:41.390 --> 00:43:56.750

Keisha McNatt: So so so far, we have 2 Out of 6 students in kinder they are attending after school. Tutoring we have none first graders, and fortunately you know as much as we try to have this experience on board of it. They just have

295

00:43:57.060 --> 00:44:08.460

Keisha McNatt: similarly uses. and so they remove all the to the students older first graders from after school. and then we have 3 atom 9 to this and second rate attendance.

296

00:44:10.170 --> 00:44:16.390

Keisha McNatt: So this is how our data looks in kinder. So we'd have.

297

00:44:16.550 --> 00:44:26.460

Keisha McNatt: you know, in in maps test. We d0 0r the map system, we can set goals, and those goals were met to be at 75%,

298

00:44:26.490 --> 00:44:28.540

Keisha McNatt: and that's what we keep track of them.

299

00:44:28.590 --> 00:44:33.150

Keisha McNatt: S0 One of these students, one of the students, met their goal

300

00:44:33.310 --> 00:44:39.840

Keisha McNatt: and in maps. So that means that they're really on track to be in meets and masters for sure.

301

00:44:39.850 --> 00:44:50.000

Keisha McNatt: In there the boys are struggling the most. But we have 4 Out of 6 Eb students to make significant growth in in their data for reading.

302

00:44:50.270 --> 00:44:54.650

One of them made 20 points

303

00:44:54.910 --> 00:44:56.090

Keisha McNatt: of growth.

304

00:44:56.260 --> 00:45:07.090

Keisha McNatt: and then another 1 1771. So i'm not gonna get into. But you know 4 Of them. There's really increase way more than 15 points in there.

305

00:45:07.300 --> 00:45:13.060

Keisha McNatt: And so that means that 67% of our ev students may grow in kinder.

306

00:45:14.870 --> 00:45:22.810

Keisha McNatt: And then for first graders. One of them met their goal. and the voice are the ones that are struggling the most. In first grade.

307

00:45:22.940 --> 00:45:26.840

2 Out of 6 students made significant growth.

308

00:45:27.130 --> 00:45:31.760

Keisha McNatt: and that means that we have 33% of our.

309

00:45:33.780 --> 00:45:37.420

Keisha McNatt: So we have our second graders here.

310

00:45:37.650 --> 00:45:38.630

Keisha McNatt: So

311

00:45:38.940 --> 00:45:43.050

Keisha McNatt: right now we have that 34 at a great level.

312

00:45:43.270 --> 00:45:53.890

Keisha McNatt: and 2 Of them met their goal, and they are a tier one right now. It's pretty, even between voice and girls who are struggling in second grade

313

00:45:54.650 --> 00:45:59.590

Keisha McNatt: right now, but 3 Out of 9 Of our Ev students made significant grow.

314

00:46:00.140 --> 00:46:03.950

Keisha McNatt: We have 33 in second grade that may grow

315

00:46:05.330 --> 00:46:25.210

Keisha McNatt: So now here are or asl students earning me some masters in reading in comparison. So this is how we are so far we don't have anything for 23 yet. But this is how it look like, or how we end up, and it's a comparison between 2021 the interim that we did at the beginning of the school year, and then how was

316

00:46:25.210 --> 00:46:26.570

start? 2,022.

317

00:46:27.830 --> 00:46:32.260

Keisha McNatt: And this is how it it looks like. So far so we start

318

00:46:32.340 --> 00:46:45.220

Keisha McNatt: right here. This is from 22. This was the beginning of the school year, according to Maps projection, and this is how we are looking at right now in the middle of the year. So we did increase in third grade.

319

00:46:45.270 --> 00:46:53.600

Keisha McNatt: We stay the same in fourth grade. We did significantly increase from 0 students. Now we have 50%.

320

00:46:55.480 --> 00:47:02.620

Keisha McNatt: Yes, it is really good. Yes. So if that's the same which is gonna continue with the same plan.

321

00:47:03.350 --> 00:47:03.970

it's working.

322

00:47:04.030 --> 00:47:12.570

Keisha McNatt: Yes, so so we have currently 30 Of our third graders. At 75 we have 0 and fourth grade.

323



00:47:12.860 --> 00:47:25.460

We have 50% in fifth grade, and so we need additional 5 students to be at me, and third for students to be. I made some fourth grade and 2 students.

