

## OCTOBER 2022 BOARD MEETING MINUTES

1

00:00:19.450 --> 00:00:20.310

Please.

2

00:00:25.530 --> 00:00:29.230

Sukai Durosimi: They're not going to this documentation. Okay,

3

00:00:29.460 --> 00:00:32.580

Sukai Durosimi: Can you hear me, Miss Kisha?

4

00:00:32.680 --> 00:00:40.300

Sukai Durosimi: No. Can you hear me,

5

00:00:42.490 --> 00:00:44.009

Sukai Durosimi: hey? Can you hear me

6

00:00:57.940 --> 00:00:58.890

and T:

7

00:01:09.100 --> 00:01:10.359

Sukai Durosimi: I need to.

8

00:01:13.650 --> 00:01:15.159

Sukai Durosimi: All right. Awesome.

9

00:01:32.430 --> 00:01:33.640

Sukai Durosimi: All right,

10

00:01:34.440 --> 00:01:36.269

Sukai Durosimi: Here we go.

11

00:01:36.850 --> 00:01:45.250

Sukai Durosimi: We have no new board members.

12

00:01:45.460 --> 00:01:59.349

Sukai Durosimi: Okay, Um, no closed sessions. So we are ready to go straight to the action.

13

00:02:15.770 --> 00:02:18.559

Sukai Durosimi: Miss Sandy Joyce is not on yet, either.

14

00:02:19.940 --> 00:02:21.690

Sukai Durosimi: You're Dr.

15

00:02:21.800 --> 00:02:22.930

Sukai Durosimi: You, E.

16

00:02:23.400 --> 00:02:28.589

Sukai Durosimi: The zone that is available. Yes, they sent it to their

17

00:02:56.870 --> 00:02:57.720

using.

18

00:03:10.680 --> 00:03:13.380

Sukai Durosimi: Hello, Miss Andy, Can I put you on Speaker?

19

00:03:18.480 --> 00:03:19.410

Sukai Durosimi: Okay,

20

00:03:21.790 --> 00:03:27.349

Sukai Durosimi: Okay. So you want me to. You just want to stay on my phone till you get upstairs.

21

00:03:32.530 --> 00:03:34.140

Sukai Durosimi: I'll put you on mute.

22

00:03:36.220 --> 00:03:37.630

Sukai Durosimi: Okay,

23

00:03:42.360 --> 00:03:45.360

Sukai Durosimi: Okay, all right. I'll go ahead and do

24

00:03:46.510 --> 00:04:03.339

Sukai Durosimi: so. We do have a We do have a number. So we're going to go ahead and get the meeting. Start at six. Nineteen uh just recognition of this item for district operations and facility manager.

25

00:04:03.750 --> 00:04:15.590

Sukai Durosimi: Let's just go ahead, and we can do that last and also Yes,

26

00:04:15.980 --> 00:04:22.619

Sukai Durosimi: alright. So no public comments. Okay, no closed session. So let's go ahead and move.

27

00:04:31.010 --> 00:04:37.659

Sukai Durosimi: I don't know. That's the minutes. Okay, and that's all we've done in the classroom, so we can go straight into the to action items,

28

00:04:39.190 --> 00:04:56.539

Sukai Durosimi: and we do have people to vote. So uh first item, you want to have your for the Lsd go. Yes, so so far we still need two members to take the training, so to we do that? Um

29

00:05:04.970 --> 00:05:07.189

Sukai Durosimi: Any question from the Board?

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00:05:13.400 --> 00:05:24.820

Sukai Durosimi: Any questions from the Board, Ms. Sandy? Any questions for the Board just approving the the Lone Star Governance goals as is to the other two members. Um! Get the training.

31

00:05:25.600 --> 00:05:26.560

Sukai Durosimi: Oh,

32

00:05:30.410 --> 00:05:31.700

I love it.

33

00:05:31.810 --> 00:05:39.019

Sukai Durosimi: Okay, So can I get a motion to approve? The Lc. Goes as he is until we get uh trained and done

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00:05:39.680 --> 00:05:42.729

Sukai Durosimi: so we can move forward if the L. She goes,

35

00:05:52.520 --> 00:05:55.419

Sukai Durosimi: You said, Do you want to make a motion to approve

36

00:05:55.840 --> 00:05:57.190

Sukai Durosimi: that we

37

00:05:57.920 --> 00:06:02.359

Oh, so we have a motion on the floor from Ms. Joyce. Can I get a second

38

00:06:11.580 --> 00:06:15.740

Sukai Durosimi: Doctor Winters is not signed on any of the sandy.

39

00:06:15.860 --> 00:06:24.090

Sukai Durosimi: Yeah, I'm: sorry. I thought she was on your phone.

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00:06:27.850 --> 00:06:29.940

Sukai Durosimi: Make sure they all on the needs.

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00:06:39.670 --> 00:06:40.520

Okay,

42

00:07:06.560 --> 00:07:13.859

Sukai Durosimi: because the presentations don't require approval. We can come back to the action items.

43

00:07:16.440 --> 00:07:18.430

Sukai Durosimi: So

44

00:07:23.380 --> 00:07:24.760

Sukai Durosimi: Um.

45

00:07:30.660 --> 00:07:34.589

Sukai Durosimi: Oh, well, it will make sense. If my Hm. I was connected,

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00:07:43.100 --> 00:07:45.050

Sukai Durosimi: it's right here. Okay,

47

00:07:45.320 --> 00:07:50.879

Sukai Durosimi: it's like, Why is this?

48

00:08:05.730 --> 00:08:06.620

Excuse me,

49

00:08:14.700 --> 00:08:15.760

Here we go

50

00:08:22.910 --> 00:08:23.790

it less more

51

00:08:24.510 --> 00:08:26.209

Sukai Durosimi: the I want to hang.

52

00:08:44.110 --> 00:08:46.630

Sukai Durosimi: Wow, guys!

53

00:08:49.060 --> 00:08:52.359

Hey, Dr. Walker? Hey, Hey, this is Troy. How are you,

54

00:08:53.170 --> 00:08:57.780

Sukai Durosimi: hey? Can I put your on on the speaker for the meeting, or you?

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00:09:00.300 --> 00:09:05.600

Sukai Durosimi: Oh, he's in a waiting room. He's trying to get in.

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00:09:05.620 --> 00:09:10.470

Sukai Durosimi: Okay, Well, let me make sure that they let you in there.

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00:09:19.460 --> 00:09:20.520

I

58

00:09:20.930 --> 00:09:22.490

she did.

59

00:09:36.850 --> 00:09:40.390

Sukai Durosimi: Yeah, yes, there is duplicated here

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00:09:41.140 --> 00:09:42.719

Sukai Durosimi: the He Us.

61

00:09:51.510 --> 00:09:56.219

Sukai Durosimi: Yeah, that's it. Okay,

62

00:09:56.320 --> 00:10:03.100

Sukai Durosimi: i'm trying to get on here and what is showing up on the computers.

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00:10:03.460 --> 00:10:05.270

Sukai Durosimi: Try computer, one.

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00:10:19.080 --> 00:10:20.250

Okay,

65

00:10:20.990 --> 00:10:21.930

Sukai Durosimi: There you go.

66

00:10:25.550 --> 00:10:37.629

Sukai Durosimi: You have Dr. Walker. Yes, yes, it's not working. Yeah, it's computer one.

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00:10:42.280 --> 00:10:43.800

Sukai Durosimi: No? Then

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00:10:44.200 --> 00:10:55.320

Sukai Durosimi: No. This one is connected to this.

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00:10:55.440 --> 00:11:00.179

Sukai Durosimi: All right, Here we go. Okay,

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00:11:00.800 --> 00:11:04.800

Uh, yes. Can you hear me?

71

00:11:07.320 --> 00:11:12.010

Carlos Walker: Yes, sir. How's everybody doing good. How are you?

72

00:11:12.540 --> 00:11:25.739

Sukai Durosimi: You and Dr. Block now? So we have another move forward. Um! So, Dr. Walker, we have a just to make sure we have a motion right now on the table. Uh

73

00:11:25.840 --> 00:11:28.850

Sukai Durosimi: to the long start. Governance goals

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00:11:28.990 --> 00:11:40.819

Sukai Durosimi: um to make it as this until we can get further training done for the additional Board members. Uh, there was a motion on the table by Miss Joyce. If we can get a second

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00:11:41.720 --> 00:11:42.830

Carlos Walker: second,

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00:11:43.310 --> 00:11:44.510

Sukai Durosimi: our subject,

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00:11:44.850 --> 00:11:55.570

Sukai Durosimi: so that is unanimous. Got a motion. Second motion that's passed. Now you want to consider your next item as an extra day. Okay, yes,

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00:11:58.090 --> 00:12:00.819

Sukai Durosimi: he went. So

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00:12:03.590 --> 00:12:13.859

Sukai Durosimi: when I first calculated the one hundred and eighty days. I thought that we were right at the One hundred and eighty days, and

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00:12:13.950 --> 00:12:23.930

Sukai Durosimi: unfortunately I was not so in order to reach the one hundred and eighty days, which it not only helps with the

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00:12:24.740 --> 00:12:32.440

Sukai Durosimi: with our students getting more support, but really it helps with getting receiving more funding from tea,

82

00:12:33.580 --> 00:12:35.830

Sukai Durosimi: we have to.

83

00:12:36.190 --> 00:12:44.349

Sukai Durosimi: So to receive more funding from Ta. We need to reach one hundred and eighty days, but we're lacking one day.



84

00:12:44.850 --> 00:12:50.800

Sukai Durosimi: So instead of us ending on

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00:12:51.010 --> 00:12:57.519

Sukai Durosimi: the twenty six will have to meet on the thirtieth. It'll be a funding for the teachers and staff.

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00:12:57.530 --> 00:13:11.309

Sukai Durosimi: Um. That day was already marked in green for Pd. So we'll just push it one day um out. But for the students instead of the Twenty sixth, I think it will be. The thirtieth will be

87

00:13:14.090 --> 00:13:15.630

the last,

88

00:13:16.730 --> 00:13:21.250

Sukai Durosimi: because the twenty ninth, I believe, is Memorial Day.

89

00:13:21.570 --> 00:13:33.500

Sukai Durosimi: So

90

00:13:33.580 --> 00:13:39.150

Sukai Durosimi: so if we have an ice storm, we will have to go back and readjust the calendar.

91

00:13:39.340 --> 00:13:41.900

Yeah,

92

00:13:42.980 --> 00:13:44.569

Sukai Durosimi: um.

93

00:13:47.220 --> 00:14:05.450

Sukai Durosimi: So let me actually this question: If we have a snow day, or is the South prepared to do virtual warming. Yeah, they should be. So we do. Well, let me not say yes. They should be able to. I think they would. We need to train. Okay. So what I would recommend this is just

94

00:14:05.700 --> 00:14:07.090

Sukai Durosimi: recommendation.

95

00:14:07.220 --> 00:14:14.369

Sukai Durosimi: We know this happens every year. We're getting ready to go into the season. But where it's gonna start getting bad.

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00:14:14.500 --> 00:14:17.599

Sukai Durosimi: Compare the style. Let them know that, hey?

97

00:14:28.060 --> 00:14:32.510

Sukai Durosimi: Uh any comments from the board, Miss Joyce. Dr. Walker,

98

00:14:33.570 --> 00:14:44.569

Carlos Walker: I agree with what you just said, As far as um have the staff prepared as far as the we have the snow day. So the kids won't miss instruction. I don't agree with that.

