

# SDMC Team Meeting Agenda

Date: 12/11/2023

Location: Admin Office

**Purpose:** *The PBIS Team meets to guide selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students and to oversee the implementation with fidelity.*







Item or Issue	Time	Action Needed *	Person Responsible
Norms	2 min		
Celebrations:	2 min		
Announcements:	1 min		
Review past meeting notes, process observations	5 min		
Action Reports			
Issue 1: Campus Improvement Plan	30 min		E. Hancock
Issue 2: Disposition of Rooms 1 and 6	20 min		E. Hancock
Issue 3: Winter Break and Beyond	10 min		E. Hancock
Issue 4:	min		
Issue 5:	min		
<b>Prioritize Items</b>			
<i>Newly Identified Items (arising from Celebrations, Announcements, Notes Review, Action Reports, or Issue Discussions, <b>to be discussed today</b>)</i>			
Newly Identified Item 1:			
Newly Identified Item 2:			
<b>Total Amount of Time Needed:</b>			

**\*Key to Action Needed**

- I = for Information only
- R = for Reflection
- R/D = for Reflection and Decision
- D = for Decision

**Members:**

Present	Member	Role
	Hancock	Coach
	Hancock	Reporter - Admin
	Hancock	Facilitator o Create Agenda
	Baldwin-Williams	Data
	Hilton	Recorder
	Williams, G	Reporter – Classified work group

Norms
 Be physically and cognitively present and engaged at all times
 Participate fully and invite others to also
 Expect and honor confidentiality at all levels and at all times
 Eliminate distraction during our meetings and our work
 Embrace diversity of thought and ideas
 Be open to feedback and use what you learn

**Houston Independent School District**  
**466 DAEP EL**  
**2023-2024 Campus Improvement Plan**



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
School Culture and Climate	5
Parent and Community Engagement	6
Priority Problems of Practice	7
Comprehensive Needs Assessment Data Documentation	8
Key Actions	9
Key Action 1: Attendance rates will be above 90% throughout the 2023 - 2024 school year.	9
Key Action 2: During their 15-day placement, students will increase their progress in Reading by at least 3% as evidence by growth from when they arrive to when they leave.	12
Key Action 3: During their 15-day placement, students will increase their engagement in Math by at least 3% as evidenced by skills survey given at the beginning of their placement and again at the end of their placement.	15
Key Action 4: During their 15-day placement, students will learn and internalize two Social and Emotional skills they currently lack, to prepare them to return to their home schools with additional tools for success.	18

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

1) Instructional materials are chosen to align with the TEKS to be taught each day and Houston ISD instructional planning calendars are the sources used by all teachers. Teachers use a variety of multiple response strategies based on the number of students in the classroom and the ones to which they will respond. The teacher uses these to gauge how well the student is understanding the content and is able to apply their learning. Based on student responses, the teacher will adjust pacing and instructional methods. 2) Our classrooms have effectively used CHAMPS for all aspects of the students' school day, from arrival to departure. A variety of instructional strategies are employed, including direct instruction, small group discussion or work (when student counts can accommodate), and individual work. Some activities include problem-solving, questioning, comprehension skills, games, role-playing (works especially well with SEL), applicable think-pair-share activities, computer-based instruction, graphic organizers, and journals. Not all our students are able to work at the same pace and often need more one-on-one attention. 3) Data from daily interactions during academic lessons is used by teachers to know if adjustments need to be made prior to moving on in the lesson or stay longer in the concept currently being taught (or in many cases, teaching the prior concept so the current one may be taught). On those occasions when a student has a benchmark or district formative assessment, the data is used to help teachers to see where there is a knowledge gap in order to address it so the student is not stuck because he or she does not have the tools available to move forward.