324

00:47:30.780 --> 00:47:34.810

Keisha McNatt: Here's Here's how it looks like or third grade.

325

00:47:35.270 --> 00:47:39.320

Keisha McNatt: so you can see we have here.

326

00:47:39.470 --> 00:47:40.880

Keisha McNatt: So the

327

00:47:41.170 --> 00:47:51.290

Keisha McNatt: none of them meet their golden maps. But we have 3 Out of 10, that weight significant growth, and it again. It's pretty. Even the voice and girls are struggling

328

00:47:52.870 --> 00:48:05.110

Keisha McNatt: right here, but we have one of those, one of those 2 students. They move from tier, 3 to tier one. So that was a a big lateral movement there. We, you know, which is working with.

329

00:48:05.300 --> 00:48:09.120

Keisha McNatt: and also another student that

330

00:48:09.390 --> 00:48:16.530

Keisha McNatt: he's been with us, since kinder we were able to move him. I mean he was in consistent tier 3,

331

00:48:16.640 --> 00:48:36.150

Keisha McNatt: and this year it's finally showing that he is moving from tier 3 to tier 2. So we did. You know he's showing really that significant growth, and it's just like we are really happy about that. So we want to make sure that we keep track of these kids, and you know, to help them to move also in that in that way.

332

00:48:36.690 --> 00:48:41.800

Keisha McNatt: So and that's what we really want to focus in fourth grade.

333  
00:48:41.900 --> 00:48:54.880  
Keisha McNatt: Ms. Debbie, which is the or Esl teacher she's doing push in. But I think we're going to add one more pool out with this students so that we can support them especially for fourth grade.

334  
00:48:55.020 --> 00:48:55.630  
Keisha McNatt: Yeah.

335  
00:48:57.080 --> 00:49:20.930  
Keisha McNatt: So in fourth grade we have a student that it's also. It's always struggling, you know. with her academics. It's always been a tier 3, but she made a significant growth this year, and we're hoping that that we we continue with that and intervention part. She's also having support, and it's just with from the same interventionist.

336  
00:49:21.070 --> 00:49:29.840  
Keisha McNatt: And so she's having that consistency, and she's showing a lot of growth, and we want to have her at tier 2. So that is the one of the main

337  
00:49:29.950 --> 00:49:30.530  
yeah

338  
00:49:30.580 --> 00:49:40.730  
Keisha McNatt: for that as well. So. SO 2 Out of 5 students are making significant growth. So we have 40% over eb and fourth grade making.

339  
00:49:41.830 --> 00:49:42.400  
Keisha McNatt: we?

340  
00:49:43.340 --> 00:49:48.390  
Keisha McNatt: And then here is our fifth grade. So i'm just really excited to see this, now

341  
00:49:48.570 --> 00:49:51.040  
that we have 50%.

342  
00:49:51.460 --> 00:50:00.950  
Keisha McNatt: Now, there are

343  
00:50:01.030 --> 00:50:05.120  
Keisha McNatt: that needs of masters. because we know what they can.

344  
00:50:06.570 --> 00:50:19.020  
Keisha McNatt: Yes, and so yes, that is so. Now for this we have one over fifth graders that we'll do. We will perform. Start out and tell us out.

345  
00:50:19.230 --> 00:50:23.140  
Keisha McNatt: so he will really end up in being a masters.

346  
00:50:23.170 --> 00:50:26.530  
Keisha McNatt: because it's for right now, as

347  
00:50:26.550 --> 00:50:37.710  
Keisha McNatt: his data from last year, he's scoring a statistical story which it is equals like at me. So we're looking at. Do you know, just having that the same

348  
00:50:38.000 --> 00:50:39.730  
consistency that he will be at.

349  
00:50:39.780 --> 00:50:41.540  
Keisha McNatt: so he will count awesome

350  
00:50:45.410 --> 00:50:46.640  
Keisha McNatt: any questions

351  
00:50:48.750 --> 00:50:50.830  
Keisha McNatt: awesome. Mr. Richmond.

352  
00:50:51.140 --> 00:50:52.120  
Jason Richmond: Nope.

353  
00:50:53.050 --> 00:50:54.040  
Keisha McNatt: Thank you.

354

00:50:56.240 --> 00:50:59.960

Keisha McNatt: Sure What was your type there?

355

00:51:04.460 --> 00:51:05.640

Keisha McNatt: And I

356

00:51:08.600 --> 00:51:11.780

Keisha McNatt: i'm reporting for Pre K. And Pender.

