

SDMC Campus Scheduling Meeting Minutes

October 20, 2026

03:30-04:30

Dr. Perez: All right. Good afternoon, everybody. Happy Tuesday. We're going to go ahead and get started. So, the very first key action for our action plan is to improve our SPED instruction, service delivery, and student outcomes. So the indicators of success will be that by the middle of the year, 2027, 60% of our special education students will meet or exceed the projected growth targets on math, reading, and math, and 70% of those students by May of 2027.

The next indicator of success will be that 100% of special education teachers will implement accommodations and modifications with fidelity as measured through walkthroughs and compliance reviews by the end of the year. Then the third indicator of success is that by the end of each grading cycle, 95% of special education students receiving interventions will have an updated progress monitoring documentation.

The next key action of our action plan focuses on Reading Language Arts.

The goal is to improve reading language arts achievement through literacy focused instruction and writing across all content areas. Those indicators of success will be by middle of the year reading NWEA and math performance for grades 2 through 5 will increase by two points. Then by the end of the year, so by June 2027, the reading performance for grades 2 and 2 to 5th grade will increase by two more points. So then by the end of the year, again, 100% of classrooms will implement daily writing opportunities and text evidence responses as measured through walkthrough observations.

Our key action #3 will be focused around math.

By middle of the year, math is going to be the same as for reading. The goal is to increase by two points, and then by the end of the year, same thing, increase by two points. And then again by the MOY students will be on track to complete all the grade level lessons they have in Zearn. Typically what the teachers are teaching is aligned to Zearn. So the teacher teaches and then the second goal is observed.

By the end of the year, they should have completed all of the lessons on Zearn.

And I am actually going to be working on creating a tracker like I did last year to see the students progression on the lessons that were completed.

Okay, I did, so based on everything that I just shared, I did just want to show.

the indicators of success that are going to be utilized in the campus action plan that is going to be for teachers percentage and for administrators percentage. So, we just took a look at the different categories and we're focusing on reading, math, and our special education students. Now we're going to take a look at the actual indicators that are going to be pulled from to see if we actually met the goals for our overall evaluation. The very first one, again, focuses on our special education teachers. The goal is for 75% of special education teachers to score 7 or higher in the instructional section of this platform. That will increase to 100% by the end of the year.

The second one, by the end of the first semester, 100% of the campus ARDS will be held before the TEA deadline.

The third one, that is the campus culture survey. So in the middle of the year, we're going to send out a survey to teachers. And the goal is for 70% of the teachers to agree or strongly agree to the following statement. The instructional feedback heavily impacts the quality of my instruction. It will be at 70% by the end of the year, and the goal is for that to reach the 80% by the end of the year.

Then the 4th indicator will be for our dual language classrooms. The goal is for our dual language teachers to exceed 8 on the instructional section of the spot form. And then nine or higher by the end of the year.

The 6th one will be, again, focused is combined for both reading and for math. Indicates that percent of the teachers will achieve the 60th single term achievement percentile or higher on their reading and math. Then by the end of the year, 60 percent of the teachers will achieve the 64th percentile. So that's the goal by the end of the year.

The final one, will be to make sure that we are getting our kids logged into search. So the goal by middle of the year is for them to be logged in 80%, but by the end of the year, 90% of all of our students have completed all of their goals, I mean their lessons on Zearn. Any questions about the action plan and the indicators of success?

Parent: The Zearn stuff is that being done in class?

Dr. Perez, Yes. So after every math lesson, they should have a block for acceleration or digital hour. And then that's a time for them to log into the system.

Parent: So students haven't completed all their blocks because they go through it fast, like they don't have time in class to finish the whole lesson.

Dr. Perez: Well, they have the whole week. The goal is each week to have three or more lessons. The goal is to finish at least three. Each lesson takes about 30 minutes. So they have the five days to fulfill those three lessons. There's something we do, a lot of the teachers do IXL once they reach the minimum of the three.

Parent: Sorry, I'm new to this process. Can we back up with the action plan, who comes up with that? Is that by district?

Dr. Perez: It could be teachers and admin with the guidance of the district.

Parent: Okay, and then if we adhere to this with the objectives, does it determine our rating? It's part of the overall evaluation, so there's like a pie chart that includes the quality of instruction. Which is the platform that we use on the teachers, then your student outcomes. So how they score on your district assessments, which is the DIBELS, the math. And while they added on the social studies test, so all the district assessments, including a pie chart, the quality of instruction, student outcomes, The campus action plan. So we also have the state testing, which they take our rating, which is our A-F. So that maintains us at the autonomy level. Then this is another layer.

Parent: And it determines part of your day, correct?

Dr. Perez: Yeah, and overall, it's 5% of teachers' salary on performance, and it's more on admin, so I can't remember, except percentage, I just remember for sure, teachers is at 5%.

If we can earn up to five points from it, if we hit all the metrics, we get five points. If we only have one metric, we get one point. It's all or nothing, but everybody gets it or nobody gets it. Everyone on the campus gets it based on the campus hitting our action plan. So a lot of the times teachers don't really have control over, like, for example, the reading teachers don't teach math but they're banking on their math teachers, making sure that they're logging in because, again, everything works together. So that satisfaction question, or whatever the question is, that you get 70%, are the incentivized to say they're happy with whatever.

Parent: So, did something change in how these spots work checks and everything is done and rated? Was that before or after we made that action plan? Is this now achievable, I guess?

Dr. Perez: With how their rating is that they need to have an 8 and a nine by the end of the year

Parent: So, you guys feel like it's still achievable, even though they changed things?

