

Murdock Elementary Board Report

Dec. 4 th, 2025 * Board Report # 5 * Stacy Lanzi

Enrollement=486 TK=52, K=85, 1st=77, 2nd= 87, 3rd=97, 4th=88

Goal #1 & 2

- ☐ **Instructional Meetings: Round #2...**To continue tackling learning loss in a meaningful and sustainable way, we are moving forward with Round #2 of grade-level collaboration for all teams, as they have requested additional time working together. After Round #1, our teachers overwhelmingly shared that the dedicated collaboration time was highly valuable and directly supported their instructional planning. This next round will give teams more focused time to: revisit and refine essential standards for Trimester 2 & 3, strengthen student support systems, review and align common assessments for Trimester 2 & 3, and continue our dedicated work building a guaranteed and viable curriculum for every student at every grade level. ***Our goal remains the same: to ensure consistency, clarity, and high levels of learning for all Mallards. By investing in our teachers' expertise and collaboration, we are strengthening our schoolwide response to learning loss and creating structures that support long-term success for students and staff.***
- ☐ In an effort to better support our students and provide clarity for our teachers, we are **enhancing our protocols** related to concerns that may lead to a possible Special Education evaluation. The goal is to ensure a clear and kind process that guides staff in what to do before submitting an **SST referral for an IEP**. The attached document outlines strengthened steps, expectations, and supports—designed to help teachers gather the right data, implement targeted interventions, monitor progress, and collaborate effectively with families. These enhanced protocols will help us make thoughtful, well-informed decisions for students while ensuring consistency and equity across our school. {SEE ATTACHED}

*LCAP goal #3: -

- ☐ On Friday, November 7th, **I traveled to the Grindstone Reservation** with Emmett, Yolanda, Ron Bazan, and Michelle to meet with their team of Elders—known as their Chairman—to discuss their needs, our needs, and how we can strengthen our connection with families. It was a very eye-opening experience and an important step toward building deeper, more meaningful partnerships with the community.

- ☐ Our annual **Native American Appreciation** school-wide assembly was a hit! While the Pomo dancers from our local community who practice traditional Shakehead dancing from Grindstone were unable to attend, we were grateful to welcome the Xa Batin Feather Dancers from Lake County. One of their elders has a daughter at Murdock, making their visit even more special. We learned that dancers hold an important role in Pomo culture. Their regalia, movement, and songs honor community, healing, and connection. Shakehead is one of the oldest ceremonial dances in Northern California tribal traditions, involving rhythmic footwork, steady head movements, and songs that share stories, values, and relationships with the land.
- ☐ We were also honored to have **Irvin Watkins** join us. Irvin sang, and his daughter—who **attended Murdock as a child**—performed a Jingle Dress-style dance. They are members of the Absentee Shawnee Tribe of Oklahoma, one of three federally recognized Shawnee tribes. Their history includes forced removal from the Great Lakes region to Oklahoma, and their cultural practices emphasize family, community identity, and preserving traditional knowledge. The Jingle Dress Dance is a healing dance; each metal cone on the dress creates a sound that symbolizes resilience, wellness, and strength. The dancer's grounded steps reflect intention and care. We also loved using our new amphitheater for the event. Our students were so respectful, attentive, and appreciative of the dancers, and we truly enjoyed this meaningful experience together

As always, "It's a Great Day to be A Mallard!" Please let me know if you have questions.



Thinking about an SST?

COLLECTIVE DATA (Form Completed)

Cumulative File

- ☐ Previous report cards
 - Look closely at Grading/Teacher Comments
- ☐ Attendance History
 - ☐ MapGrowth
 - ☐ Dibels/Amplify
 - ☐ Benchmark
 - ☐ Progress Monitor
 - ☐ Behavior Log/Chart
 - ☐ Work Samples
 - ☐ Writing (*not for handwriting quality*)
 - ☐ Reading/Math

COMMUNICATION

- ☐ Conference with Parent
- ☐ Document Dates & Parent Responses
- ☐ Establish Regular Communication
- ☐ Develop Strategies for Concerns
- ☐ Identify Areas of Need
- ☐ Check In with Previous Teachers
- ☐ PLC Consult

TEACHER-STUDENT SUPPORT STRATEGIES

- ☐ Small Group Instruction
- ☐ Behavior Interventions
 - ☐ Point Sheet
 - ☐ Documentation
- ☐ Adjusting to Student Needs
 - ☐ Scaffolding Instruction
- ☐ Modified Work
- ☐ Tools/Manipulatives

As needed,
Observation Request

SST REFERRAL

- ☐ Communicate with Parent Regarding SST Referral
- ☐ Prepare Data Collection to Share with Team

This flow chart is a guiding document. One size does not fit all.