Houston Independent School District

281 Sanchez Elementary School

2023-2024 Improvement Plan

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

This school year, our campus is implementing the use of high quality instructional materials that are rigorous and aligned to the TEKS. Teachers are using the Amplify and Eureka curriculum that are aligned to district planning calendars. For daily checkpoints, teachers are taking Demonstration of Learning (DOL) data to drive their instruction. At the end of each unit or module, teachers assess for mastery using the assessments provided by the district.

Sanchez ES has a large population of EB's (57%). Teachers will have to focus on leveraging effective classroom routines and instructional strategies, such as Multiple Response Strategies, around student discourse that yield student higher order thinking skills while connecting to students' prior knowledge, experiences and future learning expectations. At the same time, having effective systems to support students emotionally and academically will ensure academic growth.

Data is tracked at multiple levels. Teachers track daily performance on the DOL and provide interventions based on that data. Teachers also track different data points using the digital tracker on Google Sheets. As a campus, data is tracked using the comprehensive tracker for district and state assessments. There is also a tracker specifically used to track the progress towards our Domain I goals.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

During the 22-23 SY, there were no areas where students excelled. Student achievement suffered due to inconsistencies in instructional expectations.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Based on our 2022-2023 STAAR Reading results, we have 66% of 3rd-5th grade students performing at Approaches with 28% of which are performing at the Meets or higher. Our Domain I has dropped a D rating. ROOT CAUSE: Inconsistencies of instructional supports during daily instruction. **Root Cause:** Student performance suffered during the 22-23 SY due to lack of follow through from teachers and instructional coaches. Student achievement suffered due to inconsistencies in instructional expectations.

Problem of Practice 2: Based on our 2022-2023 data, when we look at the performance as a school in TELPAS Reading, there is an average decrease of 15% from 1st to 2nd of our Emergent Bilingual students performing at the Beginning and Intermediate level. We had 33 long term EB students in 4th and 5th grade (22-23 SY) that have been in U.S school for over 4 years that are performing at Intermediate or Beginning in TELPAS **Root Cause:** Student performance suffered during the 22-23 SY due to lack of follow through from teachers and instructional coaches. Student achievement suffered due to inconsistencies in instructional expectations.

Problem of Practice 3: Based on our STAAR 2022-2023 data, when looking at our SPED students performing at the Meets or above on STAAR we had 0% in Reading, 5% in Math in meets or higher. Root Cause: Not measuring the progress of IEP goals, teachers not implementing accommodation consistently. **Root Cause:** Student performance suffered during the 22-23 SY due to lack of follow through from teachers and instructional coaches. Student achievement suffered due to inconsistencies in instructional expectations.

School Culture and Climate

School Culture and Climate Summary

Sanchez Elementary School received the Family and Community Engagement Platinum award for the 2022-2023 school year. Surveys are completed by parents and teachers rate the school's climate--family friendly, the upkeep of the building, the behaviors of school personnel towards parents and community members and the school climate. However, over the summer, we lost our Wraparound Specialist who had built strong ties with the community and provided non-academic support and resources.

In the 2022-2023 school year our attendance rate was 94.65%, discipline referrals reported on PEIMS was less than 5%. The teachers and staff maintain discipline by establishing positive, respectful and engaging learning environments. The disciplinary culture is supported by the different programs and practices implemented on the campus. Our campus also participates in the Early Acts, First Knights program which focuses on reinforcing character traits.

Our campus culture of the school has been affected by the changes in curriculum in Reading and Math. Teachers are feeling the pressure of having to internalize the new curriculum and developing the lesson presentations. The time it is taking teachers to develop the lesson presentations is overwhelming them. However, overall teachers are staying positive and are content with the new systems implemented by the new administration team.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- Teachers provide positive, inviting, and engaging learning environments.
- Teachers develop and implement classroom discipline plans which include rules, rewards & consequences.
- Counselor/SEL lead lessons and individual student support.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Our attendance rate is currently at 95%, many students are missing school and missing assignments. ROOT CAUSE: Lack of non-academic resources and support due to no Wraparound Specialist.   **Root Cause:** Special Education: This year at Sanchez ES, we will create a culture of collaboration among the SPED department and teachers to strengthen the Special ED instructional program and build teacher capacity. This collaborative effort will impact student achievement in the mastery of grade level objectives, and in summative and formative assessments.

Problem of Practice 2: Teachers are trying their best not to feel burned out and overwhelmed. Root Cause: The time required to unpack the new curriculum and instructional practices   **Root Cause:** Emergent Bilinguals: Sanchez ES is committed to providing Emergent Bilingual students high-quality ESL instruction to help our students meet one-year progress in language acquisition. We will use Sheltered Instruction Practices and differentiated instruction based on student proficiency levels to accommodate individual student needs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

T TESS data shows that 46% of the teachers are rated Developing in 2.3 Communication. One out of five classrooms included the teacher asking students to explain their thinking, engage in discourse, or use protocols for students to engage in structured productive struggle. Teacher talk was heavy across observed classrooms.

