|  |
| --- |
| **SDMC Meeting****11/30/2023****Our mission is to empower scholars: to become global leaders, to strive for excellence, and to become responsible citizens, critical thinkers, and effective communicators.** |
| SCHEDULE |
| *Activity* | *Presenter/Time* | *Details* | *Action Steps* |
| **SIP Goal Review- Goal 1** |  | Goal: Raise the level of rigor of student tasks as measured by Webb's Depth of Knowledge levels in order to increase percentage of students achieving “Meets” or higher on STAAR will increase from 54% in 2023 to 60% in 2024.Thoughts/Feedback:* Ms. Strong brought up that this was similar to a proposed board constraint that was brought up in the community meetings in the Spring
* The SDMC felt that this was an appropriate ambitious goal, and that they work we’ve done so far this year has contributed to our achieving it.
 |  |
| **SIP Goal Review- Goal 2** |  | Goal: Raise the level of student-teacher engagement, especially the use of multiple response strategies, in order to increase the percentage of students showing growth on TELPAS from 54% in 2023 to 60% in 2024. Thoughts/Feedback:* Ms. Strong- What does growth mean?
* Mr. Ritsema- Clarified that it meant growing a complete Composite Level
* Ms. Strong- I’m worried that 60% may be too high if we’re using composite level. Maybe they’ll show growth in one domain and not the other.
* Dr. Carter- I think the expectation is that you’re moving one year to the next.
* The committee proposes that we add the word “composite” to make it clearer.
 |  |
| **SIP Goal Review- Goal 3** |  | Goal: Utilize the RACS and RACES strategies to increase consistency in writing instruction across grade-level and content areas to increase the percentage of students scoring 6/10 or higher on STAAR extended constructed response from 32% in 2023 to 60% in 2024.Thoughts/Feedback:* Dr. Carter brought up that there are lots of acronyms.
* Ms. Strong- Seeing every teacher using this across the board has benefited students, especially our special pops. Students are writing it on the side of the paper. I imagine we’ll see some growth.
* Other teachers brought up what they had been seeing writing-wise going on in the classrooms.
* Overall the SDMC agrees that having a strategy consistent across grade levels will benefit students.
 |  |
| **SIP Goal Review- Goal 4** |  | Goal: Increase the level of support provided to students and teachers in order to increase the percentage of students receiving Special Education services achieving “Meets” on STAAR from 23.5% to 30%.Thoughts/Feedback: * Ms. Strong- Can you clarify what the goal is?
* Mr. Ritsema answered that by “support… to students”, we mean ensuring they get the accommodations they need to be successful and sometimes additional pull-out support as needed.
* Dr. Carter asked which group of special education students we’re talking about.
* Mr. Ritsema clarified that we’re talking about resource students.
* Ms. Strong- Maybe explicitly say fully implementing IEP goals?
* Ms. Madrigal had questions about the process for identifying a student with a disability.
* Mr. Ritsema and Ms. Strong explained the process.
* Ms. Madrigal said she didn’t feel like families had enough information about the process.
* Ms. Strong discussed the need for a meeting with parents where we will explain the process for requesting evaluations.
 |  |
| **Safety** |  | * Drill Reflections
* Feedback, Thoughts, Questions
	+ Nurse Mickens brought up how well students did when there was actually almost a fire in the building.
	+ Ms. Strong agreed.
	+ Nurse Mickens asked if there’s a way to communicate to families that they cannot block the walkways when they’re parking for events.
	+ Mr. Contreras proposed that Dojo message could make a difference as this helped with parking out front.
 |  |
| **Planned Events** |  | * Holiday Program- 12/20 & 12/21
* Middle School Fair- Next Week
* Math/Science Night- 2/29
 |  |
| **Other Questions/Concerns** |  | There was discussion from the committee about what would be the best focus for our Children’s Museum event 1/11. |  |