

February 2023
Meeting Minutes of Crookshank School Advisory Council

Date: 2/16/23	Location: Media Room	Time: 4:00 pm
Rachael Miller <i>Chairperson</i>	Attie Kennelly <i>Secretary</i>	Allison White <i>SAC Treasurer</i>
Brian McElhone, <i>ECS</i>	Patrick Roach, <i>Principal</i>	Lynne Sykes <i>Recording Secretary</i>

Participants
Members in Attendance:

Member Name	Present	Member Name	Present
Patrick Roach, Principal	x	Rachael Miller, Chairperson	x
Jennifer Gurick	x	Lynne Sykes, Recording Secretary	x
Melissa Gullo	X online	Allison White, Treasurer	x
Lisa Desia	X online	Alexandra Pillay	X online
Meggan Engel	x	Robyn Rice	x

Teams Meeting Link:

Meeting ID: 247 482 888 956

Passcode: dkLxnb

Motion to start by Rachael Miller

Seconded by Lynne Sykes

Call to Order: 4:02 p.m.

I. Principal's Update (Patrick Roach):

- Data Chats Fast Assessment, PM1-PM2 – K-2 Has started and it opened a lot of good information on support for our students. All the teachers were prepared and we are on a list for our children with disabilities. We are in year four, technically we can be on the list

for six years because of Covid. Our students need to score 41% proficient to get off that list, 33% are ESE students. We are going to try to narrow that down. Next week will be 3-5th grade data chats. We are trying to find answers to school wide issues also.

- State of the School Address- Will be held next month on the 16th.
- Mindfulness Garden – Was begun with a SEL Grant for social emotional support run by Mrs. LaHatte for the children to learn a hobby and have conversational support with an adult. There are twenty-six children involved in this project.
- New Video Projector and Screen – By the 31st of this month should be up and running.
- Reading Nook – Will be installed in the media room. A substantial donation was received from the Lowndes family, \$5000., in memory of Almarene Lowndes. This donation will go to installing a reading nook to improve the love of books and literacy.
- Literacy Week – Starts next week on January 23. Our ILC team has activities planned for the week, 1/23 Read My Shirt Day, 1/24 Guest Readers, 1/25 Snuggle Up and Read, 1/26 Stop POP Drop and Read, (Thanks to PTO for the donation of popcorn), 1/27 Dress Like a Diver of Sea Creature.
- PTO Talent Show January 19th, 6:00 pm. Kids Heart Challenge Kickoff, January 27th. January 27th is also Florida Day, wear something that represents our great state. February 6, will be a regular school day, in-service day cancelled. February 16th, Ned Show the Power of Yet, for 3-5th graders, to promote growth mindset. We will be required to sell some yo-yo's to offset the cost of the show. State of the School Address 2022-2023- Current data alone is not the determining factor of a school's success, it does give us an instructional & intervention roadmap moving forward. Our focus as a district is on reading proficiency (all students reading by 3rd grade) and closing the gaps with our SWD and minority students. As a school, we are focused on those areas, increasing our overall reading proficiency, and reducing the number of discipline referrals.

- Primary Data K-2

Early Literacy (Grades K-1)

% At/Above 40th Percentile Rank Percentile Rank

	PM1	PM2	% Change
State	NA	NA	NA
District	67	76	9
Crookshank	55	62	7

This is how we compare to the district. We did gain 7 percentage points, which is a positive. We can share by grade level too, at request.

- Primary K-2

Early Literacy & STAR Reading

Scale Score Range Levels (GLE)

	<u>Early Literacy</u>			<u>STAR</u>		
	Fall	Winter	Spring	Fall	Winter	Spring
K	703	743	784			
1	767	807	846			
2	887	911	936	887	911	936

Star does not read it to the student. We saw a dip in those scores. It could be because the test was not read to the students. We are at district level.