357

00:51:11.860 --> 00:51:19.780

Keisha McNatt: where data analysis on their phenomenological awareness. Vocabulary and mathematics shows steady growth.

358

00:51:20.570 --> 00:51:26.250

Keisha McNatt: Children are improving nicely, especially in their vocabulary.

359

00:51:26.260 --> 00:51:33.620

Keisha McNatt: I get to read this mathematics and children show limit oh, it is up here, too. I apologize. I didn't.

360

00:51:34.350 --> 00:51:47.820

Keisha McNatt: Mathematics and children show limited improvement. Only 60% of the children are on track compared to 80% in the fall test. So there's been a little bit of dip there. and the that 15% of the students require support.

361

00:51:48.030 --> 00:51:58.490

Keisha McNatt: But teaching strategies they'll just add more nomenclature. Cards focus more on small group activities, continue adding songs, finger plays and stories during their circle time

362

00:51:59.540 --> 00:52:12.690

Keisha McNatt: encouraging a normalization process, and that may have been probably what curve that a little bit encouraged peer tutoring. And they've added a systematic reading program

363

00:52:13.050 --> 00:52:19.140

Keisha McNatt: duck. Not that, but but in tub, etc. So work on training the teachers and tas to focus

364

00:52:19.160 --> 00:52:21.530

consistent teaching environments.

365

00:52:22.160 --> 00:52:34.230

Keisha McNatt: One of the things I did notice is that the males tend to have a tendency in the reading I was reading through the but that's where they have this. They were struggling in reading more so if you look on the

366

00:52:34.790 --> 00:52:36.140

Keisha McNatt: it was back here.

367

00:52:38.080 --> 00:52:39.730

Keisha McNatt: anyhow.

368

00:52:39.920 --> 00:52:45.000

But there, yeah, the mail seem to have a tendency to be slower developmentally in reading.

369

00:52:45.180 --> 00:52:48.200

Keisha McNatt: and that's probably across the board.

370

00:52:49.010 --> 00:52:55.990

Keisha McNatt: That's the kindergarten data analysis similar in math test. They remain within their score ranges from the previous test

371

00:52:56.210 --> 00:53:08.580

Keisha McNatt: with very limited and low growth and reading. The gap between the high average and high growth and low average low growth is widened. So again, you don't have any average students. You just either have a high or a low. You have your tier one or your tier. 3

372

00:53:08.600 --> 00:53:18.610

Keisha McNatt: male students have a hard time making average growth and reading. That's where I saw that overall. Hispanic students make good average growth in both reading and math. So there's not a big difference in

373

00:53:20.370 --> 00:53:22.330

Keisha McNatt: in the in the demographics there.

374

00:53:22.940 --> 00:53:36.640

Keisha McNatt: They just have more focus learning time with the Montessori with the kindergarten, while the pre-k children are napping and getting ready to go to special classes. They've opened that up 18 kindergarteners are working on some advanced monetary lessons.

375

00:53:36.680 --> 00:53:41.100

Keisha McNatt: and they only they all have their own weekly work plan and organizers, so

376

00:53:41.840 --> 00:53:46.650

Keisha McNatt: they have a lot of parents support. I think they have a 3 point, they said a 3.

377

00:53:48.720 --> 00:53:50.640

Keisha McNatt: Where did I read that, too?

378

00:53:53.010 --> 00:54:05.660

Keisha McNatt: The Triangle parents to teacher. So all 3 Of those they're working as a team, so I know that they do provide a lot of work for them together. Oh, there it is, learning triangles, student parents and teacher collaboration. That's one of their teaching strategies

379

00:54:06.060 --> 00:54:11.240

for the Cli and the kindergarten. I did notice back here that there is.

380

00:54:11.710 --> 00:54:18.210

Keisha McNatt: This is the needing support has decreased from way one to wave 2, and I thought that was that showed some growth.

381

00:54:18.490 --> 00:54:23.770

Keisha McNatt: and but and also everybody on track and being monitored that all went up

382

00:54:24.920 --> 00:54:28.580

Keisha McNatt: almost doubled each time. 40 to 85%

383

00:54:28.810 --> 00:54:35.920

Keisha McNatt: went down a little bit in math. But I think that's just, you know, as they develop and the the concepts become a little more

384

00:54:36.520 --> 00:54:41.430

Keisha McNatt: complicated. It just it becomes more challenging. So. But I think overall there

385

00:54:43.040 --> 00:54:50.350

Keisha McNatt: they are progressing that little. They're the little ones. So any questions. of course.

