

## OCTOBER 2023 BOARD MEETING MINUTES

1

00:00:00.000 --> 00:00:05.040

Keisha McNatt: Without being. We have now for oral promotion

2

00:00:05.130 --> 00:00:08.490

Keisha McNatt: as a null and send them approved.

3

00:00:08.700 --> 00:00:13.970

Keisha McNatt: But we'll amend the budget 2, 39, 16, based on propulsion. And

4

00:00:14.660 --> 00:00:25.409

Keisha McNatt: alright, so

5

00:00:25.700 --> 00:00:32.180

Keisha McNatt: alright. So we are.

6

00:00:32.229 --> 00:00:53.770

Keisha McNatt: This year. We're going to do a little bit differently. We also lowered

7

00:00:53.770 --> 00:01:07.250

Keisha McNatt: our identification score. It used to be at the 90 fifth percentile. Well, it cuts out a lot of our students. So we have amended it to be at the 80 fifth percentile.

8

00:01:07.580 --> 00:01:22.189

Keisha McNatt: The good thing with the leadership program is that it covers our Gt program services. There's a lot of services and programs we offer to in leadership

9

00:01:22.210 --> 00:01:30.459

Keisha McNatt: that our Gt kids can benefit from. So we have K through second. And then we have

10

00:01:30.620 --> 00:01:48.660

Keisha McNatt: this year, we're gonna test all our kindergarten kids they're usually like in a holding spot again in second grade. And if they do qualify, then we kind of move anything also in kindergarten, if they do qualify, meet the measures that we have in place, will also

11

00:01:48.660 --> 00:02:03.380

Keisha McNatt: stuff like project with the Way or the Sel program, or the outdoor learning program. Those are all things that we didn't program for services that would meet the requirements of

12

00:02:03.570 --> 00:02:06.269

Keisha McNatt: Gt, so

13

00:02:06.710 --> 00:02:14.830

Keisha McNatt: this is basically just telling you some of the things that we do in K through second, third, grade, fourth, and fifth grade.

14

00:02:17.570 --> 00:02:23.830

Keisha McNatt: But, like I said, most of all, what we do in the literature program covered our services.

15

00:02:26.490 --> 00:02:30.300

Keisha McNatt: But non-stop. alright.

16

00:02:31.330 --> 00:02:33.180

Keisha McNatt: get a motion to approve.

17

00:02:36.350 --> 00:02:38.270

Keisha McNatt: probably

18

00:02:39.280 --> 00:02:43.119

Keisha McNatt: move, move, move, move on to the

19

00:02:44.920 --> 00:02:57.760

Keisha McNatt: I believe

20

00:02:57.830 --> 00:03:10.440

Keisha McNatt: we had our surprise, random visit from an auditor from Cea. I mean, we kind of knew they were coming. We just didn't know when.

21

00:03:10.630 --> 00:03:34.500

Keisha McNatt: their reason for being here is to make sure that they can enter through any of our entrance doors, and they were not able to enter through any of our entrance doors. Yes, we've changed the doors. They were not so much concerned about the doors inside. Because we don't have a plan for us

22

00:03:34.960 --> 00:03:36.290

Keisha McNatt: and

23

00:03:36.470 --> 00:03:46.360

Keisha McNatt: doors inside, because we have Pre K students, we have really heavy doors, and if we lock our doors sometimes, kiddos can't get back in.

24

00:03:46.360 --> 00:04:00.729

Keisha McNatt: And and we didn't want that. So when I spoke to Region 11, I told them I said, Hey, I've been contacting tas since last year about this door. What can we do about it? Internal doors? I've been really received a response.

25

00:04:00.730 --> 00:04:21.560

Keisha McNatt: So we're not going to have a procedure for inside, because we have little kids. So she's like, Oh, yeah. By the way, ta decided that they were going to leave it up to the schools to decide, because some of you had. So she walked around check. There were no doors. They were left unlocked, and then she checked our

26

00:04:21.610 --> 00:04:39.169

Keisha McNatt: There is an audit that we have to do each week to make sure that all the little parts of the doors are working well, we pass that. So we pass that door.

27

00:04:39.950 --> 00:04:43.739

Keisha McNatt: So, Ms. Ken you ready.

28

00:04:43.910 --> 00:04:45.130

Keisha McNatt: I know how many.

29

00:04:47.190 --> 00:04:49.030

Keisha McNatt: Mr. Rick, will you next.

30

00:04:49.400 --> 00:04:52.370

Keisha McNatt: academically, have a match?

31

00:05:06.710 --> 00:05:19.629

Keisha McNatt: How's everybody doing today?

32

00:05:19.630 --> 00:05:37.390

Keisha McNatt: So this is our beginning of the year. Mac, data right here. These are, this is school wide beginning of the year, Mac, data based on our demographic. So as you can see where our black African Americans, Hispanics, 2 or more white, and stay where everybody falls, where with our teams.

33

00:05:37.400 --> 00:05:49.330

Keisha McNatt: So our goal is for 8% of our students to be on grade level by the end of the school year. And currently, we are at 36%. Okay? And so we need 43 more students

34

00:05:49.350 --> 00:05:52.289

Keisha McNatt: to give them to me. They were single in there.

35

00:05:52.780 --> 00:06:16.960

Keisha McNatt: Okay? And the steps that we're going to take to get us there is this first semester. We're gonna begin star prep for third graders for for 3 through 5. I'm making sure that everybody's familiar with the new question types for star training teachers. I have started the process of training teachers or higher order thinking questions and making sure they're asking those questions in class

36

00:06:16.970 --> 00:06:37.410

Keisha McNatt: helping teachers plan and use appropriate strategies when we begin our Saturday school and definitely using the media cycle to focus on high leverage teams and giving teacher strategies to help them ensure the concept of the high leverage team.

