

Emerson Elementary
Shared Decision-Making Committee
September 21, 2018
First Quarter 2018-2019

Welcome

- Call to order at 1:10 p.m.
- Members in attendance

Checking protocol

- Committee Members check in

Purpose of the meeting: As required by TEA SDMC open meeting to discuss School improvement plan goals and state accountability

Approval of previous SDMC minutes

Formal introduction of the January SDMC Agenda

- I. School Improvement plan Goals
- II. State accountability
- III. Other concerns, questions, issues.

Next Meeting date 11-09-18 (tent.)

The Meeting adjourned at 2:59

EMERSON ELEMENTARY

9/21/18 SDMC public meeting

Call to order 1:10 pm

Members: Parent (Mr. Schulte), Kimberly Madison (ESL), Crystal Evans (ESL), Ann Johnson (ESL), Justine Guevarra, Ana Domínguez, Liz Jara, Sawaya and Alexander Rodriguez

Previous SDMC minutes approved.

Check in

- 1st- Everything going well, breakfast cards severely mixed up cause delays.
- 2nd Great. Most of the kids are reading on grade level starting on day 1. Smooth beginning of the year Lunch schedules and issue as well.
- 3rd Smooth beginning of year. Third grade is low on supplies.
- 4th Discipline issues, a lot. Support has been given when needed.
- 5th Also a smooth beginning of the year.

Purpose: Review of state accountability and SIP goals

- A general review / presentation of attached school accountability results was done.
 - Ana Dominguez: what do our results look like compared to surrounding schools?
 - Rodriguez: pulled several surrounding schools on TXschools.org. Emerson did better than most except Briarmeadow and the other charter schools in the vicinity.
 - Guevara: What are the implications of the results for this school year?
Rodriguez: District expects growth to continue. Data for specific grade levels and students will be considered as academic support plans are designed for students. Particularly in WTG the emphasis will be stronger.
 - Jara: what is the letter grade we would get?
 - Rodriguez: we would have been rated B.
- School improvement plan was projected and presented. Committee members and people in attendance were provided a copy of the executive summary for their perusal.
 - Goals were discussed for Reading, math, writing, post-secondary readiness, student discipline, violence prevention & safety, parent and community involvement, and health program.
 - Dominguez: what are we doing for writing specifically?
 - Rodriguez: There is no magic bullet given the multiple levels of language proficiency our students come with. This year we are in our next face of the Lucy Calkins program roll out. Rising fourth graders will be in their third year under the Lucy Calkins structure. The growth has been visible in grades k-3 during the last three years. Strategies include daily writing instruction in pk-5 at current student level, focus will be on growth for at least 85% of the students.
 - Dominguez: with the budget cuts will there be opportunities for PD as in previous years?
 - Rodriguez: Professional development in the core tested areas has been included in SIP page 8.

- SDMC goals were put into consideration for the committee's approval. All members of the committee approved of the SIP goals as previously approved by the faculty.
- **Meeting adjourned AT 2:52**
- Next meeting tentatively scheduled for 11-09-18

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Shared Decision-Making Committee
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Members in attendance

Date

Alejandro S. Pagan

9-21-18

Johnguerama

9/21/18

A. Dominguez

9/21/18

L. Pura

9/21/18

A. Johnson

9/21/18

K. Madison

9/21/18

Sawaya

9/21/18

Crystal Evans

9/21/18

EMERSON ELDistrict: HOUSTON ISD

Grades Served: EE - 5

SCHOOL OVERVIEW 2017-18**HOW WELL IS THIS SCHOOL PERFORMING OVERALL?****MET STANDARD**

84 out of 100

UNDERSTANDING OVERALL PERFORMANCE

This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.

**STUDENT ACHIEVEMENT****MET STANDARD****72 out of 100**

Student Achievement shows how much students know and are able to do at the end of the school year.



SCHOOL PROGRESS**MET STANDARD****86** out of **100**

School Progress shows how students perform over time and how that growth compares to similar schools.

**CLOSING THE GAPS****MET STANDARD****79** out of **100**

Closing the Gaps shows how well different student groups within a school are performing.

