

John C. Vanderburg Elementary School Organizational Team General Meeting - Held via Email

September 12, 2024 ~ Minutes 3:45-4:25pm

SOT members present: Administration – Ronda Reedom, Principal; Faculty Representatives – Brandy Vernaci (T), and Kiah Rivera (SS); and Parent Representatives – Stephanie Cox

The School Organizational Team meeting was emailed to review the agenda in place of a meeting.

The School Organization Team may take items on this agenda out of order, combine two or more agenda items for consideration, and remove an item from the agenda or delay discussion relating to items on the agenda at any time. Agenda was followed as presented.

Speakers wishing to speak during the public comment period for this meeting may call Carolyn Lustig @ 702-799-0540 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 district staff. Speakers that are disruptive will be asked to leave the meeting.

1.0 Welcome & Roll Call

2.0 Old Items

2.1 Review & Approve SOT [May 2024 Minutes](#)

Minutes were reviewed and a motion to approve the minutes was made by Ronda Reedom followed by Brandy Vernaci to second the motion. Minutes are approved and will be posted on the Vanderburg website.

Side note: There is a new SOT rule: the principal is now a voting member and another parent will be added to even the vote.

3.0 New Items

3.1 SBAC Preliminary Data

3 year trend overall using data from the 3rd-5th graders combined in regards to proficiency.

ELA staying basically the same (74.4 -> 73.2 -> 72.6) and Math was equally similar (72.7 -> 68.7 -> 69).

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Looking for shifts out of the red and also movement from red to yellow, yellow to green, etc. when utilizing the Achievement Levels (3rd-5th Grade) table for ELA, Math, and Science proficiency. Overall steady but dropped in Math in 5th graders.

3.2 SPP Roadmap

1st of the year (data from last year with goal for the end of this year)

School Community Outreach: contains a running list of SOT dates, PLC meetings for data, Staff Development Days, and one-on-one conferences with licensed teachers

School Goals:

Inquiry Area 1:

Student success- Student performance with SBAC summative assessments, MAPs, and Achievement data 3-year Trend.

SEL- District Survey- student/parent lifeline data and panorama student survey

Access to Rigorous Texts & Tasks- Classroom observations, Tier 1 CCSD adopted materials, Math/ELA Curriculum Review

Areas of strength- MAP Reading achievement at the 71st percentile; MAP Math achievement at the 77th percentile; MAP growth at the 68th percentile for the Spring.

Areas for growth- schoolwide Reading growth is currently at the 53rd percentile for Spring.

This coming year, looking to increase Reading/ELA academic growth from 53rd percentile to 61st percentile or higher.

Critical root causes- inconsistency in differentiated instruction/small group instruction, lack of consistency in learning goal-aligned student tasks, lack of enrichment, and acceleration of learning for students that are currently meeting or exceeding standards in Reading/ELA.

School Goal- Increase number of students proficient in math from 69% to 74% as measured by SBAC from Spring 2025.

Increase number of students proficient in ELA from 72.6% to 78% as measured by SBAC from Spring 2025.

Intended outcomes: increase in percent of students at or above the 61st percentile on the Math MAP; maintain/increase student growth achievement in math at the 68th percentile or higher.

Strategies: Implement Tier 1 Math curriculum/materials, focus on Tier 2 math instruction, and looking at data in PLCs, purposeful planning

Action Steps: Tier 1 instruction through Tier 1 and 2 curriculum (EnVision), principal ensuring the use of the districtwide math curriculum, EnVisions assessments will be utilized as common assessments for each grade level, Exact Path, monitoring MAP data and others for formative data, monitoring summative grade book data, grade level PLCs to monitor achievement, collaboration for planning curriculum/instruction and monitoring student achievement, classroom observations of Tier 1 and 2 math instruction.

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Time is the biggest challenge.

Intended outcomes: increase in percent of students at or above the 61st percentile on the Reading MAP; increase student growth achievement in Reading/ELA at the 61st percentile or higher.

Action Steps: Tier 1 instruction through Tier 1 and 2 curriculum (HMH, Into Reading, 95 Phonics), principal ensuring the use of the districtwide reading curriculum, HMH assessments will be utilized as common assessments for each grade level, Exact Path, monitoring MAP data and others for formative data, monitoring summative grade book data, grade level PLCs to monitor achievement, collaboration for planning curriculum/instruction and monitoring student achievement, classroom observations of Tier 1 and 2 reading/ELA instruction.

Resources needed: HMH curriculum, 95 Phonics, PLC time, Teacher PL for Phonics 95

Time is the biggest challenge.

Equity Supports- Diverse learners- differentiated instruction, ELL, foster/homeless, free and reduced lunch students. Providing wrap-around services.

Racial/ethnic minorities: tired intervention to accelerate student learning. Counselor supported services

Students with IEPs- being aware of IEP goals and working collaboratively with SPED teachers by attending PLC sessions and purposeful planning.

Inquiry Area 2

Targeting professional learning culture (adult learning)

Data (SBAC, MAP, Summative GL data, class observation data)

Grade level meetings/ chair meetings

PLC Google Form

Master Calendar for use of consistent PLC meetings

Use planning time to differentiate

NEPF standard 5, indicator 1 is lacking

Goal: plans based on data analysis

Goal week: new implementation, lacking schoolwide...sit down and show the kids. Pull during acceleration time. If students don't know what they need, they can't work on it.

Inquiry Area 3

Area of strength: feeling safe and understood by peers/staff

Area of growth: student self-confidence and willingness to make mistakes has fluctuated over the last few years of the survey.

District end survey 3rd-5th graders 943/1% of students said they "will only volunteer to answer a question if I am sure my answer is right."

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Goal: decrease from 35.56% - 30% with the new district survey in 2024-2025

Outcomes: students feeling more confident in answering questions.

Discourse, Counselor Growth Mindset, Rethink Ed, SEL, growth mindset instruction

Bitar: Vanderburg Vibes, counseling lessons, counseling groups/individual, also a tiered model

3.3 SOT Elections

Parent Elections via PTA... nominations and ballot will be sent via Parentlink

New members in place by Oct. 1

3.4 Count Day and Enrollment

Count day was on Aug 30,

Projection vs Enrollment

K 58 -> 64 high

1st 59 -> 60

2nd 81 -> 78 low

3rd 92 -> 85

4th 92 -> 81 low

5th 97- 88 low

Overall 479 projection with 456 enrollment (23 from projection)

No more ESSER money

Work on balancing the budget and then one more meeting

Waiting on budget to be returned

As of Sept. 12, the budget is still not back, possibly on the Sept. 13th.

One more meeting for this SOT to finalize the budget when it comes back since it will need to be submitted before the new SOT comes in.

4.0 New Information

4.1 Next Meeting: September (exact date TBD) @ 3:45 pm

Minutes respectfully submitted by, Brandy Vernaci, Recording secretary