

**Gibson Elementary**  
**SOT Meeting Minutes**  
**October 2, 2019**

2:25 p.m.

Mrs. Ryerson calls meeting to order.

Those in attendance:

Jill Keith, Kristian Ryerson, Debbie Goodman, Kehaulani Richardson, Sharon Palmer, Becky Nocon, Kim Bergquist, Dakota Chaney, Josh Abston, Monika Henn, Melissa Helmink, Aria Cheney, Sue Garcia, Sherre Smith.

**NEW SOT**

Support Staff elected for this upcoming year:

Sharon Palmer

Javier Ulloa-Prieto

Parents:

Melissa Helmink

Sue Garcia

Aria Cheney

Jason Callahan

Becky Nocon

Monika Henn

Staff:

Kim Bergquist

Patrea Burton

Dakota Chaney

Debbie Goodman

SOT elections for 2019-2020:

President - Becky Nocon

Vice President - Melissa Helmink

Secretary - Sherre Smith

Snacks - Sue Garcia

**SOT NORMS**

SOT votes to continue holding PTO and SOT on the same day: the first Wednesday of each month.

**ENROLLMENT AND STRATEGIC BUDGET FOR 2019 - 2020**

This year enrollment at Gibson was projected to be 504 and actually had 517 on count day. The district uses a formula that suggest class size for each grade should be:

K - 1:25 students, 1st, 2nd, and 3rd grade - 1:20, 4th and 5th is 1:33.5. Based on students enrolled on count day we were allocated the following teacher allowance:

4 in kinder

3 in first  
3 in second  
3 in third  
2 in fourth  
2 in fifth

We are also provided discretionary teaching units and decided to put one in fifth, one in fourth, and one in third to keep classes small and more manageable. We have to advertise the position for teachers at other schools that are being surplused so if we get picked up during surplus we will split the kinder classes; if we don't get picked up we have a few people (new hires) on the radar who are interested. In addition, as part of the strategic budget, Gibson staff voted to add an instructional aid, time for teachers to plan for about an hour a month, and a full time assistant principal. This money comes from carryover monies we didn't use last year.

### **CLIMATE AND CULTURE SURVEYS**

We were selected to receive climate and culture surveys. Black males are suspended the most frequently in our district and hispanic males are the second most suspended. Due to these statistics, the district has begun a new program which uses restorative justice focusing on de-escalation strategies and activities which focus on proactively solving problems.

Racial tension, bullying, at GVHS is one of the highest for all high schools in our region. Six high schools are selected in each region to participate in Cohort 1. The facilitators of this program are collecting data, evaluating the data, and taking action to head off or rectify problems that are evidenced from the research. The District recognizes these problems don't start in High School, nor will they be solved at this level. All Feeder alignment schools for the selected High Schools will participate in order to best serve the community.

### **NCCAT PROCESS**

We were selected for NCCAT (Nevada Comprehensive Curriculum Audit Tool for Schools) which is a survey tool with 70 indicators used to identify the priority needs of a school in need of improvement and for identifying the types of technical assistance a school will need in order to improve. It is part of the old No Child Left Behind Laws and teachers completed it yesterday. Part of the old NCLB. 123 star schools go through this with a team to look at leadership, curriculum and instruction, and assessment and accountability which drives all things for student achievement. We will report its findings when we receive them.

### **NSPF**

The Nevada Department of Education (NDE) has developed a framework to measure individual school performance in important educational areas. The Nevada School Performance Framework (NSPF) was developed to comply with the Every Student Succeeds Act (ESSA) to "meaningfully differentiate" schools.

NSPF explained: we are a Four Star school. Mrs. Ryerson goes over the report and explains the scores we received and what we're doing to increase/improve based on the following evaluation categories:

- Academic Proficiency on State assessments
- Graduation rates for high school
- English Language Proficiency

- Growth or other state wide academic indicator for K-8 schools
- At least one other State-determined indicator of school quality or student success and
- 95% assessment participation rate.

We are considered economically disadvantaged but don't qualify for Title 1 and we have a high percentage of students with disabilities. We received 17/25 points for academic achievement; 64% of our students meet standards for reading but that means that 36% doesn't. This is the reason our homework at Gibson is reading. Reading is the ONLY form of homework shown to increase student achievement in the elementary grades. Students should read EVERYDAY both in and out of school. In addition, students should be read to everything through eight grade.

Parents are encouraged to review the MAPS Family Report sent home by teachers. Focus on the achievement graphs should show growth, many students lost ground over the summer and the Fall 2019 assessment data shows achievement at a lower level than Spring 2019. This reflects the "summer slide" and is often a result of students' lack of reading over the summer months.

In math we saw a significant drop in proficiency but a high percentage of students who grew. We do need to work on our Tier 1 instruction and have focused on math training for this upcoming school year. We believe there needs to be consistency in instruction and we are taking a close look at how curriculum aligns vertically, from grade level to grade level. We have found that a lot of IEPs were written to have students pulled out of the classroom for periods of time so they are missing some instruction so we will continue to work on adjusting this to rectify this problem. One third of our ELL students made growth and reached goals. Thank you to our classroom teachers and Mrs. Goodman who tutored these students. We also look to reduce our absenteeism problem. Students are considered chronically absent if they miss 18 or more days a year. If they miss more than 10 they are considered habitually truant. We are really focusing on celebrating attendance this year so as to motivate students to want to come to school.

In closing, Mrs. Ryerson reiterates: read read read!

### **WEEK OF RESPECT**

Mrs. Goodman has planned a lot of activities for the week of respect and it's really going well! Thank you Mrs. Goodman!

Meeting adjourned at 3:02