Houston Independent School District

241 Sinclair Elementary School

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Mission Statement

We exist to ensure learing for all students.

Vision

Every student will be profecient at or above grade level in all content areas upon completion of each grade.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 preliminary data:

i. Based on a review of last year's preliminary data, student growth and achievement data for Sinclair Elementary:

 Reading scores for 2022-2023 in 3rd show 84% approaches, 60% meets and 27% masters. 4th reading is 91% approaches, 81% meets and 48% masters. 5th reading is 92% approaches 72% meets and 33 % masters

Math scores for 2022 - 2023 in 3rd grade show 77% approaches, 47 % meets and 29% masters. 4th math is 89% approaches, 81% meets and 60% masters. 5th Math is 78% approaches, 53% meets and 28% masters.

ii. Where academically did the campus improve over previous years? To what do you attribute the improvement?

Academically, Sinclair Elementary saw improvement in 4th grade reading approaches went from 85% to 91%, and meets went from 72% to 81%, respectively comparing 2021-2022 to 2022-2023.

5th grade reading meets levels increased from 70% to 72%, between the 2021-2022 and 2022-2023 school years.

iii. Did students excel in any particular area? If so, name area.

   - The area of strength in the 2022-2023 school year was in fourth grade reading with 81% of students at the approaches. Additionally 4th math saw improvement in approaches went from 81% to 90%, and meets went from 63% to 81%, respectively comparing 2021-2022 to 2022-2023.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Students identified as special education performed significantly below all other groups in reading and math.   **Root Cause:** Targeted intervention and small group instruction with specific feedback given to teachers along with regular data meetings to identify areas of strength and weakness did not occur with fidelity

Problem of Practice 2: While Sinclair Elementary excelled in Reading and Math, the 2022-2023 school year saw a decline in Science performance, with the percentage of students meeting or exceeding standards decreasing from 81% to 76%.   **Root Cause:** Providing the teacher with meaningful professional development and consistent feedback was not met in the last year with fidelity.

Problem of Practice 3: Discipline referrals are limited to a small number of students with repeated negative behavior.   **Root Cause:** Lack of a consistent tracking and intervention system that connects the teacher, administration, counselor, students and parents.

School Culture and Climate

School Culture and Climate Summary

Sinclair Elementary School is committed to fostering a welcoming and secure environment for all stakeholders. We aim to gather feedback from students, parents, and staff through digital questionnaires at the end of each grading cycle to continuously improve the school's culture. In the 2022-2023 school year, we achieved an attendance rate of 96%, with a target to increase it to 98% in the current year. Our campus upholds a culture characterized by high expectations for both behavior and academic achievement, emphasizing excellence in both areas. STAAR scores remained fairly consistent from the previous school year.

School Culture and Climate Strengths

Sinclair's satisfaction rating, based on Possip data, stands at an impressive 91%. The feedback from families is overwhelmingly positive, with praise centered on:

The approachability and effectiveness of the administrative team.

Deep appreciation for the genuine care and dedication of teachers and staff toward students' well-being and growth.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Student absences are preventing students from having access to the learning environment.   **Root Cause:** Tracking and rewarding excellent attendance was not present in the last 2 years dues to COVID

Problem of Practice 2: Student tardies are preventing students from having access to the curriculum.   **Root Cause:** A system for tracking and tardies and following up with habitual tardies was not consistently followed.

Problem of Practice 3: Discipline referrals are limited to a small number of students with repeated negative behavior.   **Root Cause:** Lack of a consistent tracking and intervention system that connects the teacher, administration, counselor, students and parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Sinclair Elementary School indicates consistently strong student performance across different subjects and years, reflecting high teacher quality and effective instructional methods. In the 2021-2022 academic year, the majority of students met or exceeded standards in math (83%), reading (90%), and science (81%). This trend continued into the following year, with similarly high percentages of students meeting or exceeding standards in math (81%), reading (89%), and science (76%). These results suggest that Sinclair Elementary School maintains a high level of teacher quality, fostering an environment conducive to student growth and achievement. The consistent performance across subjects and years underscores the school's success in providing quality education and support for its students.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

Sinclair Elementary School began the 2023 school year with a dedicated team of 41 teachers. Our staff attendance remains impressive at 96%, underscoring our commitment to a highly dedicated workforce. We will continue our efforts to actively promote teacher apprenticeships and participate in job fairs to attract exceptional educators to our school.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction.
Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10 observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted.
The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes.
To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Based on the data for Sinclair Elementary School, the strengths in the campus' current recruitment, retention, and professional development practices are as follows:

- **Gender Diversity**: The school has a balanced gender distribution among its staff with 30 females and 10 males. This suggests a commitment to gender diversity and equal opportunities in recruitment.
- **Experienced Educators**: A significant portion of the staff (18 out of 40) has more than 11 years of teaching experience. This indicates a successful retention of experienced educators, which can provide stability and mentorship to less experienced staff members.
- **Entry-Level Teachers**: The campus has 8 staff members with fewer than 5 years of experience. This indicates that they are recruiting and supporting new, potentially innovative educators.

These strengths suggest that Sinclair Elementary School is dedicated to promoting a diverse and balanced teaching staff, combining experienced educators with fresh talent, which can lead to a dynamic and supportive professional learning environment.

Sinclair Elementary School demonstrates strengths in recruitment, retention, and professional development practices. These strengths may be attributed to mentorship and induction programs, gender equity initiatives, ongoing professional development opportunities, and a focus on collaborative learning communities. These practices create a supportive and diverse teaching environment, contributing to the school's success.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: While staff attend diverse professional development sessions, the translation of acquired knowledge into effective teaching strategies seems lacking. This implementation gap jeopardizes the intended improvements in instructional quality and student outcomes, posing a significant concern.   **Root Cause:** A lack of consistent support and feedback mechanisms emerges as the root cause. Teachers struggle due to insufficient mentorship and follow-up assistance, hindering seamless integration of new strategies into their teaching methods, limiting their effectiveness in the classroom.

Problem of Practice 2: Discipline referrals are limited to a small number of students with repeated negative behavior.   **Root Cause:** Lack of a consistent tracking and intervention system that connects the teacher, administration, counselor, students and parents.