- Primary Data K-2

Reading (Grade 2)

% At/Above 40th Percentile Rank Percentile Rank

	PM1	PM2	% Change
State	NA	NA	NA
District		68	83
Crookshank		57	71

Primary Data K-2

Reading (K -2)

& % of Students Making Gains

	Students	%
K	81/91	89
1 st	63/89	71
2 nd	70/86	82

Primary Data K-2

Reading (K)

% of Students in Each Level

	PM1	PM2	% Change
At/Above Benchmark	52	65	13
On Watch	8	10	2
Intervention	23	11	-12
Urgent Intervention	14	16	2
*Total Students Tested	90	93	

We gained 13%, which is also a positive. At Urgent Intervention there was a 2% increase which is acceptable increase. There could have been an increase in students which would account for the 2% increase.

Primary Data K-2

Reading K

% of Students Increasing a Level(s)

Students	
Urgent Intervention - At/Above Benchmark	3
Urgent Intervention - On Watch	3
Urgent Intervention – Intervention	2
Intervention – At/Above Benchmark	7
On Watch – At/Above Benchmark	6
Intervention – On Watch	3

We know who these seven students are and we will be working with them on what we can do to help them. In Kindergarten this is when they are sponges with learning and we are making gains.

Primary Data K-2

Reading (1st)

% of Students in Each Level

	PM1	PM2	% Change
At/Above Benchmark	58	56	- 2
On Watch	14	20	6
Intervention	14	16	2
Urgent Intervention	14	8	-6
*Total Students Tested	90	91	

We had decreases which is a good thing in this data. The negatives are also a good indicator because those children are on level or increasing is our hypothesis on that.

Primary Data K-2

Reading (1st)

of Students Decreasing Level(s)

Students	
At/Above Benchmark – On Watch	8
At/Above Benchmark – Intervention	5
On Watch – Intervention	2
On Watch – Urgent Intervention	1
Intervention – Urgent Intervention	2

*** Students who scored 852 were given the STAR, Previously took the Early Literacy Assessment**

Supports have been put in place for those in the above categories.

Primary Data K-2

Reading (2nd) STAR

% of Students in Each Level

	PM1	PM2	% Change
At/Above Benchmark	57	59	2
On Watch	16	11	-5
Intervention 13	19	6	
Urgent Intervention 14	11	-3	
*Total Students Tested	87	94	

Primary Data K-2

Reading (2nd) STAR

of Students Decreasing a Level(s)

	Students
At/Above Benchmark – On Watch	2
At/Above Benchmark – Intervention	1
At/Above Benchmark – Urgent Intervention	2
On Watch – Intervention	2
Intervention – Urgent Intervention	2

Primary Data K-2

Reading (2nd) STAR

of Students Increasing a Level(s)

	Students
On Watch - At/Above Benchmark	10
Intervention - At/Above Benchmark	1
Intervention - On Watch	3
Urgent Intervention - Intervention	7

Again, a lot of good things here as far as kids moving to At or Above Benchmark. Good data points coming out of second grade.

Intermediate Data 3rd – 5th

FAST Cambium Reading

% of Students Level 3+

	PM1	PM2	% Change
State	32	39	7
District	50	58	8
Crookshank	30	39	9

3rd through 5th in the FAST Cambium was a little concerning. We have had larger growth compared to the district. There are some positives to go on.

Intermediate Data 3rd – 5th

FAST Cambium Reading

Scale Score Ranges Level 3+

	L3	L4	L5
3rd	300-314	315-329	330-360
4th	311-324	325-339	340-372
5th	321-335	336-351	352-385

Level Range is very close for our students. They are very close so we can look forward to seeing that growth with the next testing period.

Intermediate Data 3rd Grade Reading

FAST Cambium Reading (% of Students)

	PM1	PM2	% Change
Level 1	44.4	34.2	-10
Level 2	25.5	26.8	1
Level 3	19.3	26.8	7
Level 4	8.5	9.7	1
Level 5	2.3	2.5	0
Percent 3+	30.1	39.0	9

Overall 3-5. At the top a negative is a good thing. Those are kids moving out of Level 1, 10%. Only 1% in Level 4, Level 5 is stagnant, 9% change.