### Student Achievement Strengths

1) Our strengths lie in our ability to adjust frequently. Our students are often 2 - 3 years behind in their academics, without the basics instilled to understand the grade level material. We start where they are and move them forward as best we can in the 15 days they are with us. The Elementary DAEP does not have any concrete overall growth and achievement data from which to glean information. We use information given by the sending school, observations, student work, and lesson pacing to understand where a student is lacking the knowledge needed or is ready to move on. 2) There are no reports from which to pull data to show how our campus improves academically. We focus on student growth in lagging skills while following Houston ISD curriculum documents for pacing and scope and sequence. As this is different for every student who is placed with us, improvements are not readily apparent. 3) Most of our students excelled best in their social emotional learning goals that are assigned to each student based on lagging skills. Through our check-in / check-out process with their mentor, students can learn and practice skills that can help them return to their home campus with support from a trusted adult.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** Students placed at the Elementary DAEP are usually 2 - 3 years behind academically, as indicated by their prior year's STAAR data and current year formative data, when provided by the sending school. We are placed in the position of remediation rather than instruction. **Root Cause:** Students enrolling academically behind often stems from being removed from class for disruptions and multiple ISS and OSS removals. In addition, while awaiting transportation, instead of keeping students in their classes, they are kept in ISS. There are no bus routes designated for the Elementary DAEP, and it may take up to two weeks to find or create an add-on route.

**Problem of Practice 2:** The root causes for students lagging academically is frequent OSS or ISS placements, where students are provided work but not actual instruction, adding to their lagging skills. Keeping students in ISS or OSS awaiting the DAEP enrollment perpetuates the ongoing lack of academic progress. When students come to the DAEP, we have to teach those skills not learned because students were not in class. **Root Cause:** Although teachers partake of the same trainings as teachers in the other elementary schools, their use of the curriculum does not begin until students are placed in our program. Since students rarely are placed before Snapshot, teachers have less practice in preparing to deliver targeted

lessons. This results in a short period of time for teachers to catch up and impact student academic growth.

**Problem of Practice 3:** The Elementary DAEP is an extremely small program, comprised of three teachers, a teaching assistant, and an assistant principal. The teachers taught either ELA and Social Studies or Math and Science or Bilingual classes. It is difficult to conduct effective PLC's for student learning in all content areas. We receive some data through information provided by the sending school. **Root Cause:** With no teacher teaching the same subjects, an academic PLC is a party of one. Since all staff work with each student, we most ofent meet together to talk about student needs and elicit ideas for teaching or reaching them when difficulties arise. This provides a place where teachers can raise issues and receive assistance or assist others.

# School Culture and Climate

## School Culture and Climate Summary

1) The Elementary DAEP is a safe and nurturing environment for students removed from their home schools for behavior issues. Staff and students are treated with respect and dignity. Students come into the program with a clean slate, regardless of what brought them to us and how they behaved elsewhere. We work with them on their behaviors, providing skills and practice. The staff and assistant principal have created a strong and cohesive team and work hand-in-hand to ensure students are safe and feel cared for and about. 2) Attendance rates fluctuate wildly each year and with our small student population, one student can bring the attendance rate down to abysmal levels. Since we believe in a clean slate each morning, students know when they come back they are still loved and accepted. We rarely have students whose behaviors are so disruptive they need special treatment. For these students, we juggle duties to allow for a single classroom for a disruptive student's academics and use common time, such as breakfast, ancillary, lunch, and end-of-day procedures as a way for the disruptive student to practice social skills. 3) We have not had to suspend a student in five years and we rarely need to use ISS as a punishment. We will separate a student to be able to calm down and help prepare them to return to the classroom, but it is a moderate amount of time and we keep it to a minimum. 4) Over the past 10 - 20 years, we have built and maintained a strong, cohesive group that works as a team to ensure our students are safe and feel cared for when in our program. Students often say that they want to stay, citing small classes, less noise and confusion, and know they can talk to us if they have a problem. Student and staff feel empowered to learn and grow, knowing that if at first they don't succeed, they will be supported as they learn. Staff attitudes are ones of, "Yes, I heard what you did. What are you going to do today?" We do not live or work from what was yesterday. 5) Quite often, the picture painted by the sending school has little to do with the student that comes to our campus. Rarely are there outbursts or profanity, or misbehaviors other than age appropriate ones. The students want to be "good" and when they are treated with respect while misbehaving, almost always respond well. 6) The use of CHAMPS from daily arrival to departure has worked wonders in the seven years since we began its use. We revisit each year during pre-service to make sure they are still strong, caring, and enforceable. This keeps the student in class, learning and engaged.

