

CAMPUS IMPROVEMENT PLAN (CIP) MEETING MINUTES FORM

CAMPUS NAME: Sutton Elementary School

MEETING LOCATION: Library

DATE AND TIME: September 30, 2026

PERSON RECORDING MINUTES: Rosa Hughes

MINUTES:

Welcome and Introductions

Dr. Akala welcomed new and returning SDMC members and introduced parent representatives Ms. Lucia Briseño and Ms. Nelida Cruz. Community and business representatives in attendance included Ms. Marci Pampe, Mr. Tony Tuckwiler, and Ms. Karen McCarver, along with Sutton Elementary staff members. Dr. Akala appointed Ms. Caitlin Pfaffenbach as the Special Education Teacher Representative for the committee. She also recognized Sutton's Teachers of the Year, including Ms. Sandra Solis, Ms. Christie Burns, and Ms. Syed Alishah. Sutton staff in the SDMC committee are Dr. Beatrice Akala, Rosa Hughes, Caitlin Pfaffenbach, Leticia Sprague, Syed Alishah, Christie Burns, Sandra Solis, Patricia Pinedo, Olivia Anunobi, Tara Gordon, Adetola Akintunde, Melissa Ortega, and Laura Adame.

SDMC Meeting Dates

Dr. Akala shared the scheduled SDMC meeting dates for the 2026-2027 school year: September 30, 2026; January 27, 2027; March 31, 2027; and May 26, 2027. She noted that additional meetings may be scheduled if needed throughout the school year.

School Accountability Overview

Dr. Akala reviewed the Texas Accountability System and explained that schools are evaluated in three domains: Student Achievement, School Progress, and Closing the Gaps. Schools are compared to campuses with similar demographics and levels of economic disadvantage. She explained that Student Achievement is based primarily on STAAR performance in grades 3-5, School Progress measures student growth, and Closing the Gaps examines student performance among various student groups, including STAAR and TELPAS outcomes.

Sutton Elementary earned an overall accountability score of 83, resulting in a B rating. The campus earned a score of 76 (C) in Student Achievement, 85 (B) in School Progress, and 77 (C) in Closing the Gaps. Dr. Akala shared that Sutton has maintained a B rating for the past three years and is not currently identified as a Focus Campus. Although student achievement increased, student growth declined, indicating a continued need to improve overall academic performance. She also reminded members that Sutton is a Title I campus, with approximately 96.5% of students identified as economically disadvantaged. The campus continues to align instruction with the district curriculum and initiatives.

State Distinctions

Dr. Akala shared that Sutton Elementary earned distinction designations in Reading/Language Arts and Postsecondary Readiness. Historically, the campus has also earned distinctions in Mathematics. She explained that distinctions are awarded based on student performance, including the percentage of students achieving the Masters Grade Level standard. The campus continues to perform well when compared to schools serving similar populations of Emergent Bilingual students. Staff will continue analyzing data and implementing strategies that support movement from a B rating to an A rating.

Domain I: Student Achievement

Dr. Akala reviewed Student Achievement data and shared that 72% of students met the STAAR passing standard, 48% achieved the Meets Grade Level standard, and 20% achieved the Masters Grade Level standard. Strong performance was noted in fourth grade, particularly in the Meets category.

Domain II: School Progress

Dr. Akala explained that students earn accountability points based on academic growth. Of the students tested, 121 earned zero growth points, 52 students earned one-half point, and 286 students earned one full growth point. She discussed the campus's acceleration efforts, noting that students who do not pass STAAR are provided accelerated instruction. During the previous school year, 109 students participated in accelerated instruction, and 38 subsequently passed the assessment. The campus plans to revisit acceleration practices and identify additional supports for students who continue to struggle after intervention.

Domain III: Closing the Gaps

Dr. Akala explained that this domain measures Academic Achievement, Academic Growth, English Language Proficiency (ELP), and Student Success indicators. The state's TELPAS growth target was 40%, while Sutton achieved 34%, resulting in the campus not meeting the state target. Concern was expressed regarding the current fifth-grade class, which demonstrated limited TELPAS growth during the previous school year.

Dr. Akala also shared changes to state accountability calculations. For the current year, Hispanic student group was removed from accountability calculations. The White, Asian, EBs, and All students were focus groups.

