# Neff Elementary SDMC Meeting Minutes Q1

**Meeting:** School Decision-Making Committee (SDMC) ***Review Campus CNA***
**Meeting Focus:** 2026–2027 Campus Action Plan Review and Parent/Stakeholder Input
**Campus:** Neff Elementary
**School Year:** 2026–2027

**Date:** September 9, 2026
**Time:** 4:00PM
**Location:** Conference Room
**Speaker/Facilitator:** Ms. Negussie
**Recorder:** Ms. Smith

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## I. Welcome and Purpose of Meeting

The SDMC meeting began with a review of the campus action plan and the priorities identified for the 2026–2027 school year. The committee discussed the campus goals, key indicators, action steps, student achievement data, special education services, Emergent Bilingual student achievement, parent engagement, and ways to strengthen academic support for students both at school and at home.

The committee emphasized the importance of working collaboratively with families and ensuring that parents have a clear understanding of academic expectations, available resources, and ways they can support their children outside of school.

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# II. Review of Campus Action Plan

## Key Action 1: Improve Capacity to Provide High-Quality Instruction

The committee reviewed the first key action, which focuses on strengthening instructional practices across the campus and increasing teacher capacity to provide high-quality instruction.

### Campus Goals and Indicators

The following goals were discussed:

**75% of scores on IRT 2 Spot Observations** will be proficient or higher, with this percentage increasing to **80% by May 2027**.
**70% of teachers** will average **8 points or higher** on the instruction section of the Spot Observation Form, as demonstrated by MOY Spot Observation averages by January 2027. The instructional average will increase to **10 points by May 2027**.
IRT 1 and IRT 2 scores will average **12 or higher**, increasing to an average of **14 by IRT 4 in May 2027**.
**50% or more of students in Reading and Math** will demonstrate expected growth as measured by the NWEA MAP EOY assessment in May 2027.

### Action Steps

The committee reviewed the following strategies:

- Train teachers on effective scaffolding strategies.
- Strengthen teachers' ability to identify and address misconceptions in real time.
- Monitor student learning through:
  - Writing samples
  - DOLs
  - Authentic student work samples
  - SCR/ECR responses
- Calibrate as an instructional team on a weekly basis to ensure that all campus leaders maintain a consistent instructional lens.
- Facilitate effective and purposeful planning during weekly PLC meetings.
- Continue using student work and assessment data to determine instructional next steps.

The committee discussed the importance of ensuring that instructional monitoring goes beyond observing teacher actions and focuses on whether students are demonstrating the intended learning.

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# III. Key Action 2: Improve Special Education Service Delivery and Co-Teaching

The second key action focuses on improving special education service delivery and strengthening the co-teaching model to ensure that students with disabilities have meaningful access to the general education curriculum.

### Goals and Indicators

The committee reviewed the following expectations:

Administrators observed that accommodations were actively implemented during instruction in **80% of co-teach classrooms**.
Campus staff will maintain accurate records of service delivery and ARD timelines, including:
- Dates
- Times
- Types of services provided

Campus records will be monitored for accuracy and consistency across classrooms.
IEPs will achieve a **90% or higher rating** during both fall and spring quality reviews.
By the end of the first semester, the principal will ensure that regular audits of IEP data tracking demonstrate that **90% or more of tracked data points align with IEP goals and progress indicators**.
**100% of staff** will have access to finalized IEPs within **three days of finalization**, as demonstrated through campus record keeping.

### Discussion

The committee emphasized the importance of ensuring that accommodations are not simply documented but are actively implemented during instruction. The team also discussed the importance of accurate documentation and communication so that teachers understand student needs and can provide appropriate instructional support.

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# IV. Key Action 3: Improve Reading and Writing Proficiency for Emergent Bilingual Students

The committee reviewed the third key action, which focuses on increasing literacy achievement for Emergent Bilingual students.

### Goals and Indicators

The campus will work toward the following outcomes:

By the end of the 2026–2027 school year, **30% of students in grades 2–5** will advance by at least one proficiency level on the TELPAS writing assessment.
Increase the percentage of Emergent Bilingual students in grades 2–5 who achieve the EL Proficiency goal by advancing at least one TELPAS proficiency level.

By May 2027, **52% of Emergent Bilingual students** will meet their individual growth target on the NWEA MAP Reading assessment.

The committee discussed the importance of intentionally supporting reading, writing, vocabulary, comprehension, and language development across content areas.

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# V. Reading and Homework Support at Home

A significant portion of the discussion focused on how Neff Elementary can help families support student learning outside of school.

### Reading at Home

The committee discussed the importance of students reading consistently at home and explored ways to increase accountability without creating unnecessary burdens for families.

Questions and suggestions included:

What level of rigor should be expected for homework?
What resources can students access at home?
Are students able to access Clever and the available instructional tools outside of school?
How can teachers and staff encourage students to discuss what they are reading at home?
How can the school communicate clear reading expectations to parents?

The committee discussed the possibility of creating a **reading log requiring a parent signature** as a way to encourage consistent reading at home. One suggestion was to connect the reading initiative to an incentive, such as a bike, to motivate student participation.