386

00:54:50.420 --> 00:54:52.860

Keisha McNatt: Thanks.

387

00:54:59.970 --> 00:55:02.830

Keisha McNatt: You can represent the financials. Is your assuming.

388

00:55:03.940 --> 00:55:04.750

Keisha McNatt: No.

389

00:55:05.010 --> 00:55:16.930

Keisha McNatt: I did not get that in. They didn't send that

390

00:55:17.380 --> 00:55:22.660

Keisha McNatt: on board that that we can do to help you all in your instruct.

391

00:55:23.820 --> 00:55:24.670

Keisha McNatt: Okay.

392

00:55:34.950 --> 00:55:35.600

it's something

393

00:55:38.900 --> 00:55:40.860

Keisha McNatt: Okay. So

394

00:55:46.400 --> 00:55:48.890

Keisha McNatt: to

395

00:55:48.950 --> 00:55:50.510

Keisha McNatt: so that you all made

396

00:55:51.540 --> 00:55:53.800

Keisha McNatt: you get a support as a board.

397

00:55:54.040 --> 00:55:55.340

Keisha McNatt: We need to

398

00:55:57.190 --> 00:55:59.620

Keisha McNatt: man. It's just me talking, but

399

00:56:00.250 --> 00:56:03.710

Keisha McNatt: it's Joyce, Mr. Richmond.

400

00:56:05.940 --> 00:56:08.920

Keisha McNatt: They have to get there. Go ahead, Mr.

401

00:56:09.030 --> 00:56:15.630

Jason Richmond: I know you. I was going to say, Why, we have you in the room right now. Go ahead and tell us what you need.

402

00:56:16.910 --> 00:56:18.040

Keisha McNatt: Oh.

403

00:56:19.700 --> 00:56:36.170

Keisha McNatt: we do. You want to put them on the spot. But we are in the meeting. We do have them here right now, so I mean I I understand this. We we got one this Mel: Just a playground equipment.

404

00:56:37.090 --> 00:56:40.970

Keisha McNatt: Okay, so that need to go on the list.

405

00:56:41.240 --> 00:56:45.590

Keisha McNatt: Oh, no, I have 1 s time. So we look at 2.



406  
00:56:49.160 --> 00:56:50.680  
Jason Richmond: I missed that. What did she say?

407  
00:56:50.760 --> 00:56:52.500  
Keisha McNatt: Playground equipment.

408  
00:56:53.130 --> 00:56:54.360  
Jason Richmond: playground equipment

409  
00:56:56.550 --> 00:57:02.050  
Keisha McNatt: Hold on. So supply supply yeah. Playground equipment they need.

410  
00:57:03.190 --> 00:57:08.640  
Keisha McNatt: You only run in spring so long

411  
00:57:09.380 --> 00:57:13.090  
Keisha McNatt: can we meet, or can we?

412  
00:57:13.200 --> 00:57:24.730  
Keisha McNatt: You absolutely can get back to what I said presented to Mr. Singh, and of course he'll let us know, and it's either a or or hey? But

413  
00:57:24.830 --> 00:57:35.030  
Keisha McNatt: we doubt they want to let you know we got. We good support this year. They're the same as it's here to support us. But

414  
00:57:35.060 --> 00:57:38.620  
I thought Mr. Richmond any additional comments.

415  
00:57:39.280 --> 00:57:43.080  
Jason Richmond: No, no, no, no, no, that was it. That was it. I was in the

416  
00:57:44.610 --> 00:57:45.320  
Keisha McNatt: right.

417

00:57:47.110 --> 00:57:51.920

Keisha McNatt: Okay, so we're going to move on to this item he wants to present

418

00:57:56.250 --> 00:58:00.920

and we're on the

419

00:58:02.450 --> 00:58:06.610

Keisha McNatt: I think I go back.

420

00:58:07.780 --> 00:58:11.270

Keisha McNatt: It's in here.

421

00:58:22.690 --> 00:58:25.770

Keisha McNatt: Yeah, we can do this. So

422

00:58:26.690 --> 00:58:29.250

Keisha McNatt: okay.

