

Mervin Iverson ES
School Organizational Team Meeting
Mervin Iverson Library
October 17, 2023
3:30 P.M.

SOT members:

Amanda Benavidez, teacher
Carrie Bowden, teacher
Erin Littlefield, support staff
Victoria Watkis, assistant principal
Kent Sabo, principal

Rodney Bowden, Parent
Megan Farnsworth, Parent
May Anthony, Parent

This meeting agenda is posted publicly on the school website at
<https://schlor0.wixsite.com/iversoneschool>

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 Iverson 702-799-7260, 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

1.1 Member Attendance

Rodney Bowden
Megan Farnsworth
Amanda Benavidez
Carrie Bowden
Kent Sabo
Victoria Watkis

Guest: Amy Sequeira, Jessica Cox

2.0 New Items

2.1 Approval of minutes from 9/12/2023

Motion to approve: Megan Farnsworth

Second: Amanda Benavidez

All approved

Amanda nominated Rodney Bowden for president

Megan seconded
All agreed

Amanda nominated Carrie Bowden for secretary
Megan seconded
All agreed

3.0 General Discussion

3.1 Iverson's Plan to improve STAR rating

Dr. Sabo shared the Iverson School Instructional Model with the SOT as his plan to improve the STAR rating.

95 Phonics Core

- Replaces Into Reading Foundational Skills.
- 30 minute lesson.
- Kindergarten: 25 weekly lessons with 5 lessons per week.
- Grades 1-5: 30 weekly lessons with 5 lessons per week.

Into Reading

- One lesson per day based on long-range plans and [pacing guides](#).
- Module Launch Days
 - Build Knowledge and Language (10 minutes).
- Vocabulary/Word Study (10-15 minutes).
- Reading and Analysis of Complex Text (20 minutes).
 - Step One: Connect and Teach (5-7 minutes).
 - Step Two: Apply to Text (10-15 minutes).
- Tier I Small Group Instruction/Independent Learning (30 minutes).
 - Completing Reading Step Three: Engage and Respond (5 minutes).
 - Resources
 - Start Right Readers
 - Tabletop Mini Lessons
 - Ask and Answer Questions
 - Almost There > Ready for More
 - Rigby Leveled Library
 - Take and Teach Lessons
 - Emergent readers or readers with comprehension deficits will work/read with the teacher during this time, on Lexia Core 5, or other Tier II/III programs.
- Writing (30 minutes)

- Review the [writing module breakdown document](#) for suggested pacing.
- Individual writing tasks may take place during small group time.
- Review and reflect on [Writing Prompts and Exemplars](#) to set expectations for student writing mastery.
- Administer Into Reading Weekly Assessments
- Module Wrap-up
 - Administer Into Reading Module Assessments.
- [Into Reading Block Schedule](#) assists with daily pacing.
- Follow [Instructional Frameworks and Pacing and Guides](#) as appropriate.

enVision Math

- One lesson per day based on long-range plans.
- Step 1 Solve and Share (10-15 minutes)
 - Allows students to go through productive struggle
 - Before: 1-2 minutes whole group
 - During: 4-5 minutes small group
 - After: 5 minutes whole group
- Step 2: (20-30 minutes)
 - Visual Learning Bridge
 - Convince Me! (1 minute)
 - Guided Practice
 - Independent Practice (Do not have to assign all problems)
 - Problem Solving
- Step 3: (30 minutes)
 - Tier I math intervention
 - Students who did not master the lesson from Step 1 and 2 as defined by the embedded formative assessments work with the teacher to master the day's lesson. Other students can work in web-based math programs that provide differentiated practice.
- Follow [Pacing Guides](#) as appropriate.

Amplify Science

- Choose 2 Units (K-1: 2 lessons/week, 2-5: 1.5 lessons/week).
- Spaces available for lab sessions.
 - Kindergarten: 75
 - First: P 83
 - Second and Third: P 84
 - Fourth and Fifth: P 81/82

- Review lab materials list before you begin. Some items will need to be purchased. We will reimburse your expenses.
- Follow [Pacing Guides](#) as appropriate.

Math and Reading Intervention/Enrichment

Targeted Grade-Level Reading Intervention/Enrichment

- 95 Phonics Intervention Program
- Students are assigned to groups by skill level. The groups are led by grade-level teachers and three trained instructional assistants (IA) to receive targeted instruction. The number of teachers at each grade level will determine the number of groups, for example, low, low-medium, medium, medium-high, high for five teachers.
- Grades 1-5 begins August 28: Check master calendar for reading intervention time.
- IAs test all students on ORF and select students on Core Phonics during the first three weeks.
 - IAs administer progress monitoring assessments on Fridays throughout the year.
- Review the [Iverson Reading Intervention/Enrichment Guidelines](#).

