

Davila Elementary School

Shared Decision-Making Committee (SDMC)

September/October CIP/CAN Formative Review

Meeting Minutes

Date: October 15, 2026

Time: 3:35 p.m. – 4:34 p.m.

Location: PLC Room

I. Attendance

Members Present:

- Avisay Cerda – Principal
- Maritess Alviento – Assistant Principal
- Hollins – Teacher Representative
- John Nino – Teacher Representative
- Dr. Sondria Toole – Other School-Based Professional
- Roxanne Martinez-Jones – Non-Instructional Staff Representative
- Nereida Perez – Parent Representative
- Kariati Easterwood – Magnet Coordinator (Optional)
- Alejandra Palomares – Reading Interventionist (Optional)

Members Absent:

- Kathleen Ruiz – Community Member (FACE)
- Hilda Salazar – Community Member (Precinct 6)
- Alexandria Estimable – Parent Representative

II. Call to Order and Welcome

Ms. Maritess Alviento called the meeting to order at 3:35 p.m. and welcomed committee members.

She explained that the purpose of the meeting was to conduct a formative review of the Campus Improvement Plan (CIP) and Campus Action Plan (CAN), analyze current student achievement and instructional data, assess progress toward campus goals, and identify strategies to strengthen instructional practices, student outcomes, and attendance.

III. Campus Action Plan Review and Instructional Priorities

Ms. Alviento reviewed updates to the Campus Action Plan, including adjustments to instructional performance targets and expectations.

The committee discussed the following four instructional focus areas:

1. **Writing:** Strengthen students' written responses and consistent use of annotation strategies across content areas.
2. **Pick Up the Pace:** Improve instructional pacing to maximize learning time and provide sufficient opportunities for independent practice.
3. **Listening and Speaking:** Increase meaningful opportunities for students to engage in academic discourse and demonstrate understanding.
4. **Teach to the DOL:** Ensure instruction is intentionally aligned to the Demonstration of Learning (DOL) and that students are prepared to independently demonstrate mastery.

Key Discussion Points:

- The campus target for teachers earning full points on the identified planning indicators was revised from 70% to 100%.
- Changes to the instructional observation rubric were discussed, including scoring implications when a teacher receives a zero on Indicator 2.
- Ms. Cerda shared that results from the most recent Instructional Review Team (IRT) visit identified areas requiring additional instructional support.
- Writing and annotation were identified as priority areas for improvement. Students must consistently apply annotation strategies during reading instruction and across content areas.
- Ms. Cerda emphasized the importance of consistent implementation, as the campus participates in four instructional review visits during which instructional practices are observed and scored.
- Ms. Alviento shared that scaffold implementation was another area of concern identified through feedback from Ms. Azcarraga, reflecting an 11-point decline.
- Although teachers are effectively incorporating visual supports, additional emphasis is needed on gradually releasing responsibility so students can independently apply strategies and demonstrate mastery.

Next Steps:

- Reinforce consistent implementation of writing and annotation strategies across classrooms.
- Provide targeted coaching and feedback on scaffolding, independent practice, and alignment to the DOL.
- Monitor instructional practices through classroom observations and subsequent IRT feedback.
- Continue supporting teachers in meeting the revised campus performance targets.

IV. Student and Staff Attendance

The committee reviewed campus attendance trends and discussed strategies to improve both student and staff attendance.

Ms. Cerda shared that Ms. Azcarraga emphasized the importance of addressing attendance for both students and campus personnel.

The previous year's student attendance goal was 96%; however, the campus achieved approximately 94%.

Proposed Student Attendance Incentive:

The committee discussed implementing a classroom-based attendance incentive using the word **PRIZE**.

- Each classroom will display the word PRIZE.
- On days when all students in the homeroom are present, the teacher will cross off one letter.
- Once all letters have been crossed off, the class will earn a teacher-selected, no-cost or low-cost incentive.
- Suggested incentives include pajama days, bubbles, and glow parties.

Proposed Staff Attendance Incentive:

The committee also discussed recognizing staff members for consistent attendance through a monthly incentive program.

- Staff attendance will be monitored monthly.
- Eligible staff members may receive recognition certificates and entry into a monthly prize drawing.
- Potential incentives include relief from dismissal duty or an additional 15-minute break, subject to campus operational needs.
- A staff attendance recognition and raffle display may be established on the staff bulletin board in the front office hallway.