99

00:14:48.910 --> 00:14:50.700

Sukai Durosimi: Thank you.

100

00:14:51.230 --> 00:14:54.089

You have to be prepared, and I think that's a good point,

101

00:14:54.310 --> 00:14:55.270

Right?

102

00:14:55.310 --> 00:15:11.449

Sukai Durosimi: I'm sorry I didn't get Dr. Walker time. They were both talking. Yeah, Dr. Orca was saying that he agrees with the plan that yes, they they should go online if we need to be ready for any implement weather

103

00:15:11.790 --> 00:15:12.980

a second,

104

00:15:13.000 --> 00:15:14.310

Carlos Walker: so move

105

00:15:14.590 --> 00:15:16.810

Sukai Durosimi: also, should it be approved

106

00:15:16.840 --> 00:15:21.399

Sukai Durosimi: Also, get there. Be a second, Dr. Walker, just a motion to approve.

107

00:15:22.430 --> 00:15:23.920

Sukai Durosimi: So the second

108

00:15:27.700 --> 00:15:29.889

Sukai Durosimi: is that a second from you, Sandy,

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00:15:50.160 --> 00:15:56.919

Sukai Durosimi: which we discussed in the Safety Committee meeting. I think it was in July,

110

00:15:56.930 --> 00:16:11.419

Sukai Durosimi: finding any person that props the door open to maintain safety and security. I would say that everyone has um key fobs now to get in and out of the building, so there should be no reason anyone should prop the doors.

111

00:16:11.430 --> 00:16:24.690

Sukai Durosimi: One thing that all the vendors are need to go to the front office to check in, so they're different um safety procedures that we've put in. I know the last time we talked about whether we should have um

112

00:16:25.400 --> 00:16:40.390

Sukai Durosimi: police or a sheriff or security. It was going to be between fifty to seventy-five dollars an hour, so that's something that the board will need to look at and decide and approve

113

00:16:40.670 --> 00:16:55.969

Sukai Durosimi: what else. But there's something that I had to send to the Safety center. So in the local policy we did say that we wanted doors locked. But we're talking to the especially the Pre Kk. Teachers. It's very hard

114

00:16:56.010 --> 00:17:09.739

Sukai Durosimi: to lock the door. The kids go to the bathroom. Then they're locked out, and then they knock a door. Then they have to open and the kids can open, and they're presenting. Then they have to stop. It's just It's just too much. Now we do have a safety audit coming up.

115

00:17:09.750 --> 00:17:21.240

Sukai Durosimi: Which is It's just a random audit. They want to see if they basically can get through your exterior. That's really what the audit is about. They're also going to check this thing that I do once a week.

116

00:17:22.030 --> 00:17:27.999

Sukai Durosimi: It's the door audits. Basically They have all these different

117

00:17:28.079 --> 00:17:31.570

Sukai Durosimi: parts of the door that I have to go through and check

118

00:17:31.620 --> 00:17:57.549

Sukai Durosimi: at least once a week and make notes. So I make my notes right here, and then I enter it into like a online where they tell us to. So I I think one thing I want to do is bring to the Board to ask them, What do they think I mean the safety Center is going to tell me what their last word is, whether we should lock the inside of the classroom. But it is very hard for those pre-k students to open and look that door.

119

00:17:57.560 --> 00:18:01.919

Sukai Durosimi: It's not even safe. They're so short we can't no one can see them

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00:18:01.950 --> 00:18:19.140

Sukai Durosimi: well, because when you lock the door they they go to the restroom, and they come back. Well, the door is locked, so then they need to knock on the door. But then, if the teacher is in the patio, you don't hear the door um being being not, you know someone is not at the door.

121

00:18:19.150 --> 00:18:29.079

Sukai Durosimi: The other kids can open the door. But if you teach the kids to open the door when when there's a lock down drill and somebody's knocking on door. You don't want the kids to open the door, so one

122

00:18:29.470 --> 00:18:42.379

Sukai Durosimi: i'm not sure how we resolve that. But I did send a question to the safety. The Texas Safety Center, because I wanted to get it in writing that day.

123

00:18:42.890 --> 00:19:01.269

Sukai Durosimi: They I consulted with them, and that they give me an answer. So i'm waiting for them.

124

00:19:05.380 --> 00:19:27.969

Sukai Durosimi: The issues them going outside of the Dover and coming in. But sometimes, if the Ta's not there, the T's still get lost. Sometimes the Tas are outside. So the teacher they have a schedule. Well, they're working on a schedule, but sometimes the tears are outside with the students doing practical live,

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00:19:27.980 --> 00:19:34.999

Sukai Durosimi: and the teachers inside. So if a kid goes out, the teacher has to get up, open the door

126

00:19:35.130 --> 00:19:41.530

Sukai Durosimi: when locked the door, come back to doing her presentation with the group. The child knocks on the door. So

127

00:19:41.630 --> 00:20:01.519

Sukai Durosimi: there's just inconsistent. Yeah, my my question would be for for auditor purposes. Suppose we want to be compliant. Uh, I would just say we need to probably wait to see what the auditor would say. Okay, cause they're gonna make sure that the rules are consistent with what the State has required.

128

00:20:01.530 --> 00:20:02.520

Sukai Durosimi: But

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00:20:02.750 --> 00:20:12.370

Sukai Durosimi: my understand, it's only the exterior. So are those doors instead of exterior

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00:20:12.700 --> 00:20:41.159

Sukai Durosimi: and well, and that's the other thing to confuse about, because in the beginning, Um, there's this big hoop fl about. Oh, everybody should look the doors on the inside. But then, when we went to the um superintendents meeting. The Commissioner was like, Yeah, it's best practices. Nobody ever told you guys you had to look up the doors on the inside, But then on the safety audit, they also asked you: Do you have you ask your teachers? Yeah. I've asked my teachers, but no one is actually locking their doors right now,

131

00:20:41.200 --> 00:20:47.910

Sukai Durosimi: so i'll be curious to know what the policy is. And what is it saying specifically? Okay,

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00:21:06.620 --> 00:21:11.240

Sukai Durosimi: we can table the information about

133

00:21:11.320 --> 00:21:22.160

Sukai Durosimi: whether the the doors on the inside should be locked. But actually, if I could go back now, I know you. There's a report that you've been

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00:21:22.210 --> 00:21:24.880

Sukai Durosimi: because, of course the Safety

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00:21:25.160 --> 00:21:54.979

Sukai Durosimi: Committee meets. Are we still within our set, Tom Fry? So we we're not. Yes, so I will be sending something for the end of the month, the site, base, and the safety. I just kind of combined everything. So actually, i'm going to request that the Board approves just the local policy of

136

00:21:54.990 --> 00:22:03.079

Sukai Durosimi: what we have as far as visitors coming into the building, visitors coming in for lunch,

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00:22:03.320 --> 00:22:33.300

Sukai Durosimi: the vendors that we have coming in. I would like that local policy to stay in place. So when they do a random audit, we are able to show them the local policy, and then one step um from that is that I have also um presented it to the board, and those those people that come in there escorted around. So the vendors, when they come in is usually for child nutrition, so they have to come in sign in. But then Miss Lee's called, and she missed it

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00:22:33.310 --> 00:22:43.550

Sukai Durosimi: at the gate, and Yes, somebody escorts them, so can we get a motion to approve the local policy

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00:22:43.690 --> 00:22:47.669

Sukai Durosimi: for visitors and vendors that they come into the building.

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00:22:48.190 --> 00:22:55.709

Sukai Durosimi: That policy do. We have a right anywhere. What? Yes, so it's in the

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00:22:55.800 --> 00:22:58.310

Sukai Durosimi: It's Vanessa. It's listed in the as well

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00:22:58.460 --> 00:22:59.750

what we need.

143

00:23:01.390 --> 00:23:12.299

Sukai Durosimi: So I move that the standing policies are kept in place, and so there is change that we get from outside that we know we have that we might have to ah tweak it to match.

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00:23:16.860 --> 00:23:19.860

Sukai Durosimi: Thank you.

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00:23:20.100 --> 00:23:23.390

Sukai Durosimi: Okay, uh secure down caps three days a week.

146

00:23:24.260 --> 00:23:39.500

Sukai Durosimi: Yes. So um. I need to show you guys. There are a couple of things right now. Uh, Ada, I asked Miss Julie to send me the numbers, but from the Fsb.

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00:23:39.510 --> 00:23:47.169

Sukai Durosimi: Which is where we get our numbers from our Ada is really low. It is at one forty, three.

148

00:23:47.470 --> 00:23:51.640

Sukai Durosimi: We have combined a classroom already.

149

00:23:52.020 --> 00:24:06.649

Sukai Durosimi: We should also be looking at, probably letting one person go. I mean the budget can hold it. If we look at the next item, which is the budget. We have been very, very tight with the budget we still have

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00:24:06.660 --> 00:24:25.190

Sukai Durosimi: mit Ctl, and we've spent four point, three, nine percent of the budget. So we're well in balance. We spend one hundred and forty one thousand, which is four point three, nine. So we are well balanced in our four hundred and twenty general funds, and also with our title funds. We've made sure that the way we one

151

00:24:25.200 --> 00:24:34.739

Sukai Durosimi: and Cumbria were encumbering most of our grants first before going to four hundred and twenty, and each week.

152

00:24:34.750 --> 00:24:49.140

Sukai Durosimi: Well, not each week. I'll say every two weeks what we call Ms. Jessica Region eleven. We're making sure that we're meeting the percentages of our pit codes which says you need to spend so much money for Asl, so much money for. So we are well in target. But

153

00:24:49.320 --> 00:24:50.510

Sukai Durosimi: as

154

00:24:50.900 --> 00:25:01.059

Sukai Durosimi: right now our attendance is ninety, six point seven percent. But then, as we start getting into November, December.

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00:25:01.130 --> 00:25:17.669

Sukai Durosimi: That number starts dropping, and that's where i'm concerned about. So i'm kind of still watching. I'm not. I've not made the decision to let anyone go yet, but it's a possibility that I may have to let someone go

156

00:25:17.770 --> 00:25:19.240

Sukai Durosimi: um

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00:25:19.380 --> 00:25:20.220

four.

158

00:25:20.670 --> 00:25:28.389

Sukai Durosimi: I don't even look at the I Just look at the Ada, because that's

159

00:25:30.090 --> 00:25:31.749

Sukai Durosimi: one seventy six.

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00:25:35.050 --> 00:25:40.679

Sukai Durosimi: That might be right, because the pre-k's count is half I mean we get half for

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00:25:41.200 --> 00:25:42.060

Sukai Durosimi: um.

162

00:25:42.560 --> 00:25:45.990

Sukai Durosimi: We get paid half of the day for pre-k.

163

00:25:55.240 --> 00:25:58.839

Sukai Durosimi: So we were based on our numbers. Are we?

164

00:25:59.980 --> 00:26:16.279

Sukai Durosimi: Are we a well, we are way below. We are forty kids below. We were shooting well for Ada. We were shooting at one hundred and eighty, so we're even below Ada,

165

00:26:17.310 --> 00:26:19.829

Sukai Durosimi: one hundred and eighty. So yeah,

166

00:26:20.130 --> 00:26:29.900

Sukai Durosimi: the combining the classrooms was good. But also we definitely need to look at

167

00:26:30.150 --> 00:26:39.390

Sukai Durosimi: so. And this goes back to the the topic of security. So basically. What i'm gathering is, we probably can't afford security right now.

