



**Roberts ES SDMC Meeting  
Thursday, January 27, 2022**

**Meeting called to order:** 3:30 pm

**Meeting attendees** – Kristina Tran, Erica Zatzkin, Trealla Epps, Carrie Cornelius, Eydie Docherty, Mary Estrada, Marisa Botros, Caitlin Heaton, Jenny Beech, Latasha Owens, Kendra Salas, Wendy Waterman.

**I. 2021-2022 Final Budget**

- One non-teaching position was eliminated
- No other positions were eliminated

**II. SIP Goal Review**

We are required to review our SIP goals four times a year. When we do our SIP review, we are looking at the goals and strategies and how we are currently progressing.

**Reading**

**Goal 1**

By the end of the 2021-2022 school year 95% of all students will read at or above grade level as measured by DRA/Fountas and Pinnell.

**Measurable Objective 1**

All students will progress at least two levels on running records at each benchmark period -BOY, MOY, and EOY.

**Strategy 1**

Targeted small group instruction and workstation instruction

**January update** – 74% of students met the meets expectations/advanced development during the BOY BRR window, therefore we would anticipate that with classrooms continuing to provide consistent, small group instruction daily in RLA that we would continue to make considerable progress towards this goal in the MOY window.

**Measurable Objective 2**

In accordance with HB3 all Kindergarten and first grade teachers will complete the Texas Reading Academy training by the end of the 2021-22 school year.

### **Strategy 1**

Teachers will implement evidence based strategies from the Texas Reading Academy training - Establishing a Literacy Community, Using Assessment Data to Inform Instruction, Oral Language, Phonological Awareness, Alphabet Knowledge, Print Concepts, Handwriting, Decoding, Encoding, Word Study, Reading Fluency, Reading Comprehension, Composition, Tiered Supports, Reading Difficulties .

**January update** – By mid-year the teachers and assigned administrators continue to be on track with their assigned Reading Academy modules and we are seeing continued evidence of implementation in grades K-1.

### **Measurable Objective 3**

90% of all K-5 Tier I students as determined by REN360 BOY will remain on Tier I REN360 by end of year assessment.

### **Strategy 1**

Students will access Imagine Literacy during workstation time.

**January update** – We are currently at 90% lessons passed for Imagine Language and Literacy school wide. By curriculum area: Literacy (92%), Grammar (93%), and Oral Vocabulary (86%). For the BOY Ren360 window the following percentage of students scored at Tier 1: Grade 1 (90%), Grade 2 (85%), Grade 3 (90%), Grade 4 (93%), and Grade 5 (91%). Using these scores as a baseline measure, we anticipate that with the use of Imagine Literacy during workstation time these scores on Ren360 will continue to improve on the MOY window.

### **Goal 2**

By the end of the 2021-2022 school year, 65% of all students tested will score at the Master's level as measured by STAAR reading.

### **Measurable Objective 1**

All students who scored at the Tier II and Tier III level on the BOY reading universal screener, Renaissance 360, will improve by at least one or more tiers before EOY.

### Strategy 1

Consistent small group and/or pull out interventions focused on area(s) of deficit.

**January update** - All students scoring Tier 2 and Tier 3 on Ren360 received intervention after reviewing their BOY scores. Looking to the BOY window all identified students below received target reading intervention:

	Tier 2	Tier 3
Grade 1	9 students (8%)	2 students (2%)
Grade 2	10 students (9%)	7 students (6%)
Grade 3	7 students (7%)	3 students (3%)
Grade 4	6 students (6%)	1 student (1%)
Grade 5	5 students (5%)	2 students (2%)

It is anticipated that the students above will grow by at least one tier during the Ren360 MOY window as a result of their targeted support.

### Measurable Objective 2

By the end of the 21-22 school year, 95% of all students will read at or above grade level as measured by DRA or Fountas and Pinnell (including SPED students).

### Strategy 1

Teacher will provide targeted small group and workstation lessons/activities for all students.

**January update** – Teachers are continuing to provide targeted small group and workstation activities based on student DRA/Fountas and Pinnell levels. At the BOY window 74% of students read at or above grade level. The goal is to continue to stretch students who are at/above grade level while growing students who need more development. We anticipate that with the targeted instruction provided the 26% of students needing more development will be on or above grade level at the MOY window. Our focus will also continue with the upper grade levels to continue to provide small group instruction.

### Measurable Objective 3

By the end of the 21-22 school year, 90% of all students tested will score 80% or higher on district benchmarks.

### Strategy 1

Teachers will track and monitor student assessment data and provide targeted instruction based on areas of deficits.

**January update** – Our focus continues to be on unpacking the standards for teachers to assess student mastery. This is something we will continue to do to a greater degree. We are an IB campus, therefore the timeline in which TEKS are presented varies from the district scope and sequence. Looking at our DLA blueprints in our PLCs we discovered that there were multiple TEKS being assessed that varied from our unit planners. Teachers completed a data reflection where they viewed their data as both a grade level and an independent classroom to assess for student strengths and weaknesses while creating an action plan to move forward.

## Math

### **Board Goal 2**

The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

### **Goal 1**

By the end of the 2021-2022 school year 90% of all students tested will score at the Meet's level as measured by STAAR mathematics.

### **Measurable objective 1**

All students who scored Tier II and Tier III on the BOY and MOY math universal screener, REN 360, will improve by at least one or more tiers before REN 360 EOY.

### **Strategy 1**

Teachers will implement evidence-based problem-solving approaches into both their whole group and small group instruction.

