



ETHEL M. YOUNG ELEMENTARY SCHOOL

3555 Belfort Street

Houston, TX 77051

Mrs. Shanica Mitchell, Principal

SMDC Minutes

September 21, 2022

Minutes

Attendance:

Shanica Mitchell, Principal
Selene Rogers, Instructional Specialist
Kendra Tillman, Teacher
Jasmine McGaffie, Counselor
Bria Winston, Teacher
Kizzie Sherrod, Secretary
Ashley Richardson, Teacher
LeMarcus Newman, Business Member and Community Leader

✍ Meeting was call to order by Ms. Mitchell at 5:02p

Welcome

Ms. Mitchell explained that a SDMC committee is an established and approved the campus-level planning and decision-making process in 1992. This process includes the creation and maintenance of a Shared Decision-Making Committee (SDMC) at each school to review the district's educational goals, objectives, and major district wide classroom instructional programs. Each committee shall be designed to involve professional and non-professional staff, parents, community members, and business representatives in establishing academic and other performance objectives of the school for each academic excellence indicator adopted in the Texas Education Code (TEC). It includes:

- a. Parent - Parent means a person residing in the district who is a parent of or who is standing in parental relation to a student enrolled at a district school and who is not an employee of the school or the district.
- b. Community Representative - Community representative means a person 18 years of age or older residing in the district but does not include a person who is a parent of a student in a district school or a person who is an employee of the school or district.
- c. Business Representative - Business representative means a person who operates a business, without regard to the location of the business or the residence of the person.

State of School

Enrollment

Enrollment Data		
Enrollment	21-22	20-21
Sch-(247)	352	360
EcoDis-Yes	338	355
EcoDis-No	14	5
Eth-B	292	298
Eth-H	49	51
Eth-T	2	4
Eth-W	9	7
ELL-Yes	9	9
ELL-No	343	351
SWD-Yes	31	41
SWD-No	321	319

Attendance

Attendance & Discipline			
Attendance	21-22	20-21	19-20
Sch-(247)	96.50%	96.18%	96.48%

Student Achievement Renaissance Data

247 - Young ES - RISE

HISD CONFIDENTIAL - INTERNAL USE ONLY. Student Assessment - Data Quality Team (SADQT)

LEGEND: Re=RdEn, Rs=RdSp, Me=MaEn, Ms=MaSp, Ee=ELtEn, Es=ELtSp, A%=AtAbove%, O%=OnWatch%, I%=Intervention%, U%=UrgentIntervention%

2YrEnAll_A_%BM		21-22										20-21										
		BOY					MOY					EOY					EOY					
		Cnt	A%	O%	I%	U%	Cnt	A%	O%	I%	U%	Cnt	A%	O%	I%	U%	Cnt	A%	O%	I%	U%	
G1	KG	Ee	45	13	13	20	53	45	51	24	11	13	46	43	26	9	22	49	59	8	10	22
		Ee	40	15	12	28	45	44	14	11	23	52	43	26	7	26	42	30	30	13	33	23
		Me	36	44	6	33	17	32	38	19	19	25	28	36	14	25	25	31	26	16	23	35
G2		Re	4	25	50		25															
		Me	38	16	5	37	42	35	29	14	17	40	35	31	6	17	46	31	39	10	16	35
		Re	38	8	16	32	45	40	15	10	28	48	42	21	14	19	45	33	27	12	18	42
G3		Me	45	18	9	9	64	42	26	19	24	31	43	28	12	19	42	40	15	10	12	62
		Re	44	16	5	14	66	34	15	6	12	68	38	11	11	16	63	33	3	9	15	73
G4		Me	43	12	16	35	37	38	28	13	15	44	40	40	18	12	30	39	33	5	23	38
		Re	45	11	13	9	67	42	21	17	12	50	44	25	18	18	39	35	23	17	17	43
G5		Me	40	25	8	30	38	38	24	18	21	37	46	35	13	17	35	31	32	6	29	32
		Re	40	15	10	18	58	35	20	20	20	40	44	16	30	39	31	13	23	19	45	

