

**Cage Elementary/ Project Chrysalis Middle School  
Shared Decision-Making Committee Meeting  
Agenda  
September 24, 2019**

- I. Welcome
- II. ELA Adoption -new materials are coming
- III. ELPS/TELPAS Progress Monitoring
- IV. Construction (see email sent 9.23.2019)
- V. Counseling Services
- VI. SIP Review
- VII. SIP Vote
- VIII. Q and A
- IX. Adjourn

**Rufus Cage Elementary and Project Chrysalis Middle School**  
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**Minutes of the Shared Decision-Making Committee**  
**September 24, 2019**

The Shared Decision-Making Committee (SDMC) for Cage Elementary and Project Chrysalis Middle School met on Tuesday, September 24, 2019. The members present were Mrs. Nieto, Mrs. Alvarez, Mrs. Ortiz, Mrs. Orozco, Mr. Barrera, Mr. De La Rosa, Mr. Stott, Mrs. Mitchison, Mrs. Freitag, Mr. Freitag, Ms. Garcia , Mrs. Coronado & Dr. Rodriguez

Dr. Rodriguez welcomed the members of the SDMC and reminded the group to be sure to ask their team to stop by and introduce themselves to our new Teacher Specialist, Ms. Evelyn Lopez, if they hadn't already

Dr. Rodriguez commented that the additional ELA adoption orders will not be processed per Textbook distribution department until after the audits are completed. Our audit is scheduled for October 14<sup>th</sup>. Teachers were instructed to continue to make use of the online resources the district provided until the orders start coming in.

Ms. Alvarez asked if the school would be willing to purchase Imagination station as it was helpful to their students last school year. Dr. Rodriguez responded that she would review and inquire with the District if that is allowable because of all of the online resources the District already provides.

Members were advised that as the district wants schools to increase EL progress, we are requiring teachers of EL to participate in the ELPS/TELPAS Progress Monitoring assessments and Ms. Lopez will be meeting with teachers to set up testing sessions.

The committee was also informed that there will be construction in front of our school starting this Fall through Winter 2020. And because of the congestion at the front of the school already, with both Cage and PCMS students arriving at the same time, we are looking into hiring an officer to help direct traffic for arrival

and dismissal. Also discussed was the fact that the Project Manager is also supposed to have officers on duty when a school and traffic lights are involved.

The committee was advised to remind their teachers about the new Counseling services we want to provide to our students, Admore Counseling Group Referral forms are available in the Teacher work room and teachers are encouraged to use this service for their students for social, emotional or behavioral concerns.

The committee reviewed the draft SIP and passed with all members agreeing to implement for Cage and Project Chrysalis.

The meeting concluded with no questions from the group members present.

## **EXECUTIVE SUMMARY**

### **SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2019-2020**

**Campus Name:** Cage Elementary School  
**Area Office:** East

**Principal:** Lisa Rodriguez

Cage Elementary School has been in existence for over 100 years. From a small school house to a campus of over 1400 students in the late 1980's. Changes have occurred in the make-up of the community due to gentrification thus impacting the school demographics and enrollment. Nevertheless, our vision remains the same, to develop scholars with both academic and emotional intelligence. We have become a beacon of the East End Houston community as a place where students become their best and follow a path to success.

The data used for our needs assessment is derived directly from the results of the STAAR as well as the T.E.A. Accountability tables, HFW, TELPAS, AEIS, data from PEIMS, HISD Chancery, and from teacher, student and parent surveys. Though the type of student has changed, as noted in the demographics previously listed, Cage Elementary continues its history of being a school recognized by T.E.A. as "Meeting Standard" on its accountability system.

**Goals:**

After analyzing the 2018-2019 data for Cage Elementary School, the faculty and staff at Cage Elementary have agreed on the goals listed below. Please note that all special education students are included in the set goals.

