ALBERT THOMAS MIDDLE SCHOOL

5655 Selinsky Street
Houston, TX 77048
Mrs. Shanica Mitchell, Principal

SMDC Minutes

May 28, 2025

Minutes

Attendance:

Shanica Mitchell, Principal
Monica Edwards, Assistant Principal
Ms. Hill-Butler, Teacher
Ms. Davis, SPED Chair
Shayna Ellis, Counselor
Ashanti Babineaux, Learning Coach
Elba Olivera, Assistant Office Manager

✍ Meeting was call to order by Ms. Mitchell at 8:00am

Approval of Previous Meeting Minutes

The minutes from the second-quarter SDMC meeting were reviewed. A motion to approve the minutes was made by Ms. Davis and seconded by Ms. Edwards. The motion was approved unanimously.

25-26 State of Schools

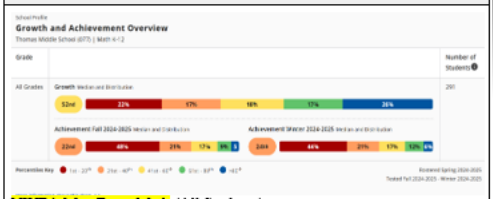
School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs | **Vision** | **Theory of Action**

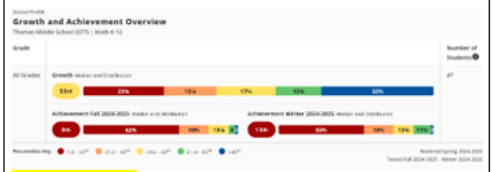
Parameters and metrics established by the District

Needs related to student achievement data

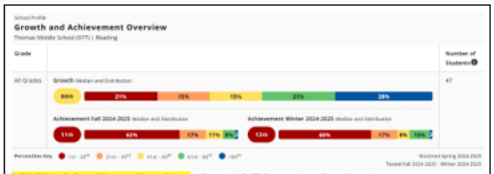


NWEA Map Data- Math (All Students)

NWEA Map Data- Reading (All Students)



NWEA Map Data- Math (Special Education)



NWEA Map Data- Reading (Special Education Students)

Needs related to improving the quality of instruction

Focus on instructional strategies proven to increase Math achievement:

- Differentiation techniques for varied learning levels.
- Explicit instruction in foundational skills.
- Math discourse and problem-solving strategies.
- Use of manipulatives and visual models to build conceptual understanding.
- Ongoing coaching with modeling and feedback

Focus on instructional strategies proven to increase Reading achievement:

- Use a structured literacy approach, grounded in the Science of Reading
- Incorporate explicit instruction in phonics, fluency, vocabulary, and comprehension strategies.
- Increase use of complex texts with scaffolded support.
- Train teachers to use text-dependent questions and close reading strategies.

Focus on instructional strategies proven to increase Special Education student achievement:

- Differentiated instruction: Professional development for teachers to adapt content, process, and product for reteach lessons.
- Classroom accommodations: Ensure that IEP accommodations are consistently applied.
- Common planning time**:** Schedule joint planning for co-teaching pairs or grade-level teams to review data and align instruction.

System evaluation (philosophy, processes, implementation, capacity)

PHILOSOPHY

We believe that all students—especially those receiving Special Education services—can achieve at high levels when instruction is intentional, data-informed, and responsive to individual needs. To close achievement gaps, Thomas Middle School must establish coherent, equitable systems that promote collaboration, clarity, and continuous growth for both

CAPACITY

To ensure this system is working effectively, the campus administrators will monitor fidelity of implementation and impact on student outcomes using the following tools:

Systems	Fidelity of Implementation	Impact on Student Achievement
Planning & Internalization	% of teachers using planning templates, PLC attendance	Lesson alignment, walkthrough observation data
Data Analysis	% of data trackers completed, quality of analysis	% of SPED and Gen Ed students showing growth
Coaching & PD	Coaching frequency, completion of action steps	Teacher practice shift (SPOT data comparisons), student performance (DOL data, Assessment data)
Campus Systems	Fidelity audits (e.g., Reteach lesson delivery, Team Center Compliance, IEP compliance)	Increase in student achievement data, reduction in Special Education achievement gaps

Key Actions

- Implement a school-wide focus on explicit instruction and conceptual understanding through manipulatives, visual models, and structured math discourse.
- Improve the quality of instruction for all scholars through targeted teacher development, coaching, and feedback.
- Improve instructional delivery in differentiating for special education students

students and educators. Instructional excellence is not random—it is the result of strong planning, purposeful teaching, aligned support, and reflective practice.

PROCESS

Our system will follow a continuous improvement cycle grounded in five core actions:

1. **Backwards Planning**
   - Start with the end: unpack standards, assessments, and IEP goals to clarify what mastery looks like.
2. **Lesson Internalization**
   - Deeply understand daily objectives, anticipate misconceptions, and plan scaffolds/accommodations to support all learners.
3. **Data Collection & Analysis**
   - Use formative and summative data—including SPED goal progress—to adjust instruction and guide reteach.
4. **Targeted Coaching & Development**
   - Support teachers through individualized coaching, modeling, and PD aligned to instructional priorities and data trends.
5. **Campus-Wide System Alignment**
   - Ensure schoolwide systems (behavior, NES Master Schedule, interventions, SPED services) work together to maximize instructional time and equity.

IMPLEMENTATION

To implement this system, the following structures and actions must be in place:

- **Protected PLC Time**
  For planning, internalization, and data analysis—includes SPED teachers and NES support (Teacher Apprentices, Learning Coaches).
- **Planning & Data Protocols**
  Use campus-wide shared protocols for backwards design, lesson internalization, and data dives with clear expectations and outcomes.
- **Instructional Calendar**
  Align coaching cycles, assessments, and PD with instructional priorities and unit timelines.
- **Coaching System**
  Weekly observations, targeted feedback, and measurable action steps; tracked using a coaching log or app.
- **Common Planning Templates**
  Include standards, learning objectives, accommodations, checks for understanding, and anticipated misconceptions.
- **Intervention & IEP Alignment**
  SPED services are delivered through a coordinated schedule that aligns with instructional goals and progress monitoring.
- **Leadership Support**
  Leadership regularly participates in PLCs, monitors system fidelity, and provides feedback through walkthroughs and coaching.

Hazel Health:

Hazel Health is service that is available to our students for free. Yard signs for every school were distributed to Nurses earlier this month.

Concerns/Comments

Will the campus host the Algebra bridge camp?

Closure of Meeting

Meeting was called to a close at 9:51am.

Submitted by: E. Olivera