423

00:58:29.510 --> 00:58:44.600

Keisha McNatt: Okay. So mine is pretty easy. It's we utilize region 10 in our local agreement for the Child nutrition program, because we're small.

424

00:58:44.600 --> 00:58:51.450

Keisha McNatt: They have added one more thing to it this year. Coffee bar, but we don't qualify for it, since we're on elementary school.

425

00:58:51.710 --> 00:59:02.230

Keisha McNatt: I can't purchase coffee. Sorry I tried. I did ask today. I did think of it as a money making, but they said, No, it's only for high school. They're going to introduce it in the high schools.

426

00:59:06.100 --> 00:59:08.110

Keisha McNatt: It's a contract

427

00:59:08.790 --> 00:59:19.670

Keisha McNatt: I don't know. Here's my plug. I don't understand how they're allowing high school students to get on caffeine, but yet sugar is being reduced, and i'm being given flavoured milk.

428

00:59:19.720 --> 00:59:21.700

Keisha McNatt: strawberry, I for more sugar.

429

00:59:21.760 --> 00:59:22.580

Keisha McNatt: So

430

00:59:35.390 --> 00:59:38.820

Keisha McNatt: you know the full discussion, any questions.

431

00:59:39.950 --> 00:59:41.210

Keisha McNatt: and I get a motion

432

00:59:49.480 --> 00:59:50.680

Jason Richmond: a second demos

433

00:59:50.790 --> 00:59:54.140

Keisha McNatt: perfect all the people that we know about saying I.

434

01:00:03.230 --> 01:00:08.590

Keisha McNatt: This is fine the school, just

435

01:00:17.120 --> 01:00:23.200

Keisha McNatt: because there are a couple of options that we have, so I've always buffered the calendar with more minutes.

436

01:00:23.230 --> 01:00:31.310

Keisha McNatt: but because we're doing ads with which is additional school days in the year to help support our students that are being low.

437

01:00:31.350 --> 01:00:50.730

Keisha McNatt: we have 180 days. So, even though we have 4,100 more minutes in our calendar, it doesn't help us because we still need to make up days. So the guidance that the Commissioner passed is that you have to make up the first 2 days, and then after that you can apply for a waiver.

438

01:00:50.730 --> 01:00:54.380

Keisha McNatt: However, if it's going to affect your summer school.

439

01:00:54.410 --> 01:01:02.690

Keisha McNatt: you can also apply for waivers. So I sent to you an email saying, Look, these are the couple of options that we have. I believe we have April tenth

440

01:01:02.770 --> 01:01:05.040

Keisha McNatt: as a day off.

441

01:01:05.210 --> 01:01:07.890

Keisha McNatt: but we will have to use that.

442

01:01:08.010 --> 01:01:09.990

Keisha McNatt: So what they

443

01:01:10.210 --> 01:01:19.860

Keisha McNatt: what the guy said was, since it's going to affect your summer school, which will push us into the third week of July, If we have to make up 2 days.

444

01:01:19.880 --> 01:01:39.190

Keisha McNatt: go ahead and apply for the waivers, so we'll we'll have to use April tenth as our makeup day, and then apply for the waiver for 2 days now it's not guaranteed that here will say Yes, they can come back and say no. We still want you to make it up. So that's where we are right now, and the good thing is.

445

01:01:39.290 --> 01:01:40.690

Keisha McNatt: I didn't know.

446

01:01:40.700 --> 01:01:48.760

Keisha McNatt: cause I email them as soon as we went on break on Tuesday, the Tuesday of February, 30, first

447

01:01:48.820 --> 01:01:51.170

Keisha McNatt: January 30 first of February first.

448  
01:01:51.400 --> 01:02:00.620  
Keisha McNatt: They didn't respond, they responded. Well, the Commissioner has not said some guidelines yet. So we don't know what it was. The following week I emailed them. Nobody responded. So

449  
01:02:00.630 --> 01:02:13.100  
Keisha McNatt: I, Since I was doing the information for the board classroom. I went ahead and just said, let me just have that ready, so the board can pass, whether we need to add an extra day.

450  
01:02:13.100 --> 01:02:23.460  
Keisha McNatt: or whether we need to send in a waiver so either, or it's on the letter that you have to sign, and then I have to apply for the

451  
01:02:23.600 --> 01:02:39.490  
Keisha McNatt: rather to send a waiver or so. It's gonna have to be both. We'll have to use April tenth.