WHERE IS THIS CAMPUS DOING EXCEPTIONALLY WELL?

- ☐ Academic Achievement in Mathematics
- ☐ Academic Achievement in Science
- ☐ Academic Achievement in English Language Arts/Reading
- ☒ Top 25 Percent: Comparative Academic Growth
- ☒ Postsecondary Readiness
- ☐ Top 25 Percent: Comparative Closing the Gaps

ADDITIONAL TARGETED SUPPORT

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2018-2019

Campus Name: Emerson Elementary

Executive Summary:

Emerson Elementary is in the Westchase district of Houston, TX in a well-established community composed of multi-ethnic families who live in homes and various apartment complexes, some of which include public housing for refugees. Emerson Elementary is part of the HISD West Area. Emerson is a Title I elementary school with 77% Economically disadvantaged. Emerson's student body consists of approximately 61% Hispanic, 19% African American, 16% White, 4% Asian students, less than 1% American Indian, and about 1% other ethnicities. The attendance rate for the 2017-2018 school year was about 96.1% and the mobility rate was approximately 20-25%. As of the date this document was completed there are 955 students enrolled.

According to the TEA Domain Accountability system, in 2017-2018 school year Emerson Elementary received a score of 84 and a *met standard* rating. In Domain 1 Student achievement, Emerson's STAAR performance score was 72 out of 100, in Domain 2: School Progress 86 out of 100 and in Domain 3: Closing the Gaps, 79 out of 100. Literacy and reading running records data indicates there has been an increase in the percentage and number of students reading at or above grade level in grades K-5. Emerson is in the fifth year of implementation of a positive behavior intervention system (PBIS) and our focus is on the use of restorative discipline practices as alternatives to in and out of school suspension. Emerson's public perception and support continues improving.

List of Measurable Goals

Goal 1 (student achievement). Reading: In Grades K-2 the percentage of students reading in English on or above grade level will increase from 60% to 65% and in grades 3-5 will increase from 51% to 55%.

Math: Students approaching or meeting standard in mathematics will increase from 77 % to 80% as measured by STAAR. **Writing:** In grade 4, the percentage of students meeting standard on STAAR writing will increase from 55% to 58%. **Post-Secondary Readiness:** In grades 3-5, the percentage of students achieved masters level performance on STAAR will increase from 19% to 24% **Attendance:** Increase in overall attendance rate to 97.0% or higher.

Goal 2

Student Discipline. To decrease discipline referrals by 50% and increase percentage of teachers rated highly effective in I-10 (Instructional Practice Criteria). **Violence Prevention & Safety:** To reduce the number of safety related concerns during arrival, dismissal and recess.

Parent and Community Involvement: To increase the number parents engaged in leading school events and programs to 5% **Coordinated Health Program:** Percentage of students who receive health services (vision, hearing, dental, diabetes referral) will increase by 5%

Goal 3

Special Populations: In grades 3-5, meet all academic achievement targets for reading and math. **Major Strategies and Initiatives** Literacy: Full implementation, monitoring and alignment of Lit by 3. Embedded professional development, coaching, co-teaching, modeling in writing, Guided Reading, differentiated instruction and vocabulary development through *Daily 5* will be provided to all reading/LA teachers. Mathematics: Provide instructional consistency in planning, delivery, assessment, enrichment and intervention based on students' individual needs. Teacher in grades 1-5 will participate in monthly cohort based, multi-school consultant provided professional development. Writing: Provide professional development to all teachers to implement with fidelity Lucy Calkins Units of Writing in grades K- 5. School embedded classroom intervention: Hourly retired/highly effective teachers to provide interventions to all students identified as Tier 2 or 3, during the regular school day. Weekly monitoring and feedback: by conducting observations with the purpose of checking for implementation of strategies in Lit by3, PLC sessions, lesson plans, and feedback meetings. As well as systematic student data reviews immediately after any assessment, daily walk throughs to verify fidelity of program implementation, formal observations to align implementation of district and school provided professional development.