

Barrick Elementary

To prepare all scholars for college, Barrick Elementary educates PK-5 students through rigorous academics, data-driven instruction, and a culture of excellence.

SDMC Meeting

December 9, 2020

MINUTES

Members Present: Ms. Rios, Ms. Salas, Ms. Jemio, Ms. Leon, Ms. Jakl, Mr. A. Garcia, Ms. Furberg, Mr. Adams, Ms. M. Garcia, Ms. Abbott, Ms. VandenBergh, Ms. Garrido

Budget

The 2020-2021 holds a reduced school budget. Schools were given 50% of their budget to open the school year. The remainder was held back just in case the state would collect it due to low enrollment. Earlier this school year, a class was closed and thus, one position was cut. Because our official enrollment is 549, Ms. Garrido was informed of the possible need to lose one more position. After the Budget Conference in December 2020, Ms. Garrido was informed that no positions need to be cut. January 11 will be the date for Ms. Garrido's Final Budget Meeting whereby she will be informed of the amount that will be available to spend for the remainder of the school year. Ms. Garrido stated that her priority will be on funding laptops and printers for teachers.

Tutorials (After School Workshops, "ASW")

Ms. Garrido informed the committee that Title I funds will be provided to pay teachers for ASW. The purpose is to provide support to students who still need it. The plan is to allow teachers to select students in need of this service based on data (BOY, MOY assessments). ASW will be offered Tuesdays and Thursdays, 3:15-4:30 for Kinder through 5th grade. We are to provide support to Intervention students as well as Meets and Masters students who have fallen behind. Classes will be held In-Person.

Instructional Models

The district provided information from TEA regarding the instructional models for teaching. The state has observed that the Concurrent Model (when we teach virtual and in-person at the same time) is the least effective model for student learning. The other models include Split Staffing is considered somewhat effective depending on how it is implemented (whereby one teacher teaches part of the day while their partner teacher supports) and Split Scheduling is considered the most effective (this suggests that virtual and in-person students are taught during different parts of the day. We are asked to develop our plan for the most effective model (or models) to use on our campus for yielding higher outcomes. The Leaders will study each grade level as well as the number of students in each venue to determine which model(s) will be implemented. Not all grade levels will be the same. Teachers are asked to ask questions and provide feedback as we are working on this project. An elaboration of the Split Scheduling:

- Teach IP students in the morning while RV students are assigned tasks that include writing, Imagine Learning time, stretch activities, etc.
 - Teach RV students in the afternoon while IP students are assigned tasks that include writing, Imagine Learning time, stretch activities, etc.
- Some classes can switch and do RV in the morning and IP in the afternoon
- We can consider Split Staffing and Split Scheduling for our campus.
- Having one teacher teaching a subject while the partner teacher is monitoring IP students and the chat is not an effective use of Human Capital and instructional time.

More questions will help us develop clarity in our plan. Teacher feedback is valuable.

TADS

Ms. Garrido reviewed TADS information. She noted that Modified-TADS (or MTADS) Teachers may receive an additional walk-through or observation depending on what was observed on the required ones. Portfolios are due February 1. A folder will be provided on Monday so teachers can begin gathering information. Progress Conference Deadline is February 12

Best Practices

As a reminder of highly effective practices that must occur on our campus. These include delivering lessons using the Lesson Cycle, implementing sentence stems in all content areas. Using of Sheltered Instruction for all students, and implementing literacy routines for all contents.

Questions, Concerns, Ideas

- Ms. Jakl expressed the difficulty in holding most RV students accountable for asynchronous work. **Response:** It is agreed. The real issue is engaging the parent of their responsibility for RV learning.
- Ms. VandenBergh expressed that the split schedule is disadvantageous to virtual students because the IP students have quicker access to the teacher. **Response:** It is agreed. This is the nature of the in-person venue to have quicker access to the teacher, but it will be the decision of the parent to make the selection each six-week period.
- Ms. Marker asked if the split schedule of asynchronous teaching be at 50%, will it be in compliance with the state requirements. **Response:** This will be determined once the schedules are developed.

Next Meeting: March 10, 2021