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00:26:39.450 --> 00:26:41.969

Sukai Durosimi: Okay, I mean us. I mean,

169

00:26:42.140 --> 00:26:45.410

Sukai Durosimi: I think that's a good facility, have we?

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00:26:45.600 --> 00:26:57.900

Sukai Durosimi: Uh, just externally, Have you all kind of picked up on a thing.

171

00:26:58.810 --> 00:27:04.269

Sukai Durosimi: Yes, we had one person before. Okay,

172

00:27:04.320 --> 00:27:06.560

Sukai Durosimi: but I like that.

173

00:27:06.720 --> 00:27:26.290

Sukai Durosimi: The Npo. That we have was able to respond in time, and they were able to do some at least they circle, I would say, the

174

00:27:26.710 --> 00:27:37.669

Sukai Durosimi: yeah. He came into the building. Well, well, the building where? Not this building but the other side where they're building completing,

175

00:27:37.680 --> 00:27:52.569

Sukai Durosimi: and somebody propped the door open because they went to go get something from their truck truck, and he walked. Yes, so it wasn't us. So he walked in, looked through that building that walked into one hundred

176

00:27:52.650 --> 00:28:00.670

Sukai Durosimi: to the playground. So we have it all documented. We have statements for everyone and what we did. But the next day we

177

00:28:00.700 --> 00:28:15.319

Sukai Durosimi: um. He was behind the fence looking, and Miss Lee saw him, so we also went into, locked out, and Ms. Eiden called the clumps out. They took some statements. They found out who he was.

178

00:28:15.330 --> 00:28:26.549

Sukai Durosimi: We found out there are some mental issues going on as well, so I guess they did some report. They did something with it. We haven't seen it. The only problem usually we have is one hundred and fifty

179

00:28:27.190 --> 00:28:31.820

Sukai Durosimi: during dismissal, or especially when we get out of here Late

180

00:28:31.880 --> 00:28:44.880

Sukai Durosimi: people randomly just park their cars. Sometimes it's, I guess their car broke down, and they just leave it in our parking lot, or we'll be coming out. A car is driving off. We don't know

181

00:28:44.890 --> 00:28:53.790

Sukai Durosimi: they're waiting for someone. If they're just scoping us out, we have no clue. And

182

00:28:54.110 --> 00:28:55.400

Sukai Durosimi: going back

183

00:28:55.880 --> 00:29:15.829

Sukai Durosimi: the second time that he got him, how did he get in the second time. The second time he didn't get in. He was behind. He was in the in the forest over there, and he was kind of peeping, Tom just kind of looking. And Miss Lee.

184

00:29:15.890 --> 00:29:25.139

Sukai Durosimi: Well, yeah, I mean, really, if you wanted to jump at that fence, you probably could.

185

00:29:25.180 --> 00:29:26.170

Okay,

186

00:29:27.090 --> 00:29:29.600

Sukai Durosimi: Yeah, Okay, Okay. So

187

00:29:29.750 --> 00:29:34.390

Sukai Durosimi: uh one, Major, Answer that you You were saying that the

188

00:29:34.460 --> 00:29:46.890

Sukai Durosimi: they responded. I was there after an hours to people parking, and I've spoken to the neighborhood. The White Lake Neighborhood Hills Association.

189

00:29:47.000 --> 00:29:53.940

Sukai Durosimi: They don't know, I mean. But they're gonna help because they have a kind of patrol. And because

190

00:29:53.960 --> 00:30:11.619

Sukai Durosimi: really I would say, Miss Jones, Miss Yar Clay. They've done a good job with talking to the guy. I think he came in and spoke to me smoke at one time, too. So we're part of their patrol now when they patrol, I mean they kind of watch out for us, so we know what they patrol

191

00:30:11.630 --> 00:30:31.370

Sukai Durosimi: um during the day, he said. People just sign up. It's retired people, and they just drive around. Yeah, I guess I guess my concern is that really concerns me. Someone getting on campus. That's That's not. That's just not good, because they don't want to take one.

192

00:30:31.780 --> 00:30:48.359

Sukai Durosimi: Ah, I can say it won't happen again. Let me not say, but as far as propping the door at least that side of the door, we're complete. So the fire marshal is okay.

193

00:30:48.370 --> 00:30:57.440

Sukai Durosimi: We're just waiting for the city to inspect for us to move in, but I actually do rounds every day just to make sure those doors are locked and they are locked.

194

00:30:57.510 --> 00:31:01.129

Sukai Durosimi: It was bad we did complain to rock forth to say,

195

00:31:01.270 --> 00:31:02.650

Sukai Durosimi: Ah,

196

00:31:03.030 --> 00:31:04.410

Sukai Durosimi: why,

197

00:31:04.480 --> 00:31:14.890

Sukai Durosimi: what if that was? Ta would have been fined a hef defined so.

198

00:31:14.920 --> 00:31:16.060

Sukai Durosimi: Ah,

199

00:31:16.110 --> 00:31:20.100

Sukai Durosimi: that how long ago. With that

200

00:31:20.710 --> 00:31:33.979

Sukai Durosimi: I think it was September,

201

00:31:34.390 --> 00:31:50.909

Sukai Durosimi: and we don't know if they're parking also to go fishing by the lake Sometimes that happens. But they Don't Park like right where the front entrance is. Usually they park in the gravel over there, so i'm not sure if sometimes they go, because someone has bought that land. It says no trespassing.

202

00:31:51.040 --> 00:32:09.980

Sukai Durosimi: I don't know. Sometimes there's no no. They park on our property to walk up to, because there's no

203

00:32:09.990 --> 00:32:17.779

Sukai Durosimi: Mhm no trespass. Yes, it's everywhere. They just ignore it. You have a toll truck company that you're working with.

204

00:32:18.290 --> 00:32:30.449

Sukai Durosimi: Um. No, Actually, I've never even I haven't thought about that, Dr. Walter. A toe Trucking company. That's what I was about to recommend a toe drinking company, and also a sign of saying no parking one hundred and fifty

205

00:32:30.650 --> 00:32:34.080

Sukai Durosimi: uh no trespassing and parking is a little, I mean,

206

00:32:34.250 --> 00:32:37.599

Sukai Durosimi: yeah, you can take it as I don't need to park here, but

207

00:32:37.610 --> 00:32:59.069

Sukai Durosimi: you go some place where they said, No parking that kind of, you know. And I guess with the total trust side. Yeah, okay. And they put the total company put their name up and say, Hey, if your cars to this is who you need to call, and we will not be Pre. You know what other language they use, but apartments do it all the time. In fact,

208

00:32:59.560 --> 00:33:07.420

Sukai Durosimi: I have to help somebody this morning. My niece, she called didn't register her part of the apartment complex. Three hundred dollars totally.

209

00:33:26.410 --> 00:33:29.670

Sukai Durosimi: It has to know here this child's number,

210

00:33:29.800 --> 00:33:39.779

Sukai Durosimi: she said. All this is my point to get up, so I directed her out. I didn't tell her what it was.

211

00:33:56.920 --> 00:34:00.850

Sukai Durosimi: The pandemic is um Well, yeah,

212

00:34:00.890 --> 00:34:04.100

Sukai Durosimi: inflation, Yes, a lot.

213

00:34:04.350 --> 00:34:06.320

Sukai Durosimi: So

214

00:34:06.780 --> 00:34:11.319

Sukai Durosimi: I would say with the security, I think we hold off to see if

215

00:34:11.550 --> 00:34:12.810

Sukai Durosimi: and

216

00:34:12.969 --> 00:34:15.959

Sukai Durosimi: we do some more marketing, and

217

00:34:15.969 --> 00:34:34.329

Sukai Durosimi: we're going out. We have one within our age. We have another one with um. Rosedale coming up to. So let's see if we increase before, I think.

218

00:34:35.250 --> 00:34:38.879

Sukai Durosimi: No, I think signs up is good, and eventually,

219

00:34:39.030 --> 00:34:55.719

Sukai Durosimi: ere

220

00:34:55.780 --> 00:35:07.850

Sukai Durosimi: that was one hundred and fifty thousand dollars. They said anything after that

221

00:35:07.860 --> 00:35:18.699

Sukai Durosimi: mit Ctl. And not at all. When we asked the Commissioner when he came to region eleven. So we can all start building those fences. He was like, well, you know, one hundred and eleven.

222

00:35:51.850 --> 00:35:53.430

Sukai Durosimi: Yes, yes,

223

00:35:53.580 --> 00:36:01.209

Sukai Durosimi: so we're going to table That item.

224

00:36:01.550 --> 00:36:17.750

Sukai Durosimi: The governance reports every What we're going to do is everyone that's on zoom or not here today. We're just going to scan this to them for them to sign it and send it back to us

225

00:36:17.880 --> 00:36:26.560

Sukai Durosimi: all right.

226

00:36:27.630 --> 00:36:40.739

Sukai Durosimi: This is her first time. So

227

00:36:48.120 --> 00:36:51.099

Sukai Durosimi: I was up already. Hello!

228

00:36:54.410 --> 00:36:57.779

Carlos Walker: How are you doing? I'm doing well in yourself.

229

00:36:58.320 --> 00:37:03.119

Sukai Durosimi: I am a kid, and I am going to be presenting

230

00:37:03.330 --> 00:37:06.620

Sukai Durosimi: the math data for the beginning of the year.

231

00:37:06.790 --> 00:37:08.169



Sukai Durosimi: Um,

232

00:37:08.960 --> 00:37:10.490

Sukai Durosimi: our um.

233

00:37:11.550 --> 00:37:13.310

Sukai Durosimi: So our goal.

234

00:37:13.330 --> 00:37:32.649

Sukai Durosimi: The first goal is that seven of these, Fort Worth, Montessori Academy students should be at seventy percent by the middle of the year. Um. Currently. There's thirty-nine students that are K. Through five that are at or above grade level. So we will need an additional fifty-six students, which is forty. One percent needed to meet that goal, one hundred and fifty,

235

00:37:32.660 --> 00:37:51.720

Sukai Durosimi: and what we're doing to attain that goal is small group um interventions for all levels. Um tier. Two and three students have been invited to after school tutoring, and are also receiving pullouts in small group intervention. We also have Saturday School, and we're focusing on high leverage, tea

236

00:37:51.730 --> 00:38:07.020

Sukai Durosimi: mit ctl, and um. We play lesson plan checks for writing math modeling diagrams, math practice, mathematical discourse, vocabulary usage that helps incorporation through Senate stems and also tracking through use of those before mention one hundred and fifty.

237

00:38:07.180 --> 00:38:08.370

Sukai Durosimi: Um.

238

00:38:08.510 --> 00:38:09.609

Thank you.

239

00:38:10.720 --> 00:38:12.750

Sukai Durosimi: Any questions about that.

240

00:38:13.310 --> 00:38:15.889

Sukai Durosimi: Any questions Dr. Walk and Miss Joyce

241

00:38:16.210 --> 00:38:30.010

Sukai Durosimi: Demo too fast. We don't like.