Intermediate Data 3rd Reading

FAST Cambium Reading (% of Students)

	PM1	PM2	% Change
Level 1	47	28	-19
Level 2	29	32	3
Level 3	14	29	15
Level 4	6	9	3
Level 5	4	2	-2
Percent 3+	24	40	16

For 3rd grade, I was pleasantly surprised and pleased with the 19% change. It doesn't seem like a big number but it is proficiency, and that is what we will be scored on, growth.

Intermediate Data 4th Grade Reading

FAST Cambium Reading (% of Students)

	PM1	PM2	% Change
Level 1	44	33	-11
Level 2	25	24	-1
Level 3	20	30	10
Level 4	9	9	0
Level 5	2	4	2
Percent 3+	30	43	13

Again, that top number is a good sign. You see the negative means they are moving into the next level which is a good thing.

Intermediate Data 5th Grade

FAST Cambium Reading (% of Students)

	PM1	PM2	% Change
Level 1	42	40	-2
Level 2	22	25	2
Level 3	23	22	-1
Level 4	10	11	1
Level 5	3	2	0
Percent 3+	36	35	-1

5th grade we had a dip in Level 1, and all the other categories were fairly stagnant. We had a little struggle this year in 5th grade and in mid-November and now in February we have a consistent team and I am convinced that academically I am pleased with the team.

Intermediate Data SWD (Students With Disabilities) 3rd-5th Reading

FAST Cambium Reading

% Level 3+

	PM1	PM2	% Change
State	NA	NA	NA
District	18	23	6
Crookshank	15	17	2

We are on a Nasa List where they breakdown subgroups. One of the subgroups we have been historically behind in is this category. We did show growth in a percentage of those students that are 3+.

Intermediate Data SWD 3rd-5th Reading

FAST Cambium Reading Levels

Gains PM1-PM2 L1 L2 L3 L4 L5

Grade 3	16/22	14	5	2	1	0
Grade 4	20/31	17	10	3	1	0
Grade 5	10/26	17	6	5	0	0

In the first column, gains in PM1 to PM2. In Grade 3, 16 out of 22 showed gains, in Grade 4, 20 out of 31 showed gains, and Grade 5, 10 out of 26. We want to move the L1 to the right for growth. That growth will help the student but our target is proficiency. We need to hit 41% or higher to get off that list. That is our goal. We need to get 21 students from Level 2 to Level 3. We will look at more points two years from now.

Intermediate Data SWD 3rd-5th Reading

FAST Cambium Reading

Students with Disabilities

- 3rd (7) Level 1 students with 10 pts of Level 2
- 3rd (5) Level 2 students within 15 pts of Level 3
- 4th (5) Level 1 students within 10 pts of Level 2
- 4th (10) Level 2 students within 15 pts of Level 3
- 5th (4) Level 1 students within 10 pts of Level 2
- 5th (6) Level 2 students within 15 pts of Level 3

Behavior Data

Discipline Referrals

	<u>21-22</u>	<u>22-23</u>
September	16	33
October	34	33
November	27	25
December	35	14
January	<u>27</u>	<u>41</u>
Totals	139	145

In the area of discipline, I put this together a week ago, and I would venture to say on the conservative side, about 10 students account for 70% of those referrals. We continue to work with those students with social emotional learning. The work is being done, it's just a little bit slower for some of our kids.

Areas of Focus

Students with Disabilities (SWD) Reading Proficiency – to get to L3 or above on the Cambium FAST test.

ELL – Students English as Second Language - ESOL

School – Wide Reading Proficiency – We will concentrate on School wide proficiency, not just SWD.

School – Wide PBIS Initiatives – We will never alleviate discipline, but we will continue to curtail it by modeling and teach the schoolwide expectations.

Retaining Faculty and Staff

How To Get There

Focused PD – On standards, On groups of students, On individual students, On best instructional practices.

PLC - On standards, On groups of students, On individual students, On best instructional practices

Classroom visits (informal and formal) with purposeful feedback, Coaching Cycles, Peer Observations - To make purposeful efforts for Peer observations is something that I want to initiate, if not this year, then the next. There are instructional best practices that we can learn from each other.

