

DURHAM ELEMENTARY

SDMC MEETING SUMMARY

October 14, 2026 | 2026–2027 School Year

Meeting Overview

The October 14, 2026, Shared Decision-Making Committee (SDMC) meeting focused on the 2026–2027 Campus Action Plan, student academic growth, dual language program implementation, teacher development, staff morale, community engagement, and ongoing HVAC concerns. Principal King emphasized transparency, collaboration, continuous improvement, and providing students and staff with the resources and support needed for success.

Key Discussion Topics

1. Campus Vision and Community Engagement

Durham Elementary will work toward being a welcoming, open, and volunteer-friendly campus.

Parents and community members are encouraged to share ideas, volunteer, and support students and staff within established campus procedures and approval requirements.

SDMC will serve as a collaborative body for proposing solutions and discussing initiatives that support campus improvement.

2. Academic Achievement and Campus Goals

MAP data identified first and second grades as priority areas for additional academic support.

Spanish reading benchmark results showed that 48% of students met the end-of-year goal, compared with 69% at Fletcher.

The campus reported that 37% of students met their projected mathematics MAP growth goals. Principal King clarified that this does not mean only 37% of students passed mathematics; achievement and growth are separate measures.

A goal was presented for at least 45% of students in grades K–5 to meet or exceed projected growth goals by midyear.

A reading growth goal of 60% was discussed for students in grades 2–5.

3. Dual Language Program

The committee discussed student language proficiency, program allocation, teacher qualifications, and implementation of the intended 50/50 English-Spanish instructional model.

Concerns included Spanish reading performance, differences in students' language proficiency, teacher recruitment and retention, and the need for additional language-development interventions.

The committee emphasized explaining to families that students learn academic content in Spanish and English, rather than simply learning Spanish as a language, and that at-home support may be needed.

An after-school language lab, potentially meeting twice a week, was proposed to provide explicit language instruction. Funding opportunities, grants, and successful models at other campuses were identified for further exploration. The proposal was not formally approved during the recorded discussion.

4. Teacher Development and Instructional Support

Eight teachers were reported as new to Durham for the 2026–2027 school year, with approximately 29 teachers overall.

The administrative team provides coaching, collaborative planning, and professional support.

Interim assessment targets were discussed, including increases from 55% to 65% and from 50% to 60%. The specific assessments associated with these targets need confirmation.

5. Staff Morale and Climate Surveys

New-teacher professional development goal: 50% favorable responses by midyear, increasing to 60% by the end of the year.

Returning-teacher morale goal: 60% favorable responses by the end of the year.

Teacher perception of the spot observation form: 60% favorable responses.

A concern was raised that the district survey may not provide sufficient anonymity, particularly for new teachers in a small subgroup. The committee discussed developing a supplemental anonymous staff feedback process. Principal King agreed to revisit the measurement approach and share updates.

6. PTA and Community Support

The PTA expressed willingness to support appropriate professional development and staff morale-building initiatives.

Committee members emphasized collaboration among administration, teachers, families, and community partners.

7. HVAC Concerns

The committee requested an update regarding a permanent solution to the campus's ongoing air-conditioning issues.

Principal King reported communication with a district representative regarding the concerns.

The PTA has assisted with communication requesting a permanent district response.

A proposed test involving turning off supplemental cooling units was discussed to determine whether affected areas could maintain acceptable temperatures without them.

The committee emphasized that temporary cooling measures should not replace a permanent HVAC solution. No permanent repair timeline or final resolution was established in the recorded discussion.

Action Items and Next Steps

Action Item	Next Step
Campus Action Plan	Distribute the plan and subsequent updates to SDMC members.
Academic growth	Monitor MAP results and provide targeted support to priority grade levels.
Dual language	Explore a language lab, staffing alignment, and additional language-development support.
Parent education	Clarify dual language expectations and available family support resources.
Teacher development	Continue coaching, collaborative planning, and professional learning.
Staff morale	Explore supplemental anonymous feedback and revisit survey measurement.
PTA partnership	Identify opportunities to support staff development and morale.
HVAC	Follow up with the district regarding testing, documentation, and a permanent repair plan.

Closing Summary

The meeting reinforced Durham Elementary's commitment to academic growth, effective instruction, teacher support, and stronger family and community partnerships. The committee identified opportunities for improvement, particularly in dual language implementation, staff feedback, and HVAC resolution. Several items

remain under consideration and require further discussion, clarification, or follow-up. No formal motions, votes, or final HVAC resolution were documented in the provided transcript.

Prepared from the October 14, 2026, meeting transcript. This summary reflects the recorded discussion and does not imply unreported votes or decisions.