452  
01:02:39.630 --> 01:02:46.610  
Keisha McNatt: What what we can do now before we've added extra time to our day to make up.

453  
01:02:46.650 --> 01:02:55.070  
Keisha McNatt: But now teams like No, because some schools say they're doing it, and they don't do it. So everybody now is being punished. You have to just make up

454  
01:02:55.220 --> 01:02:59.770  
Keisha McNatt: the extra day. You can add any more extra hours to your day to make it up.

455  
01:02:59.800 --> 01:03:07.780  
Keisha McNatt: So the teachers voted that if he came to that, then we just had a extra day which will put us to June first.

456  
01:03:07.900 --> 01:03:10.540  
Keisha McNatt: We will have to go to school June first.

457  
01:03:11.370 --> 01:03:13.230  
Keisha McNatt: That's what to teach.

458  
01:03:13.470 --> 01:03:32.730  
Keisha McNatt: So no problem. So the only thing I just need the board to approve is that I could apply for the waiver, and if that doesn't work, then I add the extra day take out April tenth. So either way goes we're covered by, because I know t is going to ask us. Did you discuss it with your board.

459  
01:03:32.730 --> 01:03:56.690  
Keisha McNatt: of course, and they allow us to use April 10? We'll get out what May 30 first. It will be that we would have to make up actually 2 days. So the first 2 days which will actually push us into yeah, June first. So if they approve it. We don't have to make it up. If they don't approve it. Yeah, we make it up. Okay and be able to discuss.

460  
01:03:59.700 --> 01:04:01.280  
Keisha McNatt: and we get a motion to approve

461  
01:04:01.940 --> 01:04:04.620  
Jason Richmond: the, to approve the for the days.

462  
01:04:04.700 --> 01:04:05.470  
Keisha McNatt: Okay.

463  
01:04:05.530 --> 01:04:10.570  
Keisha McNatt: whatever where she has to go, she can go

464  
01:04:12.330 --> 01:04:13.790  
now. Get a second

465  
01:04:16.530 --> 01:04:18.360  
Keisha McNatt: second, Mr. Richmond

466  
01:04:18.610 --> 01:04:19.630  
Jason Richmond: a second.

467  
01:04:19.940 --> 01:04:23.750  
Keisha McNatt: Thank you. On the

468

01:04:23.760 --> 01:04:24.780

Keisha McNatt: right.

469

01:04:25.130 --> 01:04:33.350

Keisha McNatt: You have your flexibility. That's

470

01:04:44.940 --> 01:04:49.530

Keisha McNatt: is to table it because I don't think the team has had time

471

01:04:49.610 --> 01:04:51.840

Keisha McNatt: to look at the calendar yet.

472

01:04:53.060 --> 01:04:57.380

Keisha McNatt: and the way it's set up this time is

473

01:04:58.490 --> 01:05:07.010

Keisha McNatt: we won't start school on a Monday. We will start school on a Tuesday because it gives us time to have our Pds. It gives us time

474

01:05:07.040 --> 01:05:19.340

Keisha McNatt: for the teachers to fix their rooms without rushing back to come to a Pd. And then they can host parent night. So if we started on a Tuesday, it just gives us more time. The other thing, too, is

475

01:05:20.280 --> 01:05:27.800

Keisha McNatt: every school room. I would say, every school, but most schools in the F. They'll be area. It used to be that we take 2 weeks off.

476

01:05:28.150 --> 01:05:34.270

Keisha McNatt: We still keep the 2 weeks. But that first week before Christmas nobody is taking off anymore.

477

01:05:35.060 --> 01:05:51.940

Keisha McNatt: The way it's being done now is, you have the week of Christmas, and then you have the week of New Years. and then we come back the second week of

478

01:06:06.910 --> 01:06:12.690

Keisha McNatt: It's let me see it's not coming up at. 0 Okay, let me see, too. Okay.

479

01:06:12.700 --> 01:06:30.720

Keisha McNatt: Okay, there it is. So if you notice we're coming back on the fifteenth. I have few days in there when we have Pds or we're off so like the fourth we're off with the sixteenth. We have Pds. Let me go down to what I was explaining about

480

01:06:31.010 --> 01:06:32.220

Keisha McNatt: December.

481

01:06:33.080 --> 01:06:37.770

Keisha McNatt: So, instead of having the eighteenth to the 20 s off.