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00:06:37.410 --> 00:06:54.429

Keisha McNatt: making sure the concept of a high leverage and also discussing data from Poc meetings, making sure students are completing their weekly sc. Math minutes, and also making sure they're using extra maps to improve the retention of their math text.

38

00:06:55.570 --> 00:07:00.200

Keisha McNatt: Alright.

39

00:07:00.520 --> 00:07:02.450

Keisha McNatt: So here we are with his brain.

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00:07:04.100 --> 00:07:22.199

Keisha McNatt: Yeah, this promising, I promise we don't get no. Yes. So we need now more students to get our goal 75. We're at 33, and we want to get to 75. And so that is 9 more students. And I work fifth graders to get us to tier one.

41

00:07:22.940 --> 00:07:28.549

Keisha McNatt: Okay, we have 21 total. Fifth graders. Right now

42

00:07:28.600 --> 00:07:30.589

Keisha McNatt: we are working on enrollment. So

43

00:07:31.190 --> 00:07:48.129

Keisha McNatt: alright. Fourth grade. This is where fourth grade with our tiers, 1, 2, and 3, based on our demographics. The goal is 75%. We're at 41 right now. So we have 11 out of 27. We need more students to get us to the 75.

44

00:07:53.830 --> 00:07:55.710

Keisha McNatt: He's so frightened

45

00:07:57.650 --> 00:07:59.570

Keisha McNatt: we're at 29%.

46

00:08:00.070 --> 00:08:18.370

Keisha McNatt: So oh, that's one thing I wanted to say about fourth grade. Can I go back? I'm sorry. So fourth grade. That was Miss Regist. Okay. I'm loving these numbers because this resident really prepared those, maybe for fourth grade. And so we want to keep up the momentum. It may not look like it too much. But I

47

00:08:18.520 --> 00:08:29.570

Keisha McNatt: I'm proud of what I see here. Okay, and I see your progresses on. We're making sure they want to continue to make those strides at work. Right? Okay? I'm sorry I had to. Right. So here's third grade.

48

00:08:29.750 --> 00:08:44.290

Keisha McNatt: We are at 29. We gotta get to 75. We have 7 out of 24 third graders. I'm sorry, forgot to change that, so we need a little more students to get them to the 75% in in third grade.

49

00:08:45.380 --> 00:08:57.419

Keisha McNatt: Second grade. So second grade grant 48. We have 10 students out of the 21. So we need 5 more additional students in second grade.

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00:08:59.620 --> 00:09:06.960

Keisha McNatt: 5, right? We have 6 at 32%. We need 5 more students to get us to 75%. Right?

51

00:09:08.880 --> 00:09:19.120

Keisha McNatt: Okay? So I threw this way in here for schoolwide. This is where we see our tier 1, 2, and 3 tier one.

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00:09:19.480 --> 00:09:39.740

Keisha McNatt: it could be a little higher. But it's this starting point. So we're at 41 students that are at tier one. We need 43 more students. And that's cool. Why, I think that's very cool. So 43 students to get us to the 75 year. Okay, cool? Why.

53

00:09:39.850 --> 00:09:44.690

Keisha McNatt: okay, alright. So star start April next year.

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00:09:45.830 --> 00:09:50.689

Keisha McNatt: Okay, so I'm gonna try to take a little bit. Take a little look at the numbers.

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00:09:52.580 --> 00:10:03.710

Keisha McNatt: Matthew. Okay, so Hi, I'm going to apologize. I made a bit of mistake in the spring when I presented my data. When I presented my data

56

00:10:04.510 --> 00:10:27.560

Keisha McNatt: for the Lsg goals. You. It's only for me to master's. I included approaches, and so I wasn't supposed to. So what I did was I broke it down again. So the green is approaches and meets and masters. Red is just me to master's. So this is where we actually are right now for third, fourth, and fifth grade of delete and masters.

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00:10:28.360 --> 00:10:31.710

Keisha McNatt: Career. Yes, or career bar. I edit that in.

58

00:10:32.200 --> 00:10:40.990

Keisha McNatt: So we didn't. We are goal. But we were close. This is Long Star. Yes.

59

00:10:42.080 --> 00:10:49.019

Keisha McNatt: Can you go back up to the

60

00:10:52.410 --> 00:10:56.530

Keisha McNatt: so the green includes, approaches, approaches. Meet the masters

61

00:11:01.190 --> 00:11:25.349

Keisha McNatt: what we have now.

62

00:11:27.470 --> 00:11:29.230

Keisha McNatt: Karen.

63

00:11:32.680 --> 00:11:34.640

Keisha McNatt: don't want me to remember that

64

00:11:36.010 --> 00:11:44.489

Keisha McNatt: this is your plan. Well, that is not necessarily my plan. It's just pretty much explaining the table in the graph.

65

00:11:47.000 --> 00:11:49.419

Keisha McNatt: And these are the star demographics.

66

00:11:49.900 --> 00:11:58.810

Keisha McNatt: fourth or fourth and fifth grade for our I'm sorry, black Hispanic economically disadvantaged white instead.

67

00:11:59.140 --> 00:12:01.610

Keisha McNatt: And this is how they did on the star

68

00:12:02.520 --> 00:12:09.910

Keisha McNatt: students who are at or above grade level.

69

00:12:10.830 --> 00:12:15.600

Keisha McNatt: And they're very 83% of our Hispanic students were at or above grade level.

70

00:12:15.860 --> 00:12:25.029

Keisha McNatt: and 8% of our economically disadvantaged. And third grade, we're at our above grade level and 100% of our license. We're at our above grade level all across the board.

