

## June 2023 Board Meeting Minutes

00:00:00.000 --> 00:00:00.890

Keisha McNatt: All right.

2

00:00:06.120 --> 00:00:13.730

Keisha McNatt: So for our overall demographics, these are the numbers for overall demographics or

3

00:00:13.990 --> 00:00:25.419

Keisha McNatt: and we have to one. So we have 8 white who are currently on

4

00:00:25.810 --> 00:00:27.020

Keisha McNatt: here. One.

5

00:00:27.450 --> 00:00:32.100

Keisha McNatt: You've seen African Americans 15 hispanics and

6

00:00:32.270 --> 00:00:36.459

Keisha McNatt: out of them. Well, no, none of them are.

7

00:00:37.730 --> 00:00:41.249

Keisha McNatt: That's not on table, one tier, 2, 2 white.

8

00:00:42.100 --> 00:00:48.189

Keisha McNatt: 14. I'm sorry. And again, this is yeah. This is the entire school.

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00:00:48.280 --> 00:01:01.670

Keisha McNatt: So tier 2 2 white, 14 African-americans, 15 Hispanics. and then for T. 3, we have 4 whites, 28 African American.

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00:01:01.860 --> 00:01:06.099

Keisha McNatt: 25 is. and none of them are. See it

11

00:01:08.280 --> 00:01:09.760

any questions.

12

00:01:11.160 --> 00:01:24.219

Keisha McNatt: So for our goal. 75% of our students will be a 75%. By the end of 2,003. That was our goal. Currently, we have 30 of our students which comes out to be 38 out of 128

13

00:01:24.260 --> 00:01:31.049

Keisha McNatt: all right, 75%. And we need an additional 60 students to need the 75%.

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00:01:32.840 --> 00:01:45.289

Keisha McNatt: These are all of the measures that we've taken to try to get those to meet the go small group interventions. go out after school to

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00:01:45.400 --> 00:01:50.060

Keisha McNatt: my weekly Vdi coaching for the teachers and feedback

16

00:01:50.790 --> 00:01:56.040

Keisha McNatt: we're and of course we you less than for your

17

00:01:59.350 --> 00:02:03.979

Keisha McNatt: any questions about this.

18

00:02:05.470 --> 00:02:15.379

Keisha McNatt: So for your tier one, the t, one is in blue, yes. Okay, so you have 8 lights there, it's your one.

19

00:02:15.490 --> 00:02:30.469

Keisha McNatt: you, what's the difference between some tier one? Basic? They they're on. Very well, yeah, all right. And then we haven't the yellow and Yes, they're approaching.

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00:02:30.500 --> 00:02:32.289

Keisha McNatt: And in the

21

00:02:33.290 --> 00:02:33.960

Keisha McNatt: okay.

22

00:02:34.270 --> 00:02:38.809

Keisha McNatt: So by grade level.

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00:02:39.070 --> 00:02:49.710

Keisha McNatt: I broke it down by grade level demographics. Again, we have 2 whites in fifth grade. We're on to 1, 3 African American into his panic.

24

00:02:50.930 --> 00:02:55.089

Keisha McNatt: We have no tier, 2 for our wife or African American.

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00:02:55.110 --> 00:03:09.060

Keisha McNatt: In fifth grade we have 5 who are on tier 3 by his back to African Americans, and of all of them 2 of them are saying, and they are also

26

00:03:10.600 --> 00:03:14.509

Keisha McNatt: any questions about our fifth grade. And again, this is our map data.

27

00:03:16.020 --> 00:03:17.540

Keisha McNatt: It'll be, you know.

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00:03:19.070 --> 00:03:34.670

Keisha McNatt: So our Lsg, our goal was 60 64% of our fifth graders are on grade level. By the end of 2,023, currently only 37% of them, which is 7 out of 9, 10 on tier, 1, 6 additional students are

29

00:03:35.910 --> 00:03:38.609

Keisha McNatt: fourth grade demographic to be in

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00:03:41.050 --> 00:03:46.879

Keisha McNatt: no lights. 3 African-americans. They want to.

31

00:03:48.150 --> 00:03:54.410

Keisha McNatt: Yeah. So does it mean they're in a Library level fourth grade.

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00:03:55.120 --> 00:03:55.980

Keisha McNatt: Sorry?

33

00:03:56.270 --> 00:04:04.680

Keisha McNatt: No, there's there.

34

00:04:08.860 --> 00:04:16.209

Keisha McNatt: all right. So our goal was 53%. By the end of the year we're at 17. So we need not additional students.

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00:04:16.490 --> 00:04:23.650

Keisha McNatt: So need to go. Here's our third grade. 3 white, one African American.

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00:04:23.930 --> 00:04:31.820

Keisha McNatt: and 2 more races. Oh, for Hispanic and 2 more races. So again, we have a lot of work to do on them on a grade level.

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00:04:32.930 --> 00:04:37.690

Keisha McNatt: Any questions about this third. our goal, 62%.

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00:04:38.220 --> 00:04:43.510

Keisha McNatt: currently, we're at 36

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00:04:46.010 --> 00:04:47.450

Keisha McNatt: second grade.

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00:04:52.060 --> 00:04:54.690

Keisha McNatt: We have 8 total, for on tier one

41

00:04:58.440 --> 00:05:01.169

Keisha McNatt: and 2 of those students

42

00:05:01.700 --> 00:05:08.870

Keisha McNatt: only 2 of our students in the second grade are so, both of them.

43

00:05:13.940 --> 00:05:19.369

Keisha McNatt: Our goal was 52. By the end of the year, currently, we were at 34%.

44

00:05:21.460 --> 00:05:22.710

Keisha McNatt: First, great.

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00:05:23.260 --> 00:05:25.079

Keisha McNatt: we have a total

46

00:05:27.730 --> 00:05:29.679

Keisha McNatt: and no.

47

00:05:30.930 --> 00:05:36.640

Keisha McNatt: our goal was 75.

48

00:05:40.960 --> 00:05:42.320

Keisha McNatt: Here's kinder.

49

00:05:48.000 --> 00:05:48.990

Keisha McNatt: okay.

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00:05:57.000 --> 00:06:06.220

Keisha McNatt: okay, are those those 69% for kinder by the end of the year? But currently, we are at 18.

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00:06:15.090 --> 00:06:15.780

Okay?

52

00:06:19.280 --> 00:06:20.569

Keisha McNatt: All right.

53

00:06:26.410 --> 00:06:31.870

Keisha McNatt: Okay. alright, thank you. Okay?

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00:06:32.940 --> 00:06:33.710

Keisha McNatt: Then.

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00:06:33.890 --> 00:06:40.580

Keisha McNatt: all right.

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00:06:40.840 --> 00:06:44.520

Keisha McNatt: you're a preliminary star. reading scores for stars.

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00:06:46.210 --> 00:06:57.070

Keisha McNatt: We don't get the actual scores right. We don't get the actual scores until August. the preliminary brawl scores for Star.

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00:06:59.860 --> 00:07:05.330

Keisha McNatt: From what we gathered a couple of weeks ago. 53% of our third graders.

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00:07:06.510 --> 00:07:11.660

Keisha McNatt: at the end of last year after star 55

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00:07:19.890 --> 00:07:30.819

Keisha McNatt: and currently 62%. this is these are the preliminary scores. 62% of them are predicted to a star

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00:07:31.320 --> 00:07:43.450

Keisha McNatt: for fourth grade last year, we anyway, 53%. And currently, we're still at 53%. Again, preliminary scores that could change a lot of factors, could determine that.

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00:07:43.470 --> 00:07:51.100

Keisha McNatt: And for fifth grade 65 at the end of last year we took These are last year's fourth graders.

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00:07:51.150 --> 00:08:01.879

Keisha McNatt: So 65% last year, the fifth graders score half star. But it's predicted that 81% or higher will pass this time.

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00:08:11.990 --> 00:08:16.240

Keisha McNatt: Maybe I'm working. So yeah, the

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00:08:17.130 --> 00:08:24.549

Keisha McNatt: and I. It is safe to say that all of the fifth graders, Past Star is predict they are predicted to pass Star.

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00:08:26.260 --> 00:08:29.879

Keisha McNatt: We're still waiting on. We're hoping for the best.

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00:08:30.350 --> 00:08:39.009

Keisha McNatt: But so far, yeah, so the the goal for third grade, yeah, was 62%

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00:08:39.590 --> 00:08:42.459

Keisha McNatt: and likely to pay 62. So we

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00:08:43.140 --> 00:08:59.349

Keisha McNatt: we're likely to meet that go fourth grade likely to the past. Our goal was 53. We're at 33%, currently. And that could change by the time the actual scores come out, and fifth grade 55. But they succeeded it likely to.

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00:08:59.530 --> 00:09:07.290

Keisha McNatt: But we are very proud of our third and fifth graders and our fourth graders, because we think that some of those 4, the numbers will change

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00:09:08.130 --> 00:09:12.050

Keisha McNatt: any questions about our our

72

00:09:12.390 --> 00:09:14.630

Keisha McNatt: yeah, so as far as

73

00:09:23.020 --> 00:09:31.389

Keisha McNatt: Oh, it was a combination of things. Some of our portfolios are a little bit immature, but then you also had some. Who were

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00:09:31.860 --> 00:09:36.819

Keisha McNatt: it could. It was the teachers, too. Some of the teachers needed more training. Additional training.

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00:09:42.060 --> 00:09:49.209

Keisha McNatt: Yeah. The teachers were first year teacher. So I spent a lot of time in the classroom

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00:09:49.390 --> 00:10:18.740

Keisha McNatt: as well as Miss Key, of who coaches M. We just spend a lot of time in those classrooms, and it seemed that fifth grade. We're a little bit more mature, and they were focused and they were ready. And whatever you wanted to those classrooms, they were working like they didn't have those behavior issues that and plus. They only had a class size of like what? 1213. But compared to the fourth grade class, they had what 20 kids in there, and the combination of personalities is very

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00:10:18.750 --> 00:10:22.200

Keisha McNatt: yes, so it was. It was just a mixture of

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00:10:22.290 --> 00:10:29.430

Keisha McNatt: it was all kind of factors that influence. these scores. But again we still may the the the the numbers may go up.

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00:10:30.280 --> 00:10:38.349

Keisha McNatt: we're just. We're just waiting. We're being hopeful. I want to say something. So you see, you guys, look at the fourth grade from last year.

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00:10:38.420 --> 00:10:41.599

Keisha McNatt: How the fourth graders did

81

00:10:41.830 --> 00:11:03.289

Keisha McNatt: last year's fourth graders sank the scores. So for them to go to from 53 to 81 something happened. Second semester of fifth grade, where it just clicked like the light turned on. So I think, knowing part of what the team has discussed is. We know already

82

00:11:03.290 --> 00:11:22.050

Keisha McNatt: that this year's fourth graders that are going to be fifth graders. They're acting the same exact way. So one of the things we definitely want to do at the beginning of the school year is for a team. Building exercise, you know, lay out some expectations and get parent engagement in as early as possible.

83

00:11:22.110 --> 00:11:35.160

Keisha McNatt: So instead of waiting to second semester, I think it's the maturity that keeps in second semester. But if we can get parents on board for a semester and we down some expectation we should really take off.

84

00:11:35.350 --> 00:11:36.270

Keisha McNatt: So

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00:11:36.700 --> 00:11:40.869

Keisha McNatt: that's part of the plan that the team has been talking about.

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00:11:42.730 --> 00:12:00.639

Keisha McNatt: I I just I wish we had. Well, hopefully, our numbers will be high enough so that we can kind of split that class up. Because I think if you don't split it up we'll get the same results, because those kids are used to being around each other, and they're just playful. So I just feel like if we, you know, had a if we get a large number of

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00:12:00.660 --> 00:12:05.089

Keisha McNatt: and rollings you you absolutely.

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00:12:05.410 --> 00:12:32.759

Keisha McNatt: because we know the behavior. We know the patterns we know the key is, we know who gets alone and who doesn't get it. And they are all awesome. It's just when those combinations came in, and it's hard. It's hard. You say it was the first your teachers, both of them, both of our fifth

grade teachers. So we had fifth grade reading language ours. He was very first year. He was straight out of straight out of college, and the math teacher. She was.

89

00:12:32.850 --> 00:12:40.260

Keisha McNatt: Well, well, we work, and plus, you know, we have them going to all kinds of training that region. 11.

90

00:12:40.680 --> 00:13:04.000

Keisha McNatt: yeah, we got coach, I mean. Mr. Simi had a coach coming. How often with Key with that coach coming from the team! She was coming at least once a month, Mr. And she might. I mean, they really we that bad support for both of them. And they did grow. Yeah, it was just a challenging group that they did. For

91

00:13:05.260 --> 00:13:21.570

Keisha McNatt: so we're hoping for at least 53% for fourth grade, so that we can do that. Go. Oh, yeah. So this is these are our preliminary results. and we should know something else. I guess we're going to have a board meeting on the. So whenever the mid one comes okay.

92

00:13:21.670 --> 00:13:24.899

Keisha McNatt: any more questions or any comments, or

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00:13:25.650 --> 00:13:32.959

Keisha McNatt: I was just wondering if you can break them up, regardless of whether or not your your enrollment changes.

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00:13:33.250 --> 00:14:01.310

Keisha McNatt: So we've been trying to get some of them to go into leadership because we have some really strong ones. If they go into leadership, and we've been providing we're offering them scholarships, you know, because all the parents feel like they can't afford it, or Oh, no, I don't think they think it's too hard, or you know they just don't have the time to help out with the curriculum. but this is I mean, Miss, your clay and Miss Pad. Wall, they've been doing a really good job of reaching out, you know. Let them know that we have scholarships available.

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00:14:01.600 --> 00:14:06.030

Keisha McNatt: but yeah, that's one way.

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00:14:06.050 --> 00:14:08.389

Keisha McNatt: you know. I get the

97

00:14:08.680 --> 00:14:23.699

Keisha McNatt: when you if it's just all about the start of the time it set aside, or if it's possible to pull them out of class. So what you do is like we have, like the court, or whatever you teaching in the class, right

98

00:14:23.700 --> 00:14:46.719



Keisha McNatt: half the fast leaves and teach and then switch them back with them. You know our distinguished teacher. She did. She split. She she came up with a roster. She came up with the time, and they didn't work the most time they did it. It just didn't work well. And I also feel like a side of the personalities that they have in that specific gray level.

