

# SDMC Meeting Minutes

## Wednesday, September 8<sup>th</sup>, 2021

In Attendance: *Babb, Joy A; Barnes, Aric R; Bell, Nicholas L; Charles, Ashley A; Hauser, Kiah S; Hernandez, Eduardo; Higgins, Matthew L; Licea, Margaret A; Monzon, Andrew J; Moretti, Jaime; Pieknik, Christina N; Rojas, Yurixi; Summers, Alan L; Watson, Candace M; White, Molly A; Young, Cheetara D*

**Meeting Start: 4:12PM**

**Meeting Finish: 5:07PM**

### INTRODUCTIONS

Mr. Summers began with introductions and requesting those to open the email with attachments & agenda, then a quick description of SDMC:

- Meant to be an advisory committee for the principal to help make decisions that affect students and teachers on the campus. Required to meet quarterly, but normally meets once a month.
- Most important meetings of the academic year are the first (this one) as we present our school opening plan to the district, and the second being in the December /January time frame, for budgets
- Somewhere in the December /January time, schools have been able to find out and find what excess money will be received and then through SDMC address how that money can be used for the campus (athletics, band, etc.).
- Other times of the year meetings are more to tweak ongoing processes.
- SDMC will monitor the implementation of our improvement plan this year, last year it was not done with SDMC, however this year the school will utilize SDMC in this process.

### SIP Goals, Strategies, Action Steps Overview

- The school improvement plan is housed in Plan4Learning this year. Summers pulled goals, strategies, action steps to address during the meeting (attached). These are to some degree a continuation of the last couple of years as they build.

Vote was requested to approve for submission to the board

- Approved by positive vote from all in attendance.

# Sam Houston MSTC

	2017	2018	2019	2021
ELA I	27% <i>Meets 11%</i> <i>Masters 0%</i>	39% <i>Meets 15%</i> <i>Masters 0%</i>	24% <i>Meets 9%</i> <i>Masters 1%</i>	27% <i>Meets 15%</i> <i>Masters 2%</i>
ELA II	33% <i>Meets 17%</i> <i>Masters 1%</i>	33% <i>Meets 17%</i> <i>Masters 1%</i>	34% <i>Meets 20%</i> <i>Masters 1%</i>	45% <i>Meets 28%</i> <i>Masters 2%</i>
Algebra	61% <i>Meets 25%</i> <i>Masters 7%</i>	55% <i>Meets 16%</i> <i>Masters 6%</i>	56% <i>Meets 25%</i> <i>Masters 6%</i>	35% <i>Meets 1%</i> <i>Masters 5%</i>
Biology	64% <i>Meets 24%</i> <i>Masters 4%</i>	63% <i>Meets 22%</i> <i>Masters 6%</i>	69% <i>Meets 27%</i> <i>Masters 7%</i>	56% <i>Meets 21%</i> <i>Masters 6%</i>
US History	89% <i>Meets 63%</i> <i>Masters 23%</i>	84% <i>Meets 52%</i> <i>Masters 19%</i>	80% <i>Meets 27%</i> <i>Masters 6%</i>	70% <i>Meets 41%</i> <i>Masters 19%</i>

**Goal Area 1: ELAR.** All Domains have a direct correlation to student achievement on ELAR assessments. By the December & May EOC retest administrations, there will be 3%- increase in both STAAR English I and English II passing scores as evidenced by test results. These increases include students performing at the approaches, meets, and masters on the English I and English II STAAR EOC as well as the number of students meeting standard. Also, by the End-Of-Year assessment, there will be an overall Lexile gain of 50 points for each student as indicated by the Renaissance 360 screener.

**Goal Area 1: Math. Domain 1, Student Achievement and Domain 2a, School Progress** have direct correlations to STAAR performance in Math. By the December & May EOC retest administrations, there will be a 3%-point increase in STAAR Algebra I passing scores as evidenced by results. These increases include the percent of students performing at the approaches, meets, and masters on the Algebra I STAAR as well as the number of students meeting standard.

**Strategy 1 - Teachers will engage in Strategic, Planning, & Alignment (S.P.A.) Days once every six weeks. On these days, STAAR English I and English II teachers will all spend one full day working on realigning their upcoming instructional calendars by looking at historical Lead4ward STAAR data as well as formative assessment data to rework pacing calendar, plan meaningful intervention and reteaching opportunities as well plan out the next cycles' campus-based common assessment.**

- Teachers will realign their upcoming instructional calendar by analyzing data from formative assessments to rework their pacing calendar.
- Plan meaningful intervention and reteach opportunities for students who scored below 70% on the assessments.
- Plan out the next cycle's campus-based common assessment, making sure to include TEKS that weren't mastered on the previous assessment.
- Plan multiple checks for understanding to monitor student comprehension of low scoring TEKS.

