

## Virtual School Organizational Team Meeting- Minutes

Doris Hancock Elementary School

Wednesday, January 27, 2021

3:30-4:30 pm

Google Meet Link: <https://meet.google.com/khw-hivf-fjr>

School Organizational Team Members:

Rosa Alvarez, parent member (Absent)  
Dilicia Nathaly Martinez, parent member  
Andrea Ljungquist, parent member  
Veronica Dannaker, licensed member  
Rachel Marx, licensed member  
Humberto Ramirez, support staff member

Also in Attendance:

Sarah Payne, Principal  
Christie McKenzie, Assistant Principal  
Wendy Acevedo, School Safety Professional, Translator  
Dr. Samuel Scavella, School Associate Superintendent

This meeting agenda is posted publicly on the school website. 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 702-799-4205 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**

#### **1.1 REVIEW OF MEETING MINUTES FROM 12/16/20:**

### **2.0 DISCUSSION & NEEDS ASSESSMENT**

#### **2.1 CONSIDERATION OF VIRTUAL LEARNING ON STUDENTS FOR NEXT YEAR**

- 2.1.1** Products of discussion: Students falling academically behind because of non-enrollment/attendance; Students might struggle with having routines; Especially in regards to younger students, they might not have any experience with school setting, behavior expectations; Rusty on social and emotional interactions; Lunch/recess expectations and safety protocols during that time; Students have had a more sedentary lifestyle; School might not look like it used to, so students will need to be taught new health/safety guidelines; Students may have dealt with trauma and it may cause shifts in behavior; Younger students may be struggling with decoding and also with being independent

## **2.2 PROACTIVE SOLUTIONS TO SUPPORT STUDENTS IN THEIR TRANSITION BACK NEXT SCHOOL YEAR**

- 2.2.1** Products of discussion: Lower class sizes to give differentiated and targeted instruction; Giving more time for differentiation, intervention; Afterschool programming for academics and extracurricular activities; Building in time for professional development on trauma informed practices; Extension/Intervention Academy; Building in time for professional development specifically on differentiated instruction; Utilize ReInvent Schools to get additional support; Behavioral staff member to work one on one with students and teachers; Certified Temporary Tutor (CTT); Behavior Bootcamp (Different Name)- focused, fun, school routines & procedures- health and safety too; PBIS Team and restorative practices (UNLV, trauma informed practices); Pizza Hut Book It Program to encourage students or other reward system

## **3.0 School Performance Plan (SPP)**

### **3.1 20-21 SPP Review**

**3.2** MAP DATA TRENDS (Presented by Rachel Marx): MAP data in both reading and math show a downward trend from Fall 2020 to Winter 2020. Students in PK-2<sup>nd</sup> tested much higher than what we typically see in Fall due to parent support. Drop in PK-2<sup>nd</sup> can be attributed to parents giving students less support while they took the MAP assessment.

### **3.3 CCSD ANNUAL SURVEY RESULTS:**

**3.3.1** 64 questions. 146 in grades 4-5 responded. Results trend upward from 2019 to 2020 across the assessment.

**3.3.2** "This school is safe." 71.8% of students agreed in 2019 and 82.2% of students agreed in 2020.

**3.4** CHANGES/ADJUSTMENTS FOR 21-22: Add growth mindset, make sure to include Reading Rangers, involve parents in goal setting and rewards

## **4.0 Title I Budget for 2021-2022 School Year Planning**

### **4.1 \$221,160 ALLOCATION**

**4.2** DISCUSSION: SOT team agreed that using Title I money to pay for a strategist to support behavior and class size reduction teachers was the best way to spend the money. SOT recommended 1 strategist and 2 class size reduction teachers.

## **5.0 Academic Support Funding**

### **5.1 \$173,565 ALLOCATION**

**5.2** NEEDS DISCUSSION: SOT team recommended that the budget be used to pay for one strategist to help support students struggling academically and one counselor to help support students with social emotional learning.

## **6.0 General Budget Discussion**

**6.1** OTHER NEEDS: SOT recommended paying for an additional half of an assistant principal, additional half of the site based technology support staff, 2 hours of library aide, 1 hour for office aide, and an additional 8 hour custodian to support cleaning needs

## **7.0 School Plan of Operation**

**7.1** ADVICE AND INPUT FROM SOT: Nothing additional to what is written above.

**7.2** VOTE TO APPROVE AT NEXT MEETING

## **8.0 Future Agenda Items**

**8.1 VOTE TO APPROVE SCHOOL PLAN OF OPERATION**

**9.0 Next Meeting**

**9.1** FEBRUARY 17, 2021 @ 3:30 p.m.

**10.0 Public Comment**

**10.1** None

**11.0 Meeting Adjourned**

**11.1** 5:08 p.m.