99

00:14:46.720 --> 00:15:02.250

Keisha McNatt: Last year they were the grade level. They were classroom. So they have that, you know, like a trauma kind of thing, that when they come to this new school year

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00:15:02.250 --> 00:15:27.910

Keisha McNatt: they didn't close those gaps, or, you know, as a a good maturity and active role in that matter. They kind of, you know they they didn't have that. So that instructions to do that because our third graders were also teaming up with them. But they have a very, you know, like they, they create this good community to grow, and the 2, or in that you have the world.

101

00:15:27.910 --> 00:15:44.480

Keisha McNatt: The third grade that you know from teacher. I mean, she is a strong teacher. Yeah, when I say strong, I mean strong, and she pulls her groups daily. She collaborates with other teachers in the building. Like she is on it, her third grade group

102

00:15:44.480 --> 00:16:00.469

Keisha McNatt: to do as well if they do look at that. So what's the difference between what does she do? That the other teacher, what she does is she is one teacher who consistently puts the emotional needs of her students

103

00:16:00.700 --> 00:16:19.410

Keisha McNatt: first. Before that class starts. She creates them at the door every morning, and she gives them the option of what kind of touch they want. They come into the classroom. How are you feeling? Are we going to make this for today? Because she picks up on conflict in our classroom very quickly, and she's also been watching these kids since second grade, too, she worked with.

104

00:16:19.410 --> 00:16:35.909

Keisha McNatt: She has made it her job to make sure she knows her students like the back of her hand, she, as a teacher, went into her own home business. She did them, she scheduled them, she went to them. She pulled from, you know, the groups to get the support, but she made it her goal to make sure. She put eyes

105

00:16:35.910 --> 00:17:01.159

Keisha McNatt: on every single thing. So she she was very. She was all in their basis, and they they appreciate it, and every time we had our fully her place was the highest. She turn it every so we can't fire them. She I think it should be required. But it really, I ask me, why does the teacher visit me? And why are you visiting me?

106

00:17:01.330 --> 00:17:06.560

Keisha McNatt: But they're happy to see me. But I'm not in the classroom. So you know.

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00:17:06.630 --> 00:17:18.569

Keisha McNatt: I personally think if you you know, if you're going to be interested in your students. We need their parents for dialing, and it will leave it. But I think Doctor, Winter is one of the things that I can say is.

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00:17:18.869 --> 00:17:29.950

Keisha McNatt: we are working with rainwater foundation through a teacher, previous staff member from like 15 years ago.

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00:17:30.100 --> 00:17:33.990

Keisha McNatt: and if teachers make home

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00:17:34.040 --> 00:17:44.159

Keisha McNatt: they don't necessarily have to go into the parents home, because, you understand, some parents are uncomfortable with that, and teachers may be uncomfortable with that, so they can meet like an apart.

111

00:17:44.170 --> 00:17:46.180

Keisha McNatt: but they're also paid

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00:17:46.720 --> 00:18:14.110

Keisha McNatt: for every home visit them, but they some people don't want to. They don't want to do it, and I think, like monsieur, we said it made. It really makes a difference when the teacher connects with the parent. There's some conversations you can have at school, but there's some conversations that take on a whole new meeting when he's done outside of school. So one of the things I'll follow up with Miss Yarl.

113

00:18:14.110 --> 00:18:43.349

Keisha McNatt: Ms. Resid really did a good job with building a community, and she had strong classroom management. She also internalized everything that the coaches told her to do from this to this kid to exactly. She actually took it, and she she added value to it. So when she implemented it, it took some time. It wasn't going to change the next day. Whatever she implemented with patience, you could see the fruits of her labor.

114

00:18:43.360 --> 00:18:47.059

Keisha McNatt: Towards the end of the school year the parents know that

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00:18:47.180 --> 00:18:57.429

Keisha McNatt: she actually cared not to say that the other teachers didn't. But I think, being new teachers, their mindset there wasn't that growth mindset

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00:18:57.450 --> 00:19:09.180

Keisha McNatt: to. they tried. They really really tried. I think we saw a huge difference with the reading teacher in fourth in fifth grade. And I think what also takes to hit is as a small school.

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00:19:09.720 --> 00:19:18.330

Keisha McNatt: We have one teacher that teaches fourth and fifth grade, math, fourth and fifth grade language art. So if that person is not really strong.

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00:19:18.370 --> 00:19:43.549

Keisha McNatt: So I have the coaches. I mean, the coaches are spending way more time in those Starbury levels to get those keys prepared due to the stuff, so can you make it a requirement if they get tank to to do the visitations so, and they have them check in like, I don't know I' something like one of the things I do. One of my organizations is we want to keep track of.

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00:19:43.590 --> 00:19:52.050

Keisha McNatt: It's keeping up with. We don't do this. It's like, we have it. It's like our mentoring phone, we. But we have like, literally created a form. But

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00:19:52.130 --> 00:20:01.080

Keisha McNatt: when you wait, what did you discuss, and that that can be as detailed or as you want it to be. But the point is that there is just a

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00:20:01.200 --> 00:20:24.220

Keisha McNatt: representation that says you actually did the work, you know. And I'm just wondering, can you make that a requirement to to make sure that they are at least trying to get it. Well, I'm going to hand it over to our incoming principal. As a matter of fact. we just had just had a leave this morning with fast talking.

122

00:20:24.460 --> 00:20:28.089

Keisha McNatt: the home visits partnership.

123

00:20:28.110 --> 00:20:45.040

Keisha McNatt: and we we can't require teachers to know. So you can't do Flip. They can out outside of the box. I'm on brainstorm with some ideas to make them want to do it. So of course they get they have the financial.

124

00:20:45.040 --> 00:21:00.400

Keisha McNatt: is it?

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00:21:00.400 --> 00:21:18.590

Keisha McNatt: Hey? I need every single staff member to do at least one home visit. Yes, you'll get \$25. I'll buy you lunch, and I'll even give you a half the day off they come in. And what watch your plans for the happening

126

00:21:19.070 --> 00:21:28.219

Keisha McNatt: is the challenge that the teachers are is is the challenge that the teachers are making the attempt. and they get a resistance, or

127

00:21:28.330 --> 00:21:57.219

Keisha McNatt: because what? What also seems to be an issue? If if you have teachers that you require, let's say, if you make a requirement, it's gonna be a problem. Well, you get resistance from the

parents. You, said the teacher. I mean, because how can you make a teacher do some when that's one thing right, but you know, and and there's nothing you can really do about that. And so I get it. But the point is, it's like, if we go back to this instead of real quick.

128

00:21:58.150 --> 00:22:10.090

Keisha McNatt: if you increase the incident because some people they will get encouraged by money and and for me, \$25. Okay, that's nice, but it's not. It's not going to be enough to make me want to do it.

129

00:22:10.110 --> 00:22:35.099

Keisha McNatt: If I'm going to do. It is, somebody added, a goodness of my heart for \$25, not for \$25, of course. Well, it's \$25 per family that. You see, he's not 25, just one child.

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00:22:35.100 --> 00:22:45.390

Yeah. So okay, so then, that doesn't make it sound so bad. Then, like the the \$25, because it does add up to our family. And for visit.

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00:22:45.390 --> 00:22:50.929

Keisha McNatt: you get a double for sibling. So it can be a visit if you have a sibling. Okay? Very good.

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00:22:51.000 --> 00:22:52.359

Keisha McNatt: So okay.

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00:22:53.000 --> 00:23:10.909

Keisha McNatt: I don't want to. But do they also understand that the start testing among some of these other testing

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00:23:10.930 --> 00:23:32.200

Keisha McNatt: their individual role to get to this particular process. It's a reflection of the school. So they'll come in and individualize it and say, Okay, one of my classroom. I'm doing my job. I'm just gonna teach this one thing, and I'm just gonna be done with it. There's a bigger goal. And the goal is to make sure that this school

135

00:23:32.200 --> 00:23:42.809

Keisha McNatt: is not just barely passing these. But there, but it's arriving in your your job, and your goal is to your part. Is this piece in it?

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00:23:42.910 --> 00:24:00.560

Keisha McNatt: And it's a relationship that's so important, like all you have to do is establish it. You don't have to live with them, and I stay mandated. But mandate does bring in problems. But for me, it's like, if you want the best for the student you want to show that you really care about, and that's what they needed to believe about you, so that they'll want to work for you.

137

00:24:00.590 --> 00:24:20.079

Keisha McNatt: There is nothing more heart warming than reaching out in contact, and you don't have to go to their house. The kids were excited to talk to me on the phone and every all. You see, Mr. I I

mean, just, you know, just those. It means a lot. And even the parents that Hello, as it hits differently, you know. So for me, if it's if you're not about relationships. I just

138

00:24:21.970 --> 00:24:26.359

Keisha McNatt: you know what I mean. I don't know. I'm trying to be, boy, but like this.

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00:24:26.570 --> 00:24:36.390

Keisha McNatt: if you show the love to the students and their families, so maybe strongly suggest that they do it. And I like your often

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00:24:36.550 --> 00:24:48.660

Keisha McNatt: for lunch lunch. It's nice, okay, and and getting a little time from the classroom, because something I want to be fair because it all the teachers care about the kids. We all look.

141

00:24:48.900 --> 00:25:05.579

Keisha McNatt: those relationships are important. But you don't want to limit your success to a home business, so find different ways, achieve same goal that that contact. I I think we would probably get a little bit better results

142

00:25:05.790 --> 00:25:31.819

Keisha McNatt: it may be. Put your instead of in tears. if you don't make a home visit, you make it phone calls maybe make an instead of to to make some personal phone call. I mean, I don't. I don't know. I'm just kind of.

143

00:25:31.820 --> 00:25:54.729

Keisha McNatt: They come in, you know. Give them something to do meaningful like once they finish that you sit down and talk about that. You know, whatever it is that you need to talk about. I tell them if you, if they don't want to come in and meet them at the car during pick up, go out there and ask them to pull over. I'm not saying Where's the conversation? But they do some do. But we just had a couple of them who were just straight up for this thing like, and that's okay. That's not over there. The teacher.

144

00:25:54.730 --> 00:26:04.250

Keisha McNatt: Oh, no, I'm not going anybody's house. I'm not do after what I find. Well, you know. Tell the parent to come and meet you at the school. They don't know when you're planning here. These I didn't have that conversation.

145

00:26:04.250 --> 00:26:39.079

Keisha McNatt: you know. Just have that conversation. Whatever you want to talk about with them at home, bring it here, and they've done it, and they record their time. And you know again. That's just another way to reach out. you know, because we don't want to make people uncomfortable with one of these things that happen. And you know, for me it doesn't have to be with it. But I need a connection that's just need to believe it, that there's no, it's my understanding like it also be like parks. Right? I pulled weeks with. I used to pull me with the teachers to get information about my kids.

146

00:26:39.080 --> 00:26:54.349

Keisha McNatt: I've been here in here. That's how I got, because it's a more relaxed, just volunteered. And I I I was thinking, and that's how I did it. But that was how I built relationships. I'm using myself because that's that's you know. That's what I got really sounds good. But I

147

00:26:54.970 --> 00:27:01.749

Keisha McNatt: I'll I'll talk to you a good example. I'll I'll I'll I'll I'll I'll I'll I'll just having to turn to a neighborhood.

148

00:27:02.060 --> 00:27:03.360

Keisha McNatt: Yes.

149

00:27:03.770 --> 00:27:23.649

Keisha McNatt: and, man, I'm like oh, my! I was lost! I, and and and I grew up in, in, on, on the streets, in the product. So I'm like, no, this is not. This is not a thing I ever want to stop being again. And I'm far south, south down. But

150

00:27:24.000 --> 00:27:48.799

Keisha McNatt: and and we have areas like it will work. And we also have to keep in mind the democratic excel. We we have some kids, you you don't know what they what you want to when they leave here. This is probably the best way. Maybe the bad thing and a lot of our takes place here. So you went to our area. We talked to stop 6. I mean we may be

151

00:27:48.800 --> 00:28:18.160

Keisha McNatt: I like your ideas. What? What role does the is it the waters? Is that what we

152

00:28:19.930 --> 00:28:25.339

Keisha McNatt: the other thing, too? If I was to be very open, honest, transparent.

153

00:28:25.450 --> 00:28:28.530

Keisha McNatt: Is we really need to look at the elephant to

154

00:28:28.540 --> 00:28:38.770

Keisha McNatt: as we? As I sat down and I started analyzing our data, and from what grade level. And if we look at the demographics of the teachers

155

00:28:38.770 --> 00:29:04.930

Keisha McNatt: of the students that did well versus the students that didn't do. Well. There is a mindset that needs to shift with some demographics of our teachers that it needs to change, that it's not just about collecting a check. It's not about just being incentivized. It's not about just coming to a school that can train you and check out after a year, 2, 3, 4. It's just.

156

00:29:05.000 --> 00:29:25.789

Keisha McNatt: It's almost like a education is a check move. Now, if I go here, mostly, a lot of them will come to small schools. They know that we need certain teachers. We need certain staff. They'll get what they mean. In a couple of years they'll gather their tools, their assets, and they'll move on to bigger, better things, which is fine. But when you are here.

157

00:29:25.870 --> 00:29:37.059

Keisha McNatt: do what is best, because if you don't change that mindset, my one thing I keep saying is. our kids will never know that there's a table that is even

158

00:29:37.410 --> 00:29:48.959

Keisha McNatt: there for them to see, that to to make decisions, to change things. So it is very sad. It's very heartbroken sometimes, and I'm not saying

159

00:29:48.990 --> 00:29:57.040

Keisha McNatt: all teachers of a certain minority group of a certain set of whatever. But

160

00:29:57.110 --> 00:30:21.589

Keisha McNatt: as I compared the data. I'm like, year after year. Sometimes we see the same problems. What's going on? Is it starting with higher education is because is it because people feel like education is a fall back kind of is it that there's not rigorous enough? What is it that causes this difference

161

00:30:22.070 --> 00:30:27.379

Keisha McNatt: in a skew in the data when it comes to the teachers that I in the classroom.