District support – Instructional & Social/Emotional

Student-Centered Data Chats – With teachers and leadership team

Support, Recognize, and Love on Faculty & Staff

Initiatives

PLC – Focus on the PLC process, the intent of PLC, flexible grouping, (work in progress) –

Before School Tutoring - (K-3) (October – End of March) – 50 or 60 kids

Ink Fly Tutoring - (K-1) (September – April)

Extended Day Tutoring – Students who attend morning extended day (End of February – Early March) – We received a Grant to assist our Extended day tutoring program.

Writing & Science Summer Camp 4th & 5th (Early June – Mid July) – Rising kids going into 4th and 5th.

Monthly recognition and staff morale builders. Next week, Wednesday will be a Nacho Bar for staff.

Thank You

To Faculty, Staff, Parents, Volunteers, Community, and Business Partners

Thank you for your dedication and hard work. The initiatives and goals could not be implemented and surely not attained without each one of you.

PAWS UP!

Questions? – Shawna Erwin - Do the parents get the I-Ready scores that are broken down?

Principal Roach's response. It is on HAC. But it does not have the breakdown or standard. Let

me work on that with our staff to get you more information. (There was more discussion on that).

Lisa Desia – The reading scores are phenomenal and that is a testament to the teachers. Is there any thought to do a daily reading incentive?

Principal Roach - We can talk further on that or I could give you a call on that. Over the summer we have a reading incentive, but we could talk further about that to hear your ideas.

Lisa Desia – Second question, are there any gifted ESE advocates? If there is an issue that the parents are not involved, is it being advertised for other parents to be an advocate for those kids? Robyn Rice responded to this question- I would say the majority of our ESE parents are actually very much involved, especially since Covid restrictions have been lifted. A lot of our ESE kids have significant cognitive disabilities and are still in the general ed classroom. So, closing that gap is challenging, but we are closing that gap every day. One thing we are doing is looking outside the box. Putting kids into reevaluation and other programs. (There was more discussion on this)

Lisa Desia - Is there any movement from administration regarding the districts spending on a Christmas luncheon, when they will not give our teachers raises? (There was more discussion about this).

Principal Roach – We are having school administrative level discussions about that in as much as we have a say in it.

(There was more discussion about this topic and back to the second question)

II. **SAC Chair Updates** (Rachael Miller-Chairperson)

- Motion to approve the January Minutes by Rachael Miller.
- Seconded by, Robyn Rice. Approved.
- The District gave SAC the option of issuing a school survey since the District had issued a Survey. There will be a vote on it. There was a discussion on the topic and it was decided to issue a Survey. Information will be forwarded to Mr. Roach for approval of the survey questions.

III. **SAC Treasurer Report** (Allison White, Treasurer)

Beginning Account Balance: \$5,724.64

Expected Expenditure (-117.11)

New Balance- \$5,607.53

- The request for funds presented by Robyn Rice for the Robotics Club. The Crookshank Robotics team won the competition and they are going to regionals in two weeks and are registration fee is **\$200** and we are requesting SAC to assist in their endeavor.
- Motion to Approve the Request was presented by Rachael Miller. Seconded and approved by all present and online. Approved.
- The request for funds presented by Meggan Engel for Speech and Language, in the amount of **\$548.92**. The request is to purchase apps for their new iPad the school purchased. These would stay with the school for the kids to use to help with communication.

- Motion to Approve the Request was presented by Allison White. Seconded by all present. Approved.
- The request for funds presented by Rachael Miller on behalf of the 5th grade EOY Field Trip in the amount of **\$3000**. Discussed alternative options that will still be utilized.
- Motion to Approve the Request was presented by Lynne Sykes. Seconded by all present. Approved.

IV. Questions, Concerns or Comments?
None.

NEXT MEETING:

March 23rd, 2023 @ 4:00 pm Meeting Location: Media Center

V. Adjournment:

Motion to adjourn by Rachel Miller.

Seconded by Lynne Sykes - approved. Meeting ended at 5:09 p.m.

Lynne Sykes
Recording Secretary
Crookshank Elementary
School Advisory Board

Date Recorded

Date of Approval