71

00:12:26.810 --> 00:12:41.530

Keisha McNatt: Are there any questions? That is the end of my presentation. I have a question just out of curiosity what happened between for their fifth grade to cause the such a significant difference in the past.

72

00:12:42.220 --> 00:12:51.019

Keisha McNatt: Honestly, I feel like it was maturity. Closer to the end of the year the fifth graders matured. That's I would.

73

00:12:51.410 --> 00:12:57.940

Keisha McNatt: child, but to being mature, and then also going in at the end of the year and going hard on the startup.

74

00:13:00.570 --> 00:13:01.660

Keisha McNatt: Any other questions?

75

00:13:03.120 --> 00:13:07.980

Keisha McNatt: Thank you. Thank you. Okay.

76

00:13:10.870 --> 00:13:13.290

Keisha McNatt: never you up after installing.

77

00:13:25.580 --> 00:13:39.329

Keisha McNatt: So this is the report we're reading, beginning of hearing. I want to start off. So I want to start off with in the year start from last year.

78

00:13:41.130 --> 00:13:44.739

Keisha McNatt: So Mrs. You here stay.

79

00:13:44.800 --> 00:13:55.910

Keisha McNatt: The Board met last year, who was talking about predictions and what we were hoping as far as we got spores back. And I want to start up here because we need really, really well.

80

00:13:56.180 --> 00:14:00.069

Keisha McNatt: So third grade, the goal was 62%.

81

00:14:00.630 --> 00:14:07.199

Keisha McNatt: The prediction was, it would be 62% that had what 60% that scored on my needs and masters.

82

00:14:07.210 --> 00:14:17.739

Keisha McNatt: But as we see, when you actually meet that goal, you got 66%. It's 58% here. This was when the previous year started. 2122 year.

83

00:14:19.830 --> 00:14:22.120

Keisha McNatt: then for fourth grade

84

00:14:23.980 --> 00:14:26.400

Keisha McNatt: shouldn't put 53%,

85

00:14:26.480 --> 00:14:40.670

Keisha McNatt: likely 33%. And that's exactly what happened for me to master's 33% before fourth grade previous year for 2122 star. It's 53%. Now, fifth grade, as you can see, grew it out. The water

86

00:14:40.730 --> 00:14:50.399

Keisha McNatt: for meets and masks with fifth breaks reading star. The goal was 55% likely to pass 81%, 93%,

87

00:14:51.400 --> 00:14:53.959

Keisha McNatt: only one student away from a hundred.

88

00:14:55.190 --> 00:15:02.219

Keisha McNatt: The previous year. Before that was 65%. So our main focus this year, we're worried about

89



00:15:02.410 --> 00:15:06.910

Keisha McNatt: and our main sorry area will be our current bid latency.

90

00:15:06.980 --> 00:15:13.320

Keisha McNatt: Our current fitbags will be getting that extra attention. To make sure the difference will even be

91

00:15:17.760 --> 00:15:22.489

Keisha McNatt: so. This here's the overall demographics for our beginning of gear maps.

92

00:15:25.830 --> 00:15:34.130

Keisha McNatt: The goal is, 80% of our students will be on grade level by the end of the school year. Currently, at 36%, which is 39 of 107 students.

93

00:15:35.400 --> 00:15:39.040

Keisha McNatt: We need additional 47 students to meet that goal.

94

00:15:41.420 --> 00:15:45.480

Keisha McNatt: The plan of small group interventions for all levels doing class instruction

95

00:15:45.490 --> 00:15:50.690

Keisha McNatt: tier 2 and tier. 3 students have been invited to the after school tooling program.

96

00:15:51.150 --> 00:15:56.499

Keisha McNatt: Tier 2 and tier. 3 students will also be receiving pullout, small group intervention during the school day.

97

00:15:56.520 --> 00:16:02.889

Keisha McNatt: So not only are they being pulled out of class, they're still getting the smart group instruction. During class.

98

00:16:03.170 --> 00:16:13.309

Keisha McNatt: our plan learning communities. We? We'll be using Vdi coaching and feedback with our teachers. weekly monasteries of teachers and plcs and walk throughs.

99

00:16:13.400 --> 00:16:16.690

Keisha McNatt: reviewing student work, making adjustments as needed.

100

00:16:18.840 --> 00:16:30.139

Keisha McNatt: When the second semester starts in January we'll start having Saturday schooling with tier 2 and tier 3 students. and then we see the reading reading support. So I. Directly.

101

00:16:36.860 --> 00:16:50.529

Keisha McNatt: This is the date of the fifth grade beginning of the year, Max. The goal is 63% of fifth graders to be on grade level by the end of 2324 school year. Right now we're at 33%, 7 out of 21

102

00:16:50.650 --> 00:16:54.780

Keisha McNatt: on tier one. So we've only had 7 additional students.

103

00:16:56.860 --> 00:16:58.689

Keisha McNatt: And looking at the green.

104

00:16:58.870 --> 00:17:00.650

7 students, that's

105

00:17:02.000 --> 00:17:11.119

Keisha McNatt: we're definitely on track to get that. It's 4, 5, 6, 7, 7 students right there that we have this borderline on that record just at the beginning of.

106

00:17:11.630 --> 00:17:15.890

Keisha McNatt: So not only should we meet the 63% we should exceed.

107

00:17:18.770 --> 00:17:26.210

Keisha McNatt: And that's what I was referencing previously off the last year. Stars for us that's working really

108

00:17:27.089 --> 00:17:31.600

Keisha McNatt: working very closely with bitbake. Make sure their targets.

109

00:17:32.130 --> 00:17:34.089

Keisha McNatt: Fourth grade, beginning of the year.

110

00:17:35.440 --> 00:17:40.930

Keisha McNatt: 62% of fourth grades of students is the goal to be on level by the end of the year.