Ms. Easterwood also suggested incorporating a dolphin-themed visual progress tracker in which a dolphin moves upward along a wave as attendance goals are achieved. This would provide a visual representation of progress and encourage participation.

Next Steps:

- Develop and communicate student and staff attendance incentive procedures.
- Establish a consistent process for monitoring attendance.
- Explore the implementation of a dolphin-themed attendance progress tracker.

- Review attendance trends during subsequent committee meetings to evaluate the effectiveness of the incentives.

V. Beginning-of-Year Student Achievement Data Review

Ms. Alviento facilitated a review of Beginning-of-Year (BOY) assessment data, focusing on identifying instructional strengths, areas for growth, and opportunities for targeted intervention.

DIBELS Reading Data

The committee discussed how DIBELS data can be used to identify students' foundational literacy needs and guide differentiated instruction.

Ms. Alviento noted that assessment reports provide skill-based student groupings to help teachers identify specific areas requiring reteaching and intervention.

She also proposed having Mr. Nino facilitate professional learning during an upcoming Professional Learning Community (PLC) meeting to strengthen teachers' understanding of the structure and instructional expectations for the Accelerated Learning Block.

NWEA MAP Achievement Data

Ms. Alviento reviewed campus achievement results and highlighted the following:

- **Mathematics:** Overall achievement was at the 60th percentile.
- **Reading:** Overall achievement was at the 46th percentile.

The committee discussed how MAP assessments adapt to students' performance by presenting increasingly challenging questions as students demonstrate proficiency.

Members emphasized the importance of using assessment data to identify instructional gaps, establish flexible student groupings, and provide targeted interventions.

Student Growth Monitoring

The committee also reviewed student progress from the end of Cycle 1 through the middle of Cycle 2.

Current progress-monitoring data reflected positive growth across the reviewed areas, with indicators displaying green to represent progress.

The discussion emphasized the importance of monitoring growth over time rather than relying solely on achievement scores.

Assessment Considerations for Emergent Bilingual Students

The committee discussed the need to appropriately assess a small group of students who are not yet proficient in English.

Ms. Palomares noted that a Spanish-language assessment option is available. Ms. Cerda indicated that the campus would need to verify whether the assessment aligns with the curriculum and instructional content students are receiving.

Next Steps:

- Use DIBELS and MAP data to identify students requiring targeted intervention.
- Strengthen data-driven small-group instruction during the Accelerated Learning Block.
- Explore PLC professional learning facilitated by Mr. Nino.
- Continue monitoring student growth and adjusting instructional strategies based on assessment results.
- Review appropriate assessment options for emergent bilingual students to ensure valid measures of academic growth.

VI. Formative Review and Continuous Improvement

Ms. Alviento guided committee members in reflecting on current campus performance and identifying strategies to improve student outcomes.

The committee emphasized the importance of:

- Maintaining high expectations for instructional planning and delivery.
- Strengthening writing, annotation, scaffolding, and independent student practice.
- Ensuring consistent alignment between instruction and the DOL.
- Using assessment data to drive instructional decisions and interventions.
- Improving student and staff attendance through positive recognition and consistent monitoring.
- Evaluating progress toward CIP/CAN goals throughout the school year.

VII. Action Items and Follow-Up

Action Item	Responsible Party	Timeline
Reinforce writing and annotation expectations across content areas.	Campus Leadership and Teachers	Ongoing
Provide coaching on scaffolding, instructional pacing, and DOL alignment.	Campus Instructional Leadership	Ongoing
Explore PLC training on effective Accelerated Learning Block implementation.	Ms. Alviento / Mr. Nino	Upcoming PLC
Implement and monitor student attendance incentives.	Campus Leadership and Teachers	To Be Determined
Develop monthly staff attendance recognition procedures.	Campus Leadership	To Be Determined

Explore a dolphin-themed attendance progress tracker.	Campus Leadership	To Be Determined
Review appropriate assessment options for emergent bilingual students.	Campus Leadership / Assessment Team	To Be Determined
Monitor student achievement and growth using DIBELS, MAP, and cycle assessment data.	Campus Leadership and Teachers	Ongoing
Review progress toward revised CIP/CAN instructional targets.	SDMC / Campus Leadership	Next Formative Review

VIII. Adjournment

The meeting concluded at **4:34 p.m.**

The committee will continue monitoring campus improvement initiatives, instructional implementation, student achievement, and attendance to ensure continued progress toward established CIP/CAN goals.

Minutes Prepared for: Davila Elementary School Shared Decision-Making Committee
Meeting Date: October 15, 2026