



*C.E. Dingle Elementary School*

**School Site Council (SSC) Minutes March**

<b>Meeting Date Fecha de la Reunión:</b> 3/12/24	<b>Meeting Location Ubicación de la Reunión:</b> Zoom
<b>Starting Time Hora de Inicio:</b> 4:40 PM	<b>Ending Time Tiempo de Finalización:</b> 5:58 PM

**Participantes: Elected SSC Council Members. All staff, parents and members of the public are invited. Participantes: Miembros electos del Consejo del SSC. Todo el personal, padres y miembros del público están invitados.**

<b>Item/Time Limit Artículo / Límite de Tiempo</b>	<b>Actions Requested Acciones Solicitadas</b>	<b>Person Responsible Persona Responsable</b>	<b>Comments/Parent Advice Comentarios / Consejos de los Padres</b>
<b>1. Call to Order /llamar al orden (1 minute)</b>	<b>None</b>	<b>Chair</b>	4:40 PM
<b>2. Roll Call/ Acto de tomar lista (1 minute)</b>	<b>None</b>	<b>Chair</b>	Present: Andrea Nolasco, Janie Hernandez , Irene Difuntorum, Laura Valencia, Tito De La Torre, Sarah Monley, Marisa Garcia, Brenda Rojas-Flores  No community members present

AGENDA MUST BE POSTED 72 HOURS PRIOR TO THE MEETING DATE/ **LA AGENDA DEBE SER PUBLICADA 72 HORAS ANTES DE LA FECHA DE LA REUNIÓN**

<b>3. Additions/Changes to Agenda / Cambios adicionales a la agenda (1 min.)</b>		<b>Chair</b>	
<b>4. Reading and Approval of Minutes/ Lectura y Aprobación de los Minutos (5 min.)</b>	<a href="#">February Part 2 Minutes</a>		Sarah moves to approve the minutes, Brenda Rojas-Flores seconds Minutes approved
<b>5. Reports of Officers/Committees/ Informes de Oficiales / Comités (10 min.)</b>	<b>*Not Applicable</b>	<b>Chair</b>	<p>Sarah--Has intervention started? How many days a week would they be able to do? Will it be 5 days a week? Will it be done during iReady testing?</p> <p>Laura Valencia--Due to conferences not yet. The program is designed for 6 weeks. For 1st and 2nd, not Kindergarten. Intervention after school so iReady testing will not impact this. Not every day per week. Hoping it will be 4 days, especially because funding is there.</p> <p>Ms. Difuntorum has started a sight word program with kindergarteners and plans to do this with 1st grade.</p> <p>Laura Valencia--one of the areas in the library will include a space for volunteers. Readers available in the library in Spanish and english.</p> <p>Laura Valencia shares data for language arts--wellness groups informed of focus group students. The entire school will be supporting these students.</p> <p>Language Arts 4th grade--13 students 5th grade--16 students 6th grade--18 students</p>