111

00:17:40.960 --> 00:17:44.369

Keisha McNatt: currently sitting at 37%, 10 out of 27.

112

00:17:44.570 --> 00:17:46.910

Keisha McNatt: We need 7 additional students there.

113

00:17:48.340 --> 00:17:57.309

Keisha McNatt: And again, looking here. look at our tiered systems. We have 2 or 90, I'm sorry. Hang on

114

00:17:57.540 --> 00:17:59.400

Keisha McNatt: yes, 2

115

00:17:59.740 --> 00:18:02.780

Keisha McNatt: or 9,

116

00:18:03.110 --> 00:18:06.630

Keisha McNatt: 1010 students that's on track to be

117

00:18:06.770 --> 00:18:10.809

Keisha McNatt: at or above grade level. So again, we should exceed that goal.

118

00:18:13.170 --> 00:18:14.460

Keisha McNatt: Third grade

119

00:18:14.880 --> 00:18:20.199

Keisha McNatt: go to 70% of third grade students by the end of the year, currently sitting at 40%,

120

00:18:20.260 --> 00:18:26.349

Keisha McNatt: there's 8 students away. And we had 3, 5 and 6. That's right on the board.

121

00:18:27.900 --> 00:18:31.189

Keisha McNatt: So we're gonna have to work really hard. Well, it's here. 3 students

122

00:18:31.370 --> 00:18:39.090

Keisha McNatt: try to bring the monitors. But again, is that we doable to pull, I would say 3 or 4 of those students in tier one

123

00:18:39.400 --> 00:18:43.920

Keisha McNatt: especially by this just being the beginning of the year stay with

124

00:18:46.660 --> 00:18:48.180

Keisha McNatt: but second grade.

125

00:18:51.400 --> 00:18:53.419

Keisha McNatt: the vote was 59%,

126

00:18:53.940 --> 00:18:58.339

Keisha McNatt: currently, at 38%. And out of 21, which is 5 students away.

127

00:18:58.870 --> 00:19:02.369

Keisha McNatt: we have 6 students that's sitting on the border right now

128

00:19:04.550 --> 00:19:05.859

Keisha McNatt: from the beginning of the year.

129

00:19:07.940 --> 00:19:11.640

Keisha McNatt: So we're on track. So now we meet that goal with the seed. They go

130

00:19:14.170 --> 00:19:16.879

Keisha McNatt: first grade. They go to 75%.

131

00:19:18.060 --> 00:19:22.100

Keisha McNatt: Currently, at 28%, 5 out of 18. We need 9 students here.

132

00:19:22.230 --> 00:19:29.060

Keisha McNatt: This one here is going to be our challenge. We only have 2 students that sit in borderline right on the board right now.

133

00:19:29.540 --> 00:19:34.269

Keisha McNatt: and we have what 1113 13 students in tier 3.

134

00:19:35.160 --> 00:19:39.590

Keisha McNatt: So we're gonna have to work really hard with those first grading students in order to reach that goal.

135

00:19:43.150 --> 00:19:52.589

Keisha McNatt: We spoke with you guys previously about the situation Wenders. So we're still in a process right now, finishing with cli testing for our kids, our kind of students.

136

00:19:52.640 --> 00:20:03.370

Keisha McNatt: We'll be able to provide you guys the next where we can show you exactly where they are. Cli, that's the on the

137

00:20:05.860 --> 00:20:16.709

Keisha McNatt: previously in the past they were taking maps. Also, when this year we believe to take the other test instead of other tests, also screens for this Lexi.

138

00:20:25.630 --> 00:20:32.610

Keisha McNatt: Good morning. Hmm, thank you. I started off with the star data. Okay.

139

00:20:33.890 --> 00:20:35.530

any questions from the board.

140

00:20:37.070 --> 00:20:43.139

Keisha McNatt: And while I'm here.

141

00:20:50.810 --> 00:20:53.730

Keisha McNatt: so for the academic plan for the year.

142

00:20:54.240 --> 00:20:58.370

Keisha McNatt: of course, we're still stick with the data driven instruction because research-based

143

00:20:58.420 --> 00:21:07.909

Keisha McNatt: and it focuses on our domain needs and targeted instruction like tier 2 and tier. 3 students are just receiving a swan group instruction in class and also having the pullouts.

144

00:21:09.010 --> 00:21:16.200

Keisha McNatt: Same thing. I spoke about the previous pre previous presentation. and we're still focusing

145

00:21:16.660 --> 00:21:33.129

Keisha McNatt: Udi instructions on pocs within our student work going in making adjustments. focusing on higher receipts. Our goals is that 100% of students will participate in small new construction designs to close the gaps. In a second place, in the platform, we're pullouts.

146

00:21:33.660 --> 00:21:40.569

Keisha McNatt: and the percentage students will score at least approaches on district designated end of year progress measures.

147

00:21:42.920 --> 00:21:46.590

Keisha McNatt: 8% of kindergarten students will be on grade level by end of year.

148

00:21:47.700 --> 00:21:53.200

Keisha McNatt: 100% of students will show growth for math and reading for end of the year, Matt and Star.

149

00:21:54.830 --> 00:22:01.100

Keisha McNatt: I'm sending tier 3 students or so at least at some point growth, maybe dealing with the near maps, and in the yearmap

150

00:22:03.560 --> 00:22:11.179

Keisha McNatt: 100% of instructors would engage in oxygen and oxidize the feed bag cycle if they design a content coach at least once every 2 weeks.

151

00:22:12.530 --> 00:22:17.579

Keisha McNatt: and leadership team with a main and targeted way of assessment that leads once every 3 weeks

152

00:22:18.510 --> 00:22:24.769

Keisha McNatt: 100 instructors and leadership participate, and we live in new principals with students, families, and colleagues.