Ms. Lavergne: Changed the master schedule? Okay. Well, to give background for those of you who are here, on our walkthrough that we had this past Friday, the recommendation was for us to adjust our master schedule. To have our upper grades have specials later in the day versus first thing in the morning. So what we're doing is moving 5th grade specials to the 2:00 block. The 2:00 block was already open for our special teachers to have their planning time. So now your planning time is first thing in the morning. So that's just pretty much the switch that we're making, and now we have to change the 5th grade Recess.

Parent: Does this impact any other grades?

Ms. Lavergne: It shouldn't because 5th grade is the only grade level that has specials at the time. The only other grade levels that share a specials block are pre-K and 4th grade. So we're making them go straight into instruction first thing in the morning. But I think it all works out now.

Parent: Is there a chance to project the budget? I know that it is very early.

Ms. Lavergne: Oh, it is way too early, because we don't even know if we wouldn't have another cut. We could easily have another cut. So there's not even a way to project what we would possibly be getting next. But there is a snapshot. Yeah.

October 30th, I think. They don't really determine that budget until February, when they start projecting.

Ms. Lavergne: I will say this, shout out to the teachers. We really need to do something special for them because we were one of the campuses that had the highest teacher attendance rate. So I have to say thank you. When they put all our list of cohort schools, we were at like 98%, a little over 98% for our attendance rate for my staff. Now our students, we were on the lower end, our students. It was like 96.

Parent: And then another thing, reading interventions, is there anybody here on campus to do that to help with kids who may be behind?

Ms. Lavergne: No, we do not have the staff necessary to provide this service.

Parent: How do G/T services work?

Teacher: Third grade gets pulled during instruction.

Teacher: Fifth grade gets pulled during instruction.

Teacher: to clarify students aren't supposed to be pulled during our lesson block but they are because our lessons are so long, it goes into that acceleration time. Like our lessons go into that time because they're so long, there's so much content to get through that we haven't taken the DOL yet by the time it's supposed to be an. We planned for that time keeping in mind what our lessons were last year, and then they sprung all these new lessons on us and then we waited to teach it. So it kind of threw that out of my back. The kids are learning a lot. They are being challenged for sure.

Ms. Lavergne: Did you have any other questions?

Parent: I will say, Mister Purdon, even though we prepare them.

They are wildly, wildly under-prepared for how much homework they get once they get to middle school. Like, parents always tell every year that they start falling behind quickly with their work the first six weeks, because it'll be like they start using Canvas and other things, and the teacher will just say, your assignments on there, it's due on Friday. That's it. If they don't log in and do it at home, they get a zero for the assignment. They're not getting packets. So it's like where do we graduate them up, or at least that's what we're trying.

Ms. Lavergne: And you know at my previous campus, they were responsible for their agenda. Students wrote down the homework every day, wrote down whatever activity. And we started them in second grade. We just have to decide as a campus if we're going to do planners and do we want to do it next year or not. And that's where we would be like, kids, you have to write down when your homework's due, what day you're doing this, what day you're doing this

Teacher: That is part of the issue once you get up to higher grades. You should be the planning and understanding why you have practice on Tuesday and this is due on Wednesday, so you have to do it today.

Community member: So, my daughter's elementary campus does have a planner at school and she complained about that at the beginning of the year because she had to write down her homework. Reading, math, so reading for 20 minutes, math assignment, web pages, and then spelling words so that they could have it tested.

Ms. Lavergne: We will have to revisit this for next year because I believe whatever expectation you set for them, as long as you establish it, they'll reach it. They'll meet the bar, but we have to make sure that we're holding them accountable.

Community Member: Last question. So the dual language we had to talk about possibly an agreement that was done in previous years. Is that something being done?

Ms. Lavergne: What was the agreement? The parents signed at the beginning of the Parent: I know years ago they did that and there was a parent-teacher meeting for anyone that was in the dual language at the beginning of the year. And then they would talk about, you know, you're a partner at home. These are the expectations that you want your kids to be successful in this program. You know, just send them to school and expected to learn about it.

Ms. Lavergne: I don't have to do it anymore, but it relays the same information that's in the handouts that the district still provided where it even says like you're signing on to a five-year agreement. That would have been, that would have been when they started it, I guess, in a pre-K kindergarten, and they signed it that one time, and then it's like ok welcome to the program. To be honest, we had a conversation with the multilingual the other day. They kind of let us go, but they aren't necessarily happy with the way our dual language program looks because were trying to keep that 50-50 split. And then it got to be, well, you can just accept any kids, into the dual language program. So here's where that contract probably needs to come into play. Because if we're saying we don't care, there's 20 kids in here who can't speak Spanish, there's only four who can, then we need your partnership. Because we're not doing it the way it's designed. And they have no one to have a conversation with. If they have no one to have a conversation with, then we're going to really need certain help.

Teacher: So that's the thing. This is really hard. It's very hard. I have 31 students and only, you know, they're 22 who don't actually speak Spanish. Correct. And then when we ask for guidance from the district, they say in the parent request that even if they're in 4th grade, you have to. Which doesn't make sense because the district says it's a five-year commitment. When we think about all the enrollment in the district, our guidance says we cannot turn students away, we cannot deny entry. Oh, you know, they're not trying to. So is that a new thing or has that always been the case that you could just request it? Well, we had a particular incident where the parent was requesting a smaller class. The dual language class was smaller, and the parent was like, you know, I want my child in a smaller class. Okay, but then it's dual and your student doesn't speak Spanish and there are no Spanish accommodations. Well, they went to the district, they went up the chain, and then my directive was to move the student to a dual language class.

