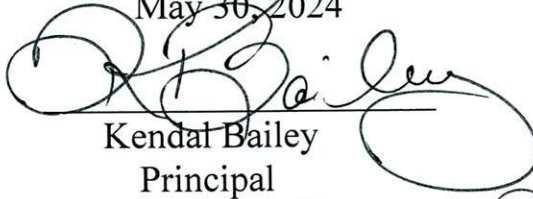

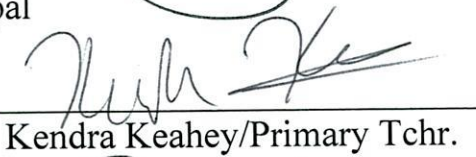



PINEY POINT ELEMENTARY  
SDMC MEETING  
SIGN IN SHEET  
May 30, 2024

  
Kendal Bailey  
Principal


  
Nelly Solorzano/Other Sch. Based Prof.

  
Kendra Keahey/Primary Tchr.

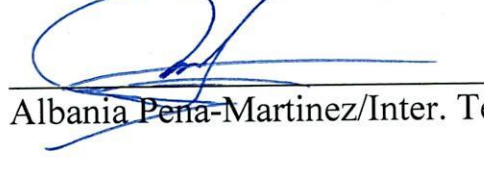
Luis Castaneda/Other Sch. Based Prof.

  
Elizabeth Keahey/Primary Tchr.

Hector Garza/Inter. Teacher

  
Jose Torres/Other Sch. Based Prof.

  
Jennifer Purvey/Inter. Teacher

  
Albania Pena-Martinez/Inter. Teacher

Pratibha Saini/Para-Professional

Sierra Whyte/Primary Tchr.

  
Zuset Jimenez/Parent

Aime Alaniz/Parent

Enrique Patino/Business

Michelle James/Sped. Rep.

Beth Boegart/Community

Judye Hartman/Community

# Piney Point Elementary School

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Kendal Bailey, Principal

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## SDMC Meeting Agenda – May 29, 2024

- 2023 – 2024 Campus Glows and Grows
  - Each committee member is encouraged to bring three “glows” and three “grows” from the 23-24 school year. These will be used for planning for the 24-25 school year. Each member will have up to five minutes to discuss their “glows” and “grows.”
- Questions and Concerns



## SDMC Meeting Minutes – May 29, 2024

- 2023 – 2024 Campus Glows and Grows

### What Worked (Glows):

Having more dedicated substitutes mean fewer split classes.

Interventions starting from the beginning of the year were most effective.

Counselor and WRS doing home visits really helped with attendance and ensuring students had resources that they needed.

The administrators have been very helpful and supportive.

The new curriculum forced us to work together as a grade level and helped us with team building.

Alignment and collaboration was much better this year; everyone was doing the same thing, and no one was doing something totally different.

Outside tutors for intervention in fourth and fifth grades were awesome. This also helped with reducing class sizes.

Student incentives: It was good to see students rewarded for attendance, returning library books, etc. We should do more to highlight students doing the right thing.

Accelerated Reader and Incentives - Teachers in lower grades liked how it was implemented. It would be great to do a celebration at the end of each six weeks.

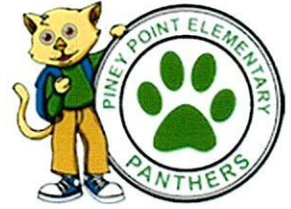
We loved having live morning announcements on the speaker each day. It would be even better to use a schedule like we had in the past.

Ancillary likes the schedule the way it is.



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Field Day, Jingle Bell Run, and other events were rewarding and did not interfere with instructional time.

Having the new security officer made us safer, and parents with short tempers were more polite in the office.

The Peer Observation Protocol was great. This should be done earlier in the year.

## What Can Be Improved (Grows):

Expectations at the beginning of the year were clear, and they were delivered to the staff. Then, they started changing. Sometimes the A-Team wasn't in alignment.

The whole schedule with grade levels moving at the same time led to congestion in the hallways.

Scheduling students into the classes too early. Revisit classes the first or second week of August in order to make sure they are balanced.

Behavior support changed. Teachers had Level 1 and 2 behaviors in the classroom, instead of just level 1 behaviors.

Tutorials for everyone should start earlier in the school year.

We are not considering enough behavior needs when scheduling the class. Students were placed together who shouldn't have been. More emphasis was placed on TELPAS results than behavior when classes were scheduled.

The playground needs to be replaced if it can't be fixed.

Attendance was hard to keep track of. Are tardies being tracked?

Teacher responsibilities regarding permanent folders kept changing.

There is not enough intervention for students being taught in English. There is too much Spanish. Students don't have enough English acquisition.

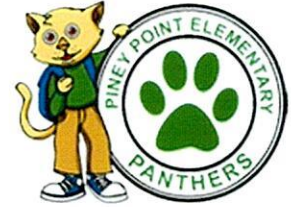
We don't have enough time for collaboration. We wish we had more time to sit with our colleagues and plan and internalize during the day.

Too much Spanish— The ancillary teachers need to stick with English and have the class in English the

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whole time.

Alignment – The idea was good, but within the grade levels, we were not completely aligned. We ended up meeting for PLC only, but we didn't have scheduled grade level meetings.

Tutorials – lower grades would like to start tutorials the same as the upper grades. We don't have enough interventionists for the lower grades.

Newcomers – is there a way to do a better job of determining what their ESL/Bilingual placement should be? Including grade levels changing.

Radios not holding charges or communicating with each other.

- Questions and Concerns

1. When will the new principal be named?

The new principal should be named the last week of school or the week after. The new principal will hold staff and community engagement meetings throughout the summer.