		<p>For Math, some of the students are the same, all students part of this group will make a SMART goal.</p> <p>4th grade--11 students 5th grade--12 students 6th grade --18 students</p> <p>Valencia will have lunch with them. All students should be aware of data, and be aware of testing. Goal of reaching at least a 3 point growth, and what that looks like at individual level. This will be something discussed 1 on 1. Will be testing for 1.5 hours per day, and no testing on monday.</p> <p>Andrea Nolasco--If you treat it just like data, instead of a long lived habit...is there a meeting with the families? Maybe it's like a lack of relationships in the classroom. A whole school wide coaching...we're in it together?</p> <p>Laura Valencia--working on school culture. The grade level checks at the whole class level. Part of the narrative is that we all bring a piece to the Dingle puzzle. It is a personal SMART goal, you are not competing against someone else, it's for you to continue to move forward. Lower the anxiety levels.</p> <p>Last meeting looked into the areas as to what is keeping particular groups from performing higher--some of the systems needs included Systems Outside needs Access to education Social Emotional Needs</p> <p>We do not want to place blame. Identify outside needs. Economics, and lots of social emotional challenges. Food insecurity, homelessness, and this is where equity comes into the picture.</p>
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			<p>Irene Difuntorum--Students coming in during recess to get a snack. Some schools bring in food into the classroom. Would this work at Dingle?</p> <p>Laura Valencia: CAFE conference teacher attendee shared how structures in the classroom can set some students at a disadvantage. Lifting some of the strict rules, to have them be able to be incorporated in the classroom.</p> <p>Andrea Nolasco--Do kids start the day with mindful practice? An emotional check in.</p> <p>Laura Valencia--Classroom meetings happen. It would be good to have practices aligned across the grade levels. Students want to talk about their feelings. Spring is rough for scholars. It is proved in research. When they do not have the communications and structures to solve this, things can escalate.</p> <p>Sarah Monley--What can we do in SCC now so that we capitalize on what it means to start strong in August? Something that says here is an action plan, and lay out for the month an action plan. Maybe this is for a different committee--Sarah would be interested in participating. Frontloading this at the beginning.</p> <p>Laura Valencia--helping students feel connected. This is an area that students reported needed attention. Perfect time for what we are going to do next year, non negotiables for school culture.</p> <p>Some of the Needs that have come up:          For strong phonics instruction          ELs on an IEP          Needs of academic vocabulary language          Lack in foundational skills</p>
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		<p>Not knowing what goals are</p> <p>Creating a system that is easier for students to go through. Proposal is to start the year with a literacy plan --K-3rd focus. If we really do early intervention, you can have better results and outcomes. Within this month went over 3 of new evaluations, we have a system onsite to find out what to do to help students. By the third SST meeting we start to question if there is a learning disability. 2 out of the 3 did not qualify for a special education plan. So it might be a problem that we have created. We keep moving them up the grades, and the gap keeps getting bigger. There is no intervention, or safety net. Wrap up around support to get them moving up. The attendance has been hurting for years, they take extended periods out of school. All of the things add up--home insecurity, food insecurity...we have to catch them early, they have a huge gap. They were not supported early enough.</p> <p>Sarah Monley--Unless students identified as needing special education, what I am hearing is that all students K-3rd will be brought to reading at grade level?</p> <p>Laura Valencia--By third grade, students should be reading to learn, not learning to read. That is the focus in third grade.</p> <p>Sarah Monley--This approach has my entire support. As a SCC our job is to say here are the 5 things we are going to fund and how will we track them. Will there be any teachers or parents who say too much focus on the early grades?</p> <p>Laura Valencia-- We have 2 intervention teachers, and 1 is supporting primary and 1 upper grade. Our budget for next year is roughly the same next year.</p> <p>Andrea Nolasco--</p>
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			<p>Doing a school wide incentive, like bringing in parent involvement. Maybe onboarding parents to help school culture.</p> <p>Laura Valencia--Budget for next year Our budget for parent engagement is \$700. \$110,000 for next year, very conservative and tight budget. We need to create some sort of safety net. Valencia is proposing a Dingle Literacy Project. Heavy focus on students who are not reading by 5th grade, those would qualify for a plan. Address teaching needs. Instructional rounds came up for this, and have identified strategies that we want in the classroom. Instructional rounds not showing high numbers of practices in the classroom. People need to be trained to use the strategies in the classroom. Doing release time for teachers, already have experts on campus. There is nothing like seeing them in action. So teachers can learn some techniques and practice with our coach so they can implement them in the classroom.</p> <p>Andrea Nolasco--I agree on the professional development for teachers. Could we get an overview of that? I would like to know about the curriculum so we can know how to support that.</p> <p>Marisa Garcia--As a teacher, direct services to our kids, like reading intervention is where we should focus our budget. Focus our limited budget on direct explicit instruction for our kids. Let's use the in house talent, and use money to support teachers visiting other teachers.</p> <p>Laura Valencia--Let's empower teachers to feel fully ready. It's almost 6PM. Our next meeting is going to be on April 9th. That is when our SIPPSA would be going through approval.</p> <p>Sarah Monley--Would like to have a draft to read before then.</p>
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<b>6. Public Comment/ Comentario Público (5 min.)</b>		<b>Chair</b>	None

**\*Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person. \* Bajo la Ley de Reuniones Abiertas, ninguna acción relacionada con comentarios públicos puede ser objeto de acciones en la reunión. Los problemas planteados en la reunión pueden programarse para otra reunión del SSC, según lo apruebe el consejo. El comentario público se limita generalmente a dos minutos por persona.**

**\*All meeting materials available after the meeting. Contact the school office at 530-662-7280 for materials.**