



## Alameda Elementary School SDMC Meeting Minutes-Quarter 1

**Location:** Virtual (TEAMS)

**Date:** Thursday September 28, 2023

**Attendees:** Ian Olmstead, Alanda Phillips, Tamika Roberson, Sonya Curtis, Michael Miller, Crystal Radtke, Barbara Carter, Tracey Sherman, Jacqueline Snowden, Beldy Lozano, Yoani Flores, Maria Quintanilla, Juanita Almanza

**Time:** 3:15p.m.-4:15p.m.

### Agenda items

- I. Welcome to SDMC for 2023-2024 school year by Principal
- II. Introductions of all new and returning SDMC members
- III. **LEAD-Leadership Effectiveness and Development System**
  - i) **LEAD** is a rigorous principal appraisal system designed to focus on the most important indicators that make a campus successful in regards to high quality instruction and student achievement.
    - (1) **HQIM-High Quality Instructional Materials** used for the district and our campus for the curriculum is Eureka (Math) & Amplify (Reading)
    - (2) **The focus** of the district and Alameda is the outcomes of our students based on MAP assessments at the BOY, MOY and EOY.
      - (i) How are we growing our students?
      - (ii) How are we proving positive outcomes for our students?
      - (iii) The LEAD system is implemented alongside significant support efforts to build capacity and success of our principals. This supports the principals in the district and supports our HISD goal of Destination 2025.
  - Four Effectiveness Areas the Evaluation System:**
    - (3) **Student Achievement-35%**
      - (i) Why is it important? -Improving student achievement and closing historic gaps is the most critical goal of our work as HISD educator.

(ii) How is it measured? -Via outcome growth and growth measures from two rigorous assessments: STAAR and NWEA MAP

(b) NWEA MOY-8%

(c) NWEA EOY-12%

(d) Overall TEA Rating-10\$

(e) Closing the Gaps-5%

**(4) Quality of Instruction-30%**

(i) Why is it important? -HISD believes quality instruction is the most important factor in raising student achievement.

(ii) How is it measured? -Via classroom walkthrough data and quality of day to day coaching.

**(5) School Action Plan-15%**

(i) Why is it important? -Clear, aligned, and measurable indicators of success allow all campus stakeholders to work toward a common vision and goal.

(ii) How is it measured? -The School Action Plan is evaluated on the implementation and rigor of the campus goals using a rubric.

**(6) Special Education 20%**

(i) Why is it important? -HISD is committed to ensuring students receiving special education services are achieving growth at the same rate as their general education peers.

(ii) How is it measured? -Via student growth on NWEA MAP and compliance of processes and procedures required by TEA to support students.

(b) We are 100% in compliance with Special Education the first 6 weeks and we are fully staffed in this department.

ii) Target Distribution-HISD has set a target distribution for principal evaluations. This will ensure no evaluation component is "too easy or "too hard" relative to the other factors of being and effective principal.

- iii) Principals will receive a congruent score to measure their ability to ensure that quality instruction aligns to student outcomes.
- iv) HISD believes that effective teacher instruction will lead to student achievement.

**Question: SDMC Member-Ms. Lozano:** “The way the system is evaluating the teachers right now is not going to match the performance for our students. So are the administrators going to lower the rating for the teachers?”

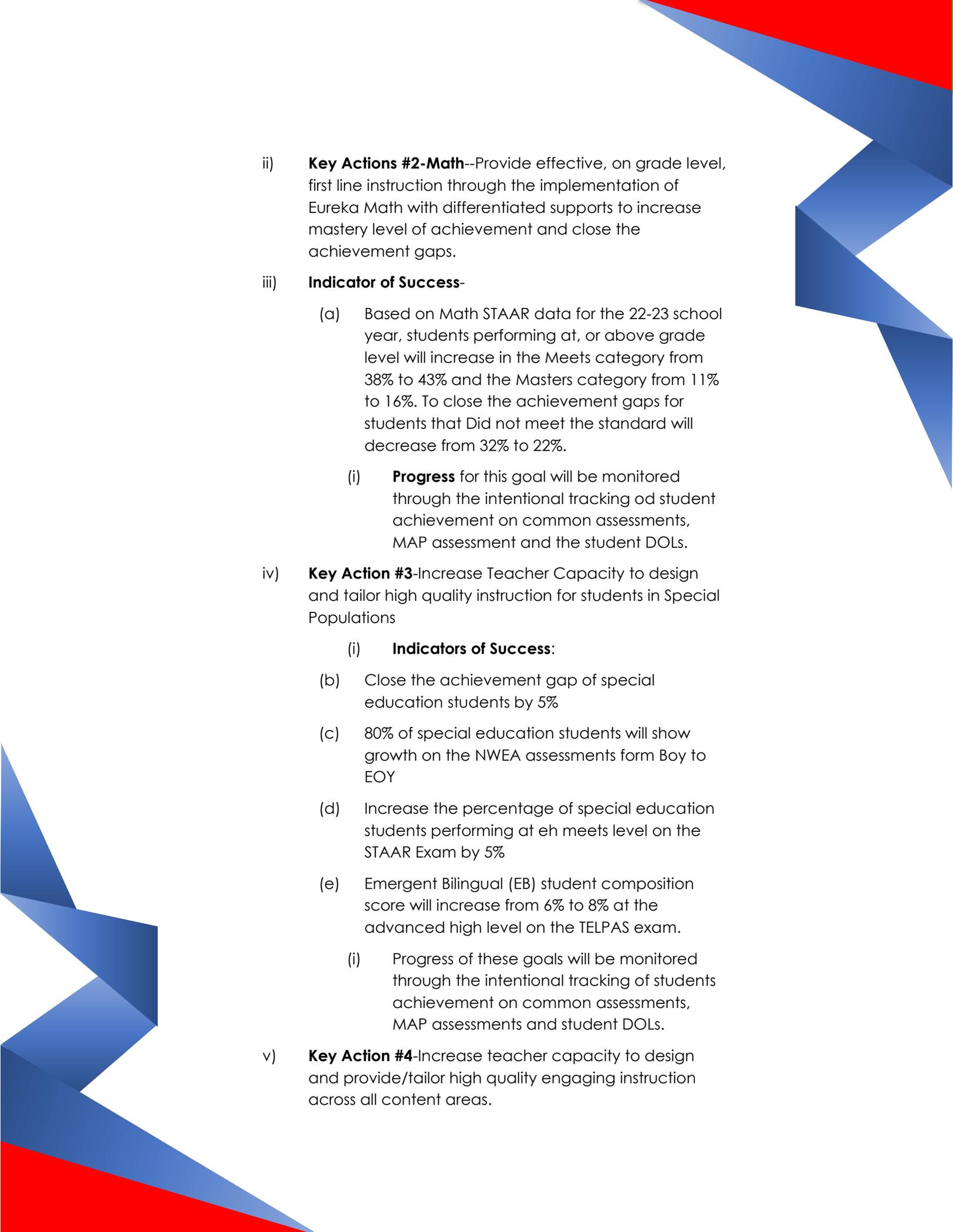
**Asked to Clarify-**“Because we expect that our students have success, get good grades and good test scores. If they don't score good but the teacher scores good does that put us in a negative point situation”

