



ALBERT THOMAS MIDDLE SCHOOL

5655 Selinsky Street

Houston, TX 77048

Mrs. Shanica Mitchell, Principal

SMDC Minutes

August 28, 2025

Minutes

Attendance:

Shanica Mitchell, Principal
Tempestt Washington, Assistant Principal
Kendra Tillman, Assistant Principal
Ms. B. Winston, Teacher
Mr. Churchill, Teacher
Ms. Davis, SPED Chair
Jasmine Proctor, Counselor
Eboni Holloway, Learning Coach
Jocelyn Moore, Learning Coach
Elba Olivera, Office Manager
Marlon Johnson, Business Member and Community Leader

✍ Meeting was call to order by Ms. Mitchell at 5:16p

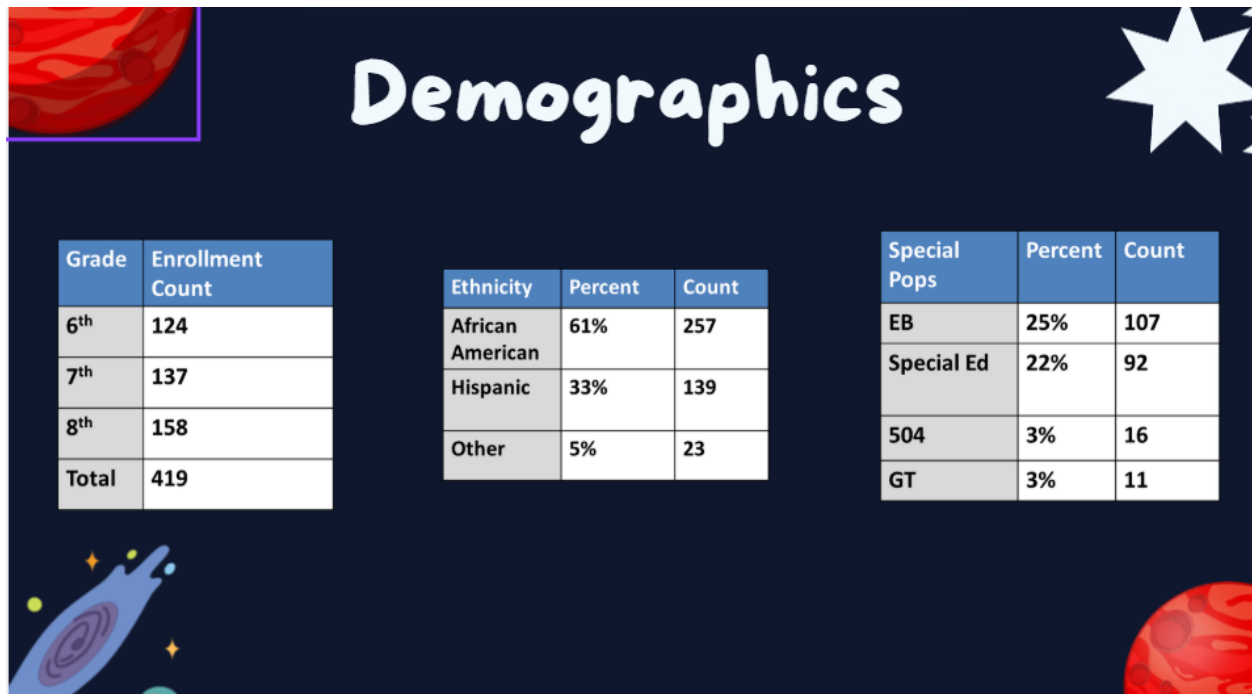
Welcome

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



Student Achievement

TELPAS/STAAR Data

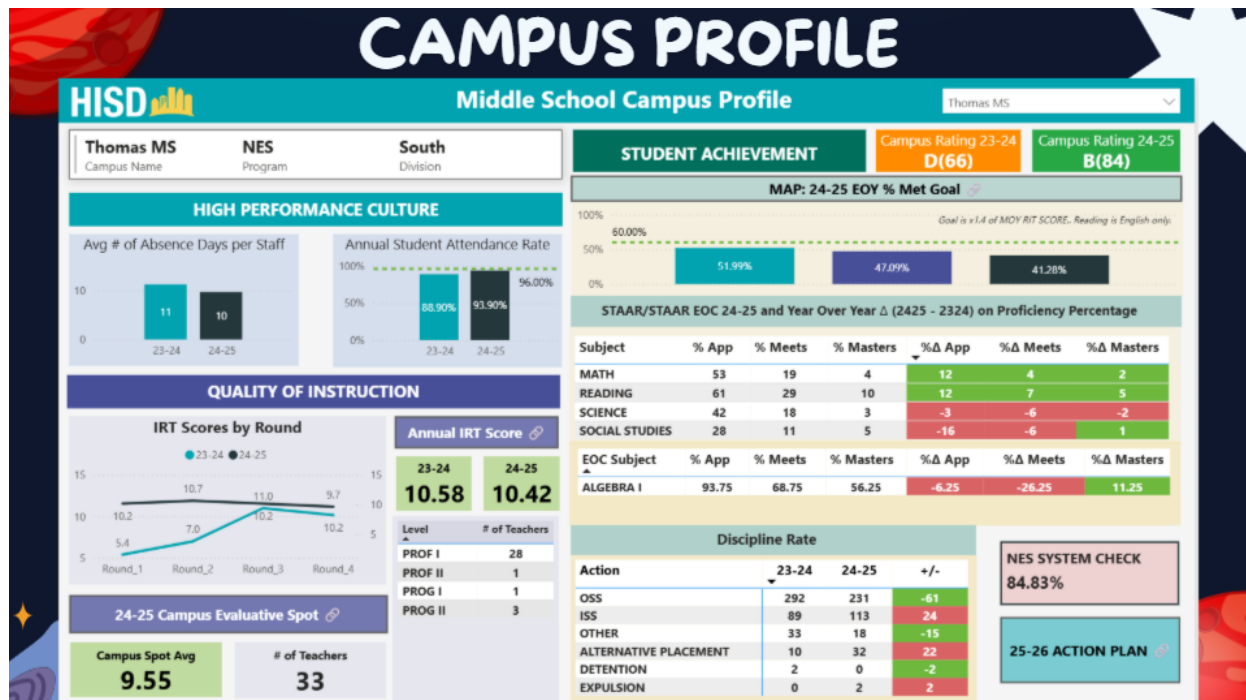
TELPAS Data

24-25 PEIMS Data

TELPAS 2024 - 2025					
Grade Level	Number of Students	Beginning	Intermediate	Advanced	Advanced High
6th	23	20% (5)	42% (10)	20% (5)	16% (4)
7th	28	12% (3)	52% (13)	28% (7)	8% (2)
8th	35	17% (6)	40% (14)	37% (13)	6% (2)
OVERALL	84	17% (14)	44% (37)	30% (25)	10% (8)

Overview School Data

Campus	Domain 1	Domain 2	Domain 3	Rating
2022	57/F	79/C 66/D	73/C	77/C
2023	56/F	58/F 59/F	51/F	56/F
2024	56/F	62/D 63/D	73/C	66/D
2025	64/D (+8)	82/B (+20) 75/C (+12)	88/B (+15)	84/B (+18)



DYAD Specialty Classes Daily Schedules

Campus	Principal	DYAD Coordinator
Thomas MS	Shanica Mitchell	Britton Davis-Washington

DYAD Schedule

DYAD will continue this school year. The coordinator was not changed. We have chosen to make changes to the programs to increase student interest. This year we will offer fitness, gardening, barbering, and STEM. We would like to offer piano or drumline but at this time there is no instructor available.

25-26 School Action Plan

The 25-26 School Action Plan was discussed.

KEY ACTION ONE	Key Action (Core Subjects)
	Implement a school-wide focus on explicit instruction in all core subjects through intentional use of scaffolds, differentiation and structure academic discourse
	Indicators of success <i>(Measurable results that describe success.)</i>
