SDMC Agenda

ATTENDEES

Ms. Khan, Adriane Kinnibrew, Carolyn Collins

Mr. Jimenez, Ms. Requena, Mr. C. Garcia, Ms. Lozano

Ms. Dana Darden, Ms. Karla Ocanas, Ms. E. Lilly

AGENDA/Minutes September 6, 2024

Needs Assessment: STAAR- Meets and Masters / 90/60/30

Teacher and students tracking data

Bond One Pager

Action Plan/SIP: Attendance, TELPAs E, Special ED- Student growth 1.4 NWEA, Signatures, 504

Khan truancy

TELPAS focus on EB

Attendance: $6,0000, Monthly Excel Report student with 3 or more ask Ms. Kan to take the lead

Game Day Friday

How to reach parents for support

School-wide management - No Place for Hate (Khan)

School-wide reading 2024-2025 Admira

SDMC Minutes

ATTENDEES

Dana Darden, Adriane Kinnibrew, Carolyn Collins

Elaine Reed Tonya Sapp, Cynthia Requena, Carlos Garcia, Ms. Khan

Karla Ocanas, Ms. Ericka Lilly

AGENDA/Minutes September 6, 2024

Last Meeting Follow-up: NA

Needs Assessment: Meets and Master Percentage goal 90/60/30

During the September 6 SDMC meeting the following Needs Assessments were discussed

Alignment at Benbrook Elementary

1. Reading Focus:

- **Data Analysis and Review:**
  - Conduct a thorough review of MAP (Measures of Academic Progress) and STAAR (State of Texas Assessments of Academic Readiness) data, particularly focusing on 3rd and 4th grade reading outcomes.
  - Identify trends in student performance at the "approaches," "meets," and "masters" levels, breaking down the data by subgroups (ELL, SPED, Economically Disadvantaged, etc.) to ensure equitable improvement efforts.
  - Schedule data-driven PLC meetings every 6 weeks where teachers, instructional coaches, and administrators analyze common assessment data and benchmark results to identify skills deficits.
- **SMART Goals for Growth:**
  - Set clear, measurable goals for reading growth:
    - Increase the percentage of students at the "approaches" level by 15% by the mid-year benchmark.

        - Increase the "meets" level by 10% and the "masters" level by 8% by the end of the school year.
    - Goals should be tracked monthly through common assessments, and intervention plans should be adjusted based on real-time data analysis.
- **Professional Development:**
    - Provide targeted professional development focused on effective reading strategies for 3rd and 4th grade teachers. Topics could include guided reading, phonics/decoding strategies, vocabulary building, and comprehension techniques aligned with research-based best practices.
    - Ensure that teachers have a deep understanding of TEKS (Texas Essential Knowledge and Skills) related to reading and are incorporating multiple instructional strategies to meet diverse student needs.

2. Curriculum Alignment:

- **Curriculum Review:**
    - Audit the current reading curriculum to ensure alignment with state standards (TEKS) and determine if the materials being used are addressing foundational skills in decoding, fluency, and comprehension.
    - Collaborate with the district's curriculum specialists to bridge gaps in the curriculum and ensure consistency across the board, especially in vocabulary, comprehension strategies, and text complexity.
    - Encourage teachers to integrate reading comprehension strategies in other subject areas, thereby reinforcing reading skills across the curriculum.

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3. Targeted Interventions:

- Identification of Struggling Readers:
    - Create a system to identify struggling students early, based on MAP assessments, classroom observations, and ongoing formative assessments.
    - Use tools like DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and Amira for K-2 learners, extending support for those still needing phonics instruction.
- **Intervention Programs:**
    - Implement small group, targeted reading interventions for students not meeting benchmarks, using programs such as RAZ-Kids and IXL Reading. Teachers and interventionists should follow structured lesson plans that focus on closing gaps in foundational skills like phonemic awareness, fluency, and comprehension.
    - Introduce personalized learning plans (PLPs) for students identified as needing intensive intervention, with specific goals, progress monitoring, and parent involvement in the process.
- **Progress Monitoring:**

- Conduct bi-weekly assessments for students in interventions, using tools such as IXL and Amira for tracking reading proficiency in phonics, fluency, and comprehension.
- Establish student data folders where progress is logged, and schedule bi-monthly meetings between interventionists, classroom teachers, and administration to review progress and adjust instructional plans as needed.

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4. Support for Math and Science:

- **Math Focus:**
  - Ensure cross-curricular planning where math word problems include reading comprehension elements, particularly in the language of the problems, to reinforce reading while building problem-solving skills.
  - Provide additional math support for students struggling with mathematical language and interpretation of complex word problems.
- **Science Integration:**
  - Implement reading strategies during science lessons by using science texts to reinforce vocabulary development, comprehension, and the ability to analyze informational text. This also builds background knowledge for STAAR science tests in later grades.
  - Use SAVVAS Science resources to enhance students' reading of scientific texts, ensuring that teachers incorporate close reading and text-based discussions in science lessons.

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5. Communication and Accountability:

- **Weekly Progress Reviews:**
  - Hold weekly grade-level meetings where teachers discuss student progress, share strategies, and adjust teaching methods as needed. Each meeting should have a focus on discussing student achievement data, intervention effectiveness, and areas needing refinement.
- **Parent Engagement:**
  - Create parent workshops focused on ways families can support reading at home. Provide resources in multiple languages and demonstrate easy-to-use activities that can be done with students.
  - Send home bi-weekly progress reports that detail students' reading goals and current levels. Engage parents by suggesting strategies to support at-home reading.

Bond One Pager:

Share Benbrook’s One Pager:

The Safety and Security Upgrades at Benbrook Elementary include enhanced measures to ensure student and staff safety, such as reinforced entry points, and improved emergency response

protocols. In addition, lead abatement efforts are being implemented to ensure the school's environment is free from hazardous materials, following district and state health guidelines.

Bonds Do's and Don'ts

- What communication are permissible
- The distribution of written material (PTO meetings, Fall Festival)

Action Plan:

- Attendance - current funding loss $6,000, Bi-weekly excel report, game day and how to reach parents

Ms. Khan trancey lead

- Trancey letters will be sent home for scholars with excessive absences above 5 or higher.

TELPAS focus on EB:

- We discussed the weekly implementation of Summit K-12, focusing on ensuring consistent use across classrooms. Key points included tracking student progress through the platform, providing teachers with support in integrating Summit K-12 resources into their daily lessons, and addressing any technical or instructional challenges. As a campus we will incorporate regular data reviews that will help monitor student performance and make necessary adjustments to instruction.
- **Special education/504 growth 1.4 on NWEA at 80%**

School-wide management - No Place for Hate: Ms. Khan lead

We are excited to share that Benbrook Elementary is now a *No Place for Hate* campus! *No Place for Hate* is a powerful initiative designed to promote an inclusive school environment where respect, kindness, and understanding are the foundation of all interactions. As part of this program, our students and staff commit to fostering a welcoming, supportive, and safe space for everyone, no matter their background or identity.

Throughout the year, students will participate in activities that encourage positive relationships, celebrate diversity, and equip them with the skills to address and stand up against bullying and prejudice. By working together, we are building a school community where every student feels valued and empowered.

School wide reading program- Amira is an adaptive, AI-powered reading tutor that provides personalized practice and support for students. By integrating Amira into our learning paths, we help scholars work on foundational reading skills at their individual pace, which aligns with our growth goals for this year.