242

00:38:30.020 --> 00:38:40.259

Sukai Durosimi: By the end of the year this school year our goal is to be at seventy. Five percent of our students will be at meats or masters,

243

00:38:40.270 --> 00:39:08.950

Sukai Durosimi: and as you can see here the beginning of the year in i'm sorry end of year. Last year it's the light blue and beginning of the year now end of year. Projection is dark blue, so, of course, as you can see, we have a little ways to go, but with with the small group interventions and the Saturday school after school tutoring. And those things we're planning to, we're on making strides to one hundred and fifty.

244

00:39:08.960 --> 00:39:13.179

Sukai Durosimi: Make the seventy five percent by end of the year.

245

00:39:13.310 --> 00:39:31.059

Sukai Durosimi: So by then we need twenty-one third graders, seventeen fourth graders, and thirteen fifth graders, and like I said we know it's a big feat, but we're on on the track to making that. That's a great math coach as well. So

246

00:39:31.190 --> 00:39:32.350

yes,

247

00:39:35.810 --> 00:39:37.450

Sukai Durosimi: and so

248

00:39:37.470 --> 00:39:39.680

Sukai Durosimi: the Lsd. Goals.

249

00:39:40.230 --> 00:39:49.400

Sukai Durosimi: I'm sorry. So the Lsd goal, for kinder is forty, eight percent, and so we will need thirteen of our twenty one kinders

250

00:39:49.410 --> 00:40:04.599

Sukai Durosimi: by the end of the year to get the end of your goal of seventy five. I'm sorry did I say that right? I'm sorry, my bad. That's wrong. Our Lsu goal is forty, eight by the end of the year. Um. Currently it's thirty, eight, so

251

00:40:04.880 --> 00:40:17.470

Sukai Durosimi: and we need sixty-two percent. So we need thirteen students by the end of the year to reach our seventy five percent goal. So, as you can see, our goal is actually over our Lsg goal. So we're one hundred and fifty

252

00:40:17.480 --> 00:40:37.089

Sukai Durosimi: mit ctl. And We're trying to do big things here, as you can see. Yes, five more students to get the seventy five percent for first grade we are looking for. We're at twelve out of twenty, eight, and we need to be at sixteen out of twenty, eight to get the seventy, five

253

00:40:37.100 --> 00:40:42.869

Sukai Durosimi: at thirty, five percent by the end of the year. So for students in first right

254

00:40:43.450 --> 00:40:53.049

Sukai Durosimi: second grade, where we have eight out of twenty one, and we will need sixteen out of twenty one, so we need eight students there to reach our end of the year goal.

255

00:40:54.000 --> 00:41:04.149

Sukai Durosimi: Third grade. We are at eight out of twenty, eight, and we're trying to get to twenty out of twenty, eight, so we need about twelve in third grade;

256

00:41:06.850 --> 00:41:15.309

Sukai Durosimi: in fourth grade we have four out of twenty, two. We will need thirteen, so we need nine more students to resettle in fourth grade,

257

00:41:16.060 --> 00:41:29.010

Sukai Durosimi: and then we have two out of eighteen and fifth grade. And so we're trying to get to fourteen, so we need twelve students in fifth grade. So like I said before we um,

258

00:41:30.010 --> 00:41:36.920

Sukai Durosimi: we're trying to meet these goals. We're going to meet these goals by doing those different interventions that we have in place.

259

00:41:42.650 --> 00:41:49.119

Sukai Durosimi: Okay, this is everyone. Okay, Okay,

260

00:41:49.450 --> 00:41:51.949

Sukai Durosimi: right? Any questions.

261

00:41:52.710 --> 00:41:59.679

Sukai Durosimi: I just wanted to preface that. So I know the board.

262

00:42:00.000 --> 00:42:06.290

Sukai Durosimi: I don't know anybody has any questions from his kids before she sits.

263

00:42:09.510 --> 00:42:20.610

Sukai Durosimi: We'll let her make it. This meeting the beginning of the year. We understand our on a wide note. We really do want to stand this in the end of the year.

264

00:42:20.840 --> 00:42:25.390

Sukai Durosimi: He is just coming back in the summer a lot of facts. So

265

00:42:25.960 --> 00:42:30.009

Sukai Durosimi: I wanted to profess this with.

266

00:42:30.310 --> 00:42:45.750

Sukai Durosimi: We worked hard, hard, hard, hard, hard last year. So for the past three years we've all been working hard, right? So we made it seventy-nine. Yes, we're happy. We're at a b but it's almost like the way I've looked at. It is almost like when you go for that tummy tuck.

267

00:42:45.760 --> 00:42:54.280

Sukai Durosimi: It's great right. But then maintaining it is different because you have to choose. Do I eat that cake, or Do I eat the salad?

268

00:42:54.290 --> 00:43:14.049

Sukai Durosimi: Did the peach cobbler, or do you the carrots? So you get to a seventy-nine, and it's like great because you want to stay there, but maintaining it is really hard. And so, when we look at the loss of learning that we've had over the years,

269

00:43:14.060 --> 00:43:27.640

Sukai Durosimi: it's hard enough that we already had students that were behind it. We were trying to catch up, and then Covid happened. And now we're just trying to catch up so many years, and this is not to make any excuse. I just want the Board to be very.

270

00:43:27.690 --> 00:43:34.699

Sukai Durosimi: I want to be very transparent that as much as we're working hard, and I know that this is just not an easy for Earth problem.

271

00:43:35.170 --> 00:43:38.970

Sukai Durosimi: It is hard, for some reason with math.

272

00:43:38.980 --> 00:43:59.049

Sukai Durosimi: So as we look at reading. Yes, reading. We pull it off every year, but it takes a lot of work. So when we yeah, so in the beginning you can see all these kids doing very well in math. But then, as now, with this new redesign of

273

00:43:59.060 --> 00:44:16.700

Sukai Durosimi: language and writing and math, that they have to think through our students. Don't want to stop to think so when we look at the intervention plans or the intervention resources that we have in place, and the plans that Ms. King and Ms. K. Them is Mo Kavanaugh.

274

00:44:23.750 --> 00:44:29.550

Sukai Durosimi: Get the kids really thinking through and showing their work. So

275

00:44:29.770 --> 00:44:49.189

Sukai Durosimi: when you're talking about math, and it's open-ended questions, and they have to think through, and they have to show the process. It is so hard than just guessing so even with the redesign where it's not only multiple choice, but now they have to type. Then they have to choose true or false. So

276

00:44:49.200 --> 00:44:52.779

Sukai Durosimi: we're making sure that the test that they see

277

00:44:53.520 --> 00:45:12.710

Sukai Durosimi: It's like a duplicate or replica of what they're going to see on the test. So we see a lot of struggling in writing. It is hard, because our students right the way they talk. Grammar is like non-existent sometimes, so it's a lot of work But I wanted the. When I look at these numbers.

278

00:45:13.840 --> 00:45:32.470

Sukai Durosimi: Some of it will make it to some of it. Will won't make it to it. Um! But we're definitely going to push as much as possible, because we know that the majority of the kids that we serve at is for are black and brown kids. And one of the conversations I was having today is

279

00:45:33.070 --> 00:45:34.430

Sukai Durosimi: if we,

280

00:45:35.080 --> 00:45:42.789

Sukai Durosimi: if we don't continue to push, our kids are going to get left behind, because the gap just keeps getting wider

281

00:45:43.330 --> 00:45:50.529

Sukai Durosimi: in these fourth graders. A fifth graders of fourth graders last year were the ones that did not really do well.

282

00:45:50.950 --> 00:46:04.719

Sukai Durosimi: And still we just talk today that the girls put in more effort than the boys do. We are not sure if the boys are going through something. It might be that next year the girls come back, and they're going through their cycles or something. And

283

00:46:04.740 --> 00:46:05.799

Sukai Durosimi: but

284

00:46:06.050 --> 00:46:12.710

Sukai Durosimi: it's just this is the class that is just so hard.

285

00:46:12.880 --> 00:46:14.760

Sukai Durosimi: But we're going to push,

286

00:46:14.860 --> 00:46:16.160

Sukai Durosimi: and

287

00:46:17.270 --> 00:46:18.479

Sukai Durosimi: I,

288

00:46:18.900 --> 00:46:36.429

Sukai Durosimi: Mr. Garner, I do after school, and I see what I see. I take my hats off to all these people sitting at the table because they do work very hard, I mean when me smoke and I meet. And we're talking about what everybody is doing and looking at the data.

289

00:46:36.440 --> 00:46:52.379

Sukai Durosimi: And you think that you need fifteen kids to get you there, because it's one thing to make a seventy-nine, but it's another thing to look at. Okay, Not that they've shown growth. Where is the academic achievement to keep you there? Nobody wants to go back into A. D. One.

290

00:46:52.390 --> 00:47:00.419

Sukai Durosimi: It's a lot of work. So I just wanted to just kind of preface the data meetings that they're presenting that

291

00:47:00.470 --> 00:47:07.169

Sukai Durosimi: it's a it's a tough one. Yeah. So next person

292

00:47:07.610 --> 00:47:10.050

Sukai Durosimi: she spoke for everyone.

293

00:47:24.540 --> 00:47:35.860

Sukai Durosimi: This is money. We'll talk later. Hello, everyone. I'm glad he notices I need a raise.

294

00:47:36.090 --> 00:47:42.139

Sukai Durosimi: I'm sorry this is recorded. Okay, all right. Um. Good evening. Let me make this bigger.

295

00:47:42.200 --> 00:47:47.179

Sukai Durosimi: So I am here to present the data data data

296

00:47:47.410 --> 00:47:57.269

Sukai Durosimi: for the reading department. So our goal, one, seventy percent at seventy percent. So this is our middle of the year ago, currently forty, one percent of our students K. Through five,

297

00:47:57.280 --> 00:48:08.470

Sukai Durosimi: our on or above grade level. An additional thirty-seven students are needed to make seventy percent at seventy percent by the middle of the year. I think we can do it. Thirty-seven students that's not too much one hundred and one.

298

00:48:09.950 --> 00:48:14.219

Sukai Durosimi: Ok. So these are. This is what our chart looks like. Can you all see that?

299

00:48:14.500 --> 00:48:15.689

Okay.

300

00:48:15.930 --> 00:48:45.830

Sukai Durosimi: So some of the plans that we have in place as Ms. K. It mentioned earlier. We are doing small group interventions for all levels during Ah class instruction, So they're being pulled out tier. Two and three students have been invited after school, tutoring, as well as receiving pull out and small group intervention throughout instruction from their teacher in the classroom. Ddi, coaching and feedback. We have weekly monitoring of teachers through our pocs and walkthroughs, using age of four,

301



00:48:45.840 --> 00:48:54.339

Sukai Durosimi: your forms and checklist. So every week the coaches go into the classrooms, and we use our checklist to

302

00:48:54.700 --> 00:48:57.480

Sukai Durosimi: identify things that we are noticing.

303

00:48:57.770 --> 00:49:02.649

Sukai Durosimi: Um Saturday School for Tears, two and three, and this is twice a month.

304

00:49:03.160 --> 00:49:21.890

Sukai Durosimi: Monitor the implementation of high leverage teach according to lead forward. I do pull those, or we all pull those um from our um star website as well. Texas assessment website, so that we can give to the interventionists and also the teachers. So we're all on the same page when we're working on those teams

305

00:49:22.170 --> 00:49:28.090

Sukai Durosimi: weekly less than planned checks for vocabulary writing workshops, tracking and following through the data.

