Mandarin Immersion Magnet School
School Decision-Making Committee
May 20, 2025

- **Welcome**

- **Roles and Duties**
  - Chairperson – Cindy Tiet
  - Minutes – Peggy Bridges
  - Timekeeper – Bin Wang

- **Budget – State of the School**
  - Enrollment – 817
  - Current Average Daily Attendance: **97.1%** from **97.8%** from **98.1%**
  - YTD Estimated Funding Lost Due to Absences: **$96,646.34** from **$36,369.63** from **$15,365.55 (October) -** $96,646,34 is equivalent to a teacher and a TA position
  - Attendance Plan – 90% - this is the promotion standard
  - School Budget for 2025-2026 -
    - District 25-26 projected enrollment for MIMS – 829 – Ms. Tiet stated we should be higher than this projection and be at full capacity. Ms. Tiet's expected enrollment is at 850. We are aware that there are 5-6 fifth graders who are not returning next school year. Last year, we had no more than 15 students who did not return, so we do not anticipate more than that next year. 580 intend-to-return surveys were received. We have waitlists for every grade level. There will be four 4th grade classes next year.

- **Summer School -**
  - ES – Benavidez ES - Pre-K will go to an Early Childhood Center. Ms. Tiet will confirm the location for West Division at a later time.
  - MS – Tanglewood MS (Mr. Grigsby will be there as the Summer School AP)
  - For Magnet Schools, students can decide to attend the assigned SS or attend the zoned campus.
- **Teacher Evaluation System will change for 2025-26. Passed by Board. -** This will be discussed during the PD on May 2nd.

- **School Action Plan 24-25 –** Campus action plan will be in the TES next year. Ms. Tiet will share key action plans with team leads for feedback. Below was submitted as a draft and can be changed based on feedback from the team leads and STAAR/MAP data we receive at a later date.
- Question – How much does each action plan weigh? Are they weighted evenly within the 5% of the TES? Can we include this year's context/reasoning for next year's action plan key actions? Yes.

- **Key Action #1:** Grow staff capacity to ensure high quality instruction in all classrooms.
  - SPOT Observations, IRT, STAAR, NWEA MAP -
- **Key Action #2:** Strengthen the leadership density at MIMS.
  - Tier II Leaders – instructional coaches
- **Key Action #3:** Improve special education instruction and service delivery.
  - Fall and Spring Folder Reviews
  - IEP Goals (improve verbiage to align with PLAAFP)
- **Key Action #4:** Campus will improve performance for African-American student group in achievement and/or growth.
  - 71% will reach the growth target in Math as defined by TEA Domain 3 accountability
- **Key Action $5:** Campus improves English proficiency for Emergent Bilingual students.
  - 49% of students will grow at least one level of proficiency from 23-24 composite to 24-25 composite on TELPAS

- **School Action Plan 25-26**
  - **Improve staff capacity to provide high quality instruction.**
    - 55% or more students in Math and Reading will receive a .6 growth as defined by NWEA MAP MOY.
    - 80% of teachers will average 6 points or higher on Engage and Deliver and Monitor and Adjust as defined by MOY SPOT averages by January 2026. This point average will increase to 7 points by May 2026.
    - IRT 1 and IRT 2 scores will average at or above 10.5 and will increase to 11.5 by IRT 4 in May 2026.

  - **Increase leadership density.**
    - Based on the LEAD Day-to-Day Coaching Key Attributes Rubric, all leaders will earn at least 5 out of 7 points in “Overall Engagement”: Understanding needs, feedback, coaching, and continuous improvement.
    - Based on the LEAD Day-to-Day Coaching Attributes Rubric, all leaders will achieve a score of 19/25 or higher by May 2026.
    - 80% of all teachers assigned to each appraiser will be rated at or above Proficient 1 by MOY. This will increase to 100% by May 2026.

  - **Improve special education accountability.**
    - By the end of first semester, 100% of campus ARDs are held on or before the deadline.
    - As evidenced by our 2025 Fall and 2026 Spring Folder Review, our campus will receive an "A" with zero folders having less than 80% in all identified categories.
    - By the end of the academic year, SPOT scores of campus SPED teachers will meet or exceed 10.0.

  - **Improve special populations accountability.**

- By June 2026, 50% of students will grow at least one level of proficiency, defined as SY 24-25 composite to SY 25-26 composite on TELPAS.
- By June 2026, 71% of African-American students will reach the growth target in Math as defined by NWEA growth measures.
- By the end of the academic year, 50% of special education students will meet their goal on NWEA EOY MAP Reading.

- **Update - Police Officer for 25-26 –** We currently have police officers doing walk-through regularly, but PTO will follow up on getting a permanent officer.

- **Dress Code for 25-26** – Mr. Wang: There is currently a lack of enforcement overall. With a growing population in MS, we need to simplify dress code that is easier for all to enforce. For example, uniform bottoms should be more standardized and there should be no room for interpretation.
- Suggestion – uniform be purchased through PTO or certain vendors – provide links
- Allowing logo on tops but not too large, solid colors (red, white, navy blue, black)
- Teachers should be setting dress code examples for our students
- Teacher's dress code should also be enforced
- Mr. Vu suggested having students' input regarding dress code (Ms. Tiet stated that we might be able to include MS students, but not ES students).
- Committee reviewed current dress code and voted on the following:
  - Dress code will be the same for PreK-8th grade.
  - **Approved tops**: solid-colored, collared shirts (logo no larger than one square inch), MIMS spirit or MIMS club shirts, solid-colored sweatshirts. Tops must cover torso entirely. NO HOODIES. Jackets worn inside the building must be solid-colored.
  - **Approved bottoms**: Uniform pants, shorts, skirts (khaki, black, navy, plain blue denim, black denim). Bottoms sit at waist. No frayed or ripped pants. Shorts, skirts, or dresses must be longer than fingertip length.
  - Fridays – College spirit wear
  - MS – lanyards must be worn at all times
  - Monitoring/Enforcement Plan
    - Morning announcement will include reminder for teachers to conduct a dress code check.
    - 1st two weeks – Monitoring compliance by admin/staff after morning announcement by going to each classroom. Possible dress code reminder paper sent home with student.
    - 2nd two weeks – Call parents to notify them to bring dress code item to school or student will change into something provided at school.
    - 5th week – during morning sweep, students will be issued lunch detention, ASD, etc.

Dress Code Violation and Disciplinary Actions

Student Name: _____ **Grade:** _____

Violation	Date Reported	Teacher / Admin Action	Discipline	Parent Signature Received Date
1st		Teacher verbal warning	N/A	
2nd		Written warning with parent contact (parent signature required)	N/A	
3rd		Written warning with parent contact (parent signature required)	Lunch detention	
4th		Write up with administrator, parent, and student conference (parent signature required)	After school detention	
5th		Write up with administrator, parent, and student conference (parent signature required)	1 day of ISS	

- **Upcoming Events: EOY Events –** May calendar
- **Other Events/Concerns/Updates:**

In Attendance:

SDMC Members		
Name	**Position**	**Signature**
Rachel Simpson	Classroom Teacher	
Bin Wang	Classroom Teacher	
Jamie Russo	Classroom Teacher	
Christina Martinez	Classroom Teacher	
Peggy Bridges	SPED Representative	
Joseph Deggs	School-based Professional	
Alice Liu	School-based Professional	
Frank Lin	PTO Parent	
Wendy Chung	PTO Parent	
Stevie Vu	Community Representative	
Marichu Tima-an	Assistant Principal (non-voting member)	
Dewayne Grigsby	Assistant Principal (non-voting member)	