



Mandarin Immersion Magnet School School Decision-Making Committee September 16, 2025

- **Welcome**

- Introduction of SDMC Members

SDMC Members		
Name	Position	
Rachel Simpson	Classroom Teacher	June 2026
Bin Wang	Classroom Teacher	June 2027
Tianjiao Wei	Classroom Teacher	June 2027
Christina Martinez	Classroom Teacher	June 2027
Peggy Bridges	SPED Representative	June 2026
Joseph Deggs	School-based Professional	June 2026
Alice Liu	School-based Professional	June 2026
Janine McClenny	PTO Parent	June 2027
Wendy Chung	PTO Parent	June 2026
Stevie Vu	Community Representative	October 2026
Marichu <u>Tima-an</u>	Assistant Principal (non-voting member)	
Dewayne Grigsby	Assistant Principal (non-voting member)	

- **Roles and Duties**

- Chairperson – Cindy Tiet
 - Minutes – Peggy Bridges
 - Timekeeper – Wendy Chung

- **Budget – State of the School**

- Enrollment – 836
 - School Budget for 2025-2026
 - District 25-26 projected enrollment for MIMS – 829

Projected enrollment was 829, we met our enrollment goal. Enrollment and attendance directly impact on our budget. The district keeps track of student attendance. Tardies do not count but tardies potentially could impact grades when missing instruction.

- **School Action Plan 25-26 Key Actions**

- **Key Action #1:** Improve staff capacity to provide high quality instruction.
 - **Key Action #2:** Strengthen the leadership density at MIMS.
 - **Key Action #3:** Improve special education accountability and service delivery.

- **Key Action #4:** Improve special populations accountability.

Key Actions #1 to #3 are the same as last year. We are continuing to focus on improving math scores for the African American student population to close the achievement gap.

- **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.
- By the end of the academic year, students will increase the overall student achievement average in reading on MAP NWEA by 3% from BOY (85%) to EOY (88%).
- By MOY, 60% of K-8th grade teachers will score at least a 6 or higher on the Instruction section of the SPOT observation and this percentage will increase to 75% by EOY.
- By the end of the academic year, the average IRT score between IRT round 1 and IRT round 4 will increase by 2 points.
- By the end of the academic year, the percent of students in grades K through 1 who are above or on reading level as measured by Dibels, will be 80%.

- **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.
- 60% of all teachers assigned to each appraiser will be rated at or above Proficient 1 by MOY. This percentage will increase to 80% 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.
- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

- **Improve special populations accountability.**

- By the end of the academic year, the percent of African-American students at Meets Grade Level or above on the Math STAAR will increase to 55% (long term target).

- By the end of the academic year, the achievement gap between White vs. African-American students on Math NWEA will be less than 30%.
- By the end of the academic year, 50% of special education students will meet their goal on NWEA EOY MAP Reading.

Although we improved our African-American students's scores last year, our scores for our White students also improved, which continued the gap on STAAR. We will provide intervention and after school tutorials to help our students.

Coach Deggs suggested that after-school tutorials are challenging for the students as they are in school all day – Dr. Tima-an explained that interventions are now built in during the lesson and it is by law that we are to provide 30 hours of intervention if the students did not pass their STAAR tests last school year.

Teachers are evaluated based on students' growth on NWEA MAP from BOY to EOY.

Coach Deggs recommended that we should have a Chinese goal being a Mandarin immersion magnet school. We will continue to focus on improving Chinese immersion at MIMS, regardless of if it's on our action plan or not.

- **Vote on School Action Plan**

All voted yes!

- **Crosswalk on Yorktown**

Ms. Tiet will submit the request.

- **Dress Code for 25-26**

- Parent request for SDMC to reconsider leggings

Wendy stated that she had not heard this request from the parents. She noted that there were observations of some uniform infractions; however, there are improvements overall.

Ms. Simpson would like clarification on the color of dresses as she had students who wore polo style dresses in pink.

Wendy indicated that a red polo dress is displayed on our school uniform guide which could be the reason. Ms. Tiet will clarify in the Chronicle that a solid-colored polo dress is allowed.

SDMC voted NO for allowing leggings, even for younger students.

- **Other Events/Concerns/Updates:**

Fieldtrip policies have changed. Schools are not allowed to collect money for field trips.