162

00:30:27.530 --> 00:30:55.069

Keisha McNatt: why do one set of teachers really give while other teachers don't they? They don't. It's not even don't. They don't even foresee the reason why they need to spend extra time in putting in the work, all holding their own skills to be better in the profession. So it's almost like, I know Mr. Richmond has this, if you don't, where you got to go. But it's really the.

163

00:30:55.970 --> 00:31:17.680

Keisha McNatt: Are you interested enough in honing your own skill and being the better version of yourself as an educator? To teach the next generation is just not there. So it's like we're constantly fighting on. And then let's not talk about this generation of people. It's like they just check out really quickly. You can't criticize them. You can't give them feedback, you can't.

164

00:31:17.680 --> 00:31:29.659

Keisha McNatt: I'm here, and so far it's nothing extra. If I can't enter you. So my question, how often do you have faculty needs?

165

00:31:29.660 --> 00:31:44.399

Keisha McNatt: We have them. Actually, we can have them every Thursday. I think it's driving in. The expectation of this does affect all of you, but if it doesn't, it almost seems like if it doesn't hurt the bottom line, which is a paycheck.

166

00:31:44.540 --> 00:31:45.990

Keisha McNatt: it doesn't matter.

167

00:31:46.020 --> 00:31:50.180

Keisha McNatt: Everybody gets paid at the end of the month the kids get a great

168

00:31:50.380 --> 00:32:14.590

Keisha McNatt: is the great factual. I'm not sure but when they move on to a next grade level that's where it shows up, and I think that's the struggle that you're like. Why, in the world you get into a profession when you know your heart is not, there's also any of my connection to. So how about like in your faculty meetings? And this is just a thought.

169

00:32:14.690 --> 00:32:25.519

Keisha McNatt: you start with with. I don't know, like a a basic coaching to send the message that you know. First of all.

170

00:32:26.020 --> 00:32:32.879

Keisha McNatt: here are our goals for this year, have you every fact? I don't you know I don't care if they get sick of looking at those goals.

171

00:32:33.040 --> 00:32:49.589

Keisha McNatt: Here are our goals. Here's your part in this goal, and then every single time you have to tell us what you're doing to to accomplish your part in this goal. Well, I love what you came up with Miss King once in a poster

172

00:32:49.590 --> 00:33:15.969

Keisha McNatt: right outside their classroom, where parents can see maybe lemonade and put it out in the front of the school. Now they'll make the difference if I mean it's not. It's not about putting a teacher on glass is, but but I think it's they about accountability. We do coaching weekly. We all of our students, all of our teachers. I'm glad that you do, and I get my. She is is really important, that's one aspect.

173

00:33:15.970 --> 00:33:33.919

Keisha McNatt: But at the end of the day. They also should be accountable to the they are in to one another. They have to send her their goal. They have to talk, and I mean, she had a series of questions. Yeah, what is it that you're doing? What intervention have you put in place? How often are you doing the intervention.

174

00:33:33.920 --> 00:33:47.529

Keisha McNatt: Have you made up with the intervention? It's been full, and they get that. They have a series of questions they have to answer. Some some teachers, you know they're on. They're getting they're on it. One thing about this, she was intentional with her data.

175

00:33:47.530 --> 00:33:55.409

Keisha McNatt: She put it on the wall color coded it like we required everybody to do, and she talks to her kids about it. Okay, we don't take this to get in the middle of the year.

176

00:33:55.410 --> 00:34:17.869

Keisha McNatt: Where, where should your be? You know. What color do you want to be on?

177



00:34:18.280 --> 00:34:39.289

Keisha McNatt: I I know it's about the budget that you want to consider throwing up that caveat. If your class happened more more than half your class passes by the end of the year you get a bonus. Well, we have the team. We have some people off any of that. Yeah. But we also need to tell them they can go on a field trip.

178

00:34:39.290 --> 00:34:59.820

Keisha McNatt: The are out there incentivize? Why? Because at some point, I I think what we thought, we maybe get to some point. You have to have a conversations, and you have to make it a a decision. Yeah. And man, I I have to do everything that is 9. So you may have to say, Hey,

179

00:34:59.840 --> 00:35:14.689

Keisha McNatt: not that we appreciate the service that the whole purpose for the for is the kids. The kids are not benefiting, and they are in charge of them. It's okay.

180

00:35:14.760 --> 00:35:24.790

Keisha McNatt: I don't know. Yeah. And I have one last thing to say, because I know I've been up here for way past my.

181

00:35:27.710 --> 00:35:42.180

Keisha McNatt: we're not.

182

00:35:42.470 --> 00:35:48.810

Keisha McNatt: It's okay. I'll I'll ask any more questions.

183

00:35:49.250 --> 00:35:55.750

Keisha McNatt: All right, all right. Thank you all to follow after this meeting.

184

00:35:55.980 --> 00:35:59.320

Keisha McNatt: I didn't say, Well.

185

00:36:05.910 --> 00:36:11.210

Keisha McNatt: good evening, everybody. How are you doing today?

186

00:36:12.450 --> 00:36:16.740

Keisha McNatt: So I'm excited to show you all the I'm extremely excited.

187

00:36:20.450 --> 00:36:35.739

Keisha McNatt: So right here we have our end of your map data. I did buy a little different damage. Can I see that? Well, the wall was 75% of E of Wma. So this should be a 75% by the end of the year, Matt.

188

00:36:35.880 --> 00:36:44.629

Keisha McNatt: And so what I did was, I compare the beginning of year to end of year, and you see the black. The goal was 75. So 75 across the board.

189

00:36:45.040 --> 00:37:06.600

Keisha McNatt: And if you notice first grade, secondary, third by fourth grade and fifth grade, everybody grew from the beginning of the

190

00:37:06.640 --> 00:37:25.109

Keisha McNatt: we may grow. We make games, but of course I just like we did not meet the overall goal. But I'm I'm super excited. The fact that they made grows.

191

00:37:25.700 --> 00:37:45.120

Keisha McNatt: Okay, we just so the beginning of the year. except so one thing I was excited about inside for any tier 2 where you go the tier 2, they say the second.

192

00:37:45.810 --> 00:37:51.830

Keisha McNatt: If you see, they have a 12%, 2%. I'm sorry, 12% and 12. So

193

00:37:52.130 --> 00:37:53.130

Keisha McNatt: I was

194

00:37:53.370 --> 00:37:55.660

Keisha McNatt: excited about that. Okay.

195

00:37:55.870 --> 00:38:23.070

Keisha McNatt: so for a map for K through 5, this is where I came in with the demographics for Matt, the Lsd goal. But I'm sorry I'm going ahead of myself. So in the near demographics for African Americans, if you notice in all of our what am I saying? I'm sorry. So for African Americans we had 29 that did not meet. We had 9 that got approaches and 15 that didn't need to masses

196

00:38:23.170 --> 00:38:24.380

Keisha McNatt: and

197

00:38:24.630 --> 00:38:44.559

Keisha McNatt: Hispanics. We had 26. We did not meet 14. We're approaching in 18 didn't need to masters for our whites. We had 4 that did not meet one that was approaching, and 5 that they need to masters. And those are 2 or more races. We have one in each of the 3 categories.

198

00:38:44.560 --> 00:38:57.179

Keisha McNatt: and I also that also broke it down by boys and girls. So our boys we had 26 did not mean 11 approaches in 24 meet to masses, and with our girls. We had 33

199

00:38:57.350 --> 00:39:02.459

Keisha McNatt: they're not be 16 approaches at 15. Me to masters.

200

00:39:02.730 --> 00:39:07.119

Keisha McNatt: So this is this is the

201

00:39:08.290 --> 00:39:18.690

Keisha McNatt: okay. So we have our Lsd goals for map for K through 5. And so the Lsd go for kindergarten. It was 48%

202

00:39:18.740 --> 00:39:22.200

Keisha McNatt: they do not meet. They made it to 25%.

203

00:39:22.350 --> 00:39:35.719

Keisha McNatt: first grade. I'm sorry I'm looking up there. I'm not going to get the computer. I'm sorry I's 43%. And the goal was 60. They were almost there. Second grade, the ball was 56, 41

204

00:39:37.000 --> 00:39:46.730

Keisha McNatt: I'm sorry. Only 21%, the third 35%. What's what they got in the global 48. They were almost there.

205

00:39:50.000 --> 00:40:01.460

Keisha McNatt: And we've already been giving this resident her prop to some. Very well, as you can see, she got them super close to that goal. Fourth grade,

206

00:40:01.700 --> 00:40:07.000

Keisha McNatt: the percentage was 19%. The goal was 38

207

00:40:07.310 --> 00:40:08.500

Keisha McNatt: fit. Right?

208

00:40:08.610 --> 00:40:29.620

Keisha McNatt: They they're 12%. But the both 58%. So let me keep in mind, these are the Max scores. So, yeah, we were a little far off number a small number of the group of people. Yeah. So take that one person on roll, all yeah.

209

00:40:29.880 --> 00:40:33.509

Keisha McNatt: And so once again, the goal is not met from that.

210

00:40:33.670 --> 00:40:40.910

Keisha McNatt: But you know. first grade and second.

211

00:40:42.420 --> 00:40:49.169

Keisha McNatt: oh, that's just the Mac. Okay, so I need to go to start now. Are there any questions about any of the at the national job.

212

00:40:57.020 --> 00:41:00.659

Keisha McNatt: Any other questions about that. Let's get in the sky.

213

00:41:08.640 --> 00:41:09.780

Keisha McNatt: Thank you.

214

00:41:11.310 --> 00:41:25.439

Keisha McNatt: Okay, at the end of year 2223, 75% of the W in a third to fifth grade. Students will be at me. Some masters on their grade level star test. That goal is not yet, but

215

00:41:25.500 --> 00:41:34.600

Keisha McNatt: when I tell you they came close. We got all right at the end of the year. Last year we had 29% in third grade.

216

00:41:35.150 --> 00:41:39.849

Keisha McNatt: and we got 65%.

217

00:41:39.900 --> 00:41:45.649

Keisha McNatt: So we were 10% shy in third grade in fourth grade.

218

00:41:45.840 --> 00:42:10.299

Keisha McNatt: They were 25%. Last year. They got 38 this year. They were a little, for we've already talked about fourth grade. But you'll look at fifth grade. And again, these are preliminary. Yeah, they they could try this. So I'm just looking at the book that I've seen. And I'm just.

219

00:42:10.640 --> 00:42:30.350

Keisha McNatt: I'm very excited about that. I'm excited about for 32, but 35. I'm really like, okay, yeah. Fourth grade. I'll come along. That's good for the year. Okay? So so 15 out of 23 third graders. which was 2 students that kept us from our goal.

220

00:42:30.420 --> 00:42:42.200

Keisha McNatt: At fourth grade we had 8 out of 21, which was 8 students that has 37% from our goal until out of 16 fifth graders, which was 2 students or 12% for my goal.

221

00:42:42.900 --> 00:42:46.159

Keisha McNatt: And I mean, no clothes yeah.

222

00:42:46.320 --> 00:42:53.019

Keisha McNatt: club. But I'm a I love the So based on the predictions.

223

00:42:54.000 --> 00:43:08.329

Keisha McNatt: This is what miss this, what's going on over with the Lsd go and star. So the option, if you have to remember back when we're talking about Mac. They didn't do so well on their Mac meeting their goals. But if you look at our star.

224

00:43:08.740 --> 00:43:12.110

Keisha McNatt: they did really well, so third, right.

225

00:43:12.260 --> 00:43:15.690

Keisha McNatt: exceed it.

226

00:43:16.250 --> 00:43:23.830

Keisha McNatt: Fourth grade got they met.

227

00:43:24.850 --> 00:43:50.700

Keisha McNatt: Okay? So based on our score, so likely to pass in third grade, it's 65% like we've passed. And fourth grade is 38, and in fifth grade, like we past 63. So we're just ready for these actual scores to come in. So we can really see how we did, but preliminary, you know. So that's the math and and

228

00:43:50.700 --> 00:44:15.699

Keisha McNatt: everything that we did this year for me, and I have to say to the board that the accolades that we're giving is actually 2 coaches that talk to class. But we know. I mean, I know, you guys, I think. Yes, the kids went in, and they took the test, and it would have been great if we're giving accolades to a lot of the teachers.

229

00:44:15.700 --> 00:44:36.630

Keisha McNatt: But it really was the coaches going in and just co-teaching, or just taking over and teaching the class it was doing started Saturday school intervention. It was doing after school intervention. It was just implementing sound wrap around services to get the kids to there. Yes, the teachers were new and all of that. But

230

00:44:36.630 --> 00:44:44.760

Keisha McNatt: the collaps that we're given right now to the people that are actually sitting in the room.

231

00:45:12.380 --> 00:45:19.560

Keisha McNatt: I don't know.

232

00:45:19.720 --> 00:45:23.889

Keisha McNatt: Okay, so I'm going to. I'm going to talk

233

00:45:23.900 --> 00:45:32.920

Keisha McNatt: good afternoon for how we keep track. Our Esl department always keep track of the map

234

00:45:33.080 --> 00:45:42.549

Keisha McNatt: data as well. So just to keep, you know just what we need to do to support our Lsd Goals overall. For with our.

235

00:45:42.610 --> 00:45:43.690

Keisha McNatt: So

236

00:45:45.090 --> 00:45:46.430

Keisha McNatt: this is how

237

00:45:46.830 --> 00:45:56.020

Keisha McNatt: we end up the year for the Esl department, we end up with 55 Eb students from the Pre. K. All the way to the fifth grade

238

00:45:56.060 --> 00:46:06.749

Keisha McNatt: we have 43 students. They are testing and not system. 21 of them are testing in start. And one student is testing and start off until us all

239

00:46:06.870 --> 00:46:15.489

Keisha McNatt: one of our fifth graders. we're continue with 4 languages in our school, which is Spanish Airbag Boulev and Bosnia.

240

00:46:16.790 --> 00:46:34.240

Keisha McNatt: And this is how we end up for kinder. So I'm just gonna go with the the graph. So you can see those for kinder overall. this was the beginning of the school year. This was the middle of the school year, and we end up here. So we end up with 40 or 14

241

00:46:34.290 --> 00:46:49.779

Keisha McNatt: at me, some masters for kinder on our first grade. It was not a lot of movement from the middle of the year to end of the year and second grade. We have some growth right here, so we have some right there.