TIP: Targeted Improvement Plan Focus Areas

Prioritized Focus Areas Cycles 1-3	
Essential Action 4.1 Implementation Level Key Practices	<ul style="list-style-type: none"> Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. Beginning Implementation High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.
Rationale	<ul style="list-style-type: none"> Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards and the expected level of rigor. There is a need to provide professional development, coaching and individualized support so that our teachers have the tools and materials they need to deliver high quality, rigorous and effective lessons. Additionally, the campus needs to establish a clear protocol for ensuring all materials used during Tier I instruction and intervention are vertically aligned to meet the rigor of the TEKS of the specific grade levels and provide scholars with enough scaffolding to leverage success in the subsequent grade level. This will lead to the campus being able to systemically build academic achievement in all content areas from year to year.
Who will you partner with? How will you build capacity in this Essential Action?	<ul style="list-style-type: none"> Other During the 2022-2023 school year, 100% of teachers will be provided continuous development around vertical alignment during content PLCs and instructional professional development sessions held after school. The master schedule will be updated to reflect vertical planning instead of grade-level planning. By May 2023, the leadership team will have provided training will be provided to teachers about the TEKS resource system. This will be evident in lesson plans and classroom observations that are 95% proficient in providing an aligned curriculum and assessments. Teachers will be observed regularly to ensure they are using these materials effectively and with fidelity. All school leaders will be trained on how to properly support our teaching staff using the Get Better Faster coaching protocol. For teachers not yet proficient, action steps aligned to this observation will be assigned to teachers and Instructional Leadership Team (ILT).
How will you communicate these priorities to your stakeholders? How will you create buy-in?	<ul style="list-style-type: none"> This will be communicated through weekly Professional Learning Communities (PLCs), and instructional planning sessions. Buy-in will be created by using 2022 STAAR reporting category data to provide teachers with the rationale of how all grades support scholars reaching higher levels of academic achievement. Additionally, teachers will receive professional development from the district and at the campus level at the beginning of the year focused on the resources available to them. They will receive exemplars of lesson plans, and how to align their teaching to the TEKS objectives. Through coaching, walkthroughs, and feedback, teachers and staff will see the benefit and strength of the new curriculum and the high level goals they may achieve by incorporating these materials. A weekly newsletter that highlight T-TESS aligned focus areas needed by the campus will be provided to staff. Additionally, contracted vendors will be brought on campus to support and help each teachers grow.
Desired Annual Outcome	<ul style="list-style-type: none"> By May 2023, the campus will have a lesson plan protocol used weekly to provide feedback to teachers by leaders so that 100% of planned activities are aligned to formative assessments in rigor and scope. Lesson plan feedback will be given to teachers from the Instructional Leadership Team at least four days before the lesson with students. The campus will also have 95% of classrooms with daily use and evidence of planning that incorporates key ideas and essential questions to support student engagement and student discourse.
District Commitment Theory of Action	<ul style="list-style-type: none"> If the district provides access to assessments aligned to the standards and at the expected level of rigor, ensures that district policies support the effective use of standards-aligned assessments, and includes days for school-based professional development and data-driven reflection in the annual academic calendar then campuses will have access to resources and supports to foster data-driven instruction in every classroom.
Essential Action 5.1 Implementation Level Key Practices	<ul style="list-style-type: none"> Effective classroom routines and instructional strategies. Planning for Implementation Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.
Rationale	<ul style="list-style-type: none"> Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups. The campus needs to establish clear classroom routines for assessing student mastery during predetermined points in the instructional framework during Tier I instruction. This will allow teacher to adjust instruction and address misconceptions in the moment. This instructional routine would support 80% mastery of TEKS prior to intervention.
Who will you partner with? How will you build capacity in this Essential Action?	<ul style="list-style-type: none"> Other During the 2022-2023 school year, teachers will be observe lesson modeling by the Instructional Leadership Team (ILT) monthly during PLCs and coaching during calibrated walks.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	<ul style="list-style-type: none"> This will be communicated through weekly Professional Learning Communities (PLCs), and instructional planning sessions. Buy-in will be created by using campus and district TEKS mastery data from the 2021-2022 school year and 2022 STAAR reporting category data.
Desired Annual Outcome	<ul style="list-style-type: none"> By May 2023, 95% of teachers will have evidence of practices that support discourse and ensure students engage in productive struggle. Campus leaders will provide a minimum of 4 professional developments per semester directly aligned to research best practices and have a system to monitor critical-thinking skills, differentiated, and scaffolded supports for students with disabilities, English learners, and other student groups.
District Commitment Theory of Action	<ul style="list-style-type: none"> If the district provides schools with access to student academic, behavioral, and on track to graduate data and has effective systems and practices for identifying and supporting struggling learners and supporting effective instruction in schools then campus leaders and teachers are equipped to tier, and target supports tailored to each student's individual needs.

Title 1 Funds

Ms. Rogers explained the Title I, Part A Program Definition: Is a formula grant program that provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families. Formula grant programs are noncompetitive awards based on a predetermined formula. Title I is the largest program supporting elementary and secondary education in the Every Student Succeeds Act (ESSA).

The purpose of Title I; A program is intended to help ensure that all children meet challenging state academic standards, regardless of economic status. Title I is the government's attempt to provide all children with the opportunity to receive a fair, equitable and high-quality education, and to close the achievement gap. Ms. Rogers gave her email address in case anyone had additional questions or concerns. She's available throughout the day.

Community Resources

Ms. McGaffie, the school counselor, talked to parents about resources. She gave them the following contact info <https://sites.google.com/view/jproctor-counselor/home>. Email: jproctor@houstonisd.org

Introduction of Staff

Ms. Mitchell introduced the staff.
Meeting was called to a close at 6:25p.

Submitted by: Kizzie Sherrod