



# **Kennedy Elementary School**

**400 Victoria Drive  
Houston, Texas 77022**

**Q1 SDMC Meeting – September 5, 2024**

## **Meeting Minutes**

### **Key Action I: Raise the Level of Student-Teacher Engagement**

#### **Objective:**

Increase student engagement through the use of multiple response strategies (MRS) in classrooms.

#### **1. Kennedy BOY NWEA Data Review**

- Reviewed Kennedy Beginning-of-Year (BOY) NWEA data to identify areas of improvement and set targets for student growth.
- Data will inform groupings for interventions and instructional planning.

#### **2. KES Student Data Tracking 24/25**

- Discussed the importance of tracking student data throughout the 2024-2025 school year.
- Teachers will maintain data logs to monitor student progress.

#### **3. NWEA Completion Reports**

- Ensured that all students have completed the NWEA assessments.
- Action item: CTC, AP Garza will share completion reports to teachers.

#### **4. Groupings Based on NWEA BOY**

- Students will be grouped based on NWEA BOY results for targeted interventions.
- Interventions will begin immediately, with progress tracked and adjusted as needed.

#### **5. Interventions**

- Intervention plans discussed based on data from NWEA assessments.



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- Teachers implement interventions during designated blocks and report progress regularly.
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## **Key Action II: Improve English Proficiency for Emergent Bilingual (EB) Students**

### **Objective:**

Increase English proficiency for Emergent Bilingual students through strategic instructional planning.

#### **1. Emergent Bilingual Plan**

- Developed an EB plan to address the specific language needs of students.
- Teachers to implement linguistic accommodations and monitor EB progress closely.

#### **2. Review of EB Rosters**

- EB rosters were reviewed to ensure correct classification and placement of students.
- Action item: Teachers to review and update rosters as needed.

#### **3. EB Classifications**

- Discussion of classifications between One-Way Dual Language (DL) and Early Exit models.
- Teachers need to confirm that students are placed in the appropriate program based on their language needs.

#### **4. Linguistic Accommodations**

- Teachers were reminded of the linguistic accommodations required for EB students, as outlined in the EB plan.
- Action item: Teachers to ensure accommodations are documented and implemented.



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## **Next Steps/Action Items:**

1. Submit NWEA completion reports to teachers by September 6, 2024.
  2. Group students based on BOY data and begin interventions.
  3. Implement EB plan and track student progress with linguistic accommodations.
  4. Review EB rosters and classifications to ensure accurate placement.
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**Meeting Adjourned: 5:30 p.m.**