Targeted Grade-Level Math Intervention/Enrichment

- Review the [Iverson Math Intervention Guide](#) for guidance on student rosters, intervention structure, instructional materials, and data talks.

Core Curriculum

- [Framework of All District-provided Instructional Materials](#)

Supplemental Instructional Materials

- Exact Path
 - 40 minutes per subject, per week (District expectation)
 - [Exact Path Implementation Manual: 2023-2024 School Year](#)
- Happy Numbers
- Reflex Math
- Smarty Ants
- Lexia English

Assessment

- Identify and administer Tier I curriculum-based common formative assessments.
- Administer STAR Reading and Math the week of the 4th Monday of each month (except December and May).

- Review progress monitoring weekly for [students in RTI](#) (IAs will administer ELA progress monitoring on Friday).

There was a discussion about learning criteria posted on the board. Rodney asked if discussions are being had as a grade level to share why teachers are posting criteria a certain way. Is there time in the schedule or PLC's set up after school (with compensation for teachers).

Dr. Sabo shared that Dr Oswald will observe classrooms and PLC's as well as someone from NWEA (this is someone who will come in to help address instructional issues in the classroom)

Megan brought up the importance of classroom observations being unplanned so admin is able to see what really happens so they know how to best help their teachers be more successful with the new programs as well as how to help the students.

She also reiterated the change of using interventions to WIN (What I Need) to lose the stigma of "intervention".

Concerns were brought up about the enrichment program not challenging the students in those groups enough. They are losing interest and not wanting to participate. Having more experienced teachers that are comfortable with creating meaningful enrichment lessons should be placed in those groups.

****It is very important that all teachers implement the 95 Core Phonics every day to continue to close the gaps**** Consistency across the school so students can continue to grow.

3.1a. What is the schoolwide focus?

3.1b. What input have you received from classroom teachers regarding the plan?

3.2 2023-2024 General Budget

3.2a. What positions were created using the increase in the budget?

Student Success Team (Academics-Behavior-Attendance)

- Behavior Learning Strategist (Licensed)- help with Tier 1 behaviors and classroom management
- Social Worker

- Student Success Advocate (Support Staff)- this person will work with the families for students who have Academic, Behavior, Attendance issues.
- In-house Suspension Aide- (Support Staff) a space for kids to reset when needed; place for a student who is unable to be in the general classroom
- SPTAs (3)
 - Supporting self-contained classrooms.
 - Supporting individual/small groups of GenEd and SpED students.

Math and Science

- Science Specials Teacher
- Math/Science Learning Strategist

Other

- Licensed Floater (2)
 - Positions for recent grads.
 - Supporting classrooms
 - Supporting individuals/small groups.

Rodney brought up the point that an AP could be purchased to cover some of the behavior positions. Then this person would be able to help with classroom observations as well as someone who could be the main person speaking to parents. It would free up some of the budget to possibly extend the school day the next year so Math WIN (Intervention and Enrichment) could be placed in the school day.

3.2b. When will those positions be available for hiring?

Dr. Sabo is working on posting the positions

3.2c. How will the money designated for teacher planning be handled?

Additional Pay for Licensed Staff

- Extra Duty (\$157K)
 - Extra duty planning
 - Extra duty PLC
 - Extra duty math intervention

3.2d. What professional development opportunities is the school offering?

- Training (\$29K)

3.3 Parent Family Engagement Plan

Mrs. Benavidez showed us last years plan and we discussed things that were in the plan but not followed through with.

Progress reports were a discussion again.

Discussion occurred how to best inform parents about their child's grades. Dr. Sabo is concerned about requiring teachers to send home paper reports (another thing to do). But the parents present feel it is important that some type of communication goes home about grades.

We went over the CCSD Districtwide Survey Results. A concern was the results for "Bullying is a problem at this school". A focus will be placed on the question "Students in this school are teased about their clothing or physical appearance". Mrs. Ginnett the counselor will be asked to tailor some of her lessons toward these concerns.

Parent responses on the survey is very low. Megan had the idea to turn it into a classroom competition (the most parents that participate in each class will win a pizza or ice cream party for their child's class). Parents can also submit their confirmation email to be entered into a drawing for a gift card.

3.4 Supplemental School Performance Plan?

3.4a. How does this differ from the current School Performance Plan?

3.4b. When will this plan be presented to the staff?

4.0 Information

4.1 Next meeting: TBA

The next meeting will be Tuesday, November 14 at 3:30 pm

5.0 Public Comment Period (2 minutes maximum allotted)