306

00:49:28.830 --> 00:49:32.779

Sukai Durosimi: So this includes the entire school.

307

00:49:32.900 --> 00:49:33.790

Okay,

308

00:49:36.430 --> 00:49:41.350

Sukai Durosimi: and that is our emergent bilinguals as well on the right side

309

00:49:42.480 --> 00:49:44.129

Sukai Durosimi: any questions.

310

00:49:45.260 --> 00:49:48.619

Sukai Durosimi: And this is our map data for the beginning of the year.

311

00:49:49.410 --> 00:49:55.499

Sukai Durosimi: All right, I'll move on to our star testing results for reading

312

00:49:56.820 --> 00:50:09.210

Sukai Durosimi: by the end of the twenty-two twenty-three school year, seventy five percent of our third graders, seventy five percent of our fourth graders and seventy five percent of our fifth graders will be at needs or masters.

313

00:50:09.700 --> 00:50:14.810

Sukai Durosimi: Oh, Mr. Meets her masters on the Star Assessment.

314

00:50:14.910 --> 00:50:25.460

Sukai Durosimi: So here's what the data looks like. So at the end of last year our third graders, who are now our fourth graders, they finish the year at fifty, three percent.

315

00:50:25.620 --> 00:50:37.639

Sukai Durosimi: Our fourth graders, who are now our fifth graders finished at fifty, three percent, and our fifth graders that are now gone, they finished at a whopping sixty, five percent. I was really proud of them.

316

00:50:39.200 --> 00:50:40.339

Sukai Durosimi: All right.

317

00:50:40.890 --> 00:50:47.559

Sukai Durosimi: So third grade, we need twenty. One out of the twenty, eight third graders to be at seventy, five percent.

318

00:50:47.950 --> 00:51:01.770

Sukai Durosimi: We need seventeen out of twenty-two of the fourth graders at seventy will to get seventy-seven percent got to put us over seventy-five and fourteen out of eighteen will give us seventy seven percent for our current fifth graders.

319

00:51:03.640 --> 00:51:31.639

Sukai Durosimi: How can we do this? We're going to continue to monitor the use of amplified. That is one of our reading programs that we've purchased Hmh. And other on our resources to

increase stamina. So these are required every day for homework and throughout the day, like if they have extra time in class, so that helps to build that. Ah, they're stamina as well. Progress monitoring through weekly observations and by weekly teach checks again. This comes from our coaching, walking through, checking lesson plans, and all of that.

320

00:51:34.780 --> 00:51:43.870

Sukai Durosimi: We also have. Every student has a data binder, so they have to keep track of their own goals. They create these goals. They check them off as they accomplish them.

321

00:51:45.030 --> 00:51:49.460

Sukai Durosimi: Any questions about what we plan to do for star anyone.

322

00:51:51.250 --> 00:51:52.410

Sukai Durosimi: All right.

323

00:51:52.550 --> 00:52:06.459

Sukai Durosimi: So here we go for kindergarten. Our Lsg goal is sixty nine percent of kinder on grade level by the end of the year. Currently, there are thirty, eight percent, which is eight out of twenty one, and we need sixteen additional students to make that seventy, five percent.

324

00:52:07.650 --> 00:52:18.109

Sukai Durosimi: If you notice I have them tiered tier three, which is the lowest. We have six boys and one girl tier, two two boys and two girls in tier, one four boys and four girls,

325

00:52:18.430 --> 00:52:21.060

Sukai Durosimi: and I'll just keep the question. Yes,

326

00:52:22.520 --> 00:52:23.919

Carlos Walker: you say it,

327

00:52:24.140 --> 00:52:26.830

you know additional sixteen

328

00:52:28.550 --> 00:52:30.930

Sukai Durosimi: to be at seventy, five percent,

329

00:52:32.050 --> 00:52:37.419

Sukai Durosimi: because there's twenty one students. Correct? Yes, Oh, am I? Did. I do my math wrong?

330

00:52:37.690 --> 00:52:41.799

Carlos Walker: Yes, ma'am, the sixteen equal your tier

331

00:52:42.640 --> 00:53:00.369

Carlos Walker: additional students to make seventy-five percent.

332

00:53:01.000 --> 00:53:13.439

Sukai Durosimi: I have twenty-one total, I think. Oh, sixteen total. So I only need eight additional students. I see what I did. I doubled. Yes, so I need Dr. Walker. Thank you so much.

333

00:53:13.530 --> 00:53:16.049

Sukai Durosimi: Thank you. I only need eight.

334

00:53:16.720 --> 00:53:19.950

Sukai Durosimi: I should have made that correction. I thought I called it

335

00:53:19.990 --> 00:53:34.579

Sukai Durosimi: mit ctl, and so let's hope this one is right. So for first grade, Lsd: seventy five percent of first grade on grade level by end of year. So currently eleven out of twenty, six, which is forty, two percent. So a nine additional students are needed. Is that right? Yes, okay, One hundred and fifty.

336

00:53:34.620 --> 00:53:36.269

Sukai Durosimi: Thank you for catching me,

337

00:53:36.740 --> 00:53:42.170

Sukai Durosimi: all right. So this is what that looks like, and this is the entire well. First grade,

338

00:53:42.980 --> 00:53:44.859

Sukai Durosimi: second grade,

339

00:53:46.720 --> 00:53:54.339

Sukai Durosimi: fifty, two percent of second grade on level. By the end of the year currently nine out of twenty one, so we need an additional seven,

340

00:54:00.740 --> 00:54:07.080

Sukai Durosimi: and this is what it looks like, so meets and masters. I mean, we have it. All this is demographics,

341

00:54:07.770 --> 00:54:11.780

Sukai Durosimi: any questions. Am I going too fast? All right?

342

00:54:12.250 --> 00:54:13.719

Sukai Durosimi: Third grade?

343

00:54:14.220 --> 00:54:20.220

Sukai Durosimi: We currently have thirty-two percent nine out of twenty-eight. We need an additional twelve

344

00:54:20.630 --> 00:54:22.569

Sukai Durosimi: to make this seventy, five percent,

345

00:54:28.390 --> 00:54:35.450

Sukai Durosimi: fourth grade, four out of twenty, two currently eighteen percent. We need thirteen to make the seventy, five percent.

346

00:54:38.540 --> 00:54:40.900

Sukai Durosimi: Am I right, Doctor Walker,

347

00:54:41.630 --> 00:54:43.679

Sukai Durosimi: my man, with this, you now?

348

00:54:43.810 --> 00:54:44.819

Sukai Durosimi: Okay,

349

00:54:45.110 --> 00:54:47.799

Sukai Durosimi: Thank you. Um. It's great.

350

00:54:48.460 --> 00:54:54.660

Sukai Durosimi: Six out of eighteen, which is thirty, three percent and additional eight students are needed to make the seventy five,

351

00:55:01.450 --> 00:55:07.760

Sukai Durosimi: so we have a lot of boys in our tier, three well, more girls in tier, three for fifth grade than boys.

352

00:55:08.000 --> 00:55:10.679

Sukai Durosimi: So we got some some work to do,

353

00:55:11.740 --> 00:55:14.439

Sukai Durosimi: and that is all of my data,

354

00:55:14.980 --> 00:55:16.879

Sukai Durosimi: any questions.

355

00:55:16.900 --> 00:55:19.510

Sukai Durosimi: And i'm going to change this now, thank you.

356

00:55:19.990 --> 00:55:23.649

Sukai Durosimi: And course is Dr. Walter Ms. Jones?

357

00:55:24.660 --> 00:55:28.290

Carlos Walker: No, I have one question

358

00:55:36.250 --> 00:55:37.670

should be

359

00:55:39.220 --> 00:55:43.199

Sukai Durosimi: T or whatever. Yes, it's become a part of this,

360

00:55:43.710 --> 00:55:44.550

that particular

361

00:55:45.060 --> 00:55:46.750

of a

362

00:55:47.620 --> 00:55:48.799

of a year.

363

00:55:49.410 --> 00:56:03.689

Sukai Durosimi: No, it comes out every time we test, so we'll do intro tests. We'll also do a middle of the year test, and then we do an end of the year test. So yes, they have opportunities to move out of the tier, and we will report on this for the middle of the year. Yes, ma'am.

364

00:56:04.260 --> 00:56:06.160

Sukai Durosimi: Well as end of year.

365

00:56:06.570 --> 00:56:08.790

Okay,

366

00:56:09.830 --> 00:56:10.770

Okay,

367

00:56:11.390 --> 00:56:13.250

Sukai Durosimi: Any more questions.

368

00:56:13.420 --> 00:56:14.649

Sukai Durosimi: There,

369

00:56:16.300 --> 00:56:18.309

Sukai Durosimi: alright. Thank you.

370

00:56:20.850 --> 00:56:28.929

Sukai Durosimi: The report for Oh, oh, is your where I go? Oh, it's here. It's here. I got it.

371

00:56:28.940 --> 00:56:50.579

Sukai Durosimi: Okay. So now I have the report for Esl Department, where we um keep track of all our Ev students. So for this year we have um a total of fifty-five eb students from Pre-k all the way through fifth grade We have forty-seven students that are testing and map system,

372

00:56:50.590 --> 00:56:58.489

Sukai Durosimi: and the pre-kers are not testing on the map system. That is what we keep track of our data

373

00:56:58.570 --> 00:57:04.300

Sukai Durosimi: for this report. Twenty Four students are testing in star

374

00:57:04.570 --> 00:57:22.709

Sukai Durosimi: uh this year we have four languages. So we have Spanish Arabic wool of. Did I say that? Right? I always I always yeah, okay in Bosnian. So we have forty, eight, forty, nine students for Spanish. We have three students that have Arabic

375

00:57:22.720 --> 00:57:40.700

Sukai Durosimi: and one student with Wolf and two students in Bosnia. Okay, so so far, and I have a comparison here. So how we end up last year, and how we are looking at right now. So last year we end up with twenty, nine percent students on kinder at me.

376

00:57:40.710 --> 00:58:09.009

Sukai Durosimi: And this year we're looking at twenty-five um in first grade. We end up with thirty. So that was the end of the year. These, uh the beginning of the school year we have thirty-three so we are increasing now. And um for a second grade. We end up with fifteen for for students or ev students at at me, and this year, at the beginning of the school year we have forty-four of our easy students at so we're um so we're Yes, so we're keep

377

00:58:09.020 --> 00:58:23.800



Sukai Durosimi: um We I keep track of the students, so that we make sure that we are increasing on that with having said is that we need additional four students in kinder to to reach our goal. We need an additional two students in first grade to meet our goal,

378

00:58:24.030 --> 00:58:27.789

Sukai Durosimi: and two more students in second grade. To meet or go

379

00:58:27.880 --> 00:58:44.239

Sukai Durosimi: or plan for this is to have the pool out intervention groups for kin there all the way to second grade, and that just yeah um two days a week for thirty minutes I don't. I just miss my second graders, but you know that uh pre-k and second grade bowling. Uh

380

00:58:44.630 --> 00:59:01.219

Sukai Durosimi: sorry. Can their first grade and second grade will be um twice a day a week for thirty minutes. In addition to that, we'll have a pull out services once a week for forty-five minutes for language content support with the Esl facilitator

381

00:59:01.230 --> 00:59:10.799

Sukai Durosimi: mit ctl. And and then we also going to provide teachers with resources to support the language content and foundational skills. Um! That is important for them to just have that connection one hundred and fifty.