Parent and Community Engagement

Parent and Community Engagement Summary

Sinclair takes pride in its vibrant parent and community involvement, thanks to an active PTO and dedicated volunteers. While we've fostered a strong culture of participation, we acknowledge that scheduling times can sometimes pose a challenge for some parents, hindering their involvement. Despite this hurdle, we continue to work on accommodating the availability of all families, striving for inclusive engagement across different demographic groups and grade levels.

Parent and Community Engagement Strengths

Sinclair has achieved Gold status with FACE during the 2022-2023 school year, signifying our commitment to family and community engagement. Our campus enrollment continues to thrive and has shown consistent growth over the past five years. We've established strong partnerships, collaborating with Assurance Therapeutic Outreach and our local Dads Club, enriching the support and resources available to our school community. Additionally, the presence of a full-time wraparound services representative on-site further enhances our ability to provide comprehensive support and assistance to our students and their families.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: There is a gap the school's ability to effectively communicate, engage with the community, and promote its activities and achievements, thus increasing participation. **Root Cause:** Lack of fully developed multi -media presence such as Twitter, Facebook , Class Dojo, TikTok, etc.

Problem of Practice 2: A small percentage of zoned families are choosing to attend private or other area schools. **Root Cause:** Underdeveloped community advertisement and social media presence.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Key Actions

Revised/Approved: October 25, 2023

Key Action 1: Provide High Quality Instruction
Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increased outcomes on SPOT observations

Indicator 1: Out of 160 spot observations conducted by December 2023, 50% of teachers will be observed using MRS. This will increase to 75% out of 160 spot observations by May 2023.

Indicator 2: Out of 160 spot observations conducted by December 2023, 50% of teachers will be observed using DOLs. This will increase to 75% out of 160 spot observations by May 2023. DOLS will indicate that a minimum of 70% of students are proficient with the daily learning objective.

Indicator 3: Out of 160 spot observations conducted by December 2023, 50% of teachers will be observed making cross curricular connections. This will increase to 75% out of 160 spot observations by May 2023.

Specific Action 1 Details		Reviews			
Specific Action 1: Increase PD opportunities around HQI		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
PLC agendas will address needs presented based on Data provided from Spot observations, PLC agendas will contain a focus on student engagement strategies					
Based on data provided from Spot observations, professional development will focus be provided.					
Provide written feedback on lesson plans at least once per month on use of key action indicators of success.					
Staff Actions					
Collaborate effectively with colleagues and supervisors during PLC.					
Participate in PD related to engagement strategies and implement strategies in daily lessons					
Prepare Lesson Plans by indicating use of materials, MRS, DOL/check for understanding/exit ticket, cross curricular connections, and daily objectives.					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Key Action 2: Implement effective coaching protocols to increase teacher capacity.
   Strategic Priorities:
   Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increased DOL/LO alignment

Indicator 1: Out of the 160 spot observations conducted by December 2023, 50% of teachers will receive a minimum score of 5 on the spot observation form. This will increase to a minimum score of 7 by May 2023.

Indicator 2: Out of 160 spot observations conducted by December 2023, 50% of observed DOL's will be directly aligned with Learning Objectives. This will increase to 80% by May 2024.

Indicator 3: Student proficiency on DOL's will increase during monthly checks by 5% from November to April 2024.

Key Action 3: All special population students will meet their goals on the educational plan and/or have accommodations implemented which are aligned to student success.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Student on track data

Indicator 1: Students with an educational plan (504, GT, IEP) will demonstrate at least 1/3 year of growth on MOY assessments and at least one year of growth on the EOY NWEA.

Indicator 2: 30% of SPED students will be on track to score at approaches in reading by MOY and 50% will score at approaches by EOY in Reading.

Indicator 3: 30% of SPED students will be on track to score at approaches in reading by MOY and 50% will score at approaches by EOY in Math.

Specific Action 1 Details			Reviews		
Specific Action 1: Increase PD and coaching offerings		**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**		**June**
Provide professional development related to FIE and IEP, monitor, and provide feedback on implementation during observations.					
Provide professional development related NWEA, monitor, and provide feedback on implementation during observations					
Collaborate with teachers and special education department to ensure teachers understand accommodations and have access to materials and resources related to IEPs.					
Staff Actions					
Meet with Special Education Chair to review IEP goals and progress monitoring					
Implement IEP goals and accommodations.					
Accommodations are indicated in the gradebook for students with an educational plan.					
0% No Progress 100% Accomplished Continue/Modify ✕ Discontinue					

State Compensatory

Budget for 241 Sinclair Elementary School

Total SCE Funds: $48,358.00
Total FTEs Funded by SCE: 1.38
Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Sinclair Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Personnel for 241 Sinclair Elementary School

Name	Position	FTE
Catherine Yuksek	Lecturer, Hrly - Degreed	1
YiRong Waters	Tchr, ESL Elementary	0.38

Addendums

Sinclair Elementary
Campus Profile

Non-NES	**A1**	**A**	**Josue Borrego**	**Yolanda Rodri...**	**Idara Yates**
NES Status	Unit	2022 Rating	Senior ED	ED	Support ED

SCHOOL LEADERSHIP

Lee Mashburn	**No Match**	**6**
Principal	Years of Experience	Years on Campus

DEMOGRAPHICS

- African American 10.71%
- Asian 4.87%
- Hispanic 35.88%
- Multi Race 5.01%
- White 42.7%

Campus	01	02	03	04	05	K	PE	PK
Sinclair ES	119	124	120	108	93	129	1	25

2022 ACCOUNTABILITY INFO

STAAR: Raw Score	STAAR: Scaled Score
65	91

CCMR: Raw Score	CCMR: Scaled Score
N/A	N/A

Grad Rate: Raw Score	Grad Rate: Scaled Score
N/A	N/A

Action Plan URL
🔗

QUICK COUNTS

60
Staff

719
Students

43
Full-Time Teachers

11
Av. Years Tchr. Exp.

96%
23-24 Av. Staff Att.

96%
23-24 Av. Student Att.

95%
22-23 Av. Student Att.