The committee also discussed the importance of communicating that students do not necessarily need to complete a formal reading log to benefit from reading. The primary goal is to establish a consistent reading habit at home.

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# VI. DIBELS and NWEA Data Monitoring

The committee discussed the use of assessment data to monitor student reading progress.

The campus currently uses:

**DIBELS**
**NWEA MAP**

These assessments are administered multiple times throughout the year to monitor student progress and determine whether students are meeting growth expectations.

Teachers are tracking DIBELS data and sending tracking information home with students so that parents are aware of the skills students are working on and the areas where additional practice may be needed.

The committee discussed the importance of ensuring that parents understand what the data means and, more importantly, **what they can do at home to support growth**.

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# VII. Student Reading Engagement and Book Selection

The committee discussed the availability and appropriateness of reading materials, particularly for boys in grades 4–5.

A concern was raised that after students reach fourth grade, there may be fewer books available that specifically engage some male students.

Suggestions included:

Developing a supervised and campus-approved reading list.
Identifying books that are age appropriate, rigorous, and engaging.
Providing students with opportunities to select books based on their interests.
Continuing to provide consumable reading materials in grades 3–5, which students have demonstrated an interest in using.
Continuing the intentional selection of rigorous reading materials.
Continuing to develop and strengthen second-grade reading resources.

## Graphic Novels/Graphic Books

The committee also discussed whether graphic books are appropriate for students.

The consensus was that graphic books can be a valuable instructional resource when selected appropriately. They can support comprehension, engagement, vocabulary development, and allow students to use visual information to deepen their understanding of the text.

The committee emphasized that the goal is not simply for students to read more, but to ensure that students are engaging with **meaningful, appropriately rigorous text**.

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# VIII. Campus Academic Progress and Accountability

The committee reviewed the overall academic progress of Neff Elementary.

It was noted that the campus has moved in a positive direction, with the campus rating improving from a **D toward a C**.

The committee discussed the importance of focusing not only on the overall campus rating but also on how many students are moving from **Meets to Masters**.

## Domain 2: Academic Growth

The committee discussed Domain 2 and the importance of determining whether students are demonstrating sufficient academic growth.

The central question discussed was:

> Are we getting students to grow academically?

The committee emphasized using student growth data to determine whether instructional practices are resulting in meaningful progress.

## Domain 3: Special Populations

The committee discussed the importance of reviewing Domain 3 holistically and examining outcomes for special populations.

The team will look for areas of discrepancy and determine whether specific student groups are experiencing gaps in achievement or growth.

The committee acknowledged that campus accountability ratings consider multiple areas and that the campus must examine the data comprehensively rather than focusing on one individual measure.

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# IX. Saturday School

The committee discussed the upcoming Saturday School initiative.

Saturday School will begin in **October** and will be intentionally designed to support students who require the greatest level of academic assistance.

The program will be supported through **Title I funds**.

The committee discussed the possibility of using Saturday School as an opportunity to provide additional support not only to students but also to parents.

### Parent Workshop During Saturday School

A recommendation was made to include parent workshops during Saturday School.

Potential topics include:

- Understanding what students should be able to do at their grade level.
- How to support reading at home.
- How to support math fluency at home.
- Understanding current math strategies and vocabulary.
- Understanding student assessment data.
- How to access PowerSchool.
- How to access Clever and other digital resources.
- How to communicate with teachers.
- How to support students who are struggling academically.

The committee discussed that parent workshops could be especially powerful if parents have an opportunity to **walk through classrooms and observe student engagement and learning firsthand**.

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# X. Parent Concerns Regarding Math Instruction

Parents expressed concerns regarding the newer approaches to mathematics instruction and the difficulty some families experience when trying to help their children with homework.

The committee discussed that current math instruction emphasizes:

Number sense
Understanding why mathematical procedures work
Place value
Regrouping
Composing and decomposing numbers
Conceptual understanding rather than simply memorizing procedures

It was discussed that some parents may remember traditional terminology or strategies and may not recognize the methods currently being taught.

The committee emphasized the importance of providing parents with opportunities to learn the language and strategies students are using in the classroom.

A recommendation was made to create parent-friendly resources that explain:

What students are expected to know.
What students should be able to do.
The terminology used in current math instruction.
Examples of grade-level math problems.
Ways parents can support students without completing the work for them.

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# XI. Parent Awareness of Student Academic Performance

The committee discussed a concern that some parents may not realize their child is struggling academically until the student has experienced significant difficulty.

The team discussed the importance of helping parents understand:

Grade-level expectations.
The difference between passing a class and demonstrating mastery.
Assessment results.
Reading proficiency.
Math proficiency.
Student growth.
How to recognize when a child needs additional support.

A concern was also raised that some parents may not have had the opportunity or educational background to understand the academic expectations or the instructional approaches currently used in schools.

The committee agreed that communication should be **clear, accessible, and nonjudgmental** so that parents feel comfortable asking questions.