382

00:59:10.810 --> 00:59:26.629

Sukai Durosimi: Um! We will uh ask the teachers to have the else implementation Pd. For for them, and that is going to be on their own pace. And um! It will be required by the end of November, so they will have some time for them to just complete the implementation.

383

00:59:26.910 --> 00:59:41.999

Sukai Durosimi: Um, yes, because we want to make sure that you know any is for all content areas. So that will be, actually is reading math, and then social studies and science. So they are the old content areas one.

384

00:59:42.010 --> 00:59:49.550

Sukai Durosimi: And we are going to be asking this to all our teachers, regardless to what content um area they're teaching.

385

00:59:49.740 --> 00:59:50.799

Okay,

386

00:59:50.940 --> 01:00:19.459

Sukai Durosimi: Um, We also want to continue. And and this is one of my plans that from last year and I will continue with this because we have more support from region eleven this year, and also from Ta, that we're providing resources to parents to support at home throughout the Av. Supports more that they send all this information, and how they can get to more resources, how to get to libraries, how to get to even a free website, so they can support reading or map at home with their evs.

387

01:00:20.240 --> 01:00:33.140

Sukai Durosimi: Okay, Um. So far we have three out of eight students and kinder attending after school. We have uh two students for first grade attendant, the after school program, and three out of nine students attending

388

01:00:33.450 --> 01:00:34.870

Sukai Durosimi: after school program.

389

01:00:35.440 --> 01:00:41.160

Sukai Durosimi: So this is how or kinder is looking at, and, as you can see,

390

01:00:41.930 --> 01:00:48.729

Sukai Durosimi: kinder or even these boys are, the ones are struggling the most right here.

391

01:00:49.320 --> 01:00:57.190

Sukai Durosimi: Okay, So we have right now only eight students in kinder, but all boys are the ones that are struggling the most

392

01:00:58.010 --> 01:01:11.229

Sukai Durosimi: in first grade we have Ah, only six students, Three out of those six students are um at tier three, so that the ones are strongly the most. And again they are the voice,

393

01:01:13.830 --> 01:01:16.720

Sukai Durosimi: and then for a second grade right here.

394

01:01:17.500 --> 01:01:22.979

Sukai Durosimi: So that's what we have. Uh, most of our students in second grade are at tier one,

395

01:01:23.420 --> 01:01:25.999

Sukai Durosimi: so we will like to maintain that.

396

01:01:26.010 --> 01:01:44.400

Sukai Durosimi: And so we're working hard on that this year we're able to put them into um inter intervention schedule because we struggle a lot last year, you know. With that, you know transition from um the link. And here so it was a struggle for us to accommodate them into the

397

01:01:44.440 --> 01:02:01.949

Sukai Durosimi: um into or intervention schedule. But now we are solid, and then we are um, you know, focusing on that. So Yes, um. So in that we have the most interior one. So, and the boys are are better than the girls, since they can read

398

01:02:02.050 --> 01:02:04.589

Sukai Durosimi: here. So we're doing better than the the girl.

399

01:02:04.950 --> 01:02:06.009

The girls.

400

01:02:07.100 --> 01:02:10.329

Sukai Durosimi: Okay. So now, moving on to um

401

01:02:10.850 --> 01:02:26.250

Sukai Durosimi: or upper grades. So this is how we end up last year. Okay. So according to what we did for start two thousand and twenty-one, and the way we did the interim, and what we did as for start results of two thousand and twenty two so um one hundred and twenty two.

402

01:02:26.450 --> 01:02:44.200

Sukai Durosimi: How is looking at right now? This is what we're looking at, and we see that um the to to our goal we end up with as we're looking at for the start, two thousand and twenty-two or third graders we're at fourteen right Now, according to the map, um data

403

01:02:44.210 --> 01:02:48.940

Sukai Durosimi: for the beginning of the school year we only have ten percent that is predicted to pass.

404

01:02:50.040 --> 01:02:54.490

Sukai Durosimi: We have zero percent of fourth grade and zero percent in.

405

01:02:56.440 --> 01:02:57.540

Sukai Durosimi: So

406

01:02:57.900 --> 01:03:01.770

Sukai Durosimi: we have currently eleven students in third grade.

407

01:03:01.840 --> 01:03:19.079

Sukai Durosimi: We have six students in fourth grade and nine students in fifth grade. Um. So that said that we need additional seven students in third grade to to reach our goal, and we need five students in fourth grade and seven students in fifth grade to Returgo.

408

01:03:19.960 --> 01:03:36.960

Sukai Durosimi: So, in addition to that, pull out intervention, will they have two days a week for forty-five minutes? We increasing the time for them to be in interventions, so that we really focusing on that high lever antiques that, or coaches are really helping us with that for our interventionist.

409

01:03:37.330 --> 01:03:48.269

Sukai Durosimi: We also going to have that pull out services with our EsL facilitator. In addition to that, we're going to have theft tutoring once a week for content area for all students.

410

01:03:49.060 --> 01:04:11.319

Sukai Durosimi: So, including our Evie's question, how we we address the we're doing the the pull out that that language content. So it's in their language. No, we do it all in English, because it is an EsL. So what we doing and our main focus we will like to focus on the vocabulary

411

01:04:11.330 --> 01:04:38.539

Sukai Durosimi: because we're That's where they're struggling the most. So, when we are doing this, pull out with their Esl facilitator or focus will be in the vocabulary, because once we are really understanding that vocabulary, and then we can have that um the You know that that connection with the context, then that will help them to better understand the the comprehension, reading the comprehension also in even in math, because Matt is a lot of vocabulary as well,

412

01:04:39.780 --> 01:04:54.169

Sukai Durosimi: and for our that we do, there are Spanish for everything that they do, so they have their own um, and so when they get it to uh pull out their um.

413

01:04:54.180 --> 01:05:07.120

Sukai Durosimi: So they do have that access to, you know, to have that that connection in that translation at one point, but that has to be um

414

01:05:07.130 --> 01:05:35.889

Sukai Durosimi: scaffold, and to the point that it will be all English and merchant Um, because what by the time that they are, if they're so used to this, we need to scaffolding, because when they get to the test. They're not going to be able to have the charts, so they need to just kind of start working out and just work into it strategies they're helping to remember. So kind of have that that memory vision that Oh, you know this is what it what it was. That's what. Also the vocabulary in the cognitive and all that will place.

415

01:05:35.900 --> 01:06:01.550

Sukai Durosimi: Yeah. So that's why they do it like, Yeah, the reason why I access Because we had our last frame, and that's just a big focus on. That's why you keep hearing me breakfast. That's a heavy focus. I want to make sure that we're We're addressing any any gaps

416

01:06:01.560 --> 01:06:05.410

Reporter.

417

01:06:07.090 --> 01:06:10.720

Sukai Durosimi: Any questions. Dr. Walker, Ms. Joyce.

418

01:06:11.010 --> 01:06:12.809

Carlos Walker: No, sir.

419

01:06:13.620 --> 01:06:15.779

Okay.

420

01:06:18.920 --> 01:06:20.450

If you are playing

421

01:06:20.570 --> 01:06:22.410

some of you.

422

01:06:26.030 --> 01:06:29.899

Sukai Durosimi: Yeah, I'm. Assuming that uh

423

01:06:31.130 --> 01:06:38.699

Sukai Durosimi: academic plans for intervention was all addressed in their presentation. So that okay, That's what I thought I heard. But I

424

01:06:38.750 --> 01:06:40.850

Sukai Durosimi: Okay, So yes,

425

01:06:43.530 --> 01:06:44.379

okay.

426

01:06:50.870 --> 01:06:54.090

The sugar is centered in this t-shirt of Houston

427

01:06:56.500 --> 01:06:57.560

points.

428

01:07:13.500 --> 01:07:16.419

Sukai Durosimi: Okay, But I have mine almost.

429

01:07:17.120 --> 01:07:19.550

My, My,

430

01:07:21.820 --> 01:07:25.709

Sukai Durosimi: We can listen if you want when you start. Yes, I would.

431

01:07:27.050 --> 01:07:34.170

Sukai Durosimi: Okay. So I did an overview for Pre. K. Three, four all the way to second grade,

432

01:07:34.300 --> 01:07:37.370

Sukai Durosimi: and I've tiered them out. So

433

01:07:38.090 --> 01:07:40.179

Sukai Durosimi: my tier one

434

01:07:42.210 --> 01:07:43.160

let me see.

435

01:08:05.400 --> 01:08:10.449

Sukai Durosimi: Okay, So for my tier ones and pre-k we're at.

436

01:08:15.070 --> 01:08:17.560

Sukai Durosimi: Oh, no, my dad is not married.

437

01:08:17.950 --> 01:08:19.170

You done?

438

01:08:22.390 --> 01:08:23.790

Sukai Durosimi: This is for straight

439

01:08:33.569 --> 01:08:42.960

Sukai Durosimi: here. We go. Okay, so my tier one's for Pre. K. Are sixty five, and my goal is eighty percent moving into tier, one by the end of the year.

440

01:08:43.939 --> 01:08:45.529

Sukai Durosimi: Thank you.

441

01:08:48.220 --> 01:08:50.349

Sukai Durosimi: And then for

442

01:08:59.520 --> 01:09:06.480

Sukai Durosimi: and for my kinder it were our tier. One is at sixty, three point two percent.

443

01:09:06.660 --> 01:09:19.170

Sukai Durosimi: First grade, fifty-five point, six and second grade fifty-nine percent, all our tier one. And again the goal is eighty percent by the end of the school year.

444

01:09:20.130 --> 01:09:22.679

Sukai Durosimi: And right now we need

445

01:09:31.569 --> 01:09:35.690

Sukai Durosimi: I need thirty four students to reach tier one.

446

01:09:36.819 --> 01:09:39.639

Sukai Durosimi: And right now we have.

447

01:09:44.620 --> 01:09:46.149

Yeah, Um,

448

01:10:02.810 --> 01:10:06.050

they've been sixty songs.

449

01:10:10.850 --> 01:10:16.689

Sukai Durosimi: Thank you. Something happened with my tier. One data, so i'm having to go back and forth.

450

01:10:16.870 --> 01:10:18.490

Sukai Durosimi: But um,



451

01:10:18.700 --> 01:10:22.950

Sukai Durosimi: we do need thirty, four Currently we are at,

452

01:10:25.700 --> 01:10:26.719

and

453

01:10:29.020 --> 01:10:30.480

Sukai Durosimi: twenty two.

454

01:10:34.430 --> 01:10:38.199

Sukai Durosimi: I have to verify that one. That number got messed up, but

455

01:10:39.590 --> 01:10:42.110

Sukai Durosimi: right Now we're going to need

456

01:10:44.450 --> 01:10:46.010

Sukai Durosimi: for kinder.

457

01:10:49.600 --> 01:10:56.290

Sukai Durosimi: We will need sixteen students by the end of the year, and currently we have twelve that are tier, one,

458

01:10:57.740 --> 01:11:00.570

Sukai Durosimi: and for second grade.

459

01:11:02.170 --> 01:11:12.569

Sukai Durosimi: We are at thirteen students, and we will need Michael for um. Second grade is eighty five by the end of school year,

460

01:11:13.050 --> 01:11:19.590

Sukai Durosimi: and we will need at least nineteen students to reach tier one to get to to that goal.

