AGENDA

I. Welcome
   a. Call to order: Gilliland
   b. Time: 1:44 p.m.
   c. Introductions
   d. Members present:
      i. I. Alamia
      ii. D. Noriega
      iii. J. Maldonado
      iv. D. Gomez
      v. A. Aguilar
      vi. L. Santos
      vii. A. Gilliland

II. Last Meeting’s Minutes
   a. Reading: A. Gilliland
   b. Approval
      i. Motion: Aguilar
      ii. Second: Maldonado
      iii. Vote: Unanimous - pass

III. Old Business
   a. SIP Review
      i. Revisit goals to monitor progress
         1. Literacy
            a. The committee discussed
               Literacy growth campus wide in addition to the
               MOY CIRCLE Assessment data. As the data was
               analyzed, the committee members noted the
               significant differences between bilingual and
               ESL/English classes.
               Based on the data and
               the interventions that are
being made, the committee was able to make the following suggestions:

b. Achievements?

c. Of the tested English/ESL students, 17% were on track, 38% need support, 27% need to be monitored, 17% are out of range. Of the tested bilingual students – 48% on track, 20% need support, 22% monitor, 9% out of range.

d. Challenges?

e. Campus-wide, referrals to special education have increased which do not account for the growth challenges alone. However, as teachers attend to students that exhibit severe academic and behavioral challenges, other students lose instructional time. English/ESL classrooms also have a variety of home languages which increases the frequency and intensity of instructional accommodations needed to introduce foundational skills.

f. On track?

   i. Based on the growth reported
from BOY to MOY, bilingual students are expected to meet the literacy goal by EOY 2020. English/ESL results as reported by MOY scores did not meet expected growth. However, meeting the EOY goal may be attainable after the referral process has been completed and targeted small group interventions.

ii. Modifications?
i. Tiered intervention groups will be led by their classroom teacher rather than another campus staff member to ensure high quality, targeted, cohesive skill instruction. Alliteration skills have targeted through professional development sessions in the Rice Oral and Written Language Lab, implemented
by teachers during transitions, featured on the morning announcements, and throughout literacy work stations.

2. Math
   a. The committee discussed the MOY CIRCLE Assessment data to analyze and compare to BOY. Committee members noted the significant differences between bilingual and ESL/English classes. Based on the data and the interventions that are being made, the committee was able to make the following recommendations:

   b. Achievements?
      i. Of the tested English/ESL students, 14% were on track, 42% need support, 26% need to be monitored, 18% are out of range. Of the tested bilingual students – 54% on track, 20% need support, 17% monitor, 9% out of range.

   c. Challenges?
i. Students are still acquiring basic number knowledge and prerequisite skills necessary to master operation skills. Additionally, as teachers attend to students that exhibit severe academic and behavioral challenges, other students lose instructional time. English/ESL classrooms also have a variety of home languages which increases the frequency and intensity of instructional accommodations needed to introduce foundational skills.

d. On track?
i. Based on the growth reported from BOY to MOY, bilingual students are expected to meet the literacy goal by EOY 2020. English/ESL results as reported by
MOY scores did not meet expected growth. Meeting the EOY goal may be attainable for English/ESL classes after the referral process has been completed and students receive additional support.

e. Modifications?
   i. Teachers will collectively attend a math focused professional development during February early dismissal. Staff will also implement a campus wide morning routine to practice operation skills upon arrival.

3. Safety
   a. The committee discussed the use of Conscious Discipline to increase awareness of students that need support with self-regulation. Data was reviewed and discussed to make the following determinations:
   
   b. Achievements?
i. Teachers and parents have reported an increase in the use of feeling words in appropriate context. Students are using their classroom Safe Place with greater authenticity and less support.

c. Challenges?
   i. In classrooms where a student exhibits adverse behavior, the remaining students need additional instruction in the area of Social and Emotional Learning (SEL). While this has a positive effect on the classroom environment, significant time that is otherwise used for academic instruction is being allocated to SEL.

d. On track?
   i. Yes; students, families, and staff alike are utilizing Conscious Discipline
strategies with increased frequency and validity. A study of the book “Managing Emotional Mayhem” by Dr. Becky Bailey will be conducted by teachers and staff. Chapters will be read, analyzed and discussed to further extend understanding of how emotions impact SEL in classrooms on a daily basis.

e. Modifications?
   i. Teachers will participate in an additional review on the “Feelings Buddies Self-Regulation Curriculum” to learn how to extend activities and rehearse the specific lesson aspects to be sure the curriculum is implemented with authenticity. Additionally, to increase campus safety awareness, campus safety
procedures have been reviewed and updated. And, to ensure a cohesive understanding of the procedures, teachers and staff will debrief after drills to discuss areas for growth and improvements to be made going forward.

IV. New Business
   a. New Business was tabled to allow ample time for SIP Milestone review and discussion.
   b. Events/Calendar
      i. Black History Month – February 1st-29th
      ii. 100th Day of School – February 7th
      iii. Conscious Discipline Family Night – February 13th
      iv. Friendship Day Parade – February 14th
      v. Early Dismissal – February 14th
      vi. Coffee with Kristina/Title I Meeting – February 21st
      vii. Fire Prevention House – February 21st
      viii. West Area Instructional Rounds – February 26th
      ix. Go Texan Day – February 28th
   c. Next Meeting:
      i. March 12, 2020 at 1:30 p.m.

V. Concerns

VI. Adjourn Meeting
   a. Motion: Aguilar
   b. Second: Maldonado
c. Time: 2:48 p.m.