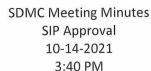


5302 Allendale Rd., Houston, TX. 77017 Office: (713) 943-5750 Fax: (713) 943-5755

Luis Saenz, Principal

Chandra Reed, Assistant Principal & Magnet Coordinator Cameron Nicklaus, Teacher Specialist Evelyn Quinones, Teacher Specialist

Roxanne Martinez-Jones, Counselor



Members Present: Saenz, Nicklaus, R. Gonzalez, Smoot, Jannise, Torres, Ortega, D. Rodriguez, Cervantes, Siddiqui, Jannise, Vicente, D. Amador, Flores, M. Rocha

Board goals:

ELAR- The percentage of 3rd grade students performing at students reading and writing at our grade level in reading and writing at or above grade level in reading as measured by the Meets Grade Level Standards on STAAR will include percentage points from 42% in spring 2019 to 50% in spring 2024.

Measurable Objectives:

Measurable Objectives 1

ELAR- The percent of 3rd grades students performing at or above grade level in reading as measured at the Meets Grade Level Standards on STAAR Reading will increase 2% percentage points, in the Spring of 2021 to 30% in the Spring of 2022.

Strategies:

Strategy 1: Implement effective reading best practice and comprehension strategies across all grade levels to instill across the campus.

Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, grades 3-5 will see increase in the percent of students that attain Approaches Level from 59% to 70%.

Staff Responsible for Monitoring: Administration, Reading Specialist, Classroom Teachers

Action Steps:

- 1. Targeted professional development on obtaining and tracking data (A4E, OnTrack, HUB).
- 2. Data reports/conferences with teachers and PLC's.
- 3. Provide Snapshot blueprints to teachers in advance. Review blueprints as part of our PLC sessions.
- 4. Train teachers on how to filter and populate data reports from OnTrack.
- 5. Accelerated learning plans and accelerated learning opportunities for students who are struggling
- 6. Individual data conferences with teachers
- 7. Obtain authentic literature, chapter books, read aloud, picture books, and a variety of nonfiction texts aligned to the units of inquiry

Strategy 2: Teachers will provide targeted interventions and monitor student progress weekly for Tier III and biweekly for Tier II.

Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, grades 3-5 will see increase in the percent of students that attain Approaches Level from 59% to 70%.

Staff Responsible for Monitoring: Administration, I cialiંકા, Classroom Teachers





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Action Steps:

- 1. Implement small group instruction blocks as part of our master schedule.
- 2. Provide training on delivering targeted and effective small group instruction practice during PLC.
- 3. Ongoing progress monitoring on REN 360
- 4. Walkthroughs, observations, and TADS feedback
- 5. Data analysis template

Measurable Objectives 2

100% of students in grades 1 and 2 will meet HFW assessment by the end of year 2022

Strategies:

Strategy 1: Teacher will implement multiple strategies to expose students to High Frequency words and regularly monitor their retention of the High Frequency words.

Strategy's Expected Result/Impact: 100% of students in grades 1 and 2 will meet the HFW assessment by the end of the year 2022

Staff Responsible for Monitoring: Administration, Reading Specialist, IAT, Classroom Teachers

Action Steps:

- 1. Teachers HFW using word walls, games, writing, manipulatives, and reading.
- 2. Include high-frequency words into Phonics instruction
- 3. Utilize sound-letter mapping strategy to teach the sight words.

Strategies:

Strategy 1: Teachers in kindergarten through 3 will implement lessons and instructional strategies from the Texas HB3 Reading Academy across all RLA instruction.

Strategy's Expected Result/Impact: 100% of students in grades kindergarten will read between K-Q as evidence in guided reading levels.

Staff Responsible for Monitoring: Administration, Reading Specialist, IAT Liaison, Classroom Teachers

Action Steps:

- 1. Teachers will be up to date with HB3 Reading Academy.
- 2. HB3 Texas Reading Academy strategies and lessons will be discussed during PLC sessions.
- 3. At-Bats demonstrations will be facilitated during PLC sessions
- 4. TADS walkthroughs and observations to ensure classroom implementation of HB3 Reading Academy strategies and lessons.





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Board Goal 2

Math: 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 45% in spring 2021 to 54% in spring 2024.

Goal 1

Math- The percentage of 3rd students performing at or above grade level in math as measured by the Meets grade level standard on Math STAAR will increase 10% percentage points, from 22% in the Spring of 2021 to 32% in the Spring 2022.

Strategic Priorities:

Expanding Educational Opportunities Transforming Academic Outreach Increasing Organizational Efficiency Cultivating Team HISD Talent

Strategies:

Strategy 1

Teachers utilize tier 1 teaching suggestions from HISD Math Planning Guide with fidelity.

Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, the campus STAAR math Approaches level will increase from 53% to 63%

Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers

Action Steps:

- 1. Targeted professional development on A4E, OnTrack, HUB resources
- 2. Data reports/conferences with teachers and PLCs
- 3. TADS Walkthroughs and observations
- 4. Analyze Snapshot blueprints in advance to ensure teachers review and keep pace with the blueprints.
- 5. Teachers will identify students who are not showing growth or are digressing and will target them for interventions during and after school.
- 6. Targeted professional development focused on research-based math instructional strategies and small group instruction.
- 7. Accelerated learning plans and accelerated learning opportunities for students that are struggling
- 8. Conduct frequent coaching, observation, and walkthroughs to ensure effective first instruction
- 9. Utilize math manipulatives.
- 10. Monitor interventions and small group instruction as part of our master schedule.

Measurable Objectives:

Measurable Objective 1

Overall campus STAAR Math Approaches achievement level will increase from 53% to 63%; Meets level will increase from 26% to 36% and master level will increase from 13% to 23%





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Board Goal 3

SCHOOL PROGRESS The percentage of graduates the meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates in 2024.

GOAL 1:

SCHOOL PROGRESS- 100% of our students in grades PK-5TH grade will be engaged in the International Baccalaureate Primary Years Program as evidence in students work products and formative assessments in student's portfolios.

Strategic Priorities:

Expanding Educational Opportunities
Ensuring Students Health, Safety and Well Being
Transforming Academic Outreach

Strategies:

Strategy 1:

Teachers will implement small-group intervention with fidelity.

Strategy's Expected Result/Impact: At least 80% of students will grow at least 5 percentile points as reflected on the Universal Screener.

Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers

Action Steps:

- 1. Implement targeted math small group instruction as part of our master schedule.
- 2. Accelerated learning plans and accelerated learning opportunities for students that are struggling.
- 3. TADS observations and walkthroughs.
- 4. Implement Measuring Up, Fast Focus/Countdown to STAAR Master, and Step Up to TEKS to target standards as part of tier 1/2/3 instruction.
- 5. Analyze Snapshot blueprints to teachers in advance to ensure they keep pace with blueprints.

Measurable Objective 1: 75% of teachers will implement the IB units of inquiry across RLA, science and social studies.

Evaluation Data Sources: IB planners, student portfolios, IB formative assessments and summative assessments, PYP exhibition self-assessment reflections

Strategy 1:

Teachers will ensure students are completing all modules of Imagine Math.

Strategy's Expected Result/Impact: 80% of students will grow at least 5 percentile points as reflected on the Universal Screener.

Staff Responsible for Monitoring: Administration, Math Specialist, Classroom Teachers





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Action Steps:

- 1. Utilize ancillary time in the computer lab for students to work on math modules in Imagine Math.
- 2. Accelerated learning plans and accelerated learning opportunities for students that are struggling.
- 3. TADS observations and walkthroughs.
- 4. Implement Measuring Up, Fast Focus/Countdown to STAAR Master, STAAR Master, and Step Up to TEKS to target standards as part of tier 1/2/3 instruction.
- 5. Analyze Snapshot blueprints to teachers in advance to ensure they keep pace with blueprints.
- 6. Use of math workstations as teachers facilitate small group instruction.

Measurable Objective 2: By the end of the 2021-2022 school year, special education students, African American students, and English Learners will attain Approaches level or higher on at least one STAAR subtest. Our will increase our campus identified GT students from 5% to 10%

Strategy

Strategy 1:

100% of teachers will implement sheltered instruction strategies and dual language components across the disciplines.

Evaluation Data Sources:

2021 STAAR assessment data, formal and informal assessment results, OnTrack data reports, TELPAS results, STAAR DATA, CogAT Assessment data results, IOWA/Logramos data results, EOY assessment data, REN360, High Frequency Word Evaluation results, Imagine Math and Language usage data.

Measurable Objective 3:

100% of Tier 2 & 3 students will receive tiered support in math instruction and demonstrate math progress by the end of the year as advanced in REN360, Mock STAAR results, Imagine Math, and District assessments.

Evaluation Data Sources:

Student's portfolios, parent attendance sheets, student portfolios and exhibition presentations.

Board Goal 4

CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

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Mr. Saenz asked who approved or denied the SIP.

Ms. Siddiqui-approved

Mr. Smoot-approved

Ms. Rodriguez- approved

Ms. Vicente- approved

Ms. Ortega- approved

Ms. Amador, D.- approved

Ms. Cervantes- approved

Ms. Torres-approved

Ms. Rocha- approved

Minutes stand approved and meeting adjourned