461

01:11:20.140 --> 01:11:24.829

Sukai Durosimi: Now the plan that I have in place is

462

01:11:35.830 --> 01:11:44.120

Sukai Durosimi: I keep forgetting that I happen up here. Okay, so. And I know this is a lot. So i'll just I'll run through it. But I've scheduled

463

01:11:44.380 --> 01:12:07.260

Sukai Durosimi: love and laundry training for all teachers and staff, and that is occurring every Monday from four, thirty to six Pm. For six weeks, And this training is going to focus on using practical tools for classroom management, and then also to build our teachers capacity for managing, distracting our challenging behaviors to build positive relationships with our students, and also to encourage students to be responsible and

464

01:12:07.270 --> 01:12:14.549

Sukai Durosimi: um honest in their work. Now, when I do the observation, some of the look for us that i'll be,

465

01:12:14.560 --> 01:12:29.199

Sukai Durosimi: and watching out for is the language, because language is very powerful, and one of the things that we use as a one-liner in delivering consequences with empathy offering our students choices to avoid the power struggle, and then um one hundred and one

466

01:12:30.180 --> 01:12:34.620

Sukai Durosimi: again, having that empathy. When we deliver those consequences,

467

01:12:36.090 --> 01:12:55.600

Sukai Durosimi: then we have also implemented the leader and me curriculum, and we have scheduled to date three days of onsite coaching sessions with the leader and me coach for all of our staff, and training is going to focus on our adults learning and teaching the seven habits through modeling and direct lessons taught by not just their teachers, but also the by me.

468

01:12:56.500 --> 01:13:11.690

Sukai Durosimi: And during the walkthroughs again I'll be looking for that language, and, you know, discussing being proactive and putting first things first, just using that seven habits, language, and seeing art students take on more leadership roles,

469

01:13:11.930 --> 01:13:13.810

Sukai Durosimi: and then for

470

01:13:14.400 --> 01:13:18.000

Sukai Durosimi: the bringing up the students for building the students.

471

01:13:18.680 --> 01:13:44.940

Sukai Durosimi: I'm. Going to be collaborating with the Mtss. Team to provide those positive behavioral interventions and put those supports in place for the students. I'll meet with my intervention groups to build life skills such as time, management, managing emotions, building that self-efficacy, building and maintaining healthy relationships and then also responsible decision making for my tier two one to two times a week, and then for my tier, three students, two to three times a week.

472

01:13:44.950 --> 01:13:51.419

Sukai Durosimi: I'll also coach teachers and staff on integrating that social and emotional learning into the classroom lessons,

473

01:13:52.600 --> 01:13:55.029

Sukai Durosimi: and Michael is for

474

01:13:56.380 --> 01:13:58.640

Sukai Durosimi: eighty percent for my

475

01:13:58.750 --> 01:14:01.089

Sukai Durosimi: three K. First in

476

01:14:02.410 --> 01:14:14.280

Sukai Durosimi: kinder and then my eighty-five percent for my second graders. Now let's do down, and those are the plans also for my upper grades. But this is our overview. Oh, and I wanted to break down there.

477

01:14:14.700 --> 01:14:18.670

Sukai Durosimi: When you look at our boys, and the numbers are small,

478

01:14:21.250 --> 01:14:27.549

Sukai Durosimi: and there's a higher concentration in our African American, and hispanic populations.

479

01:14:27.860 --> 01:14:32.709

Sukai Durosimi: These are our tier two boys in pre-k all the way up to second grade.

480

01:14:36.680 --> 01:14:43.429

Sukai Durosimi: You'll notice our second graders are having kind of a challenge. As well, and this on the very end is our emergent bilinguals,

481

01:14:46.080 --> 01:14:50.280

Sukai Durosimi: and then in our tier three we have lower numbers there

482

01:15:00.030 --> 01:15:01.510

Sukai Durosimi: and then,

483

01:15:01.820 --> 01:15:03.879

Sukai Durosimi: girls in tier two.

484

01:15:07.760 --> 01:15:10.870

Sukai Durosimi: We got our third to fifth grade.

485

01:15:11.320 --> 01:15:14.450

Sukai Durosimi: This is our overview for third, fourth, and fifth grade.

486

01:15:16.340 --> 01:15:21.369

Sukai Durosimi: I want to make sure I have the numbers right. So for our third grade we're at

487

01:15:22.300 --> 01:15:34.399

Sukai Durosimi: fifty right now at tier one. So my goal for them is eighty percent, and I'm going to need twenty three students to reach tier, one status by the end of the year. Right now we're at fourteen

488

01:15:34.820 --> 01:15:37.059

Sukai Durosimi: for our fourth grade.

489

01:15:38.710 --> 01:15:49.369

Sukai Durosimi: My goal still is eighty percent. Right Now we have thirteen students at tier one we need eighteen to get to. We need eighteen to reach that eighty percent.

490

01:15:52.290 --> 01:15:54.729

Sukai Durosimi: And then for fifth grade

491

01:15:56.120 --> 01:15:58.230

Sukai Durosimi: we are at.

492

01:15:59.330 --> 01:16:02.249

Sukai Durosimi: Now. This is a much smaller group. So the

493

01:16:02.810 --> 01:16:06.830

Sukai Durosimi: the graph is going to look a little odd. But we are at

494

01:16:08.410 --> 01:16:13.030

Sukai Durosimi: forty four percent right now. So eight of our students are in tier one and fifth grade.

495

01:16:13.340 --> 01:16:20.239

Sukai Durosimi: Still, the goal is eighty percent, because I know they can do it. We're going to need fifteen students at tier, one by the end of the year,

496

01:16:21.730 --> 01:16:23.660

Sukai Durosimi: and then you'll notice

497

01:16:31.280 --> 01:16:33.870

Sukai Durosimi: our African American

498

01:16:34.010 --> 01:16:36.139  
Sukai Durosimi: kiddos are in fourth grade,

499  
01:16:36.350 --> 01:16:37.769  
Sukai Durosimi: and

500  
01:16:38.910 --> 01:16:42.289  
Sukai Durosimi: are Hispanic students as well

501  
01:16:42.640 --> 01:16:44.860  
Sukai Durosimi: in third grade in fifth grade.

502  
01:16:45.270 --> 01:16:48.920  
Sukai Durosimi: Boys are are struggling,

503  
01:16:49.690 --> 01:16:53.869  
Sukai Durosimi: and then most of my tier Three S. Are also boys,

504  
01:16:55.440 --> 01:17:03.000  
Sukai Durosimi: and it's not really a super high number, but I would like, at least for my tier three to move up at least to tier two,

505  
01:17:08.690 --> 01:17:11.410  
Sukai Durosimi: and then in fifth grade, you'll notice

506  
01:17:11.730 --> 01:17:13.910  
Sukai Durosimi: our Hispanic girls are

507  
01:17:14.680 --> 01:17:17.000  
Sukai Durosimi: having some challenges,

508  
01:17:22.270 --> 01:17:23.389  
Sukai Durosimi: and then

509

01:17:24.310 --> 01:17:26.889

Sukai Durosimi: we do not have any girls at Tier Three.

510

01:17:28.480 --> 01:17:31.389

Sukai Durosimi: And there it goes. It's just disappeared.

511

01:17:32.360 --> 01:17:35.090

Sukai Durosimi: Did anybody have any questions for me?

512

01:17:36.210 --> 01:17:41.119

Sukai Durosimi: No questions. You have any questions, Dr. Walker. Miss Jones.

513

01:17:42.440 --> 01:17:43.800

Carlos Walker: No, sir.

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01:17:50.360 --> 01:17:55.800

Sukai Durosimi: Trying Yes, a lot of work. This won't be right.

515

01:18:05.940 --> 01:18:08.349

Sukai Durosimi: I think it's up

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01:18:14.800 --> 01:18:17.670

Sukai Durosimi: all right. Good evening. Um,

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01:18:18.370 --> 01:18:34.040

Sukai Durosimi: So I think, as you kind of listen to each of our instructional coaches talking about their data, I think you can see that data-driven instruction is our biggest focus. It is the research based um

518

01:18:34.190 --> 01:18:37.339

Sukai Durosimi: approach to education that's actually going to move the needle.

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01:18:37.350 --> 01:18:59.809

Sukai Durosimi: And the thing about data-driven instruction is that it has to be a holistic approach. And so that's what we're doing. We're looking at academics, but we're looking at attendance. We're looking at discipline. We're looking at parent engagement. We're looking at. What kind of intervention supports have they been given You've been told what different pieces we have as far as intervening for them.

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01:18:59.820 --> 01:19:05.039

Sukai Durosimi: Um. And And so my my biggest problem is my My

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01:19:05.990 --> 01:19:16.690

Sukai Durosimi: My intent is that we use that data-driven instruction to move the needle as we look at that child holistically. So

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01:19:16.720 --> 01:19:21.330

Sukai Durosimi: our campus instructional team is focusing in on those critical data

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01:19:21.340 --> 01:19:38.179

Sukai Durosimi: mit

524

01:19:38.210 --> 01:19:41.610

Sukai Durosimi: our meetings so that we're focused in on a certain group

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01:19:41.620 --> 01:19:59.960

Sukai Durosimi: mit,

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01:19:59.970 --> 01:20:17.849

Sukai Durosimi: and we want all of our students scoring at least approaches on any of our um end of year. Progress measures. Um! We have ah, one hundred percent of our in ah instructors engaging in that observation feedback with their coaches as well as myself, one hundred and fifty

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01:20:17.860 --> 01:20:35.649

Sukai Durosimi: um, and then also participating in those targeted data discussions with the coach and the teacher, so that teacher is engaged with that coach, and that coach has been coached up to be able to have the conversations at the level that they need to. So that teacher is moving that student.



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01:20:36.780 --> 01:20:38.040

Sukai Durosimi: And

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01:20:39.370 --> 01:20:41.980

Sukai Durosimi: so um

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01:20:41.990 --> 01:21:06.409

Sukai Durosimi: professional development is that everyone who is touching kids are getting professional development at least once a quarter, so that they're able to actually bring in additional resources. It may be, else training for our teachers who are dealing with Evs. It may be um really focused in on a writing particular Pd: It just depends upon what the need is for that particular quarter of what

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01:21:06.600 --> 01:21:08.519

Sukai Durosimi: what their pd will be,

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01:21:08.690 --> 01:21:21.649

Sukai Durosimi: and then also that we have um as Miss Yar Clay mentioned leader and me um is getting every single person on campus engaged in those later and new practices, so that we have that holistic picture for for our students.

533

01:21:23.200 --> 01:21:33.469

Sukai Durosimi: You've already heard a lot of these pieces I've kind of wrapped it together in one synopsis weekly Plc meetings by content. It's

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01:21:34.090 --> 01:21:46.150

Sukai Durosimi: a professional development that has to do with using the data from the walk-throughs. Observation, feedback cycles, the t-test observations. Ddi meetings that they have with teachers.

535

01:21:46.160 --> 01:22:02.780

Sukai Durosimi: We started with baseline assessments at the beginning of the year that's the data that you've been um reported was reported that this evening we want to continue to improve our tier one instruction. This is that this is the heart of what we need to do is really improve that tier one.