Next year the Hispanic and White groups will be used. The campus remains responsible for ensuring all student groups demonstrate academic growth.

Four Key Actions

Dr. Akala reviewed the four key actions identified in the Campus Action Plan. The first action focuses on improving staff capacity to provide high-quality instruction. She shared that several teachers are currently working toward certification and that Sutton now serves approximately 159 students receiving special education services across six Special Education Success classrooms. Ms. Pfaffenbach provided additional information regarding the expansion of the Special Education Success Program and discussed the adjustments required to support incoming students and implement curriculum resources effectively.

The second key action focuses on building leadership density by strengthening the capacity of principals, assistant principals, teacher leaders, and campus leadership teams. The third action emphasizes improving instructional quality and language proficiency for Emergent Bilingual students. The fourth action focuses on improving instruction, compliance, and student achievement for students receiving special education services.

Six Indicators of Success

Dr. Akala reviewed the six Indicators of Success that will be used to monitor progress throughout the school year. Targets include increasing NWEA Mathematics growth percentiles for students in grades 3-5, improving IRT results, strengthening leadership coaching practices, increasing teacher proficiency ratings on Spot Observations, improving reading growth for Emergent Bilingual students, and increasing proficiency ratings for Special Education teachers. Progress toward these goals will be monitored throughout the school year at designated checkpoints.

IRT Data

Dr. Akala reviewed IRT data and shared that the HISD average during the previous school year was 12.24, while the district average on September 8, 2026, was 12.84. Sutton Elementary achieved an average score of 13.60 in IRT 1 during 2025 and increased slightly to 13.69 in IRT 1 during 2026. Additionally, 75% of teachers earned a Proficient 1 rating or higher. Four out eight teachers scored exemplary. It was noted that one low score (5/18) impacted the campus's overall average.

DIBELS Data

Dr. Akala reviewed DIBELS beginning-of-year literacy data for students in Kindergarten through second grade. She explained that DIBELS measures whether students are reading on grade level and helps identify foundational reading needs. In Kindergarten, only 12% of students were reading at or above grade level, with Letter Naming identified as the weakest skill area. In first grade, 21% of students were reading at or above grade level, with Letter Sounds and Decoding identified as areas of concern. In second grade, 59% of students were reading at or above grade level, and Basic Comprehension was identified as the weakest area. The Lectura assessment indicated that students generally performed stronger in Spanish literacy than in English literacy.

NWEA MAP Data

Dr. Akala shared NWEA MAP achievement data for the campus. Mathematics achievement was at the 53rd percentile overall, which exceeded the national midpoint benchmark. Fourth and fifth grades demonstrated particularly strong performance. Reading achievement was at the 36th percentile; however, beginning-of-year scores were higher than the previous year's baseline data. Science achievement was reported at the 45th percentile.

Committee Discussion

During discussion, teachers shared that staff members are working diligently to monitor student progress and analyze achievement data. Teachers also noted improvements in student punctuality and fewer students arriving late to school. Parents are required to sign students in when students arrive after the school day has begun.

Ms. Tara Gordon raised concerns regarding the number of special education referrals and resource students within third grade. Ms. Leticia Sprague shared that many third-grade students are significantly below grade level in reading, with several students either recently identified or currently being evaluated for special education services. Both educators emphasized the need for additional interventions and supports for struggling readers.

Mr. Tony Tuckwiler asked whether Kids Hope mentors could provide additional support for students. Ms. Gordon suggested that mentors could help if they focused specifically on foundational literacy and targeted skill development. Dr. Akala reminded teachers of the importance of utilizing acceleration periods strategically and shared that only eight students are currently participating in the Kids Hope mentoring program. She encouraged teachers to submit additional student referrals and reminded staff members that referral information had previously been shared via email.

Parent Suggestions/Responses

Question: Why was the Hispanic student group removed from accountability calculations?

Response: Dr. Akala explained that the state periodically adjusts accountability groups and focuses attention on student groups that are not meeting performance expectations. The state selected other student groups for accountability calculations this year.

NAME OF INTERPRETER (IF PRESENT): *Rosa Hughes*

SIGNATURE OF PRESENTER: *Beatrice Akala*

DATE: 09/30/26