Econ. Disadv.
Yes 35%
No 65%

ELs
Yes 4%
No 96%

GT
Yes 25%
No 75%

Special Education
Yes 14%
No 86%
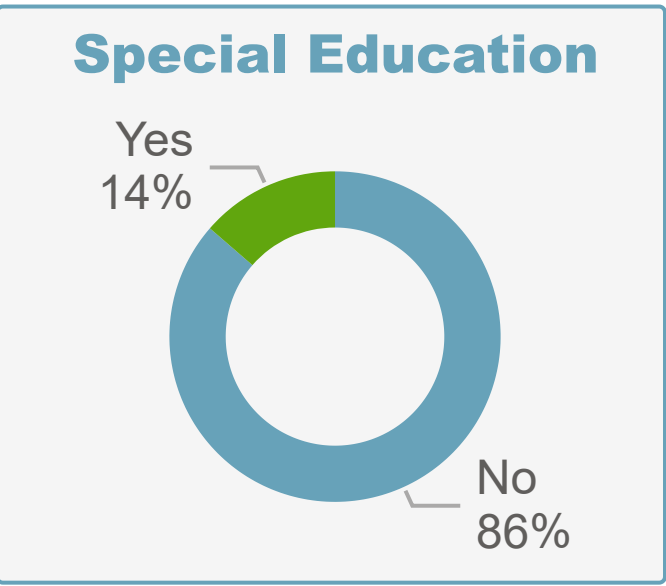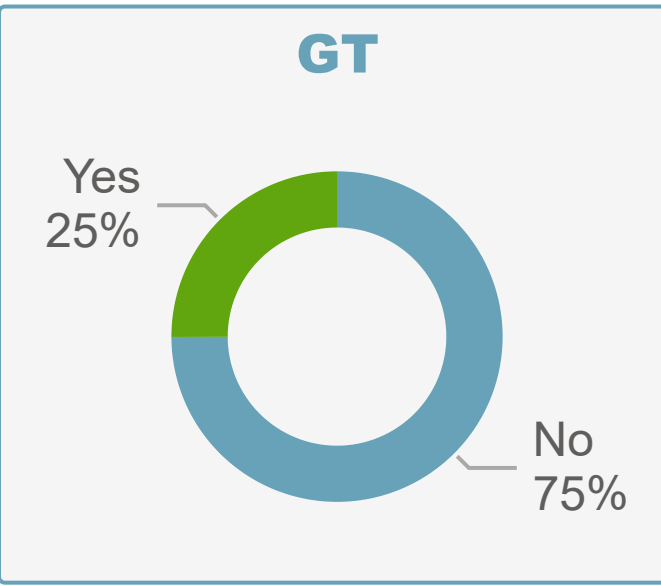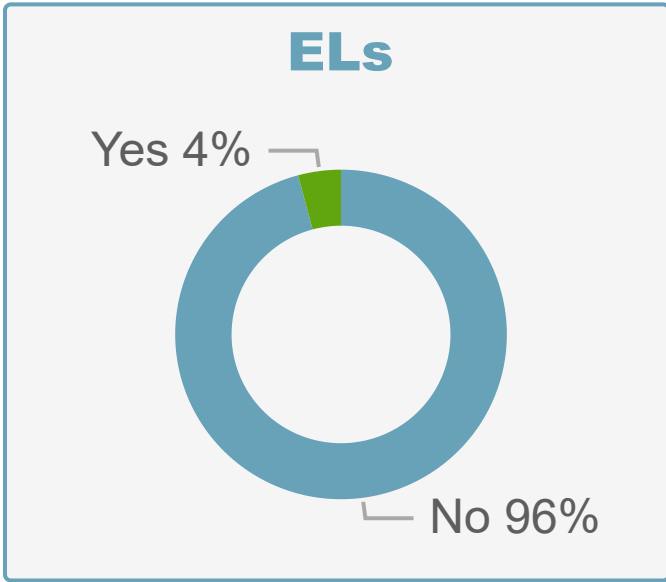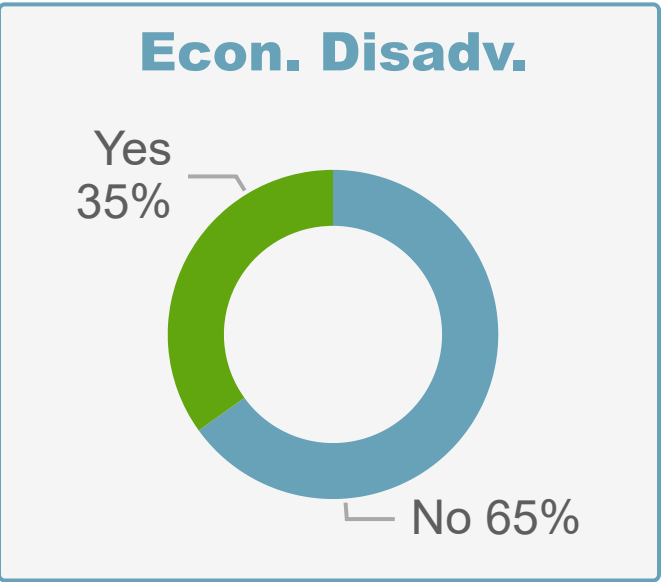
Sinclair ES

CSO: Yolanda Rodriguez **TEA Level:** ES
SSO: Amy Poerschke **School Office:** ESO1

Overall

	Scaled Score	Rating
2022 ACTUAL	96	A
"What-If"	94	A
Projected Change	-2	No Change

Domain 1: Student Achievement

	Scaled Score	Rating
2022 ACTUAL	91	A
"What-If"	91	A
Projected Change	0	No Change

Domain 2: School Progress

	Higher Component (HC)	HC Scaled Score	Rating
2022 ACTUAL	Stu Gwth	96	A
"What-If"	Stu Gwth	95	A
Projected Change	No Change	-1	No Change

Domain 3: Closing the Gaps

	Scaled Score	Rating
2022 ACTUAL	96	A
"What-If"	91	A
Projected Change	-5	No Change

Domain 1 Components

STAAR	Raw Score	Scaled Score
2022 ACTUAL	65	91
"What-If"	65	91
Projected Change	0	0

CCMR	Raw Score	Scaled Score
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A

Graduation Rate	Raw Score	Scaled Score
2022 ACTUAL	N/A	N/A
"What-If"		
Projected Change	N/A	N/A

Domain 2 Components

Student Growth	Raw Score	Scaled Score
2022 ACTUAL	92	96
"What-If"	93	95
Projected Change	1	-1

Relative Performance	D1 STAAR (ES/MS) or STAAR/CCMR Avg (HS) Score	Scaled Score
2022 ACTUAL	65.0	86
"What-If"	65.0	86
Projected Change	0.0	0

