



Coleman School Site Council (SSC) Agenda

Monday, February 10, 2025

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1. Call to Order -
 - a. Introductions --
 2. Role Call of Members
 - a. Sign-in Sheet and Quorum
 - i. Sage Leshchiner - 1st grade teacher
 - ii. Sarah Soss - librarian
 - iii. Irene Garcia - parent
 - iv. Alex Verheecke - parent
 - v. Tracy Peck Holcomb - parent
 - vi. Stacey Farrell - Parent
 - vii.
 3. Approval of Minutes of Meeting
-  [SSC 11_18_24 - Agenda \(1\).pdf](#)
4. Opportunity for Public Input
 - a. Any members from the public can comment
 5. Community Updates
 - a. PLT release/paid planning time.
 - i. Sage: It's going well. It's nice to have the time to meet so we aren't interrupted.
 - ii. Kelly: Super helpful to get everyone together on our team. Yes, we should do this yearly.
 - iii. Sage: we are utilizing this time as a second teach for our students in small groups.
 - iv. Kelly: our next cycle is going to focus on our multilingual learners and the ELPAC
 - b. Black History Month Review of activities:
 - i. What went well?
 1. Sage: overall engagement - a ton of excitement, making it feel special. Incorporating STEM and people from the past made
 2. Kelly: Celebrating Hispanic Heritage, Black History, and other culture events made a cross culture connection.
 3. Irene: It was great to partner with teachers and try to connect it to units of study in science and history.



4. Alex: It was great to have a game plan from the year before. Having music, food, and dance was a great way to connect.
 5. Kelly: It was great to have community members was special for the kids.
 6. Sage: Having a guest speaker was special for our students.
 - ii. What can we do differently?
 1. Irene: Hook the MJ's Brass Boppers up with a mic. Let's call on community members all year long to attend different events. It would be great to have them attend events throughout the year.
 - iii. Do we spread the activities out for the month?
 - c. Review of SPSA Goal 1 Below:
 - i. Examining Intervention Program: Intervention Presentation
 1. Kelly: The skills that are being taught during intervention is very specific to each student. It provides them with what they need.
 2. Sage: From a lower grade perspective, we are attempting to close the gap by first grade before the gap widens. We were really intentional around master scheduling and providing students with a double-dose.
 3. Melinda: Grateful for the intentional work teachers are doing. We have made a ton of progress instructionally and the PTO is focused on supporting all of our students, in particular those who aren't on grade level standards.
 4. Tracy: Even if your kid doesn't receive the intervention, their kids continue to benefit from rigorous instruction. The PTO is supporting with the messaging to families.
 5. Melinda: parents are asking if they think their kids are having difficulty reading, who do they contact to receive services?
 - d. Math Adoption next year
 - i. What does that mean?
 - ii. Where do we direct our attention?
6. Community Input/New Agenda Items
- a. *Immigration and support*

GOAL 1: We will accelerate academic achievement toward meeting or exceeding standards for English Learners (EL) and Students in Special Education in Language Arts/Literacy, Mathematics, and English Language proficiency by creating a culture of inclusivity and providing academic support in the general education setting. We will see



an Increase in the number of English learners and students receiving Special education services in grades 3-5 who are meeting or exceeding standards in SBAC-ELA by 10%. Furthermore, we will see a 5% increase in the percentage of students who meet the i-Ready annual typical growth progress.

Identified Need: There was a large discrepancy in the state testing data of our English language learners, students in Special Education, and the remaining student body. We also saw a precipitous drop in the English Language Proficiency Indicator (ELPI) from 52.8% to 29.8%. A second set of data, the i-Ready annual typical growth progress (met) indicator, further supports the idea that we need to deepen our support of students identified as ELLs and for SPED. In 2023-2024 the following percentage of students met the standard: K ELLs 4%, SPED 33%; 1st ELL 28%, SPED 50%; 2nd ELL 24%, SPED 40%; 3rd ELL 32%, SPED 67%; 4th ELLs 56%, SPED 58%; and 5th ELL 47%, SPED 64%.

Next Meeting Dates:

SSC Monday	2/10 5:00-6:00	3/24 5:00-6:00	4/14 5:00-6:00	5/19 5:00-6:00
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