242

00:46:50.380 --> 00:46:56.720

Keisha McNatt: So well, this is what we are going to our plan to continue, you know, with our

243

00:46:57.320 --> 00:46:58.729

Keisha McNatt: with our Esl.

244

00:47:03.080 --> 00:47:11.590

Keisha McNatt: or do you want me to read that? Okay, perfect. So here it is. this is how we end up. in the by tiers.

245

00:47:11.640 --> 00:47:27.769

Keisha McNatt: we do not need 57 of our students in kinder we only have 7 students, 7 as well students for E students, and 29% are in a protest, and we end up with 14. I need some masters.

246

00:47:28.110 --> 00:47:34.410

Keisha McNatt: So here is first free. We end up with 66%. do not meet.

247

00:47:34.580 --> 00:47:46.930

Keisha McNatt: and then 17 approaches and 17 in the semester. That's for first grade. This is our second graders. So you can see here we move the students from tiers.

248

00:47:47.000 --> 00:47:50.110

Keisha McNatt: I have a sick acceleration there. So

249

00:47:51.450 --> 00:47:53.699

Keisha McNatt: and then here it's the

250

00:47:53.870 --> 00:47:56.470

Keisha McNatt: you know, the the

251

00:47:56.660 --> 00:47:57.770

Keisha McNatt: You could

252

00:47:58.220 --> 00:48:03.900

Keisha McNatt: positive, optimistic view that we're having for those preliminary

253

00:48:04.150 --> 00:48:27.880

Keisha McNatt: scores that we have the those R ask for this year. They decided to provide us with raw scores, only just to tell us how they did. They come up with a a graph to tell us. Well, this more than likely, are going to pass this definitely. Do not gonna pass it don't even be, you know, like optimistic about it. But some of them they're likely to call us, and some of them are.

254

00:48:28.550 --> 00:48:58.020

Keisha McNatt: you know, they're likely to. We're dead. So in the first. And certainly that's what you would like in the middle of like almost approaches. But those phone or person uncertainty could be either approaches or it could be, you know, like you to us. So we went because we were like, really an E, or to see like how we're gonna do. And Miss Kid, Miss King and and myself went to regen 11 to meet with the original data. person.

255

00:48:58.220 --> 00:49:02.100

Keisha McNatt: accountability person and

256

00:49:02.120 --> 00:49:11.379

Keisha McNatt: So we went a little deeper into all this, and based on the or predictions. This is how our Ev students are looking at

257

00:49:11.430 --> 00:49:17.629

Keisha McNatt: so or third graders from being a start last year start

258

00:49:18.380 --> 00:49:25.549

Keisha McNatt: results to this year. So we went from 14 to 67% students likely to pass

259

00:49:25.600 --> 00:49:36.410

Keisha McNatt: so fourth grade. And this is again, unfortunately, fourth grade. We want it from 45 to 20%.

260

00:49:36.430 --> 00:49:53.599

Keisha McNatt: But when we went to that, you know, like digging into that data, it is a huge possibility that one more student is. It's it's like you to pass. So that will give us a 40% right there. So so we're optimistic on that matter. And then if you can see our.

261

00:49:53.890 --> 00:49:57.959

Keisha McNatt: we have a hundred percent students likely to.

262

00:49:58.040 --> 00:50:06.709

Keisha McNatt: I can. Really, I mean, I just the almost emotional about it, because it is really good.

263

00:50:06.920 --> 00:50:08.490

Keisha McNatt: So

264

00:50:08.710 --> 00:50:12.470

Keisha McNatt: and this is how we end up. you know, for maps

265

00:50:12.520 --> 00:50:30.069

Keisha McNatt: and third grade overall we have 22. We just stay the same. you know, the middle of the school year, like at the end of the school year last year, and then we unfortunately didn't have any fourth grader to be at mid some masters, for you know. Not even so.

266

00:50:30.110 --> 00:50:35.510

Keisha McNatt: And then in fifth grade we only have 25. Now there's a there's

267

00:50:36.960 --> 00:50:47.510

Keisha McNatt: you know. There's a lot of difference between the maps and the start. But then, so that something else that where we're looking at. So here are the the scores right here.

268

00:50:47.980 --> 00:50:57.249

Keisha McNatt: Okay, so you can look through it. So I'm I'm just going to move on to the tail class, because I just want to show you what? Where our goals and how we end up with

269

00:50:58.350 --> 00:51:04.329

Keisha McNatt: So our first goal at the beginning of the school year was to

270

00:51:05.390 --> 00:51:06.110

that's right.

271

00:51:06.640 --> 00:51:35.390



Keisha McNatt: It was to have a 75 70% of our TV students that will progress or maintain events or advance high a level. Now this year, as well as the guard, was redesigned sales was also refined, so the writing was embedded in the the test. It was not any more holistically rated by the teachers. So it was a out, you know, because it will mean we we didn't do really good on the writing.

272

00:51:35.600 --> 00:52:00.000

Keisha McNatt: but if it was overall we that's not an excuse, but it was. It was a challenging, it was brand new, or the practice, and then we 2 other students. But it was a challenge to see here in that matter, but so in that it said so. If you go down in one of your domains. That will then your composite rate. overall. So

273

00:52:00.320 --> 00:52:17.330

Keisha McNatt: This is how we end up, and this is the route, and so we or percentage of students maintaining high in that advanced high was 60 65% in our world west 70. So we did not need that all

274

00:52:18.140 --> 00:52:19.410

Keisha McNatt: But

275

00:52:19.660 --> 00:52:31.169

Keisha McNatt: our goal was to have 40% of the students that will progress at least in 2 telpa domains at the end of 2,000. you know we first spring 2,023

276

00:52:31.180 --> 00:52:58.179

Keisha McNatt: because, again, if you progress at least in 2 domains, you can. You know, progress in in your compulsive rate, and our goal is to have everybody in advance height so that we can reclassify this students so. And we're working on that. And we did met our goal because we end up with 58 of our students that progress at at least 2 of the domains. And our goal was 40%.

277

00:52:58.520 --> 00:53:28.090

Keisha McNatt: So we made our home. And then here it is. So here is the start, and how we're looking at. And our goal was to support those students with all language, acquisition, and content, so that vocabulary was very intentional this year. And Those pull out. It was they were really consistent this year. So our goal was to have 45 of our students to to be at needs of masters.

278

00:53:28.100 --> 00:53:48.930

Keisha McNatt: and as an overall from third to fifth, we end up with 63% of our students. So we met our goal and you can see here from last year was 36. We end up with 36%. Last year we went all the way to 63 this year.

279

00:53:49.370 --> 00:53:51.660

Keisha McNatt: That is okay.

280

00:53:53.450 --> 00:53:55.369

Keisha McNatt: Thank you.

281

00:53:59.150 --> 00:54:01.280

Keisha McNatt: Oh. okay.

282

00:54:05.150 --> 00:54:06.100  
okay.

283

00:54:31.220 --> 00:54:39.499  
Keisha McNatt: okay, so this is my view of the Science Department. I'm reporting the

284

00:54:39.580 --> 00:54:50.109  
Keisha McNatt: and I have it separated off it. And so in our tier one.

285

00:54:50.540 --> 00:54:51.490  
Keisha McNatt: So

286

00:54:51.690 --> 00:55:01.089  
Keisha McNatt: our African Americans, 29% of them are in tier. 1, 14% are in 2 and 57. On the

287

00:55:01.280 --> 00:55:19.850  
Keisha McNatt: I'm 23. Our Hispanics have similar benefits from 25% are in 2, 1, 20

288

00:55:19.910 --> 00:55:21.170  
Keisha McNatt: tier, one

289

00:55:21.290 --> 00:55:34.030  
Keisha McNatt: and our 2 or more races, we have 50% of the month to year, 2 or 50% and 50% of them on the ATM 3.

290

00:55:34.140 --> 00:55:41.040  
Keisha McNatt: And then our said, we have 14% in 286.

291

00:55:41.930 --> 00:55:46.190  
Keisha McNatt: So according to this, there is no.

292

00:55:46.210 --> 00:55:47.480  
Keisha McNatt: And so

293

00:55:47.490 --> 00:55:52.609  
Keisha McNatt: my all the time with goal was to have 75% of our students

294

00:55:52.670 --> 00:56:04.950  
Keisha McNatt: will be at 75% by the end of the year. currently, we have 34. So that's only one of the 62 students that we will need an additional 26 students to.

295

00:56:15.080 --> 00:56:17.790

Keisha McNatt: Can you go back to your

296

00:56:17.920 --> 00:56:18.990

Keisha McNatt: this one.

297

00:56:21.810 --> 00:56:24.350

Keisha McNatt: So I

298

00:56:24.430 --> 00:56:52.369

Keisha McNatt: I did an adjustment pacing guide for them, based on their data on a week basis, and put this on high leveraged teeth, had by monthly monitoring with teachers and pocs, and

299

00:56:52.380 --> 00:56:57.230

Keisha McNatt: and I have

300

00:57:00.460 --> 00:57:11.450

Keisha McNatt: It was actually pretty high. I had it only centered around fifth grade because it was

301

00:57:12.190 --> 00:57:24.319

Keisha McNatt: the only one that you start testing. And so for them, I had around 9 students consistently come out of 17.

302

00:57:24.600 --> 00:57:33.360

Keisha McNatt: Yeah, I have the

303

00:57:33.410 --> 00:57:44.400

Keisha McNatt: yeah, that's the whole one. I definitely have some more ideas for

304

00:57:44.520 --> 00:57:46.980

Keisha McNatt: Okay.

305

00:57:52.780 --> 00:58:06.100

Keisha McNatt: so this is looking at our fifth grade. Well, end of your map data. So overall. We have 30 ever since then, tier 1, 24 in tier, 2 and 41

306

00:58:21.440 --> 00:58:22.480

Keisha McNatt: right.

307

00:58:26.040 --> 00:58:30.420

Keisha McNatt: and then 100. And

308

00:58:32.060 --> 00:58:41.519  
Keisha McNatt: so, according to

309  
00:58:50.540 --> 00:59:00.650  
Keisha McNatt: so.

310  
00:59:00.940 --> 00:59:11.930  
Keisha McNatt: so.

311  
00:59:26.280 --> 00:59:28.280  
Keisha McNatt: so, according to my

312  
00:59:29.050 --> 00:59:32.960  
Keisha McNatt: I have 5,

313  
00:59:37.270 --> 00:59:40.500  
Keisha McNatt: so how many?

314  
00:59:43.710 --> 00:59:46.860  
Keisha McNatt: I

315  
00:59:47.390 --> 00:59:56.049  
Keisha McNatt: I have one white students and 4, 3.

316  
01:00:01.170 --> 01:00:07.130  
Keisha McNatt: But he would have been so that it would have been.

317  
01:00:15.250 --> 01:00:18.860  
Keisha McNatt: So my third 3 is go ahead.

318  
01:00:19.100 --> 01:00:21.260  
Keisha McNatt: 42%, right?

319  
01:00:35.870 --> 01:00:40.519  
Keisha McNatt: 31%.

320  
01:00:55.610 --> 01:00:59.119  
Keisha McNatt: And so I had 42% of my

321  
01:00:59.130 --> 01:01:13.839  
Keisha McNatt: So this is all.

322

01:01:14.760 --> 01:01:18.720

Keisha McNatt: So right now, according to what we have done.

323

01:01:19.660 --> 01:01:23.980

Keisha McNatt: I have 29% very likely to have pass

324

01:01:24.150 --> 01:01:29.050

Keisha McNatt: 65

325

01:01:32.030 --> 01:01:33.870

Keisha McNatt: So

326

01:01:34.180 --> 01:01:45.339

Keisha McNatt: for my African Americans, 40%,

327

01:01:49.660 --> 01:01:55.639

Keisha McNatt: I had 20% in my likely to have passed.

328

01:01:55.790 --> 01:01:59.559

Keisha McNatt: 70% is still up in there and then.

329

01:02:06.920 --> 01:02:20.759

Keisha McNatt: and then 50% of my weights are likely to have cost, and 50% are like are in some of uncertainty. And then, like, I said, I have 50%.

330

01:02:23.730 --> 01:02:41.960

Keisha McNatt: So I only put on that on track, because again, I don't want to say this. But in order to meet my goal, according to this data, I would only need more students out of my Zoom Rooms that have pass also only one of my students overall, and

331

01:02:43.900 --> 01:02:45.070

Keisha McNatt: for this

332

01:02:50.450 --> 01:02:52.800

Keisha McNatt: and I also add that, or

333

01:02:53.180 --> 01:03:14.300

Keisha McNatt: I'll students he he reformed that in math and reading in in signs, he is going to be It's statistically So that that means that he needs right now. So for a

334

01:03:14.990 --> 01:03:22.090

Keisha McNatt: yeah, he really is making progress. So he is.

335

01:03:22.530 --> 01:03:23.510

Keisha McNatt: okay.

336

01:03:23.850 --> 01:03:43.500

Keisha McNatt: he's my child's teams. He's my, you know, because we we do have those, those those. that Those boards are already set. Those are the first time. So he is passing. So he is a passing

337

01:03:43.620 --> 01:03:48.260

Keisha McNatt: and say he graduate. But you know, he's moving on to

338

01:04:24.660 --> 01:04:27.070

Keisha McNatt: alright. So

339

01:04:27.360 --> 01:04:40.020

Keisha McNatt: okay. So we're gonna start by looking at, or just a little bit.

340

01:04:40.530 --> 01:04:48.289

Keisha McNatt: I sure did. Just okay, that. That's good, though. Okay.

341

01:04:51.820 --> 01:04:56.690

Keisha McNatt: outcomes. This is what we had. Miss sprang up.

342

01:04:57.940 --> 01:05:12.320

Keisha McNatt: Yeah, I'm having a

343

01:05:12.570 --> 01:05:13.770

Keisha McNatt: their book once.

344

01:05:14.460 --> 01:05:25.060

Keisha McNatt: I think so. Yeah. But it's the Pdf rear is when I when I need that'll work out

345

01:05:25.570 --> 01:05:34.619

Keisha McNatt: all right, maybe just open it up. Yeah, any.