153

00:22:29.680 --> 00:22:33.929

Keisha McNatt: Please hear about actions that's and actions that you highlight

154

00:22:36.350 --> 00:22:48.350

Keisha McNatt: I believe

155

00:22:48.580 --> 00:22:55.829

Keisha McNatt: additional effectiveness of development expanded upon

156

00:22:58.300 --> 00:23:04.329

Keisha McNatt: grade level is in the baseline assessment and progress, monitoring itself with union, app and science.

157

00:23:06.560 --> 00:23:13.419

Keisha McNatt: Information will be used. Material structure for whole groups, small groups, extensions after school to group and Saturday.

158

00:23:15.360 --> 00:23:24.170

Keisha McNatt: So between these are the assessments of Greek and Henry Cli. First, second grade math, union.

159

00:23:24.700 --> 00:23:28.890

Keisha McNatt: same for 30 fifth graders, including enzymes for our assessments

160  
00:23:30.740 --> 00:23:34.310  
Keisha McNatt: spring.

161  
00:23:35.860 --> 00:23:37.950  
Keisha McNatt: and also with the 9 assessments

162  
00:23:38.870 --> 00:23:48.550  
Keisha McNatt: we're looking to improve tier. One instruction by moving the data driven instruction spectrum process takes the ability supported by really automated from the video. For feedback

163  
00:23:49.910 --> 00:24:00.809  
Keisha McNatt: students participate in continuous progress, monitoring and individual student progress. We see this longer construction, and as targets and instruction and deaths, synchron high-level response

164  
00:24:00.840 --> 00:24:02.439  
Keisha McNatt: with those fields.

165  
00:24:06.900 --> 00:24:09.749  
Keisha McNatt: and have the swing, tutoring, and settings in public.

166  
00:24:11.860 --> 00:24:14.279  
Keisha McNatt: How many mentioned?

167  
00:24:14.850 --> 00:24:20.590  
Keisha McNatt: So? Our! This is John, our parents on zoom

168  
00:24:20.660 --> 00:24:23.959  
Keisha McNatt: family over on them, and lazy

169  
00:24:24.090 --> 00:24:34.669  
Keisha McNatt: she has been doing wonderful

170  
00:24:34.730 --> 00:24:37.039  
Keisha McNatt: with the parents going to be in classroom.

171  
00:24:40.510 --> 00:24:47.389  
Keisha McNatt: Couldn't say tonight about we're gonna communicate that

172

00:24:47.910 --> 00:24:50.059

Keisha McNatt: with the thing that's before you go. And I,

173

00:24:50.450 --> 00:25:02.489

Keisha McNatt: also. So just email.

174

00:25:02.740 --> 00:25:25.020

Keisha McNatt: we're dealing with Start

175

00:25:25.040 --> 00:25:27.150

Keisha McNatt: City Saturday student programming.

176

00:25:40.120 --> 00:25:41.729

Keisha McNatt: The recent storm

177

00:25:41.960 --> 00:26:02.580

Keisha McNatt: is really just by saying.

178

00:26:02.930 --> 00:26:08.300

Keisha McNatt: and we're working with them now to see what we can do to talk. But in that part also.

179

00:26:10.240 --> 00:26:12.710

Keisha McNatt: And of course, we've our strategic goals.

180

00:26:21.790 --> 00:26:23.959

Keisha McNatt: We maintain the culture collaboration

181

00:26:39.670 --> 00:26:42.289

by the time as consistent as possible

182

00:26:43.050 --> 00:26:45.109

Keisha McNatt: reports. It's in and of results.

183

00:26:50.010 --> 00:26:51.270

Keisha McNatt: Any questions.

184

00:26:52.360 --> 00:26:59.250

Keisha McNatt: how are we empowering with parents to help their child instead of it all be going on?



185  
00:27:00.200 --> 00:27:06.910  
Keisha McNatt: See what we can do

186  
00:27:06.940 --> 00:27:10.499  
Keisha McNatt: to start sending sip something like that to help out with demand.

187  
00:27:11.260 --> 00:27:22.350  
Keisha McNatt: And then that's the conversation.

188  
00:27:24.480 --> 00:27:26.799  
Keisha McNatt: I'm so sorry

189  
00:27:49.690 --> 00:28:10.219  
Keisha McNatt: we were actually calling it.

190  
00:28:10.560 --> 00:28:22.749  
Keisha McNatt: yes, leading to that.

191  
00:28:22.790 --> 00:28:28.840  
Keisha McNatt: Okay, so it's

192  
00:28:41.210 --> 00:28:42.750  
Keisha McNatt: and that. But you can. Then.

193  
00:28:46.850 --> 00:28:58.990  
Keisha McNatt: whatever it is that they're going over at school, they can also help me with it at home, and of course, you know, keep that.

194  
00:28:59.140 --> 00:29:07.780  
Keisha McNatt: That was some of the

195  
00:29:07.870 --> 00:29:11.010  
Keisha McNatt: more of what's going on in prior. what

196  
00:29:11.200 --> 00:29:15.610  
Keisha McNatt: approaches in many class, and when they needed work.

197

00:29:16.330 --> 00:29:20.410

Keisha McNatt: basically no offense, and if you would change. the correct place is.

198

00:29:20.540 --> 00:29:31.070

Keisha McNatt: And

199

00:29:31.130 --> 00:29:36.109

Keisha McNatt: how is

200

00:29:36.590 --> 00:29:41.320

Keisha McNatt: making sure the parents know how to use the new

201

00:29:41.440 --> 00:29:52.790

Keisha McNatt: so it's probably not.

202

00:29:54.780 --> 00:29:59.539

Keisha McNatt: There are so many gallery reports.