## School Culture and Climate Strengths

The Elementary DAEP can boast of a strong school culture, one of respect, dignity, and collaboration. We meet every student where they are and move them forward, including socially and emotionally, helping them to transition back to their home schools with few continued behavior issues.

We met our SIP goals in 2022 - 2023, as we have in years prior. There is no definitive way to determine how and how much.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At the Elementary DAEP, although attendance rate is low for all students, those identified as English Language Learners have the same overall attendance rate as other student groups. **Root Cause:** The assistant principal keeps in frequent contact with parents to stress the importance of attendance and will make home visits when necessary. The teaching assistant, as a strong male influence, talks to the students about their attendance and why it is important to them and how it may have an effect on their future.

**Problem of Practice 2:** We no longer have a bilingual teacher on campus, making it more difficult to work with English Learners. We do have one ESL certified teacher to assist. **Root Cause:** Our one bilingual teacher retired at the beginning of the 2023 - 2024 school year, leaving us with no one to step in to assist with those students in need of bilingual education.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Given that our students come from all over the Houston ISD area, are placed for no more than 15 days (except in very rare instances), and transportation availability for parents, we do not provide outside activities for parents to come to the school to engage with their students.

## Parent and Community Engagement Strengths

1) A completed behavior log is sent home each night to be discussed, signed and returned the following day. Information from the district is sent home when disseminated, and letters regarding student holidays, if applicable

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Planning for parent or community involvement and activities is extremely difficult. **Root Cause:** Our students come from all over the Houston ISD area and are placed for 7 to 15 days, except in rare instances. Students are picked up at their homes between 5:45 and 6:45 and do not return home until 4:00 or 5:00 in the evening. Parents often do not have the time or a vehicle to then come to the school for a parent night.

**Problem of Practice 2:** It is difficult to get commitments from the community to support our students. **Root Cause:** Community members rarely see the value in coming to the school for one or two students who will not be here the next time they come, even if only a week later. A sports team will not come for just two students.

# Priority Problems of Practice



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Student Data: Assessments**

- State and federally required assessment information

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

# Key Actions





**Key Action 1:** Attendance rates will be above 90% throughout the 2023 - 2024 school year.

**Strategic Priorities:**

Increasing Organizational Efficiency

**Indicator of Success 1:** Informal (at school level) attendance rates will be above 90% each week as evidenced by weekly reports prepared by the assistant principal for the principal and others.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will keep put in place attendance systems and keep track of them.</p> <p><b>School Leaders' Actions</b></p> <p>Assistant Principal will prepare weekly report for Principal regarding attendance and rates.</p> <p>Assistant Principal will contact parent/guardian each day a student is late or absent to determine cause and will address those within the school/district purview (communication, transportation department, etc).</p> <p>Assistant Principal will regularly stress to parents the importance of attendance and its effect on their student's education and academic growth.</p> <p>Assistant Principal will reach out to appropriate staff to obtain weekly attendance at the Division and District level.</p> <p><b>Staff Actions</b></p> <p>Staff will regularly stress to students, the importance of attendance and its effect on their education and academic growth.</p> <p>Staff will show, through their own attendance, their belief in the importance of attendance an being at school.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Key Action 1:** Attendance rates will be above 90% throughout the 2023 - 2024 school year.

**Indicator of Success 2:** Formal (at Central Division office or District level) attendance rates will be above 90% at every check as evidenced by formal reports by area representatives.