1. By the end of the 2019-2020 school year Domain 1 of Student Achievement will increase from 79% to 85%
2. By the end of the 2019-2020 school year Domain 2 of School progress will increase from 87% to 92%
3. By the end of the 2019-2020 school year Domain 3 of Closing Performance Gaps will increase from 75% to 85%
4. By the end of the 2019-2020 school year student attendance will increase from 96.62% to 98%.
5. By the end of the 2019-2020 school year student referrals for Level III offenses will be less than 5%.

Furthermore, based on the analysis of the data, the SDMC is concerned about students transitioning from Spanish to English in grades four and five and how that impacts student performance. Bilingual students making the transition have a difficult time with vocabulary and writing. Therefore, the school will provide further support to teachers in ESL strategies, with additional Professional Development during our Staff Development Days in the school year to address this weakness.

Lastly, teachers will continue to complete a data analysis form after each assessment. In the form, teachers not only look at those students who scored below expectations, but also at the lowest standards and most missed items that may indicate misconceptions. With all this information, they put action steps in place to implement new strategies to help students master the low standards and begin intervention of all subgroups. Intervention is focused on how to make all student subgroups make academic growth. We believe our focus on student growth is what has made us so successful and we will continue to make this our academic priority.

## **EXECUTIVE SUMMARY**

### **SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2019-2020**

**Campus Name:** Cage Elementary School  
**Area Office:** East

**Principal:** Lisa Rodriguez

La Escuela Primaria Cage ha existido por más de 100 años. Desde una pequeña escuela hasta un instituto de más de 1400 estudiantes a finales de 1980. Se han producido cambios en la estructura de la comunidad, lo que afecta la demografía escolar y la inscripción. Sin embargo, nuestra visión sigue siendo la misma, desarrollar estudiantes con inteligencia académica y emocional. Nos hemos convertido en un modelo de la comunidad de East End Houston como un lugar donde los estudiantes se desarrollan al máximo y siguen un camino hacia el éxito.

Los datos utilizados para nuestra evaluación de necesidades se derivan directamente de los resultados de STAAR y de T.E.A. Tablas de rendición de cuentas, HFW, TELPAS, AEIS, datos de PEIMS, HISD Chancery, y de encuestas de maestros, estudiantes y padres. Aunque el tipo de estudiante ha cambiado, como se señaló en los datos demográficos mencionados anteriormente, Cage Elementary continúa su historia de ser una escuela reconocida por T.E.A. como "Meeting Standard" en su sistema de rendición académica.

**Metas:**

Después de analizar los datos de 2018-2019 para la Escuela Primaria Cage, la facultad y el personal de la Escuela Primaria Cage han acordado los objetivos que se enumeran a continuación. Tenga en cuenta que todos los estudiantes de educación especial están incluidos en las metas establecidas:

1. Al final del año escolar 2019-2020, el Dominio 1 del Logro Estudiantil aumentará del 79% al 85%
2. Al final del año escolar 2019-2020, el progreso del Dominio 2 de la escuela aumentará del 87% al 92%
3. Al final del año escolar 2019-2020, el Dominio 3 de las brechas de rendimiento de cierre aumentará del 75% al 85%
4. Al final del año escolar 2019-2020, la asistencia estudiantil será del 96.62% al 99%.
5. Al final del año escolar 2019-2020, las referencias de estudiantes por delitos de Nivel III serán inferiores al 5%.

Además, con base en el análisis de los datos, el SDMC está preocupado por la transición de los estudiantes del español al inglés en los grados cuarto y quinto y cómo eso afecta el rendimiento del estudiante. Los estudiantes bilingües que hacen la transición tienen dificultades con el vocabulario y la escritura. Por lo tanto, la escuela brindará más apoyo a los maestros en estrategias de ESL, con Desarrollo Profesional adicional durante nuestros Días de Capacitación en el año escolar para abordar esta debilidad.

