

**Gabriela Mistral CEC
SDMC Meeting Minutes
Tuesday, February 4th, 2020**

AGENDA

I. Welcome

- a. Call to order: **Gilliland**
- b. Time: **1:44 p.m.**
- c. Introductions
- d. Members present:
 - i. **I. Alamia**
 - ii. **D. Noriega**
 - iii. **J. Maldonado**
 - iv. **D. Gomez**
 - v. **A. Aguilar**
 - vi. **L. Santos**
 - vii. **A. Gilliland**

II. Last Meeting's Minutes

- a. Reading: **A. Gilliland**
- b. Approval
 - i. Motion: **Aguilar**
 - ii. Second: **Maldonado**
 - iii. Vote: **Unanimous - pass**

III. Old Business

- a. SIP Review
 - i. Revisit goals to monitor progress
 - 1. Literacy
 - a. **The committee discussed Literacy growth campus wide in addition to the MOY CIRCLE Assessment data. As the data was analyzed, the committee members noted the significant differences between bilingual and ESL/English classes. Based on the data and the interventions that are**

being made, the committee was able to make the following suggestions:

- b. Achievements?
- c. **Of the tested English/ESL students, 17% were on track, 38% need support, 27% need to be monitored, 17% are out of range. Of the tested bilingual students – 48% on track, 20% need support, 22% monitor, 9% out of range.**
- d. Challenges?
- e. **Campus-wide, referrals to special education have increased which do not account for the growth challenges alone. However, as teachers attend to students that exhibit severe academic and behavioral challenges, other students lose instructional time. English/ESL classrooms also have a variety of home languages which increases the frequency and intensity of instructional accommodations needed to introduce foundational skills.**
- f. On track?
 - i. **Based on the growth reported**

from BOY to MOY, bilingual students are expected to meet the literacy goal by EOY 2020. English/ESL results as reported by MOY scores did not meet expected growth. However, meeting the EOY goal may be attainable after the referral process has been completed and targeted small group interventions.

g. Modifications?

- i. Tiered intervention groups will be led by their classroom teacher rather than another campus staff member to ensure high quality, targeted, cohesive skill instruction. Alliteration skills have targeted through professional development sessions in the Rice Oral and Written Language Lab, implemented

by teachers during transitions, featured on the morning announcements, and throughout literacy work stations.

2. Math

- a. The committee discussed the MOY CIRCLE Assessment data to analyze and compare to BOY. Committee members noted the significant differences between bilingual and ESL/English classes. Based on the data and the interventions that are being made, the committee was able to make the following recommendations:**
- b. Achievements?**
 - i. Of the tested English/ESL students, 14% were on track, 42% need support, 26% need to be monitored, 18% are out of range. Of the tested bilingual students – 54% on track, 20% need support, 17% monitor, 9% out of range.**
- c. Challenges?**

i. Students are still acquiring basic number knowledge and prerequisite skills necessary to master operation skills. Additionally, as teachers attend to students that exhibit severe academic and behavioral challenges, other students lose instructional time. English/ESL classrooms also have a variety of home languages which increases the frequency and intensity of instructional accommodations needed to introduce foundational skills.

d. On track?

i. Based on the growth reported from BOY to MOY, bilingual students are expected to meet the literacy goal by EOY 2020. English/ESL results as reported by

MOY scores did not meet expected growth. Meeting the EOY goal may be attainable for English/ESL classes after the referral process has been completed and students receive additional support.

- e. Modifications?
 - i. **Teachers will collectively attend a math focused professional development during February early dismissal. Staff will also implement a campus wide morning routine to practice operation skills upon arrival.**

3. Safety

- a. **The committee discussed the use of Conscious Discipline to increase awareness of students that need support with self-regulation. Data was reviewed and discussed to make the following determinations:**
- b. **Achievements?**

strategies with increased frequency and validity. A study of the book “Managing Emotional Mayhem” by Dr. Becky Bailey will be conducted by teachers and staff. Chapters will be read, analyzed and discussed to further extend understanding of how emotions impact SEL in classrooms on a daily basis.

e. Modifications?

- i. Teachers will participate in an additional review on the “Feelings Buddies Self-Regulation Curriculum” to learn how to extend activities and rehearse the specific lesson aspects to be sure the curriculum is implemented with authenticity. Additionally, to increase campus safety awareness, campus safety

procedures have been reviewed and updated. And, to ensure a cohesive understanding of the procedures, teachers and staff will debrief after drills to discuss areas for growth and improvements to be made going forward.

IV. New Business

a. New Business was tabled to allow ample time for SIP Milestone review and discussion.

b. Events/Calendar

- i. Black History Month – February 1st-29th
- ii. 100th Day of School – February 7th
- iii. Conscious Discipline Family Night – February 13th
- iv. Friendship Day Parade – February 14th
- v. Early Dismissal – February 14th
- vi. Coffee with Kristina/Title I Meeting – February 21st
- vii. Fire Prevention House – February 21st
- viii. West Area Instructional Rounds – February 26th
- ix. Go Texan Day – February 28th

c. Next Meeting:

- i. March 12, 2020 at 1:30 p.m.

V. Concerns

VI. Adjourn Meeting

- a. Motion: **Aguilar**
- b. Second: **Maldonado**

c. Time: **2:48 p.m.**