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# XII. Increasing Parent Engagement Without Creating Embarrassment

The committee discussed the challenge of encouraging parents to seek assistance without making them feel embarrassed or uncomfortable.

It was noted that some parents may be hesitant to ask questions or request support because they may feel uncomfortable acknowledging that they do not understand a concept.

Suggestions included:

Providing smaller parent support groups.
Creating informal opportunities for parents to ask questions.
Building stronger relationships between parents and campus staff.
Offering workshops in a welcoming environment.
Providing step-by-step demonstrations.
Avoiding language that makes parents feel judged.
Creating opportunities for parents to learn alongside other families.

The committee emphasized that the goal is to build **trust and partnership** between families and the school.

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# XIII. Parent Communication and Digital Resources

The committee discussed the importance of ensuring that every parent understands how to access the campus's primary communication and academic monitoring systems.

The campus will continue encouraging parents to utilize:

**PowerSchool** to monitor grades and academic performance in real time.
**ParentSquare** for campus communication.
**Clever** and available digital instructional resources.

- Teacher communication channels for questions and academic concerns.

The committee emphasized that parents should know they can contact teachers when they need clarification or assistance.

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# XIV. Parent Perspective on School-Home Collaboration

A parent shared the importance of having a genuine partnership between the school and families.

The parent expressed a desire to work collaboratively with the school and emphasized that parents want to know that teachers and administrators are committed to student academic growth.

The discussion highlighted the importance of maintaining high expectations while also ensuring that communication with families remains respectful, transparent, and focused on student success.

The committee discussed that strong relationships with families should not mean lowering expectations. Instead, the goal is to provide parents with the information and tools necessary to help students meet those expectations.

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# XV. Supporting Families With Different Levels of Availability and Educational Background

The committee acknowledged that families have different circumstances and levels of availability. Some parents work extended hours, while others may have limited educational experiences themselves.

The committee discussed the importance of providing multiple opportunities for engagement, including:

- In-person workshops.

Take-home resources.
Digital resources.
ParentSquare communication.
Teacher communication.
Saturday School workshops.
Small-group parent support.
Accessible explanations of academic expectations.

The committee recognized that students whose parents are consistently involved in their education often demonstrate noticeable differences in academic engagement and progress.

The campus will continue exploring ways to increase parent involvement while removing barriers that may prevent families from participating.

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# XVI. Middle School Readiness and Parent Expectations

A parent shared concerns regarding the transition from elementary school to middle school and expressed that the academic preparation and overall school experience at Neff will be important factors when considering middle school options.

The discussion reinforced the importance of ensuring that students leave Neff Elementary with strong foundational skills in:

Reading
Writing
Mathematics
Problem-solving
Independent learning
Academic confidence

The committee emphasized that preparing students for middle school begins with ensuring that students consistently meet grade-level expectations throughout elementary school.

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# XVII. Committee Recommendations and Next Steps

Based on the discussion, the following next steps were identified for continued consideration and implementation:

## Instruction

Continue strengthening teacher capacity through professional development on scaffolding and addressing misconceptions.
Continue weekly instructional calibration.
Strengthen PLC planning and analysis of student work.
Continue monitoring DOLs, writing samples, SCRs, and ECRs.

## Reading

Continue communicating the importance of reading at home.
Explore a parent-friendly reading log or reading accountability system.
Investigate engaging, age-appropriate reading materials, particularly for students in grades 4–5.
Develop or identify an approved reading list.
Continue evaluating the use of graphic books as a tool for engagement and comprehension.
Ensure students have access to digital reading resources through Clever.

## Math

Develop parent resources explaining current math strategies and terminology.
Consider parent math workshops, particularly during Saturday School.
Provide examples of what grade-level math expectations look like.
Help parents understand how to support number sense and mathematical reasoning at home.

## Parent Engagement

Develop smaller, welcoming parent support groups.
Provide workshops that allow parents to observe student learning.
Ensure parents know how to access PowerSchool and ParentSquare.
Increase communication regarding student academic progress before concerns become significant.
Provide clear information about grade-level expectations and student growth.

## Special Education

Continue monitoring implementation of accommodations.
Maintain accurate service delivery and ARD documentation.
Continue auditing IEP data to ensure alignment with goals and progress indicators.
Ensure staff receive finalized IEPs within the required three-day timeframe.

### Saturday School

Begin Saturday School in October.
Prioritize students with the greatest academic needs.
Explore incorporating parent workshops during Saturday School.
Use Title I resources intentionally to address identified academic needs.

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# XVIII. Closing Discussion

The meeting concluded with a shared commitment to improving student achievement through strong instruction, intentional interventions, effective special education services, increased support for Emergent Bilingual students, and stronger school-home partnerships.

The SDMC emphasized that **student academic growth must remain the central focus** and that families should be provided with the information, resources, and support necessary to become active partners in that growth.

The committee will continue to monitor progress toward the campus action plan goals and use student data, parent feedback, and instructional observations to determine whether additional adjustments are needed throughout the 2026–2027 school year.

**Next SDMC Meeting:** October 20, 2026