346

01:05:35.010 --> 01:05:50.379

Keisha McNatt: okay. I thought you could open it. You usually. Yeah, okay. You know what I'm going to work with that.

347

01:05:51.220 --> 01:05:56.640

Keisha McNatt: But see now, that about the just moving a little bit different

348

01:05:57.400 --> 01:06:01.300

Keisha McNatt: with your

349

01:06:04.420 --> 01:06:09.919

Keisha McNatt: okay. Now we're going here

350

01:06:10.160 --> 01:06:18.780

Keisha McNatt: all right. So these are our challenging feelings that we're experiencing. Now, I want to say that emotion regulation across the board

351

01:06:20.080 --> 01:06:29.059

Keisha McNatt: did not. I don't know where. It looks like some of the challenging feelings

352

01:06:30.530 --> 01:06:33.679

Keisha McNatt: they were way more challenging than

353

01:06:34.440 --> 01:06:39.549

Keisha McNatt: I have anticipated, but that's where I work for challenging feelings, and it's still below

354

01:06:41.370 --> 01:06:50.110

Keisha McNatt: 46 below the. So we're in the twentieth to 39% trial compared to others on a national level. So we're still. It's not a horrible score.

355

01:06:50.120 --> 01:06:58.780

Keisha McNatt: compared to everyone else before I if they my goal was was way higher. it was 100. But by the end of the year it was

356

01:07:00.570 --> 01:07:03.870

Keisha McNatt: so. We are so much and regulation. This is where we are.

357

01:07:07.430 --> 01:07:14.719

Keisha McNatt: and that is actually there is a correlation between that, and mindset with our teachers

358

01:07:16.020 --> 01:07:19.709

Keisha McNatt: it is also correlated. Now this is improved.

359

01:07:20.740 --> 01:07:22.179

Keisha McNatt: I don't know where my other.

360

01:07:24.210 --> 01:07:26.850

Keisha McNatt: but we're at 50. By the end of the year.

361

01:07:27.190 --> 01:07:39.209

Keisha McNatt: Positive feelings, though again, there needs to be more education. well, let me just stop explaining every single one. I want to show you the results. And then I'm going to break it all down. So this is where our self management is.

362

01:07:40.800 --> 01:07:48.369

Keisha McNatt: And I just want you to take note of self management right here in the number right? 69 here. But then, when you go to a motion regulation.

363

01:07:48.740 --> 01:07:51.140

Keisha McNatt: that right there tells me that

364

01:07:52.760 --> 01:07:56.129

Keisha McNatt: our students are not quite understanding

365

01:07:56.940 --> 01:08:05.829

Keisha McNatt: what the means of these questions are. this is where I spent a lot of time with actually on a class level, having to administer the test. So

366

01:08:06.560 --> 01:08:10.740

Keisha McNatt: we're at 69% for self management. But it's not

367

01:08:11.520 --> 01:08:14.999

Keisha McNatt: how it should be.

368

01:08:17.399 --> 01:08:21.059

Keisha McNatt: Okay. These are the questions that were asked.

369

01:08:22.100 --> 01:08:31.689

Keisha McNatt: I? say your time and not read every single one. But they're asking over the past week how they feel. So there's reflection involved in that. And

370

01:08:34.600 --> 01:08:38.870

Keisha McNatt: You'll notice that with the challenging feelings.

371

01:08:41.460 --> 01:08:43.909

Keisha McNatt: the biggest one was anger.

372

01:08:50.479 --> 01:09:06.119

Keisha McNatt: when we talk about emotion regulation we're talking about the ability to manage an emotion once it has hit you so how often are you able to pull yourself out of a bad way?

373

01:09:06.439 --> 01:09:15.140

Keisha McNatt: How long do you stay angry, or when when everyone else is around you. Who is this regulated? How relax can you stay?



374

01:09:15.399 --> 01:09:24.380

Keisha McNatt: And I can tell you by looking at the results, that a lot of these are not necessarily accuracy, and it's not their fault. But there is

375

01:09:25.100 --> 01:09:39.230

Keisha McNatt: some reflection work that needs to be done as well. I've had conversation interpret how, not being able to answer, and that their responses are not because I talked to them after they tested, and all looking off their list. And what do you mean by

376

01:09:39.359 --> 01:09:41.000

Keisha McNatt: how often

377

01:09:41.040 --> 01:09:51.450

Keisha McNatt: are you able to relax? And I also go off of mine where I see with them. And there are students who will say that I can remain extremely relaxed in those situations, and they don't. They just don't.

378

01:09:51.609 --> 01:10:04.089

Keisha McNatt: It is there is they're thinking about not over the past week, or in general they're talking about. Well, today, when I got mad at my friend, I was still going to be okay. They're still thinking that over the course of the week, but they're really still thinking.

379

01:10:04.670 --> 01:10:30.150

Keisha McNatt: Very, very recently, within the past couple of days it could have been within the past couple of hours of them before they took the test so way that they can be based on the move they're in. It's really a challenge. That's an adult to your right. And the kids live inside their feelings. So it's really hard. That's why the goals to help them practice stepping out so they can reflect accurately. So I'm not saying they're not telling the truth. It's just that there is truth to it. It's just. It might not be as

380

01:10:30.180 --> 01:10:43.519

Keisha McNatt: extreme or as well, as extreme as it may come across. So I just wanted to note that. But that's okay. That's what the education is there for, and I'll again I'll address that later, or it'll take you to this. And this is also another one.

381

01:10:43.730 --> 01:10:48.260

Keisha McNatt: Yeah.

382

01:10:48.270 --> 01:10:55.290

Keisha McNatt: I. And I will. Yeah. And I will say that I'll say that testing for Sel.

383

01:10:55.350 --> 01:11:08.680

Keisha McNatt: along with the but of testing that already exists, was was incredibly challenging. And I got some some side eyes from the kiss, saying, oh, now you're going to start testing us, you know. So it's like, well, we will have to check and see what we are.

384

01:11:08.700 --> 01:11:10.810

Keisha McNatt: But I have

385

01:11:12.320 --> 01:11:13.250

Keisha McNatt: Okay.

386

01:11:16.520 --> 01:11:21.180

Keisha McNatt: alright. So growth mindset. Here again is the right down here.

387

01:11:25.910 --> 01:11:27.940

Keisha McNatt: and I will say, and it is

388

01:11:28.770 --> 01:11:37.690

Keisha McNatt: when the teacher has a, when the classroom teacher has a growth mindset, or at least is able to maintain one as often as they can manage.

389

01:11:37.720 --> 01:11:39.789

Keisha McNatt: It reflects on the students.

390

01:11:43.240 --> 01:11:44.470

Keisha McNatt: So

391

01:11:44.680 --> 01:11:53.300

Keisha McNatt: those are the questions there can. Can you go in? You'll just find it to move this. Yeah. And school. How possible is it for you to change being talented?

392

01:11:56.010 --> 01:11:58.700

Keisha McNatt: No, I believe there is a possibility it can happen.

393

01:12:00.840 --> 01:12:13.640

Keisha McNatt: But again, when you're taking the test and depending on the mood that you're in. that might change it up a little bit, too. So that's something I have to keep in mind. And then now this one right here.

394

01:12:14.900 --> 01:12:19.320

Keisha McNatt: How possible is it for you to change? How easily you give up.

395

01:12:28.660 --> 01:12:31.009

Keisha McNatt: and then changing your level of intelligence.

396

01:12:41.090 --> 01:12:44.149

Keisha McNatt: and then we have 5 excitement. But again

397

01:12:44.730 --> 01:12:52.509

Keisha McNatt: and then I finish going through with our 30 fifth grade, the big that is really with our adults. And I have put stuff in place for next year

398

01:12:52.930 --> 01:12:57.249

Keisha McNatt: to support this. Because when our adults

399

01:12:58.660 --> 01:13:03.810

Keisha McNatt: okay, now, this one is another one you see with this is self management.

400

01:13:04.450 --> 01:13:06.370

Keisha McNatt: Remember our fourth grade class.

401

01:13:07.040 --> 01:13:15.899

Keisha McNatt: and how accurate we are able to reflect on our behavior during the past 30 days. How often are you polite to adults almost all the time?

402

01:13:16.180 --> 01:13:17.480

Keisha McNatt: Wow!

403

01:13:17.980 --> 01:13:24.530

Keisha McNatt: I gave it a little, and they all laughed with me because I did side. I I was like, really.

404

01:13:24.570 --> 01:13:29.490

Keisha McNatt: But that's okay, you see. But they they're actually able to like, okay, fine. I get what you're meeting with.

405

01:13:31.320 --> 01:13:31.980

Keisha McNatt: Yes.

406

01:13:32.530 --> 01:13:47.870

Keisha McNatt: there's another one, that tickled me, a little bit during the past 30 days. How often did you follow directions in class so almost all the time, and frequently we're very popular. Answer. The footage was not

407

01:13:48.130 --> 01:13:57.190

Keisha McNatt: demonstrated, and but again they live inside of their feelings, and they have to practice stepping out to to have those meta moments.

408

01:14:03.570 --> 01:14:05.410

Keisha McNatt: Question 7 was very accurate.

409

01:14:05.710 --> 01:14:16.819

Keisha McNatt: Yeah, I like that questions. I was very accurate. And, to be honest, that's what a great deal of my conversations were with the kids is this? They won't. This was very, very much

410

01:14:19.230 --> 01:14:20.670

Keisha McNatt: question. 9 is

411

01:14:21.930 --> 01:14:23.780

Keisha McNatt: as well

412

01:14:24.020 --> 01:14:31.190

Keisha McNatt: during the past 3 days. How often are you flight to other students? Oh, and then how often did you?

413

01:14:33.670 --> 01:14:39.950

Keisha McNatt: How often did you allow others to speak without interrupting them almost all the time. Yeah.

414

01:14:46.520 --> 01:14:50.709

Keisha McNatt: that's where we are with our kids. That's how we end of the year.

415

01:14:52.130 --> 01:15:21.279

Keisha McNatt: I'm not going to go on it, because again. I have. And I need for you with our adults what you mean. I'm not disappointed. I'm just when I review the data, and it was like a really hard to administer this test like, really, really hard, because the kids, a lot of them just did not. But what do you mean by what is that? What is the vibe of their own? What is the atmosphere? What does it mean when I feel like people care about they they they didn't. It was there was some conversation challenges, and

416

01:15:22.600 --> 01:15:34.630

Keisha McNatt: that was just challenging. And then, when I'm seeing the results, I can see, like I know the kids very well. I don't know everything, but I do. I'm very familiar with the behavior, and when I look at the results and I'm like man that's not very accurate, but it's it. Also.

417

01:15:34.910 --> 01:15:52.550

Keisha McNatt: It just means there's a need for our education and inconsistency across the board with utilization of language and having those those procedures that a big class like when I talk about implementing leader in that with Miss Reza, our third grade teacher. She was one of the teachers who did consistently implement leader in me. And that has kids focusing on their goals constantly. And it's not just

418

01:15:52.550 --> 01:16:15.060

Keisha McNatt: their academic goals. It's really more. They focus more on the self. You're internal, being proactive, learning how to not allow others to manage your behavior, but free to take that control. And, you know, moving forward and managing your own behavior so that it isn't in any way. I've got some very redundant, but I'm not disappointed. They just the results are what they are I just, I'm thinking about myself and how I could have done this. And they've done that. Yeah.

419

01:16:15.080 --> 01:16:21.469

Keisha McNatt: that's okay. It's very normal. It's just

420

01:16:22.350 --> 01:16:24.780

Keisha McNatt: you saw me earlier with my home.

421

01:16:25.430 --> 01:16:44.819

Keisha McNatt: It's a it's a it's kind of a full test, like in the sense that it it lets you know how they are. But to me this text is no different than what you would see in adults. That's about 360 right like these sixtys allow you to see, to test yourself the same way

422

01:16:44.820 --> 01:17:01.529

Keisha McNatt: that this would. But then you would have someone that would be, perhaps your supervisor. Answer those things about you up here, and then someone that you manage, and then you'll get to see how other people see you so. And it's one piece of name don't report. I have a very yes.

423

01:17:02.100 --> 01:17:07.160

Keisha McNatt: Thank you.

424

01:17:07.820 --> 01:17:10.119

Keisha McNatt: Okay. So for our family survey.

425

01:17:22.560 --> 01:17:23.750

Keisha McNatt: what if it?

426

01:17:24.080 --> 01:17:34.560

Keisha McNatt: Okay, I promise. I know how to use technology. I don't know, it's every time it's not that's all. It is all right let me get you guys from here, now as our family, survey goes

427

01:17:47.260 --> 01:17:50.110

Keisha McNatt: alright

428

01:17:52.500 --> 01:18:13.910

Keisha McNatt: okay, here they go all right, various to engagement. That's always been one. That is a challenge for us, because we have our events, and of course, the events where our students are performing and stuff our parents, of course, are going to show, because that's where the children are. But when it comes to like her education current Academy stuff like that. We do struggle with attendance. So some of the factors that they put in there

429

01:18:14.120 --> 01:18:19.099

Keisha McNatt: for their schedules. I'm gonna scroll down here where their schedules be?

430

01:18:19.630 --> 01:18:30.610

Keisha McNatt: a major part of the issue, and that actually has increased since our last survey. It's gone up to percentage once, so that still is like

431

01:18:32.920 --> 01:18:39.220

Keisha McNatt: their. Your engagement are always going to be a challenge. And what the feedback that I get my families is. they work a lot.

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01:18:39.390 --> 01:18:47.490

Keisha McNatt: And if they're working a lot, their kids are also in sports or their in other activities. And just being physically present is for for them.

433

01:18:47.730 --> 01:18:59.959

Keisha McNatt: I know some other people have their opinions about that, but as far as I'm concerned, if we can make as many options available to get this information. I think that will change. I do make when I was doing parent universities

434

01:19:00.000 --> 01:19:02.529

Keisha McNatt: ideally. It's best to do it. And

435

01:19:02.770 --> 01:19:11.990

Keisha McNatt: an in-person setting, because that's where you build those connections, but making it available online did help with attendance, and I had consistent attendance.

436

01:19:14.280 --> 01:19:22.990

Keisha McNatt: Our learning. The headers have not changed their perceptions of their kids learning behaviors they were they that 52. And that's how it was last month.