Domain 3 Components

	Total # Groups/Points	Percent Met	Points
Academic Achievement			
2022 ACTUAL	18	94	31.3
"What-If"	32	78	23.4
Projected Change	14	-16	
Growth or Grad Rate			
2022 ACTUAL	12	100	55.0
"What-If"	32	75	37.5
Projected Change	20	-25	
D1 STAAR or CCMR			
2022 ACTUAL	10	100	11.0
"What-If"	16	75	7.5
Projected Change	6	-25	
English Language Proficiency (ELP)		**% Met ELP**	**ELP Points**
2022 ACTUAL		0	0.0
"What-If"		0	0.0
Projected Change		0	

A note on Domain 3: While weighted scores are higher in Domain 3 in the "What-If" ratings, Domain 3 scaling and methodology is significantly different than it was in prior years. For Domain 3, Points in 2022 were calculated after scaling, and Points in "What-If" were calculated prior to scaling. Therefore, the Points column is not comparable across analyses.

Sources: 2022 CAF; "What-If" Data File published 5/31/2023

Note: "What-If" ratings use 2022 student outcomes and the currently proposed 2022–2023 accountability cycle rules. These are not official ratings. 2022–2023 accountability ratings will be released in September 2023.

TELPAS Rating

Student's Current Grade Level:
All Grades

■ - NA   ■ - Beginning   ■ - Intermediate   ■ - Advanced   ■ - Advanced High

Circle Assessment Summary for PK4 - Tested Campus: 2024   **Sinclair Elementary (241)**
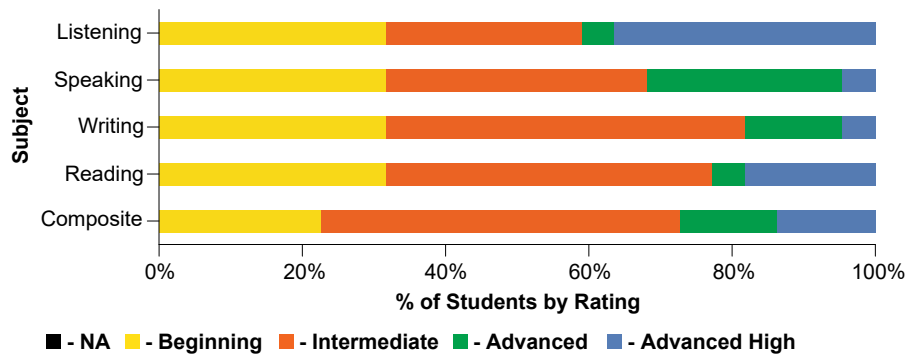
Subject	Language	BOY			MOY			EOY		
		Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students	Total Number of Students Tested	No. of Proficient Students	% of Proficient Students
Literacy	English	20	12	60%	0	0		0	0	
Math	English	20	8	40%	0	0		0	0	
Literacy	Spanish	0	0		0	0		0	0	
Math	Spanish	0	0		0	0		0	0	

School	NWEA FALL Math (K-2) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	18088	149.45	0	0%	3992	22.07%	3203	17.71%	3227	17.84%
Sinclair Elementary (241)	246	157.98	0	0%	15	6.1%	22	8.94%	28	11.38%

School	NWEA FALL Math (K-2) 23-24				NWEA FALL Spanish Math (K-2) 23-24					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	3546	19.6%	4120	22.78%	8553	146.02	1	0.01%	2056	24.04%
Sinclair Elementary (241)	54	21.95%	127	51.63%	0	0	0	0%	0	0%

School	NWEA FALL Spanish Math (K-2) 23-24								NWEA FALL Math (2-5) 23-24	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	1937	22.65%	1871	21.88%	1735	20.29%	953	11.14%	48022	189.45
Sinclair Elementary (241)	0	0%	0	0%	0	0%	0	0%	430	197.97

School	NWEA FALL Math (2-5) 23-24									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	**0**	**0%**	**14254**	**29.68%**	**8706**	**18.13%**	**7778**	**16.2%**	**8842**	**18.41%**
Sinclair Elementary (241)	0	0%	45	10.47%	53	12.33%	55	12.79%	95	22.09%

School	NWEA FALL Math (2-5) 23-24		NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%
Houston ISD	**8442**	**17.58%**	**434**	**178.52**	**0**	**0%**	**205**	**47.24%**	**78**	**17.97%**
Sinclair Elementary (241)	182	42.33%	6	176.5	0	0%	3	50%	1	16.67%

School	NWEA FALL Math (2-5) 23-24 (Screen Reader Compatible)						NWEA FALL Spanish Math (2-5) 23-24			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	**66**	**15.21%**	**52**	**11.98%**	**33**	**7.6%**	**6627**	**178.81**	**0**	**0%**
Sinclair Elementary (241)	0	0%	1	16.67%	1	16.67%	0	0	0	0%

School	NWEA FALL Spanish Math (2-5) 23-24									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	**1940**	**29.27%**	**1503**	**22.68%**	**1411**	**21.29%**	**1190**	**17.96%**	**583**	**8.8%**
Sinclair Elementary (241)	0	0%	0	0%	0	0%	0	0%	0	0%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	**47**	**179.72**	**0**	**0%**	**11**	**23.4%**	**10**	**21.28%**	**15**	**31.91%**
Sinclair Elementary (241)	0	0	0	0%	0	0%	0	0%	0	0%

School	NWEA FALL Spanish Math (2-5) 23-24 (Screen Reader Compatible)				NWEA FALL Reading (2-5) 23-24					
	Overall				Overall					
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low	
	#	%	#	%			#	%	#	%
Houston ISD	**9**	**19.15%**	**2**	**4.26%**	**52490**	**184.56**	**0**	**0%**	**17559**	**33.45%**
Sinclair Elementary (241)	0	0%	0	0%	430	198	0	0%	45	10.47%

School	NWEA FALL Reading (2-5) 23-24								NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg SS
	#	%	#	%	#	%	#	%		
Houston ISD	8129	15.49%	8348	15.9%	8811	16.79%	9643	18.37%	337	174.5
Sinclair Elementary (241)	36	8.37%	61	14.19%	85	19.77%	203	47.21%	1	177

School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	Not Assigned		Low		LoAverage		Average		HiAverage	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	146	43.32%	63	18.69%	45	13.35%	38	11.28%
Sinclair Elementary (241)	0	0%	0	0%	0	0%	0	0%	1	100%

