SDMC Meeting Minutes 10/28
Start Time: 4:02pm

Participants:
Hewett
Williams
Hoffmann
Hannah Villarreal (Parent)
Lisa Fernandez (Parent)
Richard, D.
Janelle Robinette-Long (Parent)
Stephanie Kasper (Parent)
Kallie

I. Welcome and Purpose of SDMC
II. Introductions
III. Improve the minority achievement gap in Reading
    A. Using digital tools Microsoft Reading Coach
    B. Teachers are trained in MAP testing. Utilizing MAP to help measure student growth.
    C. On the Spot coaching and feedback
    D. Planning with teachers.
    E. Friday PLC.
    F. Zearn and Amira
    G. Intervention Reading and Math blocks.
    H. After school tutorials
    I. Backwards planning.
    J. Utilizing MAP data, and TELPAS scores to construct intervention groups.
    K. High performance culture

IV. Attendance
    A. Are there subgroups or a way to disaggregate the data to see what groups are missing days? Are we considering the times that attendance is taking and when they arrive?
    B. Suggestion: Neighborhood transportation services and carpools.
    C. Religious holidays is also a part of the equation.
    D. Can they submit an excuse for religious holidays because this is a large Jewish community population?

V. SDMC Voices of Concern
    A. Corporate Sponsors signs & and the neighborhood complaints because they are put in a location from that causes safety concerns and there are concerns about the visibility from the corporate sponsors. Corporate sponsors are supposed to appear on the marquee and not have the signs. Vote: The signs will be moved back to Jason and Potiac.

VI. Concerns- Suggestions to communicate to parents that Zearn and Amira will be used.
Parent is concerned about knowing what is going on. Parent wants the ability to view progress

in Zearn and Amira. Parents would also like to know if students are receiving pull out intervention.

    A. Parent concerned about students possibly being nervous if a visitor comes in.
    B. Parent lunch concerns- Are we addressing safety concerns in the cafeteria and monitoring.