**Strategy 1 - Teachers will engage in Strategic, Planning, & Alignment (S.P.A.) Days once every six weeks. On these days, STAAR Algebra I teachers will all spend one full day working on realigning their upcoming instructional calendars by looking at historical Lead4ward STAAR data as well as formative assessment data to rework pacing calendar, plan meaningful intervention and reteaching opportunities as well as plan out the next cycles' campus-based common assessment.**

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- Plan meaningful intervention and reteach opportunities for students who scored below 70% on the assessments.
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- Plan multiple checks for understanding to monitor student comprehension of low scoring TEKS.

<p><b>Strategy 2 – All students will be writing across all contents on a weekly basis. The students will be provided with sentence starters, thinking maps, and a student- friendly rubric.</b></p> <ul style="list-style-type: none"> <li>• Teachers will participate in a Professional Development on August 23, 2022.</li> <li>• Teachers will incorporate a weekly Thinking Map into their lessons.</li> <li>• Teachers will bring Thinking Maps to bi-weekly PLCs starting September 13, 2022.</li> <li>• Instructional Content Specialist will meet with teachers to provide feedback and support on implementation of Thinking Maps during every biweekly PLC.</li> <li>• All teachers will utilize Thinking Maps to help students organize content in a visual way so they can then construct a formal writing piece.</li> <li>• The first formal writing piece will be due the week of September 27, 2021, to be able to assess as a team.</li> </ul>	<p><b>Strategy 2 – Utilize formative data to regularly assess students’ level of mastery to make informed instructional decisions.</b></p> <ul style="list-style-type: none"> <li>• Algebra 1 team will develop and administer weekly quizzes that cover 1-2 TEKS starting September 13, 2022.</li> <li>• The quizzes will be structured with multiple choice, show your work, and free response questions and will include space for students to track and reflect over their ongoing performance.</li> <li>• Algebra 1 teachers will realign their upcoming instructional calendar in Strategic, Planning, &amp; Alignment (S.P.A) Days.</li> </ul>
<p><b>Strategy 3 – Implement targeted interventions for re-testers and students identified as struggling.</b></p> <ul style="list-style-type: none"> <li>• Provide English interventions three times a week, to targeted retesting students. Interventions will focus on the skills and knowledge that are highly tested by the STAAR TEKS Clusters.</li> <li>• Provide English interventions daily to targeted retesting students starting September 13, 2021. Interventions will be held by ELA Interventionist, Kayla Rainey.</li> <li>• The Interventionist will analyze previous STAAR score data to determine objectives and skills needed for the class that is specific to the students enrolled by September 1, 2021.</li> <li>• Mrs. Rainey will also pull each of her students' STAAR report and pull the data from their scores so that she can focus her lessons around her students' needs.</li> <li>• There will be weekly assessments to determine the reteach plan for following week.</li> <li>• Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction.</li> <li>• Instructional Specialists, Cheetara Young and Margaret Licea, will check in every three weeks to assist in analyzing the data from assessments.</li> </ul>	<p><b>Strategy 3 – Implement targeted interventions for re-testers and students identified as struggling.</b></p> <ul style="list-style-type: none"> <li>• Provide Math interventions daily to targeted retesting students starting September 13, 2021. Interventions will be held by Math Interventionist, Suhaily Garcia.</li> <li>• The Interventionist will analyze previous STAAR score data to determine objectives and skills needed for the class, that is specific to the students enrolled, by September 1, 2021.</li> <li>• Ms. Garcia will also pull each of her students' STAAR report and pull the data from their scores so that she can focus her lessons around her students' needs.</li> <li>• There will be weekly assessments to determine the reteach plan for following week.</li> <li>• Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction.</li> <li>• Instructional Specialist, Kiah Hauser, will check in every three weeks to assist in analyzing the data from assessments.</li> </ul>