**Key Action 1:** Attendance rates will be above 90% throughout the 2023 - 2024 school year.

**Indicator of Success 3:** Call and Contact Log will show communication with parents and transportation as evidenced in weekly attendance reports provided to principal and others.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders and staff will keep track of communication with parents regarding attendance.</p> <p><b>School Leaders' Actions</b></p> <p>Assistant Principal will prepare weekly report for Principal regarding attendance and rates.</p> <p>Assistant Principal will contact parent/guardian each day a student is late or absent to determine cause and will address those within the school/district purview (communication, transportation department, etc).</p> <p>Assistant Principal will regularly stress to parents the importance of attendance and its effect on their student's education and academic growth.</p> <p>Assistant Principal will reach out to appropriate staff to obtain weekly attendance at the Division and District level.</p> <p><b>Staff Actions</b></p> <p>Staff will regularly stress to students, the importance of attendance and its effect on their education and academic growth.</p> <p>Staff will show, through their own attendance, their belief in the importance of attendance an being at school.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Key Action 2:** During their 15-day placement, students will increase their progress in Reading by at least 3% as evidenced by growth from when they arrive to when they leave.

**Strategic Priorities:**

Transforming Academic Outreach

**Indicator of Success 1:** Students' reading rates will increase by at least 3% as evidenced by obtaining reading level from home school and fluency survey given at the DAEP at the beginning of placement and again at the end of their placement.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will monitor and provide feedback for teachers regarding reading levels and teachers will apply feedback provided.</p> <p><b>School Leaders' Actions</b></p> <p>School leaders will expect and check on teachers using their time wisely in class (teaching bell-to-bell, practicing lesson plans to fluency prior to delivery, active use of checks for understanding, exit tickets, etc.).</p> <p>School leaders will be in classrooms each day, observing and asking questions.</p> <p>School leaders will obtain, from the home school, the student's levels for reading to assist in determining reading level at beginning of placement.</p> <p><b>Staff Actions</b></p> <p>Teachers will plan for teaching bell-to-bell and have additional authentic work for those who may need additional practice or those in need of intervention.</p> <p>Teachers are trained in, practice, and use the Science of Reading in their planning and implementation.</p> <p>Teachers will have all materials prepared and at hand (if a new student arrives, teacher will ask the teacher assistant to make copies or obtain additional materials).</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

**Key Action 2:** During their 15-day placement, students will increase their progress in Reading by at least 3% as evidence by growth from when they arrive to when they leave.

**Indicator of Success 2:** Students will become more at ease reading to the teacher and each other, as evidenced via observational data collected by the assistant principal throughout each student's placement.

**Key Action 2:** During their 15-day placement, students will increase their progress in Reading by at least 3% as evidence by growth from when they arrive to when they leave.

**Indicator of Success 3:** Students will express their growing enjoyment of reading to staff members in informal conversation or to assistant principal during classroom observations and other activities.


**Key Action 3:** During their 15-day placement, students will increase their engagement in Math by at least 3% as evidenced by skills survey given at the beginning of their placement and again at the end of their placement.


**Strategic Priorities:**


Transforming Academic Outreach


**Indicator of Success 1:** Teachers will plan for teaching bell-to-bell, ensure lessons are engaging, and have additional authentic work for those who may need additional practice or those in need of intervention as evidenced by their internalized lesson plans and classroom delivery.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will monitor teacher pacing and timing during instruction and teachers will be prepared.</p> <p><b>School Leaders' Actions</b></p> <p>School leaders will expect and check that teachers are using their time wisely in class (teaching bell-to-bell).</p> <p>School leaders will be in classrooms each day, observing and asking questions.</p> <p><b>Staff Actions</b></p> <p>Teachers will plan for presenting engaging lessons and have extra authentic work for those who may need additional practice or those in need of intervention.</p> <p>Teachers will have all materials prepared and on hand (if a new student arrives, teacher will ask the teacher assistant to make copies or obtain additional materials).</p> <p>Teachers will internalize and use Eureka Math and its resources to plan, prepare, and deliver lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Review content area			

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue







**Key Action 3:** During their 15-day placement, students will increase their engagement in Math by at least 3% as evidenced by skills survey given at the beginning of their placement and again at the end of their placement.

