

# MEETING MINUTES



## SBDM & Campus Improvement Plan Development & Approval

Thursday, April 23, 2020 | General Meeting: 6-7:00 pm | Subcommittee Meeting: 7-7:30 pm

### SBDM MEMBERS:

Rosie Salinas, Chair | Amy Featherston, Vice Chair | Christina Crum, Scribe/Recorder | Alice Pujol, Facilitator/Timekeeper

1. **Welcome and Introduction, Rosie Salinas**
2. **2020-2021 Campus Needs Assessments, Ms. Santos**
3. **Feedback from Breakout Groups**

### Summary of Perceptions, Ms. Santos

- Problem Statement:** While the campus provides opportunities for parent engagement, there is not a diverse pool of parents who participate in the parent organizations, indicating a need for a parent recruitment marketing plan, recruitment of community and local leaders to participate in organizations and create partnerships.
- Feedback:** Recruit and maintain more diversity in parent groups.
- Problem Statement:** In addition to improving parent understanding of blended learning, we need to engage parents in workshops regarding the school model, core values, and grade level expectations.
- Feedback:** We want to include words like “growth” or “change” to compare what that would look like.
- Problem Statement:** A Need to increase opportunities for trust building with administration, increase opportunities for campus leadership, mentorship for teachers, as well as peer feedback and support.
- Feedback:** There’s a need in understanding inequities in home environments.

### Summary of School Processes and Programs, Ms. Burrow

- Problem Statement:** Documented questions, requests and concerns from parents indicate a lack of understanding of the components of blended learning and how Solar classroom instruction differs from traditional classrooms. Teachers have expressed that blended

learning is one of the largest shifts they make when onboarding. Parents and staff need adequate training in online curriculum as well as the blended learning model.

Feedback: Provide training for teachers and parents to better understand what it is and why it's used.

Problem Statement: A need to create strategic plans to ensure that all students moving to magnet school age choose to stay at Solar.

Feedback:

Provide more resources, such as hire another GT teacher, provide GT training to current teachers, and/or offer more pull out time to GT students.

- May attract GT students in staying at Solar as opposed to accepting seats at DISD TAG or magnet schools.
- Solar Prep already has a large population of GT students, so additional resources will benefit a large portion of students anyway.

Survey parents to gain insight

- Survey parents of students in the GT program: Would you leave Solar for a magnet school and Why?
- If possible, survey parents of students accepted into magnet or TAG schools to gain insight into why they chose to leave and/or what Solar can provide to potentially retain other students.

Problem Statement: New teachers and students need continuous support during and after the onboarding process.

Feedback:

Assign parent ambassadors

- Help guide new parents in the Solar culture
- Help alleviate the burden on Solar Staff to answer new parent questions at the beginning of the year

Assign student ambassadors to help new girls acclimate at Solar.

Additional Feedback: Technology: Elementary is third in prioritizing 1:1 technology ratio (device to student ratio). High school and middle school are provided resources first.

SEL: Ensuring technology and applications are provided in Spanish.

### **Student/Teacher Demographic Summary, Ms. Patterson**

Problem Statement: Daily attendance rate indicates need for continual monitoring to maintain a 97% or higher average.

Feedback: We continue to implement new strategies to maintain a high attendance rate.

Problem Statement: Need to develop a strategic plan to promote retention of all rising 4-8th graders.

Feedback: We realize that there's the potential to lose students as they approach grades where they have the option to attend a magnet school. Our goal is to retain those girls. We continue to develop our curriculum to be similar to the magnet school curriculum.

Problem Statement: Gifted and Talented programming in some grade levels/subjects will be integrated into core curriculum within the classroom. Create a plan to train and implement with classroom teachers.

Feedback: Solar is already mimicking the GT/Magnet program curriculum in several grade levels and will continue to integrate the curriculum at other grade levels.

Problem Statement: Current demographic of teachers and student don't mirror each other and create a plan to retain high performers.

Problem Statement: Current demographics indicate a 50/50 SES enrollment and it is critical that this be maintained. Strategic plans for recruiting in high need areas.

Feedback: We are looking into having someone that will work with us to create strategies in external community outreach. We're not sure how that will look yet, but we have several ideas.

### **Formative, Summative, and Diagnostic, Ms. White**

Problem Statement: The campus is outperforming the district and state; however, specific student populations are below the campus average. The math achievement gap was 20-35% mastery level for non white subgroups. The campus saw a decrease in closing the achievement gap from 100% to 83% indicates a need to integrate learning experiences that lead to deeper understanding of concepts, specifically to improve outcomes for African Americans and native Spanish speakers.

Feedback:

Socioeconomically disadvantaged are not scoring as high as other subgroups. How can we break that data down further to help those students at the beginning of the year?

What can we do to prepare older, new girls so that they can adjust to Solar standards?

**Problem Statement:** Math scores indicate a need to build math fluency, number sense and conceptual understanding in addition to the real world learning experiences.

Feedback: The scores indicate that there needs to be more emphasis on Math across all grade levels.

**Problem Statement:** Overall writing on 4th grade STAAR was the only subject that scored at less than 90% at approaches and well below the goal of 50% scoring of masters. (23% masters) - need to implement a school wide communication plan.

Feedback: Need to ensure everyone is clear about what consists of writing: reading, writing, and speaking are all components of writing. School goal is 50%.

**Problem Statement:** Teacher use of MAP data ranges depending on training and familiarity with the program. Need differentiated training to utilize data and program opportunity consistently across the campus.

Feedback: Some teachers are using MAP data more than other teachers. We want to ensure that all teachers are trained and properly using MAP data to provide differentiated training to students.

#### **4. New Business**

##### **Campus Uniforms, Michelle Deal**

- Vote: Allow middle school students the option to wear a raspberry color polo. This option is in addition to the current options including the option to wear the standard DISD uniform.
- Result: Yes (23 Votes)

##### **Google Classroom Code: rpu2kt**

#### **5. Updates**

##### **Parent Organizations, Dr. Bernardino**

- She continues to meet with all parent organization leaders every 2 weeks.

##### **School Workshops, Ms. Patterson**

- Upcoming workshop: Female Development. Please sign up via Bright Times. Staff are welcome to join, as well.
- Please email Ms. Patterson If you are interested in a specific topic or would like to know more about future workshops.

#### **End of year celebrations, Dr. Bernardino**

- We are talking about how we can still make this happen virtually for this year or we move it to the beginning of next year. More updates soon.

#### **Enrollment, Dr. Bernardino**

- Reminer: Please re-enroll to help with next year's planning. Only 5 students have not re-enrolled, and those seats will be given to girls on the waitlist.

<b>6.</b>	<b>Adjournment</b>
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