437

01:19:23.450 --> 01:19:29.409

Keisha McNatt: the student or the family's perception of our overall school climate and has increased

438

01:19:29.670 --> 01:19:31.360

Keisha McNatt: 5 percentage points.

439

01:19:32.360 --> 01:19:44.869

Keisha McNatt: So that's our social and learning employment safety. Same thing. It's on up to 2 percentage points more in the green here. So compared to other schools. With the exception of our learning behaviors, we're actually tracking

440

01:19:45.600 --> 01:19:48.780

Keisha McNatt: with those outside similar schools in the nation.

441

01:19:51.650 --> 01:19:59.670

Keisha McNatt: And again, I'm going to scroll through here and there. It's a bill. Why, I don't want to take too much of your time reading every single individual question. But

442

01:20:20.170 --> 01:20:33.690

Keisha McNatt: okay, now I want to look at. How much effort does your child put into school? Related test? I'm not that that was something I wanted to know. It went down 6 percentage points from the last survey. How much effort does your child put into school related tasks?

443

01:20:35.410 --> 01:20:39.529

Keisha McNatt: What was last time it was in the fall?

444

01:20:40.210 --> 01:20:46.799

Keisha McNatt: And this is the okay that makes sense.

445

01:20:46.950 --> 01:20:52.660

Keisha McNatt: It all tracks. Does that attract? But yeah, it did go down. Go ahead.

446

01:20:53.810 --> 01:21:17.039

Keisha McNatt: But we did increase the motivation which also tracks. Fifth grade. Right?

447

01:21:17.070 --> 01:21:25.019

Keisha McNatt: Okay, so this one right here, when we're talking about when working on school activities at home, how easily is your child distracted

448

01:21:25.120 --> 01:21:28.479

Keisha McNatt: those percentage points with down. But I also want to say

449

01:21:28.520 --> 01:21:38.319

Keisha McNatt: there was a point where homework was not we. We got to a point where, like this, you know, homework needs to be going home like we there, just there wasn't really a whole lot of work being done at home.

450

01:21:38.700 --> 01:21:41.060

Keisha McNatt: Yes.

451

01:21:43.270 --> 01:21:45.120

Keisha McNatt: and then that's

452

01:21:46.090 --> 01:21:54.590

Keisha McNatt: all. Those big ones are already past, but also learning in general, how well does your child read or learn from feedback on their work?

453

01:21:54.630 --> 01:21:59.259

Keisha McNatt: It took up down a little bit from the last survey, but overall

454

01:21:59.550 --> 01:22:01.870

Keisha McNatt: they they say they handle it quite well.

455

01:22:01.920 --> 01:22:08.490

Keisha McNatt: and you can see from the outcome, like with their scores and stuff they view they it does. It doesn't make sense to just try.

456

01:22:09.840 --> 01:22:11.599

Keisha McNatt: And then our parents are.

457

01:22:12.670 --> 01:22:31.200

Keisha McNatt: I didn't ask them about their personal responsibilities this time, because it added an extra 10 min to the survey, and it's incredibly challenging the survey itself. The way I built it is already longer than I care for. But I'm I needed all that information, and I didn't want to break it, because again, we're all sending so many surveys, and it gets very

458

01:22:31.620 --> 01:22:32.760

Keisha McNatt: so.

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01:22:34.110 --> 01:22:35.640

Keisha McNatt: I can tell you that

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01:22:37.920 --> 01:22:49.410

Keisha McNatt: with regard to our parents they are familiar with what their role is. It's just a matter of I keep forgetting. I do this. Okay? Last one adult measures.

461

01:22:56.390 --> 01:22:59.550

Keisha McNatt: So a sense of the longage, we did increase

462

01:22:59.580 --> 01:23:04.600

Keisha McNatt: 2 percentage points, how much our faculty and stuff feel that they're valued members of our school.

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01:23:05.560 --> 01:23:15.189

Keisha McNatt: full leadership perceptions of school leadership's effectiveness. Of course I usually get curious about this when I see a drop, seeing that our entire coaching team and Kerry

464

01:23:16.350 --> 01:23:19.469

Keisha McNatt: third, fourth, and fifth grade. I kind of wonder like what

465

01:23:20.810 --> 01:23:32.279

Keisha McNatt: you know, just wondering what what they're what's going on there. I've had some conversations, and it does track with what was mentioned about receiving the feedback. It was hard for some of them.

466



01:23:32.520 --> 01:23:36.639

Keisha McNatt: and there was, there were a couple who did shut down. It was just really

467

01:23:38.100 --> 01:23:42.840

Keisha McNatt: it was frustrating for them. But it part of that break is the uncomfortable.

468

01:23:43.110 --> 01:23:56.699

Keisha McNatt: But let's also listen. Perceptions of that, the faculty and that relationship with school leaders. It's increased 6 percentage points for 84, and overall. When you look at the national averages we're still like

469

01:23:58.430 --> 01:24:00.160

Keisha McNatt: we have a generally

470

01:24:00.230 --> 01:24:07.090

Keisha McNatt: cheer or happy staff or content staff, I would like to say, and but overall well, being, this is one where I'm like, this is.

471

01:24:07.540 --> 01:24:18.810

Keisha McNatt: this is where we're having office right here. Well, be because our adults have a tendency to put everything into the kids, and then they've got nothing left.

472

01:24:19.150 --> 01:24:32.470

Keisha McNatt: And then they come back. And that's, I think, what makes it harder about building those relationships. You don't have anything to. Of course they're going to be ready to leave right at for yeah. So faculty and staff perceptions of their own professional logging

473

01:24:33.020 --> 01:24:34.290

Keisha McNatt: that has been done.

474

01:24:39.250 --> 01:24:40.389

Keisha McNatt: And then

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01:24:41.620 --> 01:24:45.870

Keisha McNatt: this is the staff. So the the top one was teachers. This one is our stuff.

476

01:24:46.360 --> 01:24:48.710

Keisha McNatt: So if you're on classrooms.

477

01:24:52.330 --> 01:24:57.770

Keisha McNatt: no sorry they are combined. These are the individual questions so as far as belonging, that did increase.

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01:24:58.750 --> 01:25:01.370

Keisha McNatt: These are the questions associated with that

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01:25:02.170 --> 01:25:09.319

Keisha McNatt: now, from the last survey, we had one that went down significantly. How connected do you feel to other adults at your school

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01:25:09.390 --> 01:25:12.270

Keisha McNatt: from the last survey that was like the biggest straw

481

01:25:13.480 --> 01:25:17.249

Keisha McNatt: 30 points. How connected do you feel to each other

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01:25:17.380 --> 01:25:22.829

Keisha McNatt: or other adults at school and to me that springs, maybe team building as well versus them.

483

01:25:24.680 --> 01:25:31.510

Keisha McNatt: So a team building, maybe, and also in the fall semester. You're also seeing people burning out

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01:25:32.470 --> 01:25:38.909

Keisha McNatt: and withdrawing that happens to. But I was 30% is a lot. That's a big drop

485

01:25:39.130 --> 01:25:40.559

Keisha McNatt: or 30 cents.

486

01:25:43.570 --> 01:25:45.100

Keisha McNatt: How many.

487

01:25:45.560 --> 01:25:49.080

Keisha McNatt: 30, 31,

488

01:25:49.390 --> 01:25:51.610

Keisha McNatt: 31.

489

01:25:54.340 --> 01:25:57.209

Keisha McNatt: But overall everything else grew.

490

01:25:58.330 --> 01:26:04.070

Keisha McNatt: But feeling like you belong also with one that drop just a little bit, but that can be like 1 one person.

491

01:26:06.210 --> 01:26:08.090

Keisha McNatt: So

492

01:26:10.230 --> 01:26:23.619

Keisha McNatt: this is a longer one. So this I'm just going to continue scrolling down. you know, point out that the double digit drop. So how positive is the influence of the school years on the quality of your work? Again.

493

01:26:23.850 --> 01:26:31.809

Keisha McNatt: that's 13 points drop. But the question I have is so, what was going on between you and those 4 years where you felt like

494

01:26:32.090 --> 01:26:43.419

Keisha McNatt: they had a pot. They didn't have a positive influence, because what I saw from my perspective is, and it's not just because I know these people. I know I've taken a chance to get to know everyone I work with.

495

01:26:43.560 --> 01:26:47.319

Keisha McNatt: they really did put a lot of work in this classroom.

496

01:26:47.340 --> 01:27:11.999

Keisha McNatt: so that one of the questions is how I'll be meeting for do quality work with me? No, that would have made a difference. Exactly. How how can you use your that's their perception. If you, depending on that number. Now, do you feel that your leadership sale recognize that you produce what we have any work?

497

01:27:12.000 --> 01:27:33.560

Keisha McNatt: I want to say that there have been many efforts that were that were taken to pour back into our teachers, and it actually resulted in everyone here like they think of themselves a lot. So when I see, when I see something like this, the question that I ask is, what, what?

498

01:27:33.560 --> 01:27:43.109

Keisha McNatt: How positive is the influence of the school leaders on the quality of your work. I mean, it's just a lot of work. Maybe they need more freedom to do more. But

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01:28:07.550 --> 01:28:14.080

Keisha McNatt: all right, here's another one. How effective are the school years at developing rules for students that facilitate their line.

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01:28:14.100 --> 01:28:30.720

Keisha McNatt: 30% drop. Now, this is where my concern is. This is where my I'm telling you when I, when I say, let the teachers so put it on. That's why. Because when someone else is doing what you know, you're supposed to be doing. The feedback is not going to look. It's not maybe as

501

01:28:31.210 --> 01:28:37.070

Keisha McNatt: okay. First, wait, I have an I just the question for you and me. Okay.

502

01:28:44.150 --> 01:28:45.859

Keisha McNatt: what is the latest?

503

01:28:47.470 --> 01:29:09.250

Keisha McNatt: I'm just saying that there are rule. If there are rules that are developed, don't they need to be appointed some in the classroom. So that's my, that's my other questions like, so if they're not effective what part are you playing in that

504

01:29:09.940 --> 01:29:29.589

Keisha McNatt: because our eyewitnesses systems will put in place by even, and when we go back and you walk around, you start at least some next step doesn't look like Mr. And he's been checking in. You know what I mean, and that's not necessarily a terrible thing unless it's impacting having a negative impact on our students.

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01:29:29.820 --> 01:29:39.590

Keisha McNatt: I think it goes back to when you're not in, you're going to totally that what you're from exactly.

506

01:29:40.330 --> 01:29:50.570

Keisha McNatt: And then also in the school makes important decisions. How much I'm I'm sorry I'm flabbergasted. We they everything. She's very. We're not being very transparent.

507

01:29:50.670 --> 01:30:05.959

Keisha McNatt: Every decision that's being made. Everybody gets to say their piece. I mean, you have to check your email. You do need to be present for the meetings. You need to be able to do your part so that you get to play your active role. But again, to drop 40 points from that.

508

01:30:06.090 --> 01:30:09.910

Keisha McNatt: I'm wondering again what's going on, because this is

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01:30:11.790 --> 01:30:18.860

Keisha McNatt: our our staff may so has a very new input in our parents. And you know, and how things are.

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01:30:31.620 --> 01:30:45.299

Keisha McNatt: This number, right here drop 30% with the site. It's only a few people that answer them because they also have the option to not answer questions. Okay, what? They don't want you. So they're

511

01:30:45.490 --> 01:30:58.509

Keisha McNatt: so tan out of. we have. I'm interested in. We haven't, we haven't. It wants to. So about 30% of them didn't want to answer that. And that's okay. It's your choice to to get the feedback or not.

512

01:30:58.560 --> 01:31:13.119

Keisha McNatt: And it is confidential. It just didn't take the survey, either, that that number was consistent, and that's another to attention. but that's okay. That will get me in as well. I have some.

513

01:31:15.080 --> 01:31:28.669

Keisha McNatt: and this is an honest, it is anonymous. So you identify. I don't want to know who. I just want to know what I want to know, what's going on on, the

514

01:31:28.700 --> 01:31:36.850

Keisha McNatt: if they are identifiers that are in the wrong room, I can take it to. But I do like to people that that leadership relationships, though set

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01:31:37.900 --> 01:31:46.559

Keisha McNatt: not teacher. Sec. that's only our school or 3. So that's the number. So everybody.

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01:31:48.230 --> 01:31:52.410

Keisha McNatt: So it seems to me that what this is saying is

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01:31:52.500 --> 01:32:03.969

Keisha McNatt: when people are held responsible, and they don't want the accountable, they don't like it. So depending on the move they're in, it makes you what they're saying. But if it comes when you.

518

01:32:04.020 --> 01:32:09.120

Keisha McNatt: it depends on what this is showing is that all relationships.

519

01:32:09.460 --> 01:32:24.839

Keisha McNatt: If they give me a day off, they're great, and you'll notice that the between the between teachers and staff, you'll notice a difference in the in the responses. So accountability and self preservation

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01:32:25.450 --> 01:32:34.010

Keisha McNatt: very human. But the reason why you're seeing very small numbers is because we have teachers, classroom teachers, and then we have staff. So even our coaches.

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01:32:34.830 --> 01:32:36.330

Keisha McNatt: what we consider the stuff

522

01:32:39.940 --> 01:32:44.689

Keisha McNatt: we got we got lovely marks for a staff like that in the classroom.

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01:32:45.070 --> 01:32:52.780

Keisha McNatt: I love you when you. We talked a little bit. How motivating you find working with the leadership team.

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01:32:52.970 --> 01:32:57.890

Keisha McNatt: I might be biased. But I I just don't.

525

01:32:58.930 --> 01:33:03.699

Keisha McNatt: It's not. But outside of that we didn't have any major drops.

526

01:33:03.810 --> 01:33:12.049

Keisha McNatt: There's a little bit here there when it comes to fairness. And again, when you're held accountable. Sometimes things don't feel there when you're held to travel, even though they are

527

01:33:12.060 --> 01:33:29.470

Keisha McNatt: And then, when challenges arise in your personal life, how we're spending our soliders. Why that dropped I'm not sure I have never been turned down. And Pto, ever when I put in a request anytime, anyone who's needed it. I don't know where that comes from, and I

528

01:33:29.940 --> 01:33:35.099

Keisha McNatt: but we do your parties. Sometimes I think we might get too much of it.