Por último, los maestros continuarán completando un formulario de análisis de datos después de cada evaluación. En el formulario, los maestros no solo observan a los estudiantes que obtuvieron puntajes inferiores a las expectativas, sino también a los niveles más bajos y la mayoría de los elementos perdidos que pueden indicar conceptos erróneos. Con toda esta información, ponen en práctica medidas para implementar nuevas estrategias para ayudar a los estudiantes a dominar los bajos niveles y comenzar la intervención de todos los subgrupos. La intervención se centra en cómo hacer que todos los subgrupos de estudiantes tengan un crecimiento académico. Creemos que nuestro enfoque en el crecimiento estudiantil es lo que nos ha hecho tan exitosos y continuaremos haciendo de esto nuestra prioridad académica.

**EXECUTIVE SUMMARY**  
**SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2019-2020**

**Campus Name:** Project Chrysalis Middle School    **Principal:** Lisa Rodriguez    **Area Office:** East

Project Chrysalis was designed as a small school alternative for the East End's children. The school has been housed on the Cage Elementary campus since 1995. Chrysalis has grown from a team-taught sixth and seventh grade class to an established middle school with approximately 280 students and 16 faculty and staff members. It provides an extended year program, which emphasizes project-based and interdisciplinary learning. Our vision is to develop scholars with both academic and emotional intelligence. We have become a beacon of the East End Houston community as a place where students become their best and follow a path to success.

In 24 years, the focus of the school has shifted due to the changes and demands of the community. We have embraced the transformation from a transitioning campus to the elite school in preparing the best scholars to enter the highest performing high schools in HISD. With this change in mind, the administration and faculty have met the challenge to make the curriculum highly rigorous to prepare the students for Advance Placement and Dual Credit classes in high school. Moreover, the students are offered a college-bound culture every year with several college visits, and college-themed competitions. Students attend tours of the colleges and participate in informational sessions at each of these universities.

Based on the analysis of the 2018-2019 data in our needs' assessment, the faculty and staff at Project Chrysalis have agreed on the goals listed below.

1. By the end of the 2019-2020 school year, Domain 1 of Student Achievement will increase from 93% to 98%.
2. By the end of the 2019-2020 school year, Domain 2 of Student Progress will increase from 95% to 98%
3. By the end of the 2019-2020 school year, Domain 3 of Closing Performance Gaps will remain at 100%.
4. By the end of the 2019-2020 school year, student attendance will increase from 98.29 to 99%.
5. By the end of the 2019-2020 school year, students referred for Level III infractions will be less than 5%.

Furthermore, the SDMC is concerned about students that are still labeled "EL" and have yet to exit the bilingual program in middle school. The school will provide further support to teachers in ESL strategies with additional Professional Development during our Staff Development Days in the school year to address this weakness.

Lastly, teachers wil continue to complete a data analysis form after each assessment. In the form, teachers not only look at those students who scored below expectations, but also at the lowest standards and most missed items that may indicate misconceptions. With all this information, they put action steps in place to implement new strategies to help students master the low standards and begin intervention of all subgroups. Intervention is focused on how to make all students subgroups make academic growth. We believe our focus of student growth is what has made us so successful and we will continue to make this our academic priority.

**EXECUTIVE SUMMARY**  
**SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2019-2020**

**Nombre de la Escuela:** Project Chrysalis Middle School    **Directora:** Lisa Rodriguez    **Area:** East

Project Chrysalis fue diseñado como una alternativa escolar para los niños del Área Este de Houston. La escuela ha estado alojada en el campus de Cage Elementary desde 1995. Project Chrysalis ha pasado de ser un pequeño grupo de maestros dándole clase a un grupo de sexto y séptimo grado a un equipo de 16 maestros en una escuela intermedia establecida con aproximadamente 280 estudiantes. En nuestra escuela se proporciona un programa de año extendido que enfatiza el aprendizaje interdisciplinario y basado en proyectos. Nuestra visión es desarrollar estudiantes con inteligencia académica y emocional. Nos hemos convertido en un faro de la comunidad de East End Houston como un lugar donde los estudiantes se vuelven lo mejor posible y siguen un camino hacia el éxito.

