



Wedgeworth Elementary
405 Solon Rd.
Waxahachie, TX. 75165
972-923-4640



**Campus Education Improvement Committee (CEIC)
Agenda
October 14, 2020**

1) Call to order 4:00 PM

2) Introductions, Committee Purpose, Meeting Dates

Purpose - to share CIP plan changes and improvements

a) Update on Title I Funds- Options -instead of using team money, we will use Title I money.

- Comparison of Benchmark ebooks vs. Reading A-Z
 - Ms. Paige Brown shared a presentation highlighting the strengths and concerns of the two programs.
 - An Ebook hand out was given to each member comparing 2 sources
 - watched RAZ Kids video
 - CEIC committee shared positive pieces that they see about RAZ kids
 - 36 students per license
 - Watched Benchmark Universe
 - CEIC committee shared positive pieces that they see about Benchmark
 - Committee notices that some of the pieces of Benchmark are things we already have through SeeSaw.
 - Committee shares that RAZ Kids seems to fit the needs of K-2 better and that Benchmark tends to fit more with Junior High level
 - Recommendation from committee is RAZ Kids for our campus
 - Will get with Lydia Solis about purchasing together with bilinguals
- Committee agrees to move forward with purchases listed on the Title 1 list

3) Campus Improvement Plan (CIP)-Update was shared with CEIC on new strategy added to CIP

a) Added goal to address Title 1 funds:

Strategy 12		Edit	Remove
Use Title 1 funds to provide resources to increase our Literacy library books in English and Spanish, resources to help provide guided reading, and training on how to use these resources.			
Strategy's Expected Result/Impact	None		
Staff Responsible for Monitoring	None		
Title I Schoolwide Elements	Problem Statements		
None	<input type="text" value="Demographics 1"/> <input type="text" value="Student Learning 1, 2, 3"/>		
TEA Priorities	Funding Sources		
None	<input type="text" value="Title I (211) \$20,000"/>		

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4) Campus Questions or concerns

Question 1: Grading Policy- many teachers have had to change grades due to students who are failing. Some students are failing because they were virtual during COVID and other students are failing but it was what they actually earned in the classroom. According to the grading guidelines, grades must be entered on a 0-100 scale.. not a 50 and up scale.

I was not aware that we changed it to say we do not give students less than a 50 even if that is what they earned? In addition, teachers are already being bombarded with a lot on their plate and are now required to catch up students when they come back face to face. I know we don't want to punish the student because the parent may not have provided the structure or environment to get the work done. But does this mean we punish the teacher to require them to catch up the student for the past 6 weeks? If we are changing the way that grading and expectations are done then this needs to be put in writing for teachers.

Mr. Day's response:

My decision to provide additional time for students who returned from virtual school was based on finding a way to prove that we as a staff did everything within our power to help the students. Some students who attended virtual school faced circumstances outside of their control and may not have been provided support from home to complete activities. I did not believe that it was fair to fail a student without attempting to provide another opportunity when they were back on campus.

The recommendation to not provide a grade below 50% was based on the thought that we could provide some grace to our students in the 1st 6 weeks as students have been out of school since March and are further behind than what they normally would come to us at this time of year. Making a grade below 50% would have automatically failed students for the school year and made it difficult to get them motivated to finish the year strong. We will follow district grading guidelines moving forward.

The intention was not to come across as punishing our staff, but providing some grace and working collaboratively to make sure no student falls behind.

Administrative team will create a protocol to have meetings with teachers and administrators during 6 weeks to identify students who are failing (or in danger of failing). In the meeting we will discuss interventions currently in place to address concerns, reason for failure, conferences between staff and parents to address concerns and reasons for failure, and what additional support student may need as a result of concerns.

Mr. Day is the administrator overseeing grades and failure reports. I would be glad to meet with staff members who are frustrated or concerned about the decision that was made for further clarification or hear your concerns on decision that was made.

Question #2: Communication across the admin team does not seem to be clear on what is going on. When teachers had to change grades and people asked why the answer was "Im not sure". When there were meetings to discuss failing students and the question was asked what they wanted us to

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accomplish/goal for the meeting the answer was "I don't know". Admin team needs to make sure that everyone is clear on the reasoning behind everything going on

Mr. Day's Response: Thank you for bringing this to my attention. As administrators we each take the lead in different areas and we will continue to work together to make sure the communication is helpful to staff. We will also be sure to identify who is the lead in the specific area for the questions so staff will know who to speak to directly.

As a result of discussion, the idea was also shared to include in the weekly update for who to reach out to regarding the specific areas.

Question #3: Teachers have so many responsibilities including all the new expectations for this year such as MAP testing, MAP training, MTSS, Branching Minds, catching up virtual learners who have incompletes, etc. it would be helpful if we did not have to find time to do additional duties that would appear to us to be easily handled by someone else without our work load (ex. checking honor roll, finding time to play videos or train students on library check out/reservation of book- all other librarians have previously done these lessons). Teachers are teaching all day and after hours doing grading, lesson planning and entering plans. All additional duties are encroaching upon what little family time we have. MTSS meetings, ARDS (within reason), 504's and training should be scheduled as much as reasonably possible during the work day even if it means a PLC scheduled day has to be used for MTSS or training. Saying our time is valued does not mean as much as showing us our time and families are valued. Teachers are stressed and burning out rapidly and it is not even Thanksgiving break.

Mr. Day's response:

I am extremely thankful for ALL that our teachers are doing this year. I hear the concerns and understand that there is extra work as a result of new programs such as MAP testing, data analysis, and supporting students with incompleteness by providing an opportunity to make up work. The fact that our students are further behind than they usually would be also raises additional work.

I see the work that each staff member is contributing to support our students and we are consistently looking at ways to provide support.

Based on the concerns, I will evaluate different ways we can schedule meetings during your work day, however there are meetings we must schedule as a result of legal practices such as ARDS and 504. Sometimes they are scheduled at times to make sure other staff members or parents can attend due to their schedules. I also understand that we are doing some things differently than they have been done in the past (such as the example provided by the library). As there are new staff, leadership, instructional coach, librarian, teachers, we are learning from each other regarding what works and we are continuously looking for ways to improve upon what we do. I would recommend speaking to staff members (when not frustrated or upset) to discuss the various points of views and work collaboratively to create a plan for the next time.

We are waiting to push out the Branching Minds training and are trying to implement within MTSS and PLC meetings.

MTSS Team meetings are currently happening each Tuesday afternoon based on the fact that we are trying to get as many people involved that can help students you are discussing who may need

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additional intervention/support. We are working to make sure that not all staff members attend each week, but will work to schedule during the conference period if that would be your preference.

This month, PLC days are currently being used to train us on reading MAP data, and working collaboratively with C&I on using the data and creating intentional plans to meet the needs of our students instructionally.

On a side note, it becomes dangerous to make comparisons sharing that others do not have our workload as each staff member on our campus has different responsibilities. Each of us has our roles and it will take all of us working collaboratively to achieve our common goal...helping our students learn and grow.

I would be glad to meet with you personally to hear your concern and find out more information on when would be a better time to schedule meetings. I would welcome specific suggestions or solutions to address this concern.

We must remember that we are on the same team. We are all dealing with pressures and stress due to these unusual times and we must keep showing each other grace, encouragement.

For questions about grading/failure, please reach out to Mr. Day.

CEIC does not recommend to share any of these concerns to DEIC.

5) Open Questions or concerns: [No other questions or concerns were shared.](#)