

EXECUTIVE SUMMARY

SCHOOL IMPROVEMENT PLAN: SCHOOL YEAR 2019-2020

Campus Name and #: School at St. George Place (353)

Principal: Sean McClish

Area Office: West

Note: Title I campuses should have the SIP's Executive Summary translated to the language(s) where there is at least 10% of any parent population represented who speak such language(s).

Executive Summary: The School at St. George Place is one of the most international and diverse school communities in the Houston Independent School District with students hailing from 41 different countries. In the spring of 2014, SGP became an authorized International Baccalaureate (IB) World School. Our IB program ensures that all students receive a high-quality education that encourages them to think globally and act locally. Our school population reflects a wide diversity of ethnic populations, with approximately 36% of our student body identified as Limited English Proficient (LEP). Ethnically, our school is comprised of about 15% Asian/Pacific Islanders, 15% Black, 40% Hispanic, and 25% White. Our economically disadvantaged population averages 45% of our student body and our current gifted and talent population usually makes up about 14% of our student body. The entire SGP community has high expectations for all students, and our teachers work to differentiate the curriculum and meet the needs of all students.

While our campus has numerous identified strengths, we also are looking at continuously refining and improving systems to better meet the needs of all students. One of our identified growth areas will be to better support learning outcomes for English as a Second Language Students (ESL) in the area Reading by increasing the percentage of students meeting grade level standards on STAAR by 9%. Another identified growth area is to differentiate instruction and push rigor for all students, increasing our mastery rates on the STAAR math assessment from 39% to 45%. Finally, we have identified Writing as an area in need of improvement and will look to increase the percentage of students meeting the grade level standard in writing by 10% on the end of year STAAR assessment.

Our Measurable objectives for increasing the percentage of ESL students meeting the grade level standard in the area of reading by 9%, include assessing the quality and fidelity of Literacy by 3 implementation in 100% of classrooms, the use of best instructional practice in the area of ESL, and improving the reading levels of 100% of our ESL students through targeted identification and support. Initiatives and strategies to be employed include communicating and implementing non-negotiables during Reading workshop, guided reading instruction in Kindergarten through fifth grade, modeling Reading workshop during PLC time and data analysis and support provided for ESL students.

Our measurable objectives for our goal of improving mastery rates on the STAAR math exam from 39% to 45% include ensuring consistency of instruction in 100% of Kindergarten through fifth grade classrooms, utilizing data to inform instructional decisions for acceleration and identify gaps for further intervention, and utilizing IXL and other resources in 100% of classroom. Strategies that will be used to accomplish these objectives include PLC time devoted to data analysis and reteaching strategies, providing consistent extension activities for students, IB steering committee sharing math best practices, and a math block consisting of problem solving, numeracy and small-group instruction.

Measurable objectives for meeting our Writing goals of increasing the percentage of students meeting the state standard from 67% to 80% include supporting all grade levels with standards based writing instruction, supporting school-wide implementation of writer's workshop in 100% of classrooms, and to develop teacher capacity around writing mini-lessons and writing conferences. To accomplish these objectives appraisers will provide coaching feedback to teachers of all grade levels during the associated writing block. Additionally, PLC time will be devoted to having master teachers providing professional development to teachers on writing mini-lessons and writing conferences. Our teachers will develop common assessments and in class writing prompts that align with state standards. Finally, teachers will be trained and provided resources on Lucy Calkin's Writer's Workshop Units of Study.