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01:33:36.820 --> 01:33:49.639

Keisha McNatt: and again our staff, on their perception of their working. So How often do you feel engaged at work? How can you feel excited at work? Just how do you feel about this here. What is being here?

530

01:33:52.590 --> 01:33:58.020

Keisha McNatt: Yeah. And that's where it's gone. So exhaustion is going to be something that

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01:34:00.200 --> 01:34:06.150

Keisha McNatt: that's gonna happen. This is the end of the year. We're all driving on awesome.

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01:34:07.930 --> 01:34:12.470

Keisha McNatt: And then how can you feel frustrated with that? And how can you feel happy at work?

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01:34:13.820 --> 01:34:16.809

Keisha McNatt: No. we have people who are happy.

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01:34:19.830 --> 01:34:24.980

Keisha McNatt: And then, during the process, we me feel hopeful. I do love that there.

535

01:34:26.010 --> 01:34:27.869

Keisha McNatt: It's the more than than others.

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01:34:30.040 --> 01:34:32.779

Keisha McNatt: Here we go here.

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01:34:35.600 --> 01:34:43.259

Keisha McNatt: you know, it's just that you know it overwhelmingly. We space. I'm confused about why we're not doing. Oh, we know we're right there.

538

01:34:43.890 --> 01:35:04.129

Keisha McNatt: but just I'll track this all tracks back to what are you doing to fill your bucket at the end of the day we're working with the.

539

01:35:04.250 --> 01:35:08.640

Keisha McNatt: So to me. This

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01:35:14.220 --> 01:35:22.910

Keisha McNatt: I would. I would like to mention that, as far as regarding our adults and making sure that they at least have

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01:35:22.940 --> 01:35:33.020

Keisha McNatt: more support. is implementation of the leader in this program. It would not go the way I would have loved it to this year. But I did. I did build a team.

542

01:35:33.300 --> 01:35:39.080

Keisha McNatt: I will be returning next year, but the woman who has been replaced me. I'm very excited.

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01:35:39.230 --> 01:35:43.440

Keisha McNatt: about her. She seems to be very

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01:35:44.300 --> 01:35:48.849

Keisha McNatt: excited about this new roles, and I for the

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01:35:48.890 --> 01:35:55.439

Keisha McNatt: and that people on a team genuinely believe in me, and I wash their

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01:35:56.910 --> 01:36:08.320

Keisha McNatt: logging in. You know how much they engage with the material, and I've based part of my choosing with how often they engage with the material and the the language that I hear in our classroom. So.

547

01:36:08.370 --> 01:36:32.460

Keisha McNatt: and there are coaching sessions that are in place for the leadership team, the White House team. And that's for the students that got replaced with coaching for our teachers so that they have a very clear plan of implementing what you're in need. Not just the one sel person making sure the department doing that. But even inside the classroom we have White House in midflick, because res is on our app.

548

01:36:33.240 --> 01:36:41.190

Keisha McNatt: We have, we have, we have you know. We have people on the team who is really going to be that just on.

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01:36:44.770 --> 01:36:50.209

Keisha McNatt: And he's excited, and she's it so like everybody's very excited. About next year. I'm very excited about that. So

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01:36:50.290 --> 01:36:51.810

Keisha McNatt: thank you guys for

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01:36:52.470 --> 01:36:59.489

Keisha McNatt: they're saying we we have a report, or you want to go into.

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01:36:59.790 --> 01:37:29.689

Keisha McNatt: So thank you all for coming. I know it's late, so I'm going to make you.

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01:37:30.650 --> 01:37:42.210

Keisha McNatt: I just want to say thank you to the board. It's been a a roller coaster over here, and each relatively change positions and drive them far.

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01:37:42.240 --> 01:37:48.890

Keisha McNatt: to me, depending on what's going on.

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01:37:48.980 --> 01:37:53.860

Keisha McNatt: But I also want to recognize the campus that the we have

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01:37:59.140 --> 01:38:17.769

Keisha McNatt: But it's the end of the year, and it's so great to hear the celebrations. the role to be celebrations. They have really not been really special since we lost our principal at here. I have to say we thank you to miss

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01:38:18.270 --> 01:38:21.499

Keisha McNatt: to Miss King here.

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01:38:21.900 --> 01:38:25.629

Keisha McNatt: What you think you have. I have to pay the team

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01:38:25.640 --> 01:38:39.100

Keisha McNatt: or just pulling together, and this melody is also not in the table right now.

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01:38:39.310 --> 01:38:41.830

Keisha McNatt: she is. She is retiring.

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01:38:41.960 --> 01:38:43.890

Keisha McNatt: So you know.

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01:38:47.590 --> 01:39:14.169

Keisha McNatt: So I just want to thank all of them for putting out with my one of the feedback. I thought sometimes was my email with too long, because I like to be there in the

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01:39:15.250 --> 01:39:39.709

Keisha McNatt: so the way I work is, I like to speak everything through. Do all my research, this picture may put in the email to say for the next 3 months. This is what we're doing. I can put it out there, and it's up to you to figure out how you're going to manage your time to get it done, so that when we meet in incremental time for a certain we should be with our

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01:39:40.510 --> 01:39:44.319

Keisha McNatt: yes, I was very explicit

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01:39:44.330 --> 01:39:48.530

Keisha McNatt: and precise it so

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01:39:48.670 --> 01:40:02.179

Keisha McNatt: It was. Thank you, guys, for all your hard work for going in, but teaching the classes sometimes for having some hard conversations, a meeting with me. Sometimes

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01:40:02.460 --> 01:40:24.900

Keisha McNatt: I was told that I was too much, but it was good, and I said, there are too much is what? But it was good. So it's the end of the year. We were able to do some interviews. The good thing is as we talk about that elephant in the room. The team was able to

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01:40:25.930 --> 01:40:32.929

Keisha McNatt: make some decisions. I think the hardest thing that I felt like I asked for

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01:40:32.960 --> 01:40:48.469

Keisha McNatt: principal was to trust his team, so he was not able to sit in on some of the interviews. The team was able to answer you because they, the instructional portions that were in the classroom, and later on, as he's come in

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01:40:48.470 --> 01:41:06.179

Keisha McNatt: to not only manage summer school, it is able to start having team meetings and some trainings. So if you look around the world, we can see the amount of planning and training they've been doing for the school year, so we also welcome Mr. Richmond to this for all one.

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01:41:08.550 --> 01:41:30.729

Keisha McNatt: All right. So let me go into some good news. If we get free. I'm actually really happy. At first I wasn't, but now I'm happy that we did not have the board meeting on the 12. It would have been not good. So let me find

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01:41:43.220 --> 01:41:47.510

Keisha McNatt: alright so great.

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01:41:50.220 --> 01:41:59.479

Keisha McNatt: so on that 12, and in May voices actuals who would have been in the 62,000 deficit.

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01:41:59.490 --> 01:42:11.230

Keisha McNatt: Well, we thank God for the safety allotment grant of \$200,000 that's coming out that will circumvent some of this

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01:42:11.250 --> 01:42:17.349

Keisha McNatt: that that we have here expenditure, implants. and maintenance for function 51.

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01:42:17.420 --> 01:42:36.019

Keisha McNatt: So we're really grateful, because at first they were telling us we couldn't draw down And he had to do with something that we were not doing on our end. So now the sad thing is, I don't have actuals now. Anything in June, because the lady that was working with us everything in 11

577

01:42:36.740 --> 01:42:37.800

Keisha McNatt: that is amazing.

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01:42:37.860 --> 01:42:44.509

Keisha McNatt: so back to like being in Mo, they have one person working with like 11 schools.

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01:42:44.660 --> 01:43:12.069

Keisha McNatt: So it's really hard. They you have to take, you know, they don't have to. I'm not sure how they're gonna manage. But even she was struggling, even though she had charters to work with. So our total revenues spending in main is 2.4 7 9 Our expenditures were 2.5 4 2, which kept us in a deficit of \$62,000, but, as you add the

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01:43:12.430 --> 01:43:27.199

Keisha McNatt: the safety grant of \$200,000. It will offset that 62,000, and of course from May to June, which takes some more money. So I really it's that I do not have any actual at this point, because

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01:43:27.450 --> 01:43:30.570

Keisha McNatt: we should be

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01:43:30.830 --> 01:43:57.410

Keisha McNatt: oh, yes, so We've been penny pinching all the way. we are. So it's it's I think it's so running thing here about

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01:43:57.540 --> 01:44:04.019

Keisha McNatt: when it comes to.

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01:44:04.220 --> 01:44:33.529

Keisha McNatt: No, I am very. I mean, this is the budget, our ratings. They they're just certain things that we'll see the school very quickly, so I am very cautious with those things, as I try as much as I can to make sure, I invest in the coaches and our students and the things that, especially in things that are to those need where we need to make sure that we stay out of the way, and

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01:44:33.860 --> 01:44:41.180

Keisha McNatt: that's what I have for you. I don't know.

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01:44:45.790 --> 01:45:06.890

Keisha McNatt: At first I thought we had. Well, we don't have the access, and also it had to with the Federal land. So I just had to go ahead and make their name. So the last thing is the report which you guys can go in and read that later. I wanted to try something new at the end of the year, so I decided to do a school report

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01:45:07.800 --> 01:45:24.239

Keisha McNatt: very fancy with our goals. It was supposed to be in a spiral, but I do not want to waste paper, since it's bold around here. So if anybody has

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01:45:36.730 --> 01:45:59.879

Keisha McNatt: we have, we are grateful for everybody that has donated, if they want one, that one man's trash is another man's treasure, it's not right. So we'll be able to pick up a lot. So we're saying, it's an it's a

589

01:46:00.220 --> 01:46:05.959

Keisha McNatt: on the right hand side. It's all the different programs that we have

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01:46:06.590 --> 01:46:15.930

Keisha McNatt: and if any of you, I just I'm speaking. But if any of you are coming from 121

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01:46:16.030 --> 01:46:21.850

Keisha McNatt: we have so all year long Mr. Garner has been talking about marketing.

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01:46:21.970 --> 01:46:28.170

Keisha McNatt: And I think, finally, we're able to actually do some real marketing.

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01:46:33.720 --> 01:46:58.509

Keisha McNatt: And they're they're digital so they are really nice, very shy, and I have to give kudos to Miss Kisha Mcnat work very closely. She's not here. I think she's in her office, but she did an amazing job with just getting that done.

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01:46:58.510 --> 01:47:09.790

Keisha McNatt: We also have some We'll we'll be going into, you know, the value pack that you get, the postcards will be going into that and all those.

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01:47:22.330 --> 01:47:24.039

Keisha McNatt: So

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01:47:24.470 --> 01:47:35.370

Keisha McNatt: so we have all these items on the right hand side that we're doing we're not able to pick up any of our self skills due to

597

01:47:36.220 --> 01:47:38.100

Keisha McNatt: Yeah, Los Angeles.

598

01:48:08.590 --> 01:48:09.460

Keisha McNatt: thanks.

599

01:48:25.440 --> 01:48:32.319

Keisha McNatt: So most of the some of these things are things that you've already referred from all the coaches.

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01:48:41.850 --> 01:48:49.030

Keisha McNatt: So I will let you guys read this on your time. it goes into renovation projects

601

01:48:49.130 --> 01:49:01.690

Keisha McNatt: from the to the buildings, and then different things that we've done as far as family engagement with the school year. some of the

602

01:49:01.700 --> 01:49:02.870

Keisha McNatt: and

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01:49:02.890 --> 01:49:13.090

Keisha McNatt: recognitions.

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01:49:17.340 --> 01:49:22.429

Keisha McNatt: Oh. all this on our side.

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01:49:29.700 --> 01:49:32.439

Keisha McNatt: So I have to say this.

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01:49:33.220 --> 01:49:58.640

Keisha McNatt: There was some really fierce conversations with Miss Keen and Mr. Names. No, I'll always, maybe, be my. I'm the band. Credible conversation with the James, so let me show her the same with Miss. The same with Miss Kate. I have to say with the math teacher that we have.

607

01:49:58.640 --> 01:50:20.980

Keisha McNatt: but I think that

608

01:50:21.310 --> 01:50:40.370

Keisha McNatt: sure they really liked about him when it was compared to a certain whatever he would ask them. So that's the kind of conversation you have with them. And then you would take their ideas. And

609

01:50:40.750 --> 01:50:45.929

Keisha McNatt: yeah, we will. All right, Mr. Right. So.

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01:50:46.230 --> 01:50:53.339

Keisha McNatt: First and foremost, I just want to say I'm I'm I'm grateful for the opportunity. I'm excited to be in this position.

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01:50:53.360 --> 01:51:01.510

Keisha McNatt: and one of the first things I did when I first came in is met with the leadership team, and they just gave them all their flowers. And they went through this year.

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01:51:01.520 --> 01:51:16.439

Keisha McNatt: this team is stepping in and being an admin on top of the instructional Co. In the classroom. So when I met with my I I told, I'm coming in as a principal. I'm not trying to come in with a whole bunch of changes and new initiatives.

613

01:51:16.440 --> 01:51:34.790

Keisha McNatt: You guys already have solid foundation. We have good things in place. Let's just take those and work on it and know anything of this, this that that any ideas I have I'm going to share with you guys in the course before making the major decisions. I that you want your, you know, feedback and input.

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01:51:34.920 --> 01:51:45.090

Keisha McNatt: So in regards to school, why initiative and goals One thing is the first one is the parent and family engagement. Mrs. Jones. is currently spirited.

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01:51:45.290 --> 01:51:47.769

Keisha McNatt: that initiative there. And

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01:51:47.820 --> 01:52:03.030

Keisha McNatt: it started last year. But this is the very first year we're all following team ta guidelines and creating the actual policy. And so we actually had a meeting this morning, and we have parents that are sitting on the committee also to help us put the problems in place.

617

01:52:03.050 --> 01:52:17.190

Keisha McNatt: So for the parent family engagement families, community members and educators work together and equal in a step of partnership to create and provide effective system-wide support for student learning and development, early childhood and college and career, or the military

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01:52:17.350 --> 01:52:19.010

Keisha McNatt: So

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01:52:19.420 --> 01:52:38.480

Keisha McNatt: the parent and family engage in pieces, going to be very, very, very important. After we had that meetings more. We off I met with the group by fast talking about the At home business. So one thing I did I was setting them about the meeting we had this morning, and they wanted more information about it.