**January update** – Evidence based problem solving approaches continue to be implemented in all classrooms. Grade levels continue to utilize the district created Problem Solving Journal as one of many resources in their classroom. This supports our REN360 in moving students up a tier. Based on our BOY data we anticipate that our MOY data will support this.

### **BOY Data**

	Tier II	Tier III
Grade 1	5 students (5%)	0 students
Grade 2	9 students (8%)	6 students (5%)
Grade 3	6 students (6%)	2 students (2%)

Grade 4	1 student (1%)	2 students (2%)
Grade 5	3 students (3%)	6 students (7%)

### Measurable Objective 2

90% of all Tier I students are determined by Ren360 will remain Tier I on REN360 by end of year assessment.

#### Strategy 1

Teachers will build time in their daily schedule for students to access Imagine Math

**January update** – Teachers are continuing to strategically use Imagine Math as an additional resource for students. Looking at our BOY scores for Ren360 we are at our goal in all grade levels except second grade. Imagine Math as an additional resource would support second grade students in meeting the campus goal of 90% for Tier I in Ren360.

BOY Ren360 Tier 1:

	Tier I
Grade 1	103 students (95%)
Grade 2	99 students (87%)
Grade 3	98 students (93%)
Grade 4	96 student (97%)
Grade 5	83 students (90%)

### Measurable Objective 3

100% of all Tier II and Tier III students will received timely intervention as determined by the campus IAT plan.

#### Strategy 1

All Tier II and Tier III students will receive an individualized plan for intervention.

**January update** - Teachers continue to meet with the administrative team to bring students to IAT. The focus of the process is to review student data and see if intervention is needed.

### Goal 2

By the end of the 2021-2022 school year 65% of all students tested will score at the Master's level as measured by STAAR mathematics.

### Measurable Objective 1

All students who scored Tier II and Tier III on the BOY math universal screener, Renaissance 360, will improve by at least one or more tiers before EOY.

#### Strategy 1

Increase students' math fluency levels by providing timely and strategic small group instruction in mathematics.

**January update** – We are continuing to increase the number of classrooms providing small group instruction in math. This allows us to better assess student mastery levels and provide instruction for struggling students who need extra support. We anticipate that students will improve by at least one or more tiers on Ren360 before the EOY window based on our data below:

	Tier I	Tier II	Tier III
Grade 1	103 students (95%)	5 students (5%)	0 students
Grade 2	99 students (87%)	9 students (8%)	6 students (5%)
Grade 3	98 students (93%)	6 students (6%)	2 students (2%)
Grade 4	96 student (97%)	1 student (1%)	2 students (2%)
Grade 5	83 students (90%)	3 students (3%)	6 students (7%)

### Measurable Objective 2

By the end of the 21-22 school year, 90% of all students tested will score 80% or higher on district benchmarks.

#### Strategy 1

Teachers will track and monitor student assessment data and provide targeted instruction based on areas of deficits.

We are an IB campus, therefore the timeline in which TEKS are presented varies from the district scope and sequence. Looking at our DLA blueprints in our PLCs we discovered that there were TEKS being assessed that varied from our unit planners. Teachers completed a data reflection where they viewed their data as both a grade level and an independent classroom to assess for student strengths and weaknesses while creating an action plan to move forward.

### Measurable Objective 3

100% of K-5 teachers implement math small group instruction and workstations daily based on the most recent student benchmark data.

## **Strategy 1**

Teachers will track and monitor student assessment data; including informal assessments and provide instruction based on areas of deficits.

**January update** - Teachers and grade levels reviewed the DLA data to create action plans in their classrooms. Action plans included how small group instruction would be utilized in addition to workstation time. We will continue to monitor data as we move towards our next round of formative assessments at the end of February.

## **Questions –**

- Will MOY results go to parents? – Yes, once the window closes on Feb. 11<sup>th</sup>.
- Are new at-risk students you mention moving into the zone or transfers from HISD because we have space and are high performing? No, you must be on an IB transfer to come or be zoned to us.

## **III. 2022 – 2023 Proposed Academic Calendar**

The calendar is still in voting mode until Jan. 28<sup>th</sup>. Both versions of the calendar were shared.

- Version A – Winter break ends with a teacher in-service day and prep day. Teacher in service day on Feb. 13<sup>th</sup>, an additional spring holiday on April 21<sup>st</sup>
- Version B – The biggest difference is that the winter break will not begin until Dec. 22<sup>nd</sup>, and the holiday would then extend with 2 teacher days on the end. Prep day in Feb. and then a holiday on April 21<sup>st</sup>.
- Both calendars end the school year in May.
- We will return t having two weeks of professional development for teachers at the beginning of the school year.
- Please vote to share your opinion.

## **Question –**

Do teachers have a unified preference? No, teachers shared that they are of different opinions on their team, no one consensus on a calendar choice.

## **IV. Safety**

- COVID Protocols - This has been reviewed as a school and sent to parents. If a student is vaccinated and a close contact they are not required to quarantine, which is new. We will have a site for parents to upload their student's vaccine card to expedite the process. Students can return on day 6 and are not required to test upon returning. It helps that we have many vaccinated students.

## **V. Questions from Committee**

- Will we have a position about pushing forward to be included in the bond? Yes, we would like to be on the bond. We have a lot of daily maintenance issues with our building. Ms. Epps will receive additional information at the Principal's Meeting next week.

**Meeting adjourned at 4:12 pm.**