482

01:06:38.050 --> 01:06:43.720

Keisha McNatt: everybody shifted their Calendar down where it's the twenty-fifth through the fifth.

483

01:06:44.020 --> 01:06:48.940

Keisha McNatt: and then we have the 8 for pd and then the tenth.

484

01:06:49.210 --> 01:06:51.680

Keisha McNatt: the ninth we

485

01:06:52.120 --> 01:07:01.990

Keisha McNatt: so

486

01:07:02.930 --> 01:07:10.880

Keisha McNatt: n0 25 is on the Monday, 20 s is on the Friday. Yeah. Yeah.

487

01:07:11.490 --> 01:07:30.950

Keisha McNatt: The other thing you'll notice to in this calendar is. It takes a lot, and we'll talk about stipends in closed session, but it takes a lot for the team to come in on Saturdays. It takes away time from their families. The prep time to come in, and then, of course, only 2 PIN. Only 2 kids show up.

488

01:07:30.950 --> 01:07:43.920



Keisha McNatt: So next school year. What I did was we don't start any Saturday school first semester, I mean, first semester we're just getting things going. We're looking at that. But then in January.

489

01:07:49.410 --> 01:08:00.330

Keisha McNatt: Then we start doing Rotational Saturday. So One Saturday is reading one Saturday's math, one Saturday Science, and it moves on to

490

01:08:00.510 --> 01:08:03.800

Keisha McNatt: April and then April. We kind of caught up Saturday School.

491

01:08:05.610 --> 01:08:15.440

Keisha McNatt: and for the most part I think I have some half days in there where we can take a break some days where we have for Pds. And then

492

01:08:16.200 --> 01:08:39.430

Keisha McNatt: times the April sixteenth to the to May tenth. That's like our window for testing. and then hopefully school. Now, the reason why I don't want the Board to approve. It is 2 things: one. I want the team to look at it and give some feedback, but to I think this year it'll be best for us to go to a 183 days

493

01:08:39.490 --> 01:08:51.640

Keisha McNatt: not because I want to go through it to a 183 days, but it hurts us every time we have increment, whether we're not able to use up. We do. There's no wiggle room in our calendar.

494

01:08:51.649 --> 01:09:04.840

Keisha McNatt: So maybe 4 Or 5 years ago we used to have like 184 85 days and it just gave us that buffer. So if we don't, use it great, we get out of school on time. If we use it, then we're not having to make updates

495

01:09:04.960 --> 01:09:11.240

Keisha McNatt: so. and that's another question. I'm waiting for for ta to respond to me about.

496

01:09:12.189 --> 01:09:24.310

Keisha McNatt: So that's the only thing I have. Now. We just need to go into closed session. And, By the way, I have some good news. If I came in there's a grant for

497

01:09:25.740 --> 01:09:42.990

Keisha McNatt: is it called lending Technology. It was a competitive for I didn't think we were going to get it, I mean. In fact, they told me not to apply for it. Most likely we were not going to get it. It was long, but I did it anyway, and i'm excited that we got approved. We got 35,000,

498

01:09:44.340 --> 01:09:47.229

Keisha McNatt: so i'm excited

499

01:09:47.300 --> 01:10:00.350

Keisha McNatt: 33, but it in it has to include whatever the software is, and things like that. What is it called lending? It's called the lending.

500

01:10:07.170 --> 01:10:17.900

Keisha McNatt: So all the big schools were doing it. But the school small schools were not just because it was such a t as Grant to do. But I was just like i'm going to learn how to do this.

501

01:10:27.180 --> 01:10:35.960

Keisha McNatt: We're the only ones that got our application for the teacher. Incentive Allotment went all the way through to T. A. And T. Approve it.

502

01:10:37.860 --> 01:10:39.980

Keisha McNatt: Yeah. So

503

01:10:40.410 --> 01:10:43.420

Keisha McNatt: i'm excited for, miss.

504

01:10:45.100 --> 01:10:48.970

Keisha McNatt: I've I've been told her yet, but I just

505

01:10:51.750 --> 01:10:54.790

Keisha McNatt: we're going to move into closed session.

506

01:10:56.380 --> 01:10:57.380

Keisha McNatt: Thank you all.

507

01:11:17.950 --> 01:11:21.960

Keisha McNatt: Thank you.

508

01:11:25.760 --> 01:11:29.470

Yeah, you have to stay your Hr.