**Answer from Mr. Olmstead:** No, as appraisers we will evaluate teachers using T-TESS. We will evaluate according to the rubric and evaluate the lessons not the teacher.

The effectiveness level is determined by the average score from quality of instruction, student achievement and special education. Those are the four effectiveness area and then the additional point are considered from the congruence metric.

#### IV. School Action Plan

- a) Our new campus plan that will replace the CIP with 4 Key Actions and indicators of success and 15% of our LEAD system.
- b) **Key Action #1-Reading-Provide effective, on grade level, first line instruction through the implementation of Science of Reading (Amplify) with differentiated supports to increase mastery level of achievement and close the achievement gaps.**
  - i) **Indicator of Success-**
    - (a) Based on Reading STAAR data for the 22-23 school year, students performing at, or above grade level will increase in the Meets category from 35% to 42% and the Masters category from 11% to 16%. To close the achievement gaps for students that Did not meet the standard will decrease from 36% to 26%.
    - (i) **Progress** for this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessment and the student DOLs.

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- ii) **Key Actions #2-Math**--Provide effective, on grade level, first line instruction through the implementation of Eureka Math with differentiated supports to increase mastery level of achievement and close the achievement gaps.
  - iii) **Indicator of Success-**
    - (a) Based on Math STAAR data for the 22-23 school year, students performing at, or above grade level will increase in the Meets category from 38% to 43% and the Masters category from 11% to 16%. To close the achievement gaps for students that Did not meet the standard will decrease from 32% to 22%.
      - (i) **Progress** for this goal will be monitored through the intentional tracking of student achievement on common assessments, MAP assessment and the student DOLs.
  - iv) **Key Action #3**-Increase Teacher Capacity to design and tailor high quality instruction for students in Special Populations
    - (i) **Indicators of Success:**
      - (b) Close the achievement gap of special education students by 5%
      - (c) 80% of special education students will show growth on the NWEA assessments from Boy to EOY
      - (d) Increase the percentage of special education students performing at eh meets level on the STAAR Exam by 5%
      - (e) Emergent Bilingual (EB) student composition score will increase from 6% to 8% at the advanced high level on the TELPAS exam.
        - (i) Progress of these goals will be monitored through the intentional tracking of students achievement on common assessments, MAP assessments and student DOLs.
  - v) **Key Action #4**-Increase teacher capacity to design and provide/tailor high quality engaging instruction across all content areas.

**(i) Indicator of Success-**

- a. 70% of scores on spot observations form in December 2023 will be proficient or higher; that percentage will increase to 80% by May 2024.
- b. Out of 80 spot observations by October 2023, 80% of students will demonstrate engagement and increase to 90% or above by February 2024.
- c. Out of 80 spot observations of classrooms by October 2023, by the building leadership team, 80% of teachers will receive 2 or higher for the use of multiple response strategies, This increases to 90% by February 2024.

**V. Open Issues (OI)**

- a) The Title I contact will need a copy of the SAP to upload to the Title I website.
- b) Olmstead-We are purchasing progress learning this school year. Progress learning works with MAP. We can take MAP data from BOY and we can put that into progress learning and that can set students on their own individualized plan with Progress learning.
- c) Carter-Is their any way we can get a list of special school events for the purpose of parking?
  - i) Yes Ms. Serrano and Mr. Olmstead will work on getting that to you.

**VI. Adjournment-Meeting was closed out by Principal Olmstead**

**VII. Next Meeting announced for Wednesday November 15, 2023 at 3:15p.m.-4:15p.m.**