203

00:30:31.590 --> 00:30:32.560

Keisha McNatt: that's great

204

00:30:33.680 --> 00:30:35.110

Keisha McNatt: and yet lipstick

205

00:30:58.330 --> 00:31:09.610

Keisha McNatt: it's just that we

206

00:31:12.340 --> 00:31:13.410

Keisha McNatt: click on that

207

00:31:14.520 --> 00:31:15.900

Keisha McNatt: put everything together.

208

00:31:24.940 --> 00:31:29.630

Keisha McNatt: Anyway, okay, so that's okay.

209

00:31:29.690 --> 00:31:39.840

Keisha McNatt: so we have 54 users. Do we have what we call? And Margaret? 20 of them are in kindergarten.

210

00:32:02.450 --> 00:32:08.769

Keisha McNatt: Thank you, sir, that's good. So and then we have 3 different types of languages with the children.

211

00:32:15.180 --> 00:32:24.090

Keisha McNatt: Okay, so this is the first and second graders that meet the mats on the meets and mastered on the maps. Okay,

212

00:32:24.210 --> 00:32:32.460

Keisha McNatt: at the end. At the beginning of this year there was the 29% and for second grader was the 38%.

213

00:32:32.560 --> 00:32:48.940

Keisha McNatt: And of course, our goal is to we have 75. So to get that, you know, we plan on at least an additional 3 students. The first rate would meet that 75 additional 3 students in second grade would help us with that 75%.

214

00:32:50.120 --> 00:33:13.120

Keisha McNatt: So we have action steps that we're going to be taking of course, collaborating with them to the Ss department, providing intervention for those person. Second graders for 30 min, 2 days a week, providing pullout services 45 min twice a week to target language content support providing teachers with resources to support language content and foundational skills.

215

00:33:13.120 --> 00:33:27.900

Keisha McNatt: Division.

216

00:33:30.970 --> 00:33:45.260

Keisha McNatt: Now, this is our first graders. Okay, Max Force. And I know, like, these are young students. Right? We got first graders. Okay, so I don't know. First graders seem like it would be intimidating.

217

00:33:45.460 --> 00:33:53.580

Keisha McNatt: Like to see, like the test material like for the first time. Or some of these kids did have the math testing in kindergarten.

218

00:33:53.740 --> 00:34:02.999

Keisha McNatt: Okay, so that was here before. But my point is that, are there opportunities for them to be able to like something similar, just to be comfortable with the idea.

219

00:34:03.390 --> 00:34:15.550

Keisha McNatt: there's yeah, there is those. There is opportunities for them to. Yeah. So yeah, the intention is to have them down the system, and they'll also gonna be testing with Eureka.

220

00:34:15.550 --> 00:34:22.610

Keisha McNatt: Now for first, right? First, they can put so they have more opportunities to really get into a system

221

00:34:22.610 --> 00:34:47.449

Keisha McNatt: to really understand how to navigate through. You know, through the actual test, because before, it was just like very the impact, just to use, you know, the mouse for the first time for those standards, and then for first 3 years, that they're, you know, some of them, that we're just not really new to the system. And so yes, it is just a matter of like clicking, because that's what they used to. That's why they it's just so used to just be in front of it.

222

00:34:47.449 --> 00:35:12.280

Keisha McNatt: computer and just click, click, click. Now, those tests, they have images that they look like, oh, this is fun to do, you know. Oh, and they will practicing and estim add and amplify, and all that is a different setting. So now practice with Eureka test as well in the system. So it's just more formal.

223

00:35:26.220 --> 00:35:52.950

Keisha McNatt: So by looking at the data for our first graders, we know that we've got some work to do. Okay? Cause we had 71%

224

00:35:52.970 --> 00:35:55.979

Keisha McNatt: did not meet in their maps.

225

00:35:56.210 --> 00:36:11.729

Keisha McNatt: And so we do have we do have our work cut out to get them to get them over to me to Max, you know, because we didn't have any approaching, and you could see that we had like 20,

226

00:36:11.960 --> 00:36:23.909

Keisha McNatt: 29%, you know, that meets a master. So you know, there's some work to be done here. Our second graders, you know, did look a lot better. Okay, we had

227

00:36:24.090 --> 00:36:37.190

Keisha McNatt: and meeting. So you know.

228

00:36:37.850 --> 00:36:39.620

Keisha McNatt: that's that's

229

00:36:39.680 --> 00:36:42.569

Keisha McNatt: more useful workable there. So

230

00:36:43.060 --> 00:36:51.399

Keisha McNatt: going on down here, the kids that were in are, you know, protecting the stars?

231

00:36:53.070 --> 00:36:55.469

Keisha McNatt: there were K,

232

00:36:55.750 --> 00:37:22.079

Keisha McNatt: the third grade. There was 67 of our Ev students that needs our master. You know the star test well, that was the prediction. That was the prediction. There was 56 that ended up meeting and then 20 with our fourth grade. And then, of course, our 50 of those 58% that met and started with 2,023 there.

233

00:37:24.350 --> 00:37:44.060

Keisha McNatt: Yeah. Yeah.

234

00:37:44.130 --> 00:38:09.190

Keisha McNatt: And we end up with 58%, which is a good, you know, it's it was a good percentage. So we met our goal. But those 42%, the other 2 42, they wouldn't approach it. So we didn't have any other students that do not this year. So that was, yes, that's like a huge celebration for us.

235

00:38:10.740 --> 00:38:29.419

Keisha McNatt: Okay, then we have the students. That were need to master reading for maps. Okay, but for the beginning that'd be year. We had 57 in third grade. We had 33 and fourth grade, and then, of course, 33% in fifth grade.

