



Accelerated Intermediate Academy

"Challenging Minds and Building Character"

P.O. Box 20589; Houston, Texas 77225-0589
Telephone: (713) 283-6298 Fax: (713) 283-6190
School Hours: Mon.-Thurs. – 8:00 a.m. to 5:00 p.m.
Friday Only: 8:00 a.m. to 2:00 p.m.

Board Meeting Minutes

Tuesday, May 5, 2026

Meeting started at 2:34 pm approx.

Financial Report:

See Finance Reports in Board Packet

Motion to Accept February Board Meeting Minutes

Motion / Mr. James Broadnax
2nd / Mr. Derek Gilmore

PEIMS Report Overview:

***AIAH**

Enrollment – 161 students as April 24, 2026

Attendance – 96.77 %

At Risk – 99 %

Economically Disadvantage – 99 %

Special Education – 8.07 % students

LEP – 42.85 %

***AIAL:**

Enrollment – 0 students as of April 24, 2026

Attendance – 0.0 %

At Risk – 0.0 %

Economically Disadvantage – 0.0%

Special Education – 0.0%

LEP – 0%

***Overall District Totals**

Enrollment – 161 students as April 18, 2026

Attendance – 96.77 %

At Risk – 99 %

Economically Disadvantage – 99 %

Special Education – 8.07 % students

LEP – 42.85 %

PEIMS Software Vendor

JR3 by WebSmart will remain the software vendor for the 2025-2026 School Year. Ashley Westerfeld will be the primary person of contact to provide PEIMS service and support related to JR3 software for all campuses.

SPED Report Overview:

See Detailed Report submitted by SPED Consultant in Board Packets

Principal's Report:

Academic Progress and Instructional Focus

Since January 2026, the campus has remained heavily focused on state-tested areas, intervention systems, and strategic instructional supports designed to increase the percentage of students performing at **Approaches Grade Level and above**, with emphasis on reaching or exceeding the campus protection target of **82% or higher** where possible.

Major areas of focus have included:

- Protecting overall campus academic performance through targeted STAAR preparation
- Increased intervention planning for **3rd grade reading and math**
- Expanded science support for **5th and 8th grades**
- Continued use of **Sylvan Learning** during the instructional day
- Strategic use of teacher talent across grade bands
- Additional small-group and push-in support through **Coding with a Twist**
- Benchmark and interim assessment analysis to guide reteach cycles
- Use of enrichment, motivation, and school culture efforts to support student stamina and test confidence

STAAR and Testing Readiness

This spring, the campus prioritized a strong testing culture through:

- Grade-specific STAAR preparation plans
- Parent communication regarding sleep, attendance, breakfast, and encouragement
- Campus pep-rally style motivation and peer encouragement activities
- Video encouragement campaigns from younger students to older tested grades
- Structured intervention blocks for students needing additional support
- Staff coordination around testing accommodations, TELPAS, STAAR Alternate, and reporting windows

Special recognition is due to staff members who carried high-leverage testing and intervention responsibilities, including support in **TELPAS, STAAR small-group coordination, testing logistics, and targeted academic intervention.**

Targeted Third Grade Support

Since January, third grade has remained a high-priority focus area. Support actions have included:

- Intensive planning for additional reading and writing intervention
- Use of push-in and pull-out support structures
- Targeted teacher coaching and instructional reinforcement
- Strategic support from intervention staff and consultants
- Family communication designed to increase support at home
- Testing encouragement efforts to support first-time STAAR testers emotionally and academically

The campus has remained intentional about providing both academic and motivational support for this grade level.

Science Support for 5th and 8th Grades

Science instruction remained a focused area throughout the spring semester. Since January, the campus has supported:

- Continued lab-based instruction
- TEKS-aligned review and STAAR skill practice
- Additional planning time and instructional emphasis for tested science content
- Collaboration to strengthen both **5th grade** and **8th grade** science readiness

Sylvan Learning Partnership

The partnership with **Sylvan Learning** has continued to serve as a key academic support structure for AIA students. Students in tested and priority grade levels have continued receiving support in **reading, math, and science** through structured small-group instruction aligned to student need and campus performance goals.

- **Benefits to Students**

- Targeted support based on data
- Increased practice in tested standards
- Small-group structure that supports confidence and engagement
- Reinforcement of foundational skills during the school day

- **Benefits to Teachers**

- Additional support aligned to TEKS priorities
- Shared reinforcement of campus academic goals
- Intervention layer that helps address skill gaps

- **Benefits to Families**

- Academic support provided during the school day
- Clear school-home connection tied to student progress
- Stronger confidence in campus supports for student success

Sylvan continues to be a valuable component of our academic support model.

Attendance and Student Engagement

Student attendance has remained a strength and continues to support both academic progress and funding stability. The campus has continued reinforcing daily attendance through:

- Ongoing family communication
- Positive attendance culture
- Student recognition and incentives
- Engagement through special events, clubs, and themed school experiences

The campus continues to work toward maintaining attendance at or above district expectations and understands that strong attendance remains directly connected to both academic success and program effectiveness.

Special Education, Compliance, and Student Services

The campus has continued working to ensure special program compliance, documentation quality, and student support systems remain strong. Key work since January has included:

- Continued collaboration with special education support staff and consultants
- Ongoing monitoring of evaluation timelines and documentation

- ARD preparation and follow-up
- Progress monitoring support
- PEIMS alignment support for special program data
- STAAR Alternate and accommodation-related compliance tasks
- Continued support for 504 processes and documentation

The campus remains focused on maintaining compliant, timely, and student-centered special program practices.

Staff Development and Staffing Updates

Since January, campus staff have continued participating in ongoing planning, compliance, and instructional alignment activities. Areas of focus have included:

- Testing preparation and procedures
- Safety readiness
- Academic intervention alignment
- End-of-year accountability focus
- Planning for student support and enrichment programming

The campus remains fully committed to maintaining current safety and compliance expectations and supporting staff in high-priority areas.

Executive Director's Items:

TEA Letters

Public Comment:

None

Motion to Adjourn Board Meeting at 7:41 pm approx.

Motion / Mr. James Broadnax
2nd / Mr. Derek Gilmore

***Board Resolutions:**

1. TEKS Textbooks Certification