

AGENDA

Jan Jones Blackhurst Elementary School School Organizational Team (SOT) Meeting

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Thursday, January 25, 2024

2:30 – 3:30 pm

School Organizational Team Members:

- Present ▾ Janet Burkland - Member (Chair)
- Present ▾ Jonathan Diehl - Member (Co-Chair)
- Present ▾ Tina Bohr, Member
- Not Present ▾ Ashly Ammons, Member
- Not Present ▾ Steven Petrack, Member
- Present ▾ Jaime Tabeek, Member (Note-taker, minutes)
- Not Present ▾ Dena Kountapanya, Member
- Present ▾ Dr. Holmes, Teacher
- Present ▾ Ryan Cordia, Member
- Present ▾ Jennifer Boccia, Principal

Jan Jones Blackhurst, Namesake

This meeting agenda is posted publicly on the school website at

<https://www.jonesblackhurst.net/sot>

The School Organizational Team may take items on the agenda out of order; may combine two or more agenda items for consideration; and may remove an item from the agenda or delay discussion relating to items on the agenda at any time.

Speakers wishing to speak during the public comment period for this meeting may call Shari White, 702-799-1252, or sign up in person immediately prior to the beginning of the meeting. Speakers will be called in the order in which they signed up. No one may sign up for another person or yield their time to another person. Generally, a person wishing to speak during the comment period will be allowed two (2) minutes to address the School Organizational Team. Speakers may also submit additional comments in writing.


It is asked that speakers be respectful to each other, Team members, the principal and school district staff. Speakers that are disruptive will be asked to leave the meeting.

1.0 Welcome & Roll Call & Review and Adoption of Minutes from 12/14/2023 SOT Meeting

-12/14 minutes adopted :)

2.0 New Items

2.1 2024-25 Budget

 JJB SOT Meeting: 24-25 Budget 1/22/2024

-Budget approved

2.2 School Performance Plan – Act 2, Status Check 2

Inquiry Area 1 - Student Success

Increase the percent of students scoring above the 61st percentile in math from 44% (spring 2023) to 45% (fall 2023) to 45% (winter 2023) to 46% (spring 2024) as measured by MAP Growth Assessment.

Finding #1:

-Winter goal was 45% proficient at the 61st percentile, goal was met. (50%)

Finding #2:

MAP Math Data Percentage Scoring at 61st Percentile or Higher

Grade Level	Fall 2023	Winter 2023	Trend
Kindergarten	65%	64%	↓
1st	52%	64%	↑
2nd	36%	44%	↑
3rd	44%	55%	↑
4th	48%	40%	↓
5th	33%	36%	↑

Goal 1 Strategies:

1. Gain familiarity with resources, including activities for hands-on instruction, available with enVision Mathematics Common Core 2020, research additional materials to fill in resource gaps, and implement Bridges Intervention Materials.
2. Now: Our students are making progress in Math due to the strong collaboration taking place during PLC discussions.
3. Next Steps: Identify Tier 2 and 3 students to provide interventions with the Bridges Intervention materials. Update the goal to reflect fall data.
4. Need: Time to create small group intervention groups and funding for continued PLC discussions.

Inquiry Area 2 – Adult Learning Culture

The percent of classroom observations that show evidence that the teacher and students interacted with the success criteria and learning intentions will be 70% at the end of semester 1 to 90% at the end of semester 2, 2024 as measured by the Tier I Monitoring Tool (Focal Point).

Finding #1:

-Winter goal was to be at 70% at the end of semester 1, goal was not met. (61.8%)

Finding #2:

-Teacher and student interact with the posted Learning Intention

Finding #2:

Teacher and student interact with the posted Learning Intention

Yes - 61.8% (21)

No - 29.4% (10)

No Answer - 8.8% (3)

Goal 2 Strategies:

1. During PLC, staff meeting, etc. allow for discourse between teachers to address vertical and horizontal alignment in Math standards.
2. Now: Currently, 100% of our classroom observations demonstrated evidence that instruction aligned to the standard, exceeding our goal.
3. Next Steps: Update our goal to incorporate success criteria and learning intentions. Currently, 50% of observations demonstrated evidence that the students and teacher interacted with the learning intention and success criteria.
4. Need: PLC discussion will align learning intentions and success criteria.

Inquiry Area 3 – Connectedness

The percentage of 3rd to 5th students who respond favorably to the question “How often are you able to control your emotions when you need to?” will increase from 56% (Spring 2023) to 57% (Fall 2023) to 58% (Winter 2023), and 59% (Spring 2024).

Finding #1:

- How often are you able to control your emotions when you need to?
- Winter goal was to be at 58%. Goal was not met. (52%)

Goal #3 Strategies:

1. Students will be provided with instruction on developing a growth mindset (including how to utilize Mindfulness strategies).
2. Now: With the shift of our 5th graders from Spring of 2023, going to middle school, and from our 2nd graders becoming 3rd graders, the group of students taking the survey has changed. The instruction provided by our counselor and behavior mentor has not occurred with this new group of students.
3. Next Steps: Schedule small group lessons for the students that responded unfavorably, focusing on self regulation. In addition, a wellness program will be offered to students as an after school activity. Update the SPP goal to reflect the drop in the fall.
4. Need: Time for small group instruction and funding to pay for the staff facilitating the afterschool program.

-Teacher feedback:

Inquiry Area 1

Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
<p>Our students are making progress in math due to the strong collaboration taking place during PLC discussions.</p>	<p>Additional opportunities for interaction with the Bridges intervention program to support small groups. In addition, grade levels need to analyze student data for subgroups (EL, IEP, etc.) to differentiate small group instruction (including RTI). During grade level PLCs, teams will include vertical alignment discussion to ensure an understanding of curriculum across all levels.</p>	<p>Additional training with the Bridges intervention program. Time should be allocated during PLCs to discuss/analyze subgroup data and vertical alignment.</p>

Inquiry Area 2

Now (Lessons Learned)	Next (Next Steps)	Need
<p>Teachers are unsure what the learning intention and success criteria should look like for ELA, as HMH includes many standards spiraled through each module. In addition, multiple standards are included for each topic/lesson in the provided Teacher Clarity documents for math.</p>	<p>Additional examples of the learning intentions/success criteria need to be provided and discussed during PLC to have a clearer understanding of what should be communicated to students, posted on the board, and detailed in slideshows.</p>	<p>Time to focus on learning intentions and success criteria during PLC discussion.</p>

Inquiry Area 3

Now (Lessons Learned)	Next (Next Steps)	Need
<p>Students are not able to regulate their emotions when they need to. They seem to lack the confidence in their ability to use strategies that they have been taught.</p>	<p>The counselor will work closely with classroom teachers to identify students that are having difficulty regulating emotion to create small counseling groups to focus on regulation strategies. In addition, the counselor will conduct classroom lessons that focus on regulation strategies for all student 3-5. Reinstate modeled strategies through morning announcements (GMJags).</p>	<p>Time to created the modeled strategies for GMJags, creation of small counseling groups, and classroom lessons.</p>

2.3 Review of Clark County School District Pre-Kindergarten-12 Student Code of Conduct

-In compliance with Nevada Revised Statutes 392.4644, please add a formal agenda item to review the Clark County School District Pre-Kindergarten-12 Student Code of Conduct with your School Organizational Team during your January or February meeting. Click the link below for more information.

[Click for More Information](#)

-Status tracker approved

3.0 General Discussion

3.1 FUTURE MEETINGS. Discussion and possible action regarding the dates and times of future meetings.

-Next meeting 2/29/2024

-March meeting before Spring Break

4.0 Public Comment Period

-No comment