**Indicator of Success 2:** Teachers will have all materials prepared and at hand (if a new student arrives, teacher will ask the teacher assistant to make copies or obtain additional materials) as evidence through spot checks by assistant principal.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will monitor teacher effective teacher lesson cycle and teacher will effectively prepare.</p> <p><b>School Leaders' Actions</b></p> <p>School leaders will expect and check that teachers are using their time wisely in class (teaching bell-to-bell).</p> <p>School leaders will be in classrooms each day, observing and asking questions.</p> <p><b>Staff Actions</b></p> <p>Teachers will plan for presenting engaging lessons and have extra authentic work for those who may need additional practice or those in need of intervention.</p> <p>Teachers will have all materials prepared and on hand (if a new student arrives, teacher will ask the teacher assistant to make copies or obtain additional materials).</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Key Action 3:** During their 15-day placement, students will increase their engagement in Math by at least 3% as evidenced by skills survey given at the beginning of their placement and again at the end of their placement.

**Indicator of Success 3:** Teachers will internalize and use Eureka Math and its resources to plan, prepare, practice, and deliver lessons as evidenced through spot checks and observations.





Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will monitor effective internalization of the curriculum and teachers will be delivering effective Eureka Lessons.</p> <p><b>School Leaders' Actions</b></p> <p>School leaders will expect and check that teachers are using their time wisely in class (teaching bell-to-bell).</p> <p>School leaders will be in classrooms each day, observing and asking questions.</p> <p><b>Staff Actions</b></p> <p>Teachers will have all materials prepared and on hand (if a new student arrives, teacher will ask the teacher assistant to make copies or obtain additional materials).</p> <p>Teachers will internalize and use Eureka Math and its resources to plan, prepare, and deliver lesson.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Key Action 4:** During their 15-day placement, students will learn and internalize two Social and Emotional skills they currently lack, to prepare them to return to their home schools with additional tools for success.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Indicator of Success 1:** Students will be better prepared to successfully return to the home school as evidenced through daily behavior logs and morning and afternoon check-ins with mentor.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> School leaders will monitor proper SEL implementation in every classroom.</p> <p><b>School Leaders' Actions</b></p> <p>The Assistant Principal will prepare and distribute the Check-In/Check-Out form with two Social and Emotional growth areas for each student, with input from the sending school.</p> <p>The Assistant Principal will monitor the implementation to ensure fidelity.</p> <p>The Assistant Principal will ensure the sending school is aware of the goals and steps used when the student returns to them.</p> <p><b>Staff Actions</b></p> <p>The student's mentor will explain each of the growth areas, including teaching the steps for success to use</p> <p>The student's mentor will meet with student each morning and afternoon to discuss how they might use the steps that day, if/ how the student used the steps throughout the day, and guide brainstorming with the student to overcome deficits.</p> <p>The mentor will check with Assistant Principal and other staff to discuss issues and other steps to attempt.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Key Action 4:** During their 15-day placement, students will learn and internalize two Social and Emotional skills they currently lack, to prepare them to return to their home schools with additional tools for success.

**Indicator of Success 2:** Students will learn the steps, practice, and incorporate each behavior modification into their school day, and using morning check-in and evening check-out, learn to verbalize their progress with their mentor.

**Key Action 4:** During their 15-day placement, students will learn and internalize two Social and Emotional skills they currently lack, to prepare them to return to their home schools with additional tools for success.

**Indicator of Success 3:** Students will become proficient at following the steps to success for each growth area as evidence through their behavior logs and observations in the classroom.