<p><b>Goal Area 1: Biology - SMART Goal: By the December &amp; May EOC retest administrations, there will be a 3%-point increase in STAAR Biology passing scores as evidenced by results and a 7%-point decrease in the achievement gap of SPED Biology students to their peers. These increases include the percent of students performing at the approaches, meets, and masters on the Biology STAAR as well as the number of students meeting standard.</b></p>	<p><b>Goal Area 3: CCMR. Increase the percent of students that meet at least one of the state approved CCMR Criterion for determining post-secondary readiness; at least a 3%-point increase in campus College, Career, Military Readiness (CCMR) Criterion Rating.</b></p>
<p><b>Strategy 1 – Teachers will engage in Strategic Planning and Alignment (SPA) days</b></p> <ul style="list-style-type: none"> <li>• Teachers will realign their upcoming instructional calendar by analyzing data from formative assessments to rework their pacing calendar.</li> <li>• Plan meaningful intervention and reteach opportunities for students who scored below 70% on the assessments.</li> <li>• Plan out the next cycle's campus-based common assessment making sure to include TEKS that weren't mastered on the previous assessment.</li> <li>• Plan multiple checks for understanding to monitor student comprehension of low scoring TEKS.</li> </ul>	<p><b>Strategy 1 – All students enrolled in AP classes will register for and be given the test preparation necessary to be successful on their respective AP tests through their AP classes.</b></p> <ul style="list-style-type: none"> <li>• Monitor student progress</li> <li>• Follow up with teachers regarding successes, challenges, and other supports that are needed</li> <li>• Facilitate registration for all students for the AP tests.</li> </ul>
<p><b>Strategy 2 - SPED students will narrow the achievement gap in regards to their peers from 30% to 23% or lower.</b></p> <ul style="list-style-type: none"> <li>• Provide Biology interventions daily to targeted SPED students, starting after the first quiz, FA, etc. Interventions will be held by Biology Interventionist, Jasmine Charles, and SPED co-teacher, Sable Adams-Duval.</li> <li>• The Interventionist and co-teacher will analyze student data from assessments to determine objectives and skills needed for students to be successful.</li> <li>• Ms. Charles will also push in to support SPED students.</li> <li>• Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction and planning.</li> <li>• Instructional Specialist, Chinelo Ugwa, will check in every week to assist in analyzing the data from assessments.</li> </ul>	<p><b>Strategy 2 - Students in CTE classes will receive the appropriate training and preparation needed for taking and passing CTE Industry-Based certification tests.</b></p> <ul style="list-style-type: none"> <li>• Identify students enrolled in CTE classes.</li> <li>• Ensure that teachers and students have the resources needed to prepare for and pass their respective certification exams.</li> <li>• Facilitate registration and testing as appropriate.</li> </ul>
<p><b>Strategy 3 - Implement targeted interventions for re-testers</b></p> <ul style="list-style-type: none"> <li>• Provide Biology interventions daily to targeted retesting students starting September 9, 2021. Interventions will be held by Biology Interventionist, Jasmine Charles.</li> <li>• The Interventionist will analyze previous STAAR score data to determine objectives and skills needed for the class, that is specific to the students enrolled, by September 1, 2021.</li> <li>• Ms. Ugwa will also pull each of her students' STAAR report and pull the data from their scores so that the interventionist can focus her lessons around her students' needs.</li> <li>• There will be weekly assessments to determine reteach plan for following week.</li> <li>• Interventionist will utilize Lead4Ward Frequency Distribution charts to guide her instruction</li> </ul>	<p><b>Strategy 3 - Track Dual Credit students and ensure that they are receiving the support needed to pass the Dual Credit classes.</b></p> <ul style="list-style-type: none"> <li>• Identify students enrolled in Dual Credit classes.</li> <li>• Ensure that teachers and students have the resources needed to pass those classes.</li> <li>• Monitor student progress and host interventions as needed.</li> <li>• Have teachers use the early alert system to identify struggling students.</li> <li>• Work with HCC for tutorials for students.</li> </ul>

- Instructional Specialist, Cinelo Ugwa, will check in every two weeks to assist in analyzing the data from assessments.

**Goal Area 5: Attendance - SMART Goal: Student daily attendance has direct correlations to student achievement and funding. By the end of the 21-22 SY, there will be a 1%-point increase in our yearly average daily attendance rate from 94.9% (2019-2020SY and 2020-2021SY) to 95.9% (2021-2022SY).**

**Strategy 1 – Tracking of student attendance and response with the implementation of a monitoring system.**

- At-risk program administrators generate a list of students on-watch for grade level clerks to contact.
- Grade level clerks contact on-watch students and assess student causes for lack of attendance.
- Grade level clerks trouble-shoot causes and pass along students to Grade Level APs for intervention.
- Grade level APs schedule parent/student conferences to come up with solutions (i.e. attendance contracts) to attendance issues.
- Notes are entered into the tracking system.
- At risk administrator, grade level clerks, and APs monitor student progress.

**Strategy 2 - Advocacy Support Plan that includes frequent communication with students and parents to increase engagement and attendance.**

- Teachers are assigned advocacy periods in PowerSchool
- Students will have an SEL check-up, academic wellness, and engagement conversation.
- Specific support staff is comprised of non-instructional staff and SPED case managers that will assist Advocacy teachers with communication and troubleshooting student needs.
- Students with attendance and engagement issues will be referred to their grade level AP, at-risk program administrator, and counselor for further intervention.

**Strategy 3 - Identify and intervene with students that exhibit chronic absenteeism.**

- Students identified with chronic absenteeism will be identified using absentee reports from PowerSchool by At-risk program managers, Guillermo Castellanos and Kimberly Williams Dooley.
- Students identified with chronic absenteeism will be placed on attendance/engagement contracts.
- Students will have home visits conducted by either At-risk program managers, outreach workers, and/or social worker to try to mitigate absenteeism.
- Students with continued chronic absenteeism will have Truancy Letters sent home.