En 24 años, el enfoque de la escuela ha cambiado debido a los cambios y las demandas de la comunidad. Hemos adoptado la transformación de un campus en transición a una escuela de élite al preparar a los mejores estudiantes para ingresar a las escuelas secundarias de mayor rendimiento en HISD. Con este cambio en mente, la administración y la facultad han enfrentado el desafío de hacer que el plan de estudios sea muy riguroso para preparar a los estudiantes para las clases de Colocación Avanzada y Crédito Dual en la escuela secundaria. Además, a los estudiantes se les ofrece una cultura universitaria todos los años con varias visitas a la universidad y competencias con temas universitarios. Los estudiantes asisten a tures de las universidades y participan en sesiones informativas en cada una de estas universidades.


Según el análisis de los datos del 2018-2019 en la evaluación de nuestras necesidades, el comité de decisiones compartidas (SDMC) de Project Chrysalis ha acordado los objetivos que se enumeran a continuación.

1. Al final del año escolar 2019-2020, el Dominio 1 del Logro Estudiantil aumentará del 93% al 98%.
2. Al final del año escolar 2019-2020, el Dominio 2 del Progreso Estudiantil aumentará del 95% al 98%
3. Al final del año escolar 2019-2020, el Dominio 3 de las brechas de rendimiento de cierre se mantendrá al 100%.
4. Al final del año escolar 2019-2020, la asistencia estudiantil aumentará del 98.29 al 99%.
5. Al final del año escolar 2019-2020, los estudiantes referidos por infracciones de Nivel III serán menos del 5%.

Además, el SDMC está preocupado por los estudiantes que todavía están etiquetados como "EL" y aún no han salido del programa bilingüe en la escuela intermedia. La escuela brindará más apoyo a los maestros en estrategias de ESL con Desarrollo Profesional adicional durante nuestros Días de Desarrollo del Personal en el año escolar para abordar esta debilidad.

Por último, los maestros continuarán completando un documento de análisis de datos después de cada evaluación. En el documento, los maestros no solo observan a los estudiantes que obtuvieron puntajes inferiores a las expectativas, sino también a los estándares más bajos y las preguntas que la mayoría de los estudiantes no respondieron bien que pueden indicar conceptos erróneos. Con toda esta información, ponen en práctica medidas para implementar nuevas estrategias para ayudar a los estudiantes a dominar los bajos estándares y comenzar la intervención de todos los subgrupos. La intervención se centra en cómo hacer que todos los subgrupos de estudiantes tengan un crecimiento académico. Creemos que nuestro enfoque de crecimiento estudiantil es lo que nos ha hecho tan exitosos y continuaremos haciéndolo nuestra prioridad académica.

## NEIGHBORHOOD SEWER SYSTEM IMPROVEMENTS – EASTWOOD



### LEGEND

- PHASE 1: FALL 2019 - WINTER 2019  
3/2
- PHASE 2: WINTER 2019 - SPRING 2020
- PHASE 3: SPRING 2020 - SUMMER 2020
- PHASE 4: SUMMER 2020
- PHASE 5: FALL 2020
- PHASE 6: WINTER 2020

\* DATES ARE SUBJECT TO CHANGE DURING CONSTRUCTION

<b>United Engineers, Inc.</b> CIVIL ENGINEERING • LAND DEVELOPMENT CONSTRUCTION MANAGEMENT • SURVEYING 9301 SOUTHWEST FREEWAY, SUITE 500 TEL (713) 271-2900 HOUSTON, TEXAS 77074 FAX (713) 271-2999 ENGINEERING FIRM # F-000142 SURVEY FIRM # 101178-00	
NEIGHBORHOOD SEWER SYSTEM IMPROVEMENTS EASTWOOD	
CONSTRUCTION PHASING PLAN	
PROJECT NUMBER	EXHIBIT
R-002011-087A-4	1