School	NWEA FALL Reading (2-5) 23-24 (Screen Reader Compatible)		NWEA FALL Spanish Reading (2-5) 23-24							
	Overall		Overall							
	High		# Tested	Avg SS	Not Assigned		Low		LoAverage	
	#	%			#	%	#	%	#	%
Houston ISD	45	13.35%	13471	181.33	0	0%	2552	18.94%	3013	22.37%
Sinclair Elementary (241)	0	0%	0	0	0	0%	0	0%	0	0%

School	NWEA FALL Spanish Reading (2-5) 23-24						NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)			
	Overall						Overall			
	Average		HiAverage		High		# Tested	Avg SS	Not Assigned	
	#	%	#	%	#	%			#	%
Houston ISD	2443	18.14%	2799	20.78%	2664	19.78%	94	183.56	0	0%
Sinclair Elementary (241)	0	0%	0	0%	0	0%	0	0	0	0%

School	NWEA FALL Spanish Reading (2-5) 23-24 (Screen Reader Compatible)									
	Overall									
	Low		LoAverage		Average		HiAverage		High	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	20	21.28%	9	9.57%	13	13.83%	25	26.6%	27	28.72%
Sinclair Elementary (241)	0	0%	0	0%	0	0%	0	0%	0	0%

School	NWEA FALL Science (2-5) 23-24									
	Overall									
	# Tested	Avg SS	Not Assigned		Low		LoAverage		Average	
			#	%	#	%	#	%	#	%
Houston ISD	53079	186.91	2	0%	16005	30.15%	8752	16.49%	8388	15.8%
Sinclair Elementary (241)	430	197.91	0	0%	34	7.91%	34	7.91%	51	11.86%

School	NWEA FALL Science (2-5) 23-24				NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)						
	Overall				Overall						
	HiAverage		High		# Tested	Avg SS	Not Assigned		Low		
	#	%	#	%			#	%	#	%	
Houston ISD	**9016**	**16.99%**	**10916**	**20.57%**	**449**	**177.45**	**0**	**0%**	**187**	**41.65%**	
Sinclair Elementary (241)	94	21.86%	217	50.47%	3	189.67	0	0%	1	33.33%	

School	NWEA FALL Science (2-5) 23-24 (Screen Reader Compatible)								23-24 HISD Current Students	
	Overall								Overall	
	LoAverage		Average		HiAverage		High		# Tested	Avg RS
	#	%	#	%	#	%	#	%		
Houston ISD	**84**	**18.71%**	**60**	**13.36%**	**52**	**11.58%**	**66**	**14.7%**	**183130**	**1**
Sinclair Elementary (241)	0	0%	1	33.33%	0	0%	1	33.33%	713	1

Kindergarten

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	**10787**	**303.52**	**0**	**0%**	**4612**	**42.76%**	**1711**	**15.86%**	**1638**	**15.18%**
Sinclair Elementary (241)	125	332.05	0	0%	18	14.4%	20	16%	28	22.4%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	**2826**	**26.2%**	**53**	**10784**	**21.46**	**0**	**0%**	**4840**	**44.88%**	**1575**
Sinclair Elementary (241)	59	47.2%	71	125	31.66	0	0%	19	15.2%	21

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF						Phonemic Awareness - PSF			
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	**14.6%**	**4369**	**40.51%**	**0**	**0%**	**51**	**10785**	**6.48**	**0**	**0%**
Sinclair Elementary	16.8%	85	68%	0	0%	70	125	9.47	0	0%

School	mCLASS DIBELS BOY 23-24										
	Letter Names - LNF							Phonemic Awareness - PSF			
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#	#			#	%
(241)											

School	mCLASS DIBELS BOY 23-24										Letter Sounds NWF-CLS
	Phonemic Awareness - PSF										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile		# Tested
	#	%	#	%	#	%	#	%	#		
Houston ISD	3690	34.21%	2504	23.22%	3003	27.84%	1587	14.71%	45		7173
Sinclair Elementary (241)	17	13.6%	40	32%	35	28%	33	26.4%	61		114

School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
		#	%	#	%	#	%	#	%	#	
Houston ISD	21.76	0	0%	5590	77.93%	1263	17.61%	2135	29.76%	1796	
Sinclair Elementary (241)	24.54	0	0%	27	23.68%	30	26.32%	31	27.19%	37	

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS		Decoding NWF-WRC							
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	25.04%	56	7173	1.95	0	0%	0	0%	8951	124.79%
Sinclair Elementary (241)	32.46%	63	114	1.14	0	0%	0	0%	100	87.72%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC						Word Reading - WRF			
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark
	#	%	#	%	#			#	%	#
Houston ISD	1833	25.55%	0	0%	23	7161	5.6	0	0%	0
Sinclair Elementary (241)	25	21.93%	0	0%	19	110	6.27	0	0%	0

School	mCLASS DIBELS BOY 23-24									
	Word Reading - WRF								Vocabulary	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%	#	%	#	%	#	%	#		
Houston ISD	0%	7780	108.64%	3004	41.95%	0	0%	36	372	13.21
Sinclair Elementary (241)	0%	55	50%	70	63.64%	0	0%	53	0	0

School	mCLASS DIBELS BOY 23-24									
	Vocabulary						RAN			
	Well Below Benchmark		Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark	
	#	%	#	%	#	%			#	%
Houston ISD	155	41.67%	78	20.97%	139	37.37%	312	97.91	67	21.47%
Sinclair Elementary (241)	0	0%	0	0%	0	0%	0	0	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN				Lexile	Risk Indicator Level				
	Below Benchmark		At or Above Benchmark		# Tested	# Tested	At Risk		Low Risk	
	#	%	#	%			#	%	#	%
Houston ISD	33	10.58%	212	67.95%	10787	298	33	11.07%	265	88.93%
Sinclair Elementary (241)	0	0%	0	0%	125	0	0	0%	0	0%

Grade 1

School	mCLASS DIBELS BOY 23-24									
	Composite									
	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark	
			#	%	#	%	#	%	#	%
Houston ISD	11895	332.39	0	0%	5389	45.3%	1664	13.99%	2549	21.43%
Sinclair Elementary (241)	116	355.48	0	0%	13	11.21%	19	16.38%	36	31.03%