As a campus we are committed to build teacher capacity through PLC, campus and district based PD, modeling, coaching and feedback. This school year, we have 3 new teachers from which 2 have 0 teaching experience. Admin calibration walks are conducted to identify ineffective practices to be addressed via professional development either during PLC or campus PD dates. During PD sessions clear and concise action steps are outlined. Implementation and follow up of PD is provided by appraisers directly to the teachers as well. For the 23-24 school year Sanchez ES will be focusing in domain 2.1 Achieving Expectations and 2.3 Communication as well as alignment and rigor for LO and DOL.

Staff Quality, Recruitment, and Retention Strengths

> The following strengths were identified based on a review of the 2022-2023 data:
> - 93% retention rate.
> - The Professional Development plan is drafted based on previous years data; however, is revised in accordance to admin biweekly calibration walks to tailors grade level needs.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: For the 23-24 school year, Sanchez has a total of 3 new instructional staff members ranging from 0-1 of instructional experience either brand new or in a different content area. **Root Cause:** There was high turnover due change in campus leadership, higher pay opportunities, and family business. Also, several veteran and highly effective teachers left during the previous administration tenure.

Parent and Community Engagement

Parent and Community Engagement Summary

We provide a variety of activities that support student learning. Some of the activities include Literacy, Math, and Science Family nights, FACE (Family And Community Engagement) parent workshops. In addition, the school principal hosts a monthly Coffee with the Principal in which she shares information about academic requirements and how parents can support their scholars.

At this time, we have had low parent participation from all grade levels participating in school activities. The majority of the parents who are able to attend are non-working parents (stay at home moms). One of the most significant barriers is that working parents most often are unable to attend many activities due to their work schedules. Another barrier is that some parents have more than one job.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

- We have implemented many different ways to communicate school activities and events. We use Class Dojo, monthly calendar, letters/flyers, marquee, and Facebook to publicize upcoming events.
- The Harrisburg Rotary Club continues to sponsor our Early Act, First Knights character education program.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Parent academic involvement has decreased, impacting parent-teacher-school communication and support. **Root Cause:** Root Cause: COVID distancing protocols created a culture of isolation between parents and the campus. In the last couple of years due to the pandemic restrictions, parents have the perception that they do not have the same access to the school and the getting them back has slowly progressed.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Key Actions

Key Action 1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim/formative assessments.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Teacher Capacity

Indicator 1: By November 2023, 70% of K-5 core content teachers will deliver an aligned lesson cycle including do-now's, demonstration of learning, and utilization of formative assessment data to drive instruction. Daily lesson plans are aligned to the scope and sequence, the daily objective is aligned to the standard(s), and all lesson activities are aligned to the formative assessment in rigor and scope. For the teachers not yet proficient, appraisers and content specialists will provide one-on-one coaching using formal and informal walkthrough feedback and modeling with next action steps and follow up.

Indicator 2: By the end of February 2024, 85% of core content teachers will deliver a complete lesson cycle including do-now's, demonstration of learning and utilization of formative assessment data to drive instruction based on documented observations, walk throughs, lesson plans, and feedback. Reading and Math teachers will use DOL data to provide small group intervention to Tier III students (LSAE materials).

Specific Action 1 Details		Reviews		
Specific Action 1: Teacher Coaching		**Formative**		**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**

Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups. Provide core teachers with a framework for classroom instruction, including instructional materials that contain high leverage practices. School leaders will observe and give feedback to teachers weekly on lesson cycle, alignment, student engagement, and academic interventions using formal and informal walkthrough feedback.

Staff Actions

Teachers and Teacher Assistants will attend professional development training during BOY focused on the effective use of high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups. They will also become familiar with the observation and feedback forms and the corresponding rating system. Teachers will internalize lesson plans aligned to the TEKS focusing on individual students' intervention needs to provide students with small group instruction. In addition, hourly academic tutors will provide student pull outs aimed to reduce classroom size during class periods in order for teachers to better address student specific needs during intervention time.

0% No Progress   100% Accomplished   Continue/Modify   ✕ Discontinue

Key Action 1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim/formative assessments.

Indicator of Success 2: Student Achievement

Indicator 1: By the Spring 2024, the 5th grade cohort will increase by 20% in Meets performance level as measured by the STAAR Reading test.

Indicator 2: By Spring 2024, the 5th grade cohort will increase by 10% in Meets performance level as measured by the STAAR Math test.

Indicator 3: By Spring 2024, the percent of students at the Meets level will be at 40% for both Reading and Math.

Specific Action 1 Details		Reviews			
Specific Action 1: Data Driven Instruction		**Formative**			**Summative**
School Leaders' Actions		**Feb**	**Mar**	**Apr**	**June**
School leaders will provide structured weekly PLC's focused on instruction for high leverage TEKS using formative assessments, released STAAR questions, and STAAR frequency distribution tables. The PLC format will be adjusted to meet by both, department and grade level, to better support the specific grade level/teacher needs. At-bats strategies will be used to support best practices for low performing TEKS. Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their academic level. **Staff Actions** Teachers will participate in weekly PLC's and will receive guidance on instruction for high leverage TEKS using formative assessments, released STAAR questions, and STAAR frequency distribution tables. Teachers will create specific re-teaching pacing calendar based on formative assessments. Pacing calendars will be focused on high leverage TEKS .					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

**Key Action 2:** Improve Special Populations students' academic achievement.

    Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Special Education Students Achievement

    Indicator 1: 70% of all Special education students will show growth between the NWEA MAP assessments.