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01:22:02.790 --> 01:22:22.280

Sukai Durosimi: Um! If we can improve that tier one we're going to be able to move those kids, and that's why our goals are so high. That's why it's at seventy and seventy five. Um! But we're implementing and using those tenant principles that we have um been trained on, and so making sure that those, as well as those Ddi processes, are being followed

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01:22:22.400 --> 01:22:23.820

Sukai Durosimi: um

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01:22:24.230 --> 01:22:43.760

Sukai Durosimi: mit ctl, and as it's been mentioned the second through fifth grade students. They're maintaining their own individual data binders. So those students know their data. They can share it with their parents. The teacher and the student has a conversation. You don't know where you're going, unless you know where you are, and so for them to be able to set their own goals of where they want to get to one hundred and fifty.

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01:22:43.770 --> 01:22:56.220

Sukai Durosimi: Um! The one thing that I do want to point out is the coaches have talked about Saturday school being for tier, two and tier, three students after the last instructional

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01:22:56.230 --> 01:23:08.219

Sukai Durosimi: mit ctl and um conversation that I had about Star, and what star looks like in that redesign. One of the shifts that Mr. Assimi and I have talked about is that Saturday school is actually going to be by grade level two hundred and fifty.

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01:23:08.230 --> 01:23:18.519

Sukai Durosimi: So we'll do a third grade star practice, and we will use our questions to actually hone in on. What are the strategies because those short

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01:23:18.530 --> 01:23:40.670

Sukai Durosimi: um constructive responses are very specific. There's rubric that go with it that we've been shared um from ta, And so, being able to hone in on. We've had all this intervention through the week because we have an intervention block built into our schedule. We have after school we have pull out groups with literacy united, and our in our own um

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01:23:40.750 --> 01:23:51.679

Sukai Durosimi: mit cti and interventionist as well as fab tutor. So we have all that intervention happening. How do we bring it together? So on those Saturdays we're bringing everything together and inviting every student one hundred and fifty

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01:23:51.690 --> 01:24:11.249

Sukai Durosimi: um in that grade level to be able to focus in. What does it look like to take star questions? The other thing about that is to be able to get them to build stamina um writing Um! Just what is going to have to take place for the thinking through and writing concise um responses

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01:24:11.260 --> 01:24:36.710

Sukai Durosimi: is there's stamina that needs to be built, so that they're able to do that. If you have the same staff on Saturday that you have their needs. And so the staff on Saturday is actually literacy united which are coming from the interventionists that we do have through the week for um communicate they are, and that's um. So it's actually built into their schedule to have a conversation before we get to that. Okay,

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01:24:40.300 --> 01:24:54.489

Sukai Durosimi: so. And I think we have one that is consistent that she is

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01:24:54.500 --> 01:25:16.670

Sukai Durosimi: to make sure that if you have students coming on Saturday that they know what's going on with their particular student exactly, and that's why the coaches are working with Ms. Yadira with as the Mtss. Coordinator, to make sure that what's happening on Saturday is what those kids need in order to build the stamina. And No, it is not a play day for Saturday.

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01:25:17.000 --> 01:25:21.940

Sukai Durosimi: Yeah, it's almost like a star camp.

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01:25:22.610 --> 01:25:30.169

Sukai Durosimi: So and then, of course, we have our accelerated learning committees that meet monthly to monitor progress of the two-

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01:25:31.240 --> 01:25:34.100

Sukai Durosimi: So any questions

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01:25:34.660 --> 01:25:42.080

Sukai Durosimi: great job to you, of course, and yourself Coaches I like the consistency you

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01:25:42.250 --> 01:25:57.700

Sukai Durosimi: that I see along. All great levels Seem like you all kind of have Uh, there are some of our approaches in terms of how you would you pull out seventy-one. Yeah, so that that's the because they can adjust as they go to each grade level, so they'll kind of not what they expect.

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01:25:57.710 --> 01:26:07.549

Sukai Durosimi: Also her parents like it because they count up. They know the expectations you do so Good job. So no comment, no, no additional comments. Dr. Walker. Miss Joyce,

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01:26:10.540 --> 01:26:15.109

Carlos Walker: but you said it all a great job. I like the plan overall.

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01:26:28.140 --> 01:26:31.909

Sukai Durosimi: Well, I gave you a short time to stick you out four minutes.

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01:26:32.500 --> 01:26:34.740

Sukai Durosimi: That's okay.

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01:26:35.090 --> 01:26:46.370

Sukai Durosimi: That's okay. I think I've already told you guys about the construction the fire chief came through. Walk through, maybe. Well,

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01:26:46.380 --> 01:27:05.620

Sukai Durosimi: we passed. We're just waiting for the city inspection to come in so we can start moving in there. I am so ready. So um the stipends. We were discussing the stipends the last time we actually don't have to address it because it was built into the pay scale that the Board approved. So

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01:27:05.630 --> 01:27:13.630

Sukai Durosimi: that's kind of taking care of. So if I move up, I wanted to

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01:27:13.770 --> 01:27:16.920

Sukai Durosimi: see. Where is it?

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01:27:18.150 --> 01:27:19.179

Sukai Durosimi: Ah,

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01:27:22.130 --> 01:27:31.129

Sukai Durosimi: yes, I want to recognize Miss Item as the district operations and facility manager. So right now

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01:27:31.530 --> 01:27:42.840

Sukai Durosimi: she looks so tired, because yes, because she is so, Mr. Alonso, I told you Fell broke his name four places,

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01:27:42.850 --> 01:27:56.769

Sukai Durosimi: so which means that um. We had Ms. Blante's wife as a sub that was helping Miss Lee downstairs. So since sometimes she has to take the kids and run around some, she can't come in. So

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01:27:56.780 --> 01:28:17.179

Sukai Durosimi: this Ida has been coming at five thirty in the morning. So and then she also is taking. She's also supporting after school. So the kids that do after school they get a snack, and they get like a dinner to go home. So sometimes is what we have left over. Sometimes it's her cooking stuff. Sometimes Ms. Lee's able to help us out one hundred.

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01:28:17.280 --> 01:28:29.069

Sukai Durosimi: We work together on finance, she does facilities, and she does child nutrition. So I wanted to record an Hr. And payroll working with Miss Jessica.

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01:28:29.260 --> 01:28:39.289

Sukai Durosimi: It's she has ran for the past five years and three years. The past three years has been intense,

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01:28:39.380 --> 01:28:55.779

Sukai Durosimi: and I would say, if I tell Miss Ida to. So this last week I had to force her to take time off, and she still even came into after school, because we were kind of short-handed, and some of the tutors did show up so we can. But anyway,

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01:28:55.790 --> 01:29:15.479

Sukai Durosimi: um I just wanted to recognize this item. So just working so very hard. Make sure we all fed healthy meals, making sure, child nutrition budget is really, I mean, we've been in the black um when she took over. She's really really worked hard, so I

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01:29:18.220 --> 01:29:30.769

Sukai Durosimi: so she make sure that we get the free money she's, I mean, even for it, Even the cameras. So she was like, Okay, we do the building, but she's like I'm going to make sure the cameras are what they're supposed to be, because

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01:29:31.290 --> 01:29:51.289

Sukai Durosimi: there's just something when vendors come in, and I think they see me and Miss Ida. I think they all of a sudden think something else. I'm not sure, like maybe we don't understand what they're talking about, and she does. Yeah, she handles the it part. I handle the building part, and we just read them the right to.

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01:29:51.300 --> 01:30:10.830

Sukai Durosimi: You've been in our meeting, Mr. Gardner, so I just wanted to recognize Ms. Ida for that. Also, I wanted to recognize Miss Pattenwala for meeting the requirements. She's not here today. She actually took some time off um for meeting the requirements for teacher. Incentive allotment, so

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01:30:10.840 --> 01:30:21.659

Sukai Durosimi: that's a beast of its own. But I can finally be able to submit the information. Tomorrow I believe she will have, and she will be recognized as exemplary.

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01:30:21.680 --> 01:30:37.830

Sukai Durosimi: Um, So it's recognized exemplary and mastery, and she made it to exemplary. Now i'm not sure. It seems like she might make it to masters. I did send it to region eleven for them to check my figures. They said. It looks good, but she's an exemplary, so

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01:30:37.920 --> 01:30:56.049

Sukai Durosimi: she should be getting around maybe twelve thousand dollars if he has, if T. A. She worked very hard for it. So this year um k through fifth grade reading and math teachers,

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01:30:56.060 --> 01:31:06.640

Sukai Durosimi: we all, i'll submit their names doing October, winter, winter, snapshot, and then

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01:31:06.670 --> 01:31:25.899

Sukai Durosimi: yes, so we will see how they do if they do Well, the money's I mean ta sends us the money we give it to them, but they have to stay so certain things they can't have excessive absences. They have to be in the same position or teaching the following school year in the school. So one hundred and fifty

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01:31:25.910 --> 01:31:26.880

Sukai Durosimi: um

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01:31:27.440 --> 01:31:46.409

Sukai Durosimi: i'm hoping that we can um see that. And then also I need to recognize Ms. Moke. The Governor sent out an accordance, saying that he wanted to celebrate all principals in the month of October for their leadership and for including students first. So Ms. Moe um.

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01:31:46.420 --> 01:31:55.199

Sukai Durosimi: This is from Mr. Um, Mr. We, Mr. Governor Abbott, and he wanted to recognize you. So Ms: mo good job

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01:31:58.780 --> 01:32:12.019

Sukai Durosimi: it's not on here. I have to recognize the entire team that's sitting at this table. It's a lot of work. It's a small school

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01:32:12.030 --> 01:32:35.910

Sukai Durosimi: in a big district. I think you have people to share the load, and at this school you do still have people to share the load. But every single kid counts just like in any other school account. So just dissect in the data and making sure each child moves up. It's a lot of work, and our kids came back this year just everybody's all over the place. So um

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01:32:35.920 --> 01:32:41.809

Sukai Durosimi: I would say good job to this team is

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01:32:44.060 --> 01:33:02.310

Sukai Durosimi: Miss Anna is not new to the team. She's new this year, but she's been taking care of the animals she's trying to make sure. Science is where it needs to be. She's a quiet participant this time, because next time she'll be presenting so we wanted to kind of introduce her to the table. So

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01:33:02.840 --> 01:33:05.080

Sukai Durosimi: all right, that's all I have

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01:33:05.330 --> 01:33:15.020

Sukai Durosimi: next board meeting November the eighth,

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01:33:16.440 --> 01:33:33.200

Sukai Durosimi: and then in December we usually don't have a board meeting, except if there's something financial. We have to take care of that. That's what you had uh requested.

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01:33:33.570 --> 01:33:44.869

Sukai Durosimi: Yes, and we'll have more information by hispanic characters. This is,

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01:33:45.240 --> 01:33:50.869

Sukai Durosimi: and that's all I have. Oh, yes, that's all. And I, if we can get a meeting to adjourn,

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01:33:52.870 --> 01:33:54.860

Carlos Walker: so

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01:33:55.170 --> 01:34:00.709

Sukai Durosimi: thank you. We will adjourn at seven. Forty, nine Pm. Thank you.

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01:34:00.740 --> 01:34:04.920

Sukai Durosimi: Enjoy the rest of your evening. Good night, thank you, Dr. Walker.

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01:34:11.440 --> 01:34:15.920  
Sukai Durosimi: Your time.