236

00:38:29.840 --> 00:38:30.890

Keisha McNatt: So

237

00:38:31.630 --> 00:38:46.970

Keisha McNatt: what it will take is an additional one student, even in third grade, you know, help us to meet that 75%, an additional 4 students in fourth grade to meet that 75%. And then an additional 2 students to meet and set at the 75%.

238

00:38:47.500 --> 00:39:16.489

Keisha McNatt: And of course, the action steps there again are collaborating with Mts. Providing the intervention for the tier. 3, you know, tier 3, 2 days a week, and pull out services for them. 45 min a week, you know. 45 min twice a week, providing teacher 3 full resources to support language content. That helps implementation training through the website, for TxI

239

00:39:16.490 --> 00:39:27.219

Keisha McNatt: and the collaboration during Plc, with teachers and instructional coaches, keep track of the Ev student program, and then provide parents with newsletters from regional webin.

240

00:39:27.780 --> 00:39:31.030

Keisha McNatt: And then here is for our grade 3.

241

00:39:33.220 --> 00:39:35.239

Keisha McNatt: The ones that did not meet

242

00:39:35.480 --> 00:39:48.610

Keisha McNatt: the orange versus all the beginning beginning of the year, the ones that are approaching. So you can see where the approaching workable get over because the needs of mastered with 57

243

00:39:49.630 --> 00:39:53.229

Keisha McNatt: third grade. Now our fourth grade

244

00:39:53.750 --> 00:39:55.490

Keisha McNatt: here was

245

00:39:55.860 --> 00:40:06.250

Keisha McNatt: did not make the 22 beginning of the year, but 45. But again that's approaching, and then meet some masters was at the 33. So

246

00:40:06.460 --> 00:40:14.369

Keisha McNatt: it's just, you know, taking, you know, working during that intervention. And then our fifth right here.

247

00:40:15.110 --> 00:40:21.240

Keisha McNatt: Okay, again, it's it's getting. If we can get at least

248

00:40:21.290 --> 00:40:27.740

Keisha McNatt: that approaches over into meet. There's just only 3 students that we have in this room. So.

249

00:40:28.130 --> 00:40:30.849

Keisha McNatt: and I know that

250

00:40:31.060 --> 00:40:35.330

Keisha McNatt: that's a possibility at least getting that one over. So

251

00:40:36.060 --> 00:40:43.280

Keisha McNatt: that is the end of that presentation.

252

00:41:01.320 --> 00:41:06.010

Keisha McNatt: Okay, so this is our plan for our school.

253

00:41:06.330 --> 00:41:21.260

Keisha McNatt: So, as you see, as you know, multi ntms is a multi tier system support. That is, a framework that focuses on intervention best practices within the areas of academic behavior and social emotional support for the whole time.

254

00:41:21.720 --> 00:41:34.220

Keisha McNatt: It is a system that is an umbrella that supports everything in between on our school, on our campus. It it's from Rti, from Pvis, which is the positive behavior.

255

00:41:34.740 --> 00:41:41.280

Keisha McNatt: the intervention and supports. And it's also everything about that.

256

00:41:41.900 --> 00:41:49.789

Keisha McNatt: Okay. yeah. So it's encompass academic behavioral. And it's okay with support for all students.

257

00:41:49.810 --> 00:41:56.589

Keisha McNatt: So we all work together. And as a campus to make sure that we have that.

258

00:41:57.180 --> 00:42:03.010

Keisha McNatt: You know, primary component for the using assessments data to drive differentiated

259

00:42:03.090 --> 00:42:16.660

Keisha McNatt: the instruction and decision making for all students through the Mtss. Schools identify students in need of additional support and provide the students with evidence-based intervention to reduce academic and behavior gaps.

260

00:42:16.730 --> 00:42:22.640

Keisha McNatt: So that we're working really hard with sel, so we make sure that we keep the data.

261

00:42:23.480 --> 00:42:50.479

Keisha McNatt: Keep track of the dad. I'm sorry. So collaboration among teachers, both general education, special education and support specialists. In this case, also, we are incorporating. That was just having conversation with Mr. Lewis, also that we just need to incorporate everything. So including after school and whatever is happening in our school. Okay? So everything that we included.

262

00:42:50.480 --> 00:42:58.950

Keisha McNatt: And we also tell schools to be effectively communicate student programs to caregivers.

263

00:42:58.980 --> 00:43:11.039

Keisha McNatt: So that's something that we are encouraging this year that we have those conversations with the teachers so that they they really communicate and they understand what is communicated to the to the parents.

264

00:43:12.870 --> 00:43:27.849

Keisha McNatt: So our overall goals are, the 100% of the school staff will demonstrate knowledge in the multi-tier system of support framework that uses data to provide academic and social emotional improvement for instruction and monitor student growth. By the end of the first

265

00:43:28.440 --> 00:43:41.409

Keisha McNatt: 60% over tier. 3 students will show at least 50 midpoints of progress from beginning to the end of the year, and all grade levels in map assessment.

266

00:43:42.090 --> 00:43:44.480

Keisha McNatt: so that we show progress

267

00:43:45.630 --> 00:43:53.679

Keisha McNatt: or Group and Tsa department will kind of conduct data meetings at the end of every 9 weeks during Poc periods on Wednesdays.

268

00:43:53.690 --> 00:44:07.510

Keisha McNatt: and after each benchmark assessments at the beginning of the school year, meal, school year, end of the school year, and 2 facilitating improvements in student work. These are, we're looking at right now as our tier. 3 students.

269

00:44:07.690 --> 00:44:14.459

Keisha McNatt: This is for reading and math. So we have 60 of our students.

