

SDMC Minutes:

September 26, 2019

Attendees:

Meagan Edwards, Felicia Thompson, Kylene Vasquez, Kenneth Dupre, Charnele Harris, Amy Villanueva, Bethany Wiles, Rosa Castro, Zulema Zarate

Agenda Items:

1. SIP Review – Committee reviewed the SIP and Executive Summary. Clarifications and errors were addressed. Committee agrees with data, areas of need and action plan to move the campus forward.
2. Budget Update – Grissom is currently about 15 students over projection which indicates we will not have to pay back monies as previous year. The budget cuts have impacted campus resources but several grants have been secured to offset those cuts. We will be receiving additional funds for the students over projection after PIEMS snapshot but those will cover the additional PreK bilingual class we had to open. We currently have a certified, bilingual long term sub who has agreed to continue with the class until position is officially opened. She is considering taking on an official Teacher of Record but if not, the campus has been recruiting teachers for hire. The long term sub will onboard this teacher to ensure smooth transition should she not accept the full time contracted teacher position.
3. Committee Follow-up – communicate with committees to ensure they are meeting and planning to lead the work agreed upon at committee sign up.
4. Safety Check-in – Please review and address concerns/questions about safety around campus. Numerous work orders have been opened and completed to address safety/security needs of the campus. Remind all stakeholders that we do not prop doors, gates or any points of entry at any time as this causes safety breach leaving our campus accessible to parties intending harm. Written class rosters are to be maintained and included with the teacher's red Emergency Book during all drills.
5. Interventionist & Resources – Title 1 funds have been used to pay for a part time interventionist that will focus on third and fifth grades. Fourth grade will leverage student teachers and primary will use ancillary and TA's to support intervention for HFWE. Interventionists will push in and pull out. It is the responsibility of the classroom teacher to provide resources, student lists and debrief about student progress. Data will be used to drive the grouping and skills addressed by intervention supports.