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01:52:38.510 --> 01:52:54.509

Keisha McNatt: So this is the collaboration piece that I'm really really excited about. We invited them to our next parent and family engaging meetings. August the 20 eighth. They want to be applied on the wall to see what it is we're doing and how they can help out there.

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01:52:54.870 --> 01:52:57.629

Keisha McNatt: Now, what we're looking at, is it?

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01:52:57.850 --> 01:53:01.710

Keisha McNatt: How they're going to help out with that is those at home.

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01:53:02.250 --> 01:53:23.950

Keisha McNatt: those at home. This. So everything is kind of coming full of certain there with us. that is T. A. Policy and everything put down on paper we already had in a partnership with them. They have the the sentence, everything, all the deals I have floating around my head and trying to get all the teachers involved, so that right there is going to go on him and him. So

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01:53:24.240 --> 01:53:39.300

Keisha McNatt: couple of points parents play the trigger role, you know it's for all, and system and child's learning. parents are encouraged to be actively well, actively involved in their child education in school, and what's going to get the parents

625

01:53:39.700 --> 01:53:51.020

Keisha McNatt: on board more to, you know, opening up their homes towards what's being the set of a restaurant is that parent and family engagement piece that Mrs. Jones is working on on top of

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01:53:51.300 --> 01:53:52.310

Keisha McNatt: the all

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01:53:52.730 --> 01:54:09.700

Keisha McNatt: at home. This is the other organization in the also one of the things of I first came in with the leadership team was just having the books and on creating an authentic plan learning community.

628

01:54:09.950 --> 01:54:14.749

Keisha McNatt: So I know. Last year they had what they called design time

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01:54:15.400 --> 01:54:38.390

Keisha McNatt: working on lesson plans and quality lessons, and so forth. And the teachers, from my understanding, pretty much had the ability to take that time and work on their lessons. But we want to be more intentional in, we see, do as we're explicit with our Plc moving forward so As a matter of fact, we need this Thursday as a team to finish up the book

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01:54:40.900 --> 01:55:09.520

Keisha McNatt: books that you know in a whole classroom we need chapters. They're discussion questions. We had to be a couple weeks ago. We sit down and down here. How much? And we do the checkers together, and what I really liked about this book. That is, that with all the training that we are receiving, for the data, driven instruction and all these different strategies.

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01:55:09.840 --> 01:55:12.929

Keisha McNatt: what they're teaching us we're actually reading about also.

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01:55:12.950 --> 01:55:38.170

Keisha McNatt: So it's not like, Hey, I need to read this book, you know. Waste time, know everything is very, very intentional. I'd say everything is coming forward. So that's another initiative there our Poc. Will take place once a week every Wednesday, and we'll be circulating through each and every single grade level. Some instructional coaches and and include myself will be in there And

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01:55:39.140 --> 01:55:40.880

Keisha McNatt: getting away from

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01:55:41.070 --> 01:55:53.420

Keisha McNatt: it's like, just always folks on the list of plans. We're we're looking at teacher work. We're looking at student work. We're looking at data. And of course, Ddi are trying to.

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01:55:54.530 --> 01:56:03.329

Keisha McNatt: Everything we do with the data is going to drive instruction. And now I'm going. I'm going to. Maybe, as the principal

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01:56:04.010 --> 01:56:22.690

Keisha McNatt: of this schemes get already having a strong foundation. They already have everything in place, so my job is to support them. make sure I'm seeing. Make sure I'm visible, and I'm also there to support the teachers, but to make sure that they know that this is another that goes like.

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01:56:22.750 --> 01:56:27.390

Keisha McNatt: But we're in these. We're focused. So we're not shopping. We're not

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01:56:27.540 --> 01:56:39.280

Keisha McNatt: wasting time we're not talking of. We're specifically focused on student work. We're focused on making sure each lesson that you deliver is effective in that

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01:56:39.340 --> 01:56:42.860

Keisha McNatt: when we come back, and we we want to see changes in the date.

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01:56:43.340 --> 01:57:06.200

Keisha McNatt: I will skip over number 3 come right back to. Because before number 4, again, I was just talking about implementation of sustainability and that driven instruction. Now, this is not being implemented because this is on you. they've been to the trainings, some of you guys, some of the actually been twice I I had my first opportunity to attend a training. a couple of weeks ago, and I enjoyed.

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01:57:06.330 --> 01:57:09.259

Keisha McNatt: and I had to open up. Because

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01:57:09.450 --> 01:57:31.940

Keisha McNatt: this is team. Right now. I think that was your second train that you did so. 35. Of course he was already familiar with me, and I opened up. And it was it was about it broke for me just being in that training because it's about how you feel very uncomfortable. I feel lost now I know what that driven instruction is, but the way it was.

643

01:57:32.040 --> 01:58:00.259

Keisha McNatt: I was able to step out of my comfort zone, but so called that in. And then Kidney King will be right on right now. We've got that we? Where about that awesome school here? So those are my 3 main initiatives, those right there, the parent of that engagement the creating.

644

01:58:00.810 --> 01:58:07.160

Keisha McNatt: And it's just. It's it's a it's a it's a it's a

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01:58:07.230 --> 01:58:24.899

Keisha McNatt: have to have our security officer or so officer on campus but we're just not sure how to fund. Oh, I know how much they're gonna give us. They think \$15,000, \$50,000. So they're in here for 15 min.

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01:58:25.060 --> 01:58:33.070

Keisha McNatt: Now, the good thing about that is again, this is not a time back to the parent and family engagement.

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01:58:34.110 --> 01:58:59.540

Keisha McNatt: The Pto. Was reformed by my understanding getting Ttl. Students that were president everything. So I reached out to you. He said me a article that was one of their main concern about getting it for our.

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01:58:59.730 --> 01:59:27.940

Keisha McNatt: So he's He's getting a lot more with that. And so what we're going to do with that is, we're going to meet with the parents, you know. Speak with them and go ahead and get backstars. New Pto. To help raise funds so we can forward for our Security officer. I've already reached out and received 2 years of quote so far from 2 different companies. One quote, they was around 44, 45,000 a year.



649

01:59:28.000 --> 01:59:38.610

Keisha McNatt: The other quote was a little bit more expensive. I think that was around 6 and 7,000 to break it down by an hour. One company said, \$25 an hour, and other companies in there. But I would say.

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01:59:38.970 --> 01:59:47.799

Keisha McNatt: I sit down and talk to this about it. No one is actually what can we contribute as far as the campus? I'm

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01:59:47.800 --> 02:00:10.680

Keisha McNatt: it's the same 15,000. So whatever we can do, whatever we can come up with as as a campus. Once I get that official number, I'll take that back to the P. To your president. They don't know any of 10,000, or whatever it is, and then from there we'll go ahead and start the process

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02:00:10.740 --> 02:00:17.370

Keisha McNatt: the rest of the money, and I know I

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02:00:17.750 --> 02:00:27.719

Keisha McNatt: You know, if they're raising phones to help support the higher up. And also, how is it going to be maintained? Is that something that they will be expected to do every year. So

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02:00:27.880 --> 02:00:31.970

Keisha McNatt: oh, yes. unless the governor's gonna give us some more money.

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02:00:32.760 --> 02:00:45.209

Keisha McNatt: And again it goes back to the. So I know there was another campus support work where where those parents had gotten to get and raised the funds. But that was a private school.

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02:00:45.540 --> 02:00:50.049

Keisha McNatt: So my next question is, so is it? It's a mandate.

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02:00:51.640 --> 02:00:58.139

Keisha McNatt: It's not so. I don't. They haven't really made up their mind yet, because they know there are a lot of schools that can't.

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02:00:58.190 --> 02:01:10.839

Keisha McNatt: It's one thing to give us \$15,000. And then is there? There's another thing of sustainability, how we're going to keep it up. And of course, what happens is, as soon as

659

02:01:11.450 --> 02:01:29.239

Keisha McNatt: all these companies find out that's going to take their money, go to prices, go up, they charge you exactly what you get. But right now what he's saying for Charter schools is, and I'm not sure if it's large charge, larger charter schools will get more funding. But as far as

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02:01:29.820 --> 02:01:39.350

Keisha McNatt: our school is concerned. As far as I enrollment, what we're going to get is between 1,000. But the other thing, too, is the Governor has not released that yet.

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02:01:39.470 --> 02:01:55.829

Keisha McNatt: So so my question is, is the expectation from the state? Is it to our full time security also? Or is it our security office, so it can be either or and then the other option, too, is that you find somebody at the school that can come through the training.

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02:01:55.870 --> 02:02:04.830

Keisha McNatt: It's it's it's whatever can help your school stay so for us. As with the \$200,000,

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02:02:04.960 --> 02:02:34.129

Keisha McNatt: part of there is also it comes with mandate. It comes with requirements, as you can do doors fencing the thing on the glass. There's certain things. So we've set the doors, because, you know, so the doors are being changed, and and then we will what that money can be spent on security officers. So whenever the go in the releases the money, then we can. What? How is it going to be sustained?

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02:02:34.220 --> 02:02:40.380

Keisha McNatt: I don't. They haven't said they're going to give us 15,000 every single year. That's the other thing.

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02:02:41.570 --> 02:02:45.829

Keisha McNatt: So yeah, like, I say, only in our Bto, and this is stagnant.

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02:02:45.910 --> 02:03:06.369

Keisha McNatt: it is the ability to help raise money for that once they get to go upon me going. They're going to reach out to all the millionaires reach out to the rain water because they have so much money, you know, and just any and everybody like I said, good enough to

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02:03:06.510 --> 02:03:12.709

Keisha McNatt: let him reach out to the

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02:03:12.960 --> 02:03:15.080

Keisha McNatt: your school is

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02:03:15.100 --> 02:03:35.899

Keisha McNatt: full time, armed Security Officer, to make sure you're keeping safe at all times, and I do believe that we're able to do that and pull it off, that that's definitely going to help boost that we'll be one of the few charged schools that does have a full time security on. This is the thing about it. Even if we can't come up with the full funding to have one here 5 days a week.

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02:03:35.930 --> 02:03:42.979

Keisha McNatt: We have one here 2 days, and we don't. Okay with that. It's better than them. We have one or 3 days. It's better than them. It's still a retired

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02:03:43.080 --> 02:04:03.970

Keisha McNatt: yeah, they will know if they're inside, or else that they know that there's some way or not they don't write an assumption there.

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02:04:04.710 --> 02:04:13.819

Keisha McNatt: Well, he really likes his king, so he kind of thing.

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02:04:22.230 --> 02:04:49.429

Keisha McNatt: We we found that If we can build a great partnership.

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02:04:50.520 --> 02:04:57.640

Keisha McNatt: We're also in the process of getting ready to put together some fundraisers and raise money. to

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02:04:58.010 --> 02:05:05.299

Keisha McNatt: purchase a marketing. we're reaching out now to several different side companies to get here and close, and so forth.

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02:05:05.390 --> 02:05:26.860

Keisha McNatt: And we actually have one parent who that with this organization, and they've set aside a thousand dollars to donate to us to help us get them working. Next Friday, July 7, with all the car wash here on Friday, starting at 10'clock to also raise funds via donations. So go towards that marketing something

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02:05:26.890 --> 02:05:38.919

Keisha McNatt: so like, I say, the school by goals, and initially, these are the main 4 right here, and the other than that is just as this is the receiving says, getting this to become that

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02:05:38.980 --> 02:05:46.669

Keisha McNatt: private chart, that private charter which is definitely help you to enroll me as you guys put up the data.

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02:05:46.820 --> 02:05:53.440

Keisha McNatt: Last week we came out, did a great job. Gonna come back and do some more work planning flowers and

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02:05:53.980 --> 02:06:11.909

Keisha McNatt: some of the trees and the overview of things that make sure we have a beautiful campus, because when parents and you know visitors ride by and pull up, I want them to come to a beautiful games. I know a lot of parents, a lot of people. They don't even know the schools here.

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02:06:12.060 --> 02:06:18.429

Keisha McNatt: and so that right there is definitely going to change, especially because this is

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02:06:42.850 --> 02:07:02.249

Keisha McNatt: so that's all I have for school. Why, initiative goes for this year? I don't want to overwhelm myself from the in the first year Principal. A lot of things I need to learn, as far as systems process, a whole lot of training.

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02:07:02.250 --> 02:07:05.500

Keisha McNatt: But this right here is the main focus to start with

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02:07:06.190 --> 02:07:28.689

Keisha McNatt: September to a lot as well. And that's the whole point right there. So like teachers like like their th, the accountability back is going to be so high like you like

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02:07:28.840 --> 02:07:38.100

Keisha McNatt: you don't. You can't clear the only way you fail if you just say No, you got no new, and if you say no, you not going to do it with you?

686

02:07:38.490 --> 02:07:42.289

Keisha McNatt: Thank you all.

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02:07:42.390 --> 02:08:12.270

Keisha McNatt: Thank you. So I want to tell my team that I've been working on. I've been to such a meeting, so I hope I get a better rating.

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02:08:12.380 --> 02:08:13.950

Keisha McNatt: I'm joking in time.

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02:08:17.910 --> 02:08:18.990

Keisha McNatt: all right.

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02:08:19.930 --> 02:08:22.149

Keisha McNatt: Well, we are going into.

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02:08:22.650 --> 02:08:33.560

Keisha McNatt: You've been lonely. You've been lonely. You've been lonely. You've been lonely. Oh, yes.

692

02:08:33.580 --> 02:08:42.060

Keisha McNatt: bye, bye.

693

02:08:42.190 --> 02:08:46.920

Keisha McNatt: you guys are coming back. It's only the board we're sitting on this

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02:08:56.760 --> 02:08:58.650

Keisha McNatt: right.

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02:08:59.300 --> 02:09:04.140

Keisha McNatt: Oh, and take it on. So thank you.

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02:09:04.960 --> 02:09:17.250

Keisha McNatt: Okay. So one of the first things I want to go into is with the closed session is, I think, I want to the board to consider. Oh, yes.