	<ul style="list-style-type: none"> By May 2026, at least 65% of students will meet their Individual Growth Target in two or more subjects tested with NWEA benchmark assessments By January 2026, at least 100% of teachers are observed using manipulatives and/or visual models at least 3 times per week as documented by SPOT observations (Scaffold indicator must be at 1pt.). By December 2025, students will engage in discourse routines (e.g., partner talk, whole group discussions) in 100% of observed math lessons, as documented by SPOT observations. By the end of the academic year, the percent of Black students at Meets Grade Level on the Math STAAR will increase from 21% to 35%.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Provide PD on explicit math instruction and the CRA (Concrete-Representational-Abstract) model. Schedule regular coaching cycles focused on math discourse and visual models. Conduct classroom walkthroughs using a specific look-for tool aligned with instructional priorities for each core content area. Supply grade-appropriate manipulatives and visual supports for all classrooms. Review unit assessment data and compare it to instructional trends Track teacher participation in PD/coaching cycles and document implementation progress in coaching logs. Monitor student subgroup performance
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	<ul style="list-style-type: none"> Plan and deliver lessons using explicit instruction, visuals, and manipulatives regularly. Facilitate structured discourse routines (e.g., Number Talks, sentence stems, Think-Pair-Share). Reflect with instructional leaders during DEMO time on lesson effectiveness and make adjustments. Use formative assessments (At Bats, DOLs and Unit Assessments) to track mastery of Maintain data trackers for each unit, noting trends in student understanding, and use data to adjust small group instruction. Conference with students using their performance data

Title 1 Funds

Ms. Tillman 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. Tillman gave her email address in case anyone had additional questions or concerns. She's available throughout the day.

Community Resources

Ms. Ellis, 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 6:15P.

Submitted by: E. Olivera