270

00:44:14.870 --> 00:44:23.460

Keisha McNatt: Alright, tier, 3, hand, reading 44% in that and second grade, we have 30% of our students in reading

271

00:44:23.520 --> 00:44:32.540

Keisha McNatt: 29 previous years.

272

00:44:33.660 --> 00:44:39.289



Keisha McNatt: For third grade, we have 36% of our students in tier 3,

273

00:44:39.790 --> 00:44:41.770

Keisha McNatt: and we have 44 in math.

274

00:44:42.000 --> 00:44:54.019

Keisha McNatt: In fourth grade, we have 30% of our students in reading and tier, 3, 33% in math. In fifth grade we have 38% of our students in tier, 3 of

275

00:44:54.150 --> 00:44:57.789

Keisha McNatt: for reading and 62% in civilizing.

276

00:44:57.910 --> 00:45:13.369

Keisha McNatt: It's a lot of you see that here, like the end and fifth grade for math. That is their focus. But that is those 2 great levels that need a little more intention

277

00:45:13.770 --> 00:45:19.490

Keisha McNatt: with us. And so here are their numbers. Look at them later.

278

00:45:19.650 --> 00:45:34.260

Keisha McNatt: So training what's

279

00:45:34.640 --> 00:46:02.370

Keisha McNatt: and but we are going to monitor the implementation of the framework during the Pocs and by weekly observation. And that is also we are creating in in our Poc for creating a data binder so that they are keeping track of everything. They've been doing all the work that we're being doing in Pocs, whether it's a DVD, whether is the data discussions or anything that we are looking into. Poc, they're going to keep it on the, on their data

280

00:46:02.370 --> 00:46:09.650

Keisha McNatt: finder so that they can refer to it. So in in. They are like that. That work is is going to be there for the features.

281

00:46:10.860 --> 00:46:25.130

Keisha McNatt: All Yeahwma, teachers and interventions will participate in a three-week cycle Poc. At a meeting. Instructional coaches will facilitate data discussions to ensure differentiated instruction and any additional support for our students.

282

00:46:25.530 --> 00:46:29.839

Keisha McNatt: So that is the intention also, for whenever we do interventions.

283  
00:46:29.860 --> 00:46:43.449  
Keisha McNatt: the Mt. As the Department will put some tier, 3 students academically and behaviorally providing intervention 2 times per week to maintain intensive support and monitor progress every 9 weeks.

284  
00:46:43.550 --> 00:46:51.149  
Keisha McNatt: Okay. interventions will pull students 2 times per week, and the classroom teachers will provide at least one intervention next year

285  
00:46:51.240 --> 00:47:09.419  
Keisha McNatt: level, because we also want to make sure that the teachers are in aware. And we are all working with one purpose and more more intentional with one goal in mind. And so we want them to know what we doing. We're in the same narrative, and we're working for the same.

286  
00:47:12.140 --> 00:47:23.720  
Keisha McNatt: And so we will assist the teachers intervention and send the Tas to analyze the data and support this issue is making for instructions and monitor the small groups. This is all for the small groups.

287  
00:47:24.060 --> 00:47:42.449  
Keisha McNatt: and the department will provide guidance at the end of every 9 weeks cycle data. So in addition to every 3 weeks. So we're gonna have that 9 week cycle data to make sure that we encompass everything. And we and we check for the progress format as well

288  
00:47:42.800 --> 00:47:45.079  
Keisha McNatt: and where the projections and where would go?

289  
00:47:47.810 --> 00:47:49.769  
Keisha McNatt: And if I

290  
00:47:50.270 --> 00:47:52.240  
Keisha McNatt: okay.

291  
00:47:52.560 --> 00:47:54.400  
Keisha McNatt: Angie, Grandpa.

292  
00:47:58.580 --> 00:48:03.309  
Keisha McNatt: alright.

293  
00:48:03.470 --> 00:48:06.790  
Keisha McNatt: so that includes I'll

294  
00:48:19.770 --> 00:48:25.859  
Keisha McNatt: if he is 7 54.

295  
00:48:33.210 --> 00:48:42.779  
Keisha McNatt: I do need people to sign

296  
00:48:46.510 --> 00:48:49.490  
Keisha McNatt: another introductions. That was.

297  
00:48:49.760 --> 00:48:52.920  
Keisha McNatt: yes, yes, yes, yes, yes. So

298  
00:48:53.810 --> 00:49:04.660  
Keisha McNatt: this is Mr. Lewis. Sorry

299  
00:49:19.900 --> 00:49:36.250  
Keisha McNatt: we thought we we getting our presence back on social media setup

300  
00:49:36.510 --> 00:49:56.889  
Keisha McNatt: working on remap in the school website, helping out with marketing. His first day. Here he bought in a lady from Terry County Pool Bank gave her to her to campus. She's offering resources to us. He's been assistant, miss. This is Anna,

301  
00:49:57.010 --> 00:50:10.579  
Keisha McNatt: just pretty much just feeling in where we need event wherever we need to be awesome. He's

302  
00:50:10.990 --> 00:50:21.729  
Keisha McNatt: also helping Spearhead, the after-school tuning program. He's working with upper leadership zooms. They have the project that they're working on right now.

303  
00:50:21.910 --> 00:50:31.189  
Keisha McNatt: like he's doing a lot doing a lot. He's brought a lot of energy. I'm excited to have him another mail figure on campus. Another role model.

304  
00:50:31.250 --> 00:50:55.410  
Keisha McNatt: I can't say enough good things about it. Next semester project. Lead away.

305  
00:51:15.380 --> 00:51:18.970  
Keisha McNatt: Oh, that's all. I went forward.

306

00:51:20.810 --> 00:51:24.000

Keisha McNatt: Alright. Yeah. Oh.

307

00:51:24.180 --> 00:51:27.090

Keisha McNatt: established room.