|  |
| --- |
| **SDMC****05.02.2025** |
| **Community AGENDA** | **NOTES** |
| **Welcome**  |  |
| **Key Action Plan 2025-2026*** Outline Key Actions

Needs AssessmentData* Review Staff Notes/ Feedback & Review vote from previous Campus Discussion
 |   |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| **Questions** |  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| **Closing** |  |

|  |
| --- |
| Notes |
| We summarized each of our three key actions and provided time for SDMC members to read a |
| one-pager that included our selected indicators of success. The group spent more than half of the |
| allotted minutes debating whether to include the ZEARN and Amira goal of 80% passing at least 90 |
| on-grade level lessons and completing 100 stories. Several participants noted the challenges |
| experienced with the Amira platform and balancing the goals for the two online programs. |
| Mr. Kleeman and Ms. Daugherty provided the opportunity for attending stakeholders to vote |
| whether they believed the third key action was feasible. Leaders also offered the caveat that pivoting  |
| to a different target would require immediate input and reminded the group that the present goal  |
| involves platforms with usage time built into the master schedule. The committee, like the faculty at |
| large, voted to keep the third key action in place. An overview of the first and second key actions, |
| centered on instruction for EBs and tailored professional development, yielded strong agreement. |
| Members expressed confidence before the meeting ended that the indicators of success could be |
| measured with readily available data. They agreed that fulfilling these benchmarks would support |
| increased mastery, the campus’s A grade target, and earning the full five percentage points as part |
| of the Teacher Excellence System’s evaluation pie chart. Mr. Kleeman and Ms. Daugherty brought |
| forth data from the previous and current school year – A gulf between NWEA MAP Spanish and  |
| English reading achievement, IRT scores below the campus goal of an 11, and the necessity of all |
| grade levels landing in the high-growth, high-achievement quadrant in all contents – that |
| demonstrate the need for these three instructional foci. |
|  |
|  |