    Indicator 2: 80% of Special education will show 2% growth as shown on their Progress Monitoring per 6 reporting cycle for a total of 10% or higher by May.

Specific Action 1 Details			Reviews			
Specific Action 1: Implement special education instructional expectations			**Formative**			**Summative**
School Leaders' Actions			**Feb**	**Mar**	**Apr**	**June**
Monitor implementation and effectiveness of IEPs by classroom and SPED teachers. Provide teachers with ongoing support and feedback on IEP implementation. Engage the SPED Team in professional development planning for success sessions that will enhance their instructional practices. Refine unpacking of the TEKS to fit the LO (Learning Objective) and DOL(Demonstration of Learning) model aligned to the student IEPs. Followed by ongoing monitoring and coaching of implementation. **Staff Actions** Document student's accommodations received on assignments on the PowerSchool and students' assignments which will be kept on a portfolio. Use student data collected from the Demonstration of Learning (DOL) tracker and formative assessment to make instructional decisions. Collaboration between classroom teachers and SPED department to ensure the effective implementation of IEPs.						
0% No Progress	100% Accomplished	Continue/Modify		Discontinue		

Key Action 2: Improve Special Populations students' academic achievement.

Indicator of Success 2: Emergent Bilinguals Student Achievement

Indicator 1: 85% of our Emergent Bilingual students will show a 15% increase in their proficiency on the NWEA assessment from MOY to EOY.

Indicator 2: The percentage of Emergent Bilingual students performing the Meets Grade Level Standard on the STAAR 3-5 Reading will increase by 10% from STAAR 2023 to STAAR 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Supporting instruction for ESL and bilingual teachers.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Streamline our ESL block across the school and identify specific components to infuse during instructional delivery. Monitor the implementation of the ESL block and provide teachers with ongoing feedback and coaching. Utilize Summit K-12 and ELD (English Language Development) district data to schedule continuous professional development. Facilitate data-driven PLC to analyze Summit K-12 and ELD data to identify campus needs. **Staff Actions** Internalize proficiency levels of all Emergent Bilingual Students in their classroom to tailor instruction in each domain. Provide time allotment during their ESL/ Literacy block for Summit K12 platform of at least 45 minutes once a week. Identify appropriate linguistic accommodations and sheltered instruction strategies for differentiating instruction.				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Key Action 3: Build teacher capacity through observation and feedback cycles.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: T-TESS ratings and SPOT Observation ratings

Indicator 1: By December 2023, 80% of teachers teaching core subjects will have improved their observation and feedback data (formal and informal walkthroughs) by 10 percentage points. In addition, by May 2024, 90% of teachers teaching core subjects will have improved their observation and feedback data by 20 percentage points.

Indicator 2: By May 2024 70% of core content teachers will be rated Proficient 1 or higher measured by observation feedback data (T-TESS).

Indicator 3: By May 2024, 90% of teachers teaching core subjects will have improved their observation and feedback data by 20% points. Also, 80% of core content teachers will be rated proficient or higher measured by observation feedback data (T-TESS).

Specific Action 1 Details	Reviews			
Specific Action 1: Implementing coaching and feedback cycles.	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
School leaders will use calibration walks, coaching, and formal and informal walkthroughs to check for progress and adjust support as needed. Create a Google coaching tracker that measures how often each teacher is observed and an action step for each observation based on the district QI characteristics. The form should also indicate the proficiency level of the teacher regarding the action step. At the end of each grading cycle, the ILT will meet and discuss teacher's ratings and assess teacher growth based on mastery of teacher action steps. We will meet with teachers who have not demonstrated growth and begin an alternative intervention plan. ILT will implement on-the-spot coaching for ALL teachers. Create a calendar of implementation of high-leverage instructional strategies. Two strategies will be introduced every 3 weeks via PLC's and monitored by ILT in the spot observation tracker. Establish a system of non-verbal signals for high-leverage strategies and train teachers on it. **Staff Actions** Teachers will attend professional development plans for pre-service weeks (August 14-25). covering the following high leverage instructional characteristics: Lesson Objective & DOL; Purposeful Instruction & MRS, Engagement, Differentiation; Classroom Management, and Coaching on the spot. Tier 1 teachers will continue to use reinforcement feedback to impact instruction. Tier 2 and Tier 3 teachers will implement feedback within the time given in the form.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Key Action 4: Improve parent engagement.

Indicator of Success 1: We will host a monthly Coffee with the Principal meetings , 2 Title 1 meetings per semester, and SDMC meetings once per quarter

    Indicator 1: Seventy percent of parents will become more involved in the decision making process.

    Indicator