School	mCLASS DIBELS BOY 23-24									
	Composite			Letter Names - LNF						
	Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark
	#	%	#			#	%	#	%	#
Houston ISD	2296	19.3%	45	11896	33.19	0	0%	5599	47.07%	1861
Sinclair Elementary (241)	48	41.38%	68	116	48.22	0	0%	20	17.24%	20

School	mCLASS DIBELS BOY 23-24									
	Letter Names - LNF							Phonemic Awareness - PSF		
	Below Benchmark	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#			#	%
Houston ISD	15.64%	4438	37.31%	0	0%	42	11897	18.51	0	0%
Sinclair Elementary (241)	17.24%	76	65.52%	0	0%	64	116	34.2	0	0%

School	mCLASS DIBELS BOY 23-24										
	Letter Names - LNF							Phonemic Awareness - PSF			
	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined	
	%	#	%	#	%	#				#	%

School	mCLASS DIBELS BOY 23-24										Letter Sounds NWF-CLS
	Phonemic Awareness - PSF										
	Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	
	#	%	#	%	#	%	#	%	#		
Houston ISD	**6376**	**53.59%**	**2793**	**23.48%**	**2246**	**18.88%**	**483**	**4.06%**	**35**	**11895**	
Sinclair Elementary (241)	14	12.07%	28	24.14%	52	44.83%	22	18.97%	64	116	

School	mCLASS DIBELS BOY 23-24										
	Letter Sounds NWF-CLS										
	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark
		#	%	#	%	#	%	#	%	#
Houston ISD	**29.91**	**0**	**0%**	**6314**	**53.08%**	**1007**	**8.47%**	**2430**	**20.43%**	**2147**
Sinclair Elementary (241)	49.47	0	0%	27	23.28%	8	6.9%	31	26.72%	50

School	mCLASS DIBELS BOY 23-24									
	Letter Sounds NWF-CLS				Decoding NWF-WRC					
	Above Benchmark	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark	
	%	#			#	%	#	%	#	%
Houston ISD	18.05%	43	11895	6.16	0	0%	5362	45.08%	2028	17.05%
Sinclair Elementary (241)	43.1%	67	116	12.44	0	0%	21	18.1%	17	14.66%

School	mCLASS DIBELS BOY 23-24									
	Decoding NWF-WRC						Word Reading - WRF			
	At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark
	#	%	#	%	#			#	%	#
Houston ISD	2882	24.23%	1626	13.67%	36	11896	14.75	0	0%	5338
Sinclair Elementary (241)	38	32.76%	40	34.48%	60	116	26.09	0	0%	16

School	mCLASS DIBELS BOY 23-24									
	Word Reading - WRF								Reading Accuracy ORF-Accu	
	Well Below Benchmark	Below Benchmark		At Benchmark		Above Benchmark		Avg Percentile	# Tested	Avg SS
	%	#	%	#	%	#	%	#		
Houston ISD	44.87%	1370	11.52%	2251	18.92%	2939	24.71%	47	10326	52.54
Sinclair Elementary (241)	13.79%	12	10.34%	34	29.31%	54	46.55%	68	110	74.77

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu									
	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark		Above Benchmark	
	#	%	#	%	#	%	#	%	#	%
Houston ISD	0	0%	5782	55.99%	1545	14.96%	4246	41.12%	325	3.15%
Sinclair Elementary (241)	0	0%	22	20%	17	15.45%	77	70%	0	0%

School	mCLASS DIBELS BOY 23-24									
	Reading Accuracy ORF-Accu			Reading Fluency - ORF						
	Avg Percentile	# Tested	Avg SS	Not Determined		Well Below Benchmark		Below Benchmark		At Benchmark
	#			#	%	#	%	#	%	#
Houston ISD	50	10326	23.15	0	0%	5331	51.63%	1351	13.08%	2727
Sinclair Elementary (241)	69	110	38.95	0	0%	19	17.27%	17	15.45%	32

School	mCLASS DIBELS BOY 23-24									
	Reading Fluency - ORF				Error Rate - ORF		Vocabulary			
	At Benchmark	Above Benchmark		Avg Percentile	# Tested	Avg SS	# Tested	Avg SS	Well Below Benchmark	
	%	#	%	#					#	%
Houston ISD	26.41%	2489	24.1%	48	10326	7.02	1001	17.18	433	43.26%
Sinclair Elementary (241)	29.09%	48	43.64%	67	110	4.75	0	0	0	0%

School	mCLASS DIBELS BOY 23-24									
	Vocabulary						RAN			
	Below Benchmark		At or Above Benchmark		# Tested	Avg SS	Well Below Benchmark		Below Benchmark	
	#	%	#	%			#	%	#	%
Houston ISD	165	16.48%	403	40.26%	773	67.23	238	30.79%	129	16.69%
Sinclair Elementary (241)	0	0%	0	0%	0	0	0	0%	0	0%

School	mCLASS DIBELS BOY 23-24									
	RAN		Lexile	Spelling						
	At or Above Benchmark		# Tested	# Tested	Avg SS	Well Below Benchmark		Below Benchmark		At or Above Benchmark
	#	%				#	%	#	%	#
Houston ISD	406	52.52%	11898	906	25.6	407	44.92%	91	10.04%	408
Sinclair Elementary (241)	0	0%	116	0	0	0	0%	0	0%	0

School	mCLASS DIBELS BOY 23-24						
	Spelling	Risk Indicator Level					
	At or Above Benchmark		At Risk		Low Risk		
	%	# Tested	#	%	#	%
Houston ISD	45.03%	846	287	33.92%	559	66.08%
Sinclair Elementary (241)	0%	0	0	0%	0	0%

Sinclair Elementary School ⌄   23-24 Year ⌄

Incident Management

Incident Counts by Behavior		Date Range	Prior School Year ▾	8/22/2022 to 5/31/2023

Incident Element   Behavior ▾   ⚙

3	21 - Violation of Student Code of Conduct^	1	CLRB - Derogatory/abusive lang or gest (to staff)
6	SR21 - Violation of safety rules		

STAAR 2-Year Comparison
Performance Results by Subject
*Source: A4E (8/15/23)

School Name	School ID	Year	Subject	# of Students	Did Not Meet (% of Students)	Approaches (% of Students)	Meets (% of Students)	Masters (% of Students)
Sinclair Elementary	241	2021-2022	Math	258	17%	83%	62%	40%
Sinclair Elementary	241	2021-2022	Reading	257	10%	90%	70%	51%
Sinclair Elementary	241	2021-2022	Science	81	19%	81%	46%	21%
Sinclair Elementary	241	2022-2023	Math	277	19%	81%	60%	39%
Sinclair Elementary	241	2022-2023	Reading	277	11%	89%	71%	35%
Sinclair Elementary	241	2022-2023	Science	86	24%	76%	57%	28%

KINDERGARTEN SOCIAL

Saturday, August 5
9.30AM - 10.30AM
TC Jester Playground
4201 TC Jester Blvd. Houston, TX 77018
Hosted by: Beth Schacht

MEET the TEACHER

SINCLAIR ELEMENTARY

AUGUST 25, 2023
4.00PM – 6.00PM

NEW FAMILY SINCLAIR 101

AUGUST 11
9AM AND 6PM

JOIN THE ADMINISTRATION AND PTO IN THE
SINCLAIR CAFETERIA TO LEARN ABOUT

ARRIVAL/DROP OFF PROCEDURES
SCHOOL COMMUNICATION PLATFORM
DRESS CODE
SAMPLE CLASS SCHEDULES
AND MORE!

POPSICLES WITH PRINCIPAL MASHBURN TO FOLLOW

PREK/KINDER SINCLAIR 101

AUGUST 10, 2023

9.00AM and 5.00PM
SINCLAIR CAFETERIA

Join us to meet the administration and learn the ins and outs of Sinclair!
We'll answer your questions about drop off/pick up, dress policy, daily schedules, the PTO, and more!

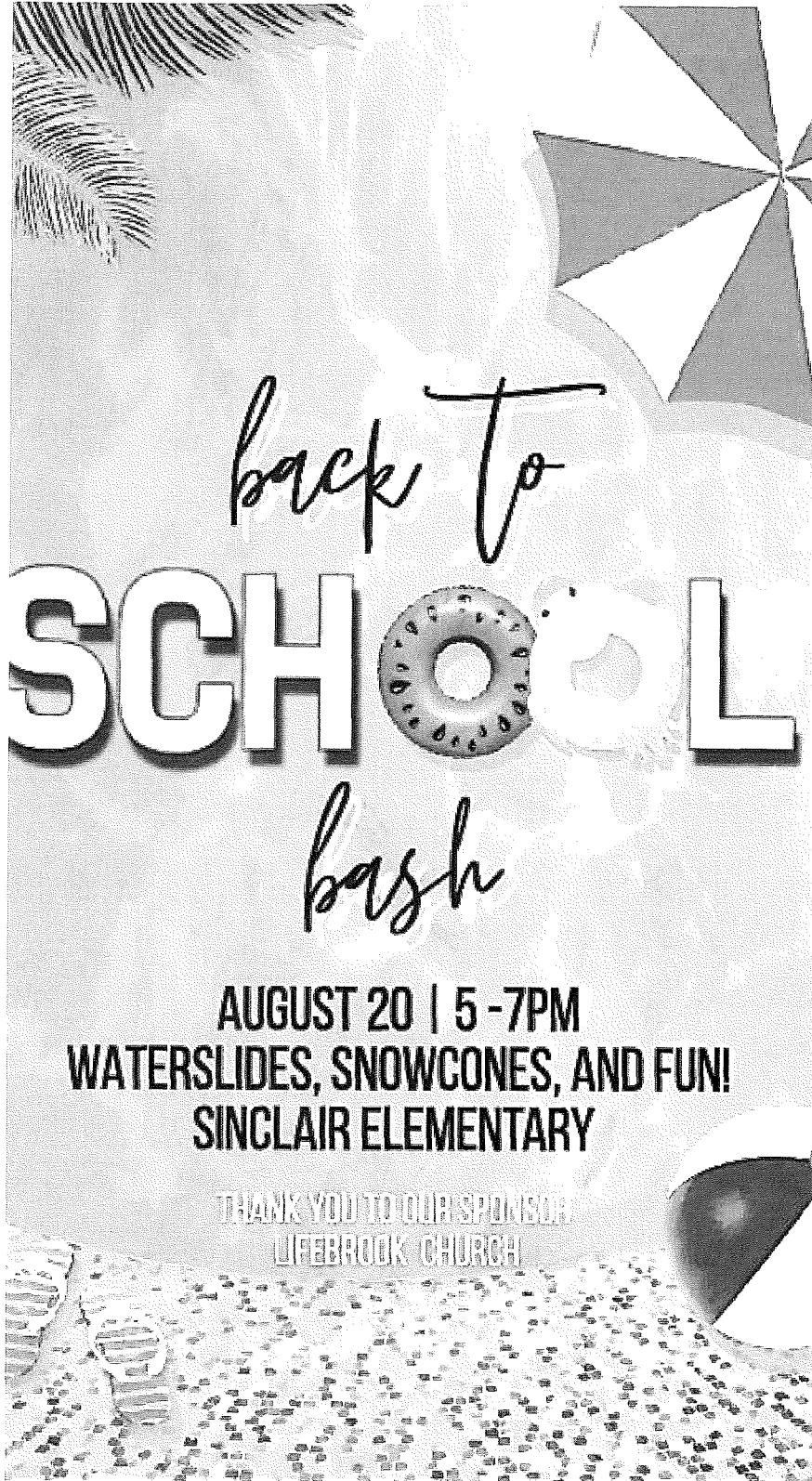POPSICLES WITH PRINCIPAL MASHBURN TO FOLLOW

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ARRIVAL/DROP OFF PROCEDURES
SCHOOL COMMUNICATION PLATFORM
DRESS CODE
SAMPLE CLASS SCHEDULES
AND MORE!

POPSICLES WITH PRINCIAPL MASHBURN TO FOLLOW

back to

SCHOOL

bash

AUGUST 20 | 5-7PM
WATERSLIDES, SNOWCONES, AND FUN!
SINCLAIR ELEMENTARY

THANK YOU TO OUR SPONSOR
LIFEBROOK CHURCH

Garden Day
Clean-Out
AUGUST 12, 8-11AM

Please Join us For

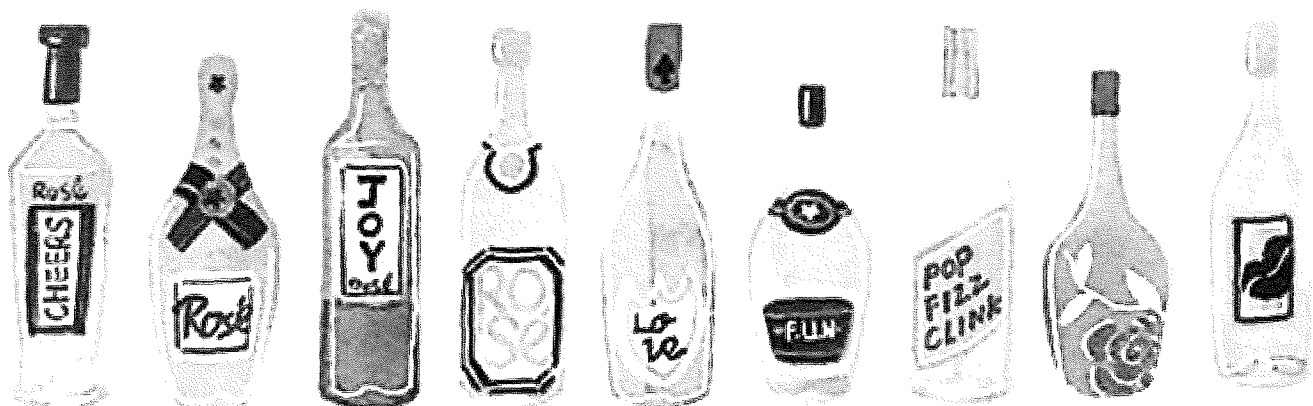# SINCLAIR MOM'S NIGHT OUT

Thursday, October 5th at 7 PM

Crisp

2220 Bevis St. Houston, TX 77008

*Please bring a bottle of wine (valued at at least $20)
to donate to our auction wine pull

SUMMER SOCIALS

All new and returning families are invited to join us at the
Sinclair Elementary playground/bluetop! Come spend time with
the Sinclair community and our PTO. Learn about our events
and sign up for a committee (or two)!

THURSDAY, JUNE 15, 6-7:30PM

SATURDAY, JULY 15, 9-10:30AM

TUESDAY, AUGUST 15, 6-7:30PM

Be sure to keep up with the Sinclair PTO
www.sinclairpto.org

SINCLAIR OPEN HOUSE
OCTOBER 11, 2023
4.30-5.30: PREK, K, PALS, 2ND, 3RD
5.30-6.30: 1ST, 4TH, 5TH

Pumpkins and Pints
Sinclair Grovewood Lawn
Wed, Oct 11, 5:30 pm

Sinclair Elementary – SDMC Meeting Agenda

9/28/2023

Meeting called by: Lee Mashburn

Meeting type: Faculty Meeting   SDMC

Attendance :

Kim Ludlow   Zach Brackett Dan Spencer   Alexis Laurtizen   Allison Newport
Vivianne Aceves Lisa Gonzlaes   Elizabeth Paige Keli Barnhart   Lee Mashburn Elmer
Villatoro   Amy Soliz David Martinez

Facilitator(s): Lee Mashburn
Note taker: David Martinez

Timekeeper: Lee Mashburn

Agenda Items

Topic	Presenter	Time allotted
• LEAD	L. Mashburn	30 Minutes
• Staffing	L. Mashburn	15 Minutes
• Budget Academics and Culture:		
• Needs assessment	L. Mashburn	30 Minutes

MINUTES:

SDMC 9-28-23 Sinclair Elementary

3:30 - 4:30pm

Printed Name	Signature
Emily Nolan	
Zach Brockett	
Dan Spencer	
Alexis Lauritzen	
Alison Newport	
Vivienne Reeves	
Lisa Gonzales	
Elizabeth Pause	
Keli Barnhart	
Lexi Mashburn	
Elmer Villalobos	
Anna Roe Solis	
David Martinez	

Staffing-Open TA Position on hold until snapshot

Imagine Learning -PTO may add more online learning(must vote) because HISD does not currently offer it on the board approved vendor list.

HISD Leader Effectiveness video- Brief overview of what LEAD system is and how it is designed to grow and develop the campus.

Snapshot/Overage money- What do we use it on if there is an overage?
PTO-Clevertouch, outfit each grade starting with 3rd grade, magnet clever touches possibly. Idea is to eventually have all classrooms outfitted.

Needs Assessment:

To purchase:
Computer programs-IXL(currently approved for PO) no 2nd program currently.
Response cards(cards have since arrived to campus)
Outfitting grade levels with new furniture
Tech for teachers and rooms

Academics:
Better understanding and PD for new curriculum
Need for vertical team meetings
Sped students not performing as well as we believe they can.
White and Asian students outperforming other groups, but other groups are performing higher than the district norm.
Project based learning for GT students

Culture:

Continue with morning meetings and weekly lesson from school counselor.
Bring in 3 rules on announcements every day.

Brief discussion on autonomy and what it means at the campus level

Brief overview of EOY Evaluations : Unsatisfactory, Progressing I&II,
Proficient I&II, Exemplary I&II

TRUE NORTH
WHEN YOU KNOW
—YOU KNOW—
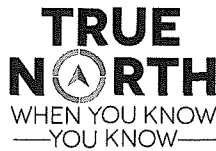
Campus Needs Analysis Agenda
Sinclair
July 12 2023

I. Introduction	5 minutes

L. Mashburn

II. Campus SWOT Analysis	35 minutes

Strengths

Weaknesses

Opportunities

Threats

III. Questions	20 minutes

IV. Notes Section	

Strengths discussed included experienced and dedicated staff. Strong track record with respect to community involvement, test scores and school culture

Weaknesses discussed included reaching the students on the outer ends of our bell curve, including SPED and GT students. Facilities continue to present ongoing problems due to the age of the buildings.

Opportunities discussed included leveraging experienced staff to build capacity of newer teachers. Vertical team meetings and whole staff team building. Tech needs to be updated.

Threats or challenges discussed included maintaining positive momentum despite changes within the district. Teacher retention.

Printed Name	Signature
C. Banner	
Y. Waters	
S. Capuchino	
T. Beattie	Travis Beattie
V. Harris	Vincent Shane Harris
B. Rector	Beverly Rector
K. Barnhart	K Barnhart
V. Aceves	Vivienne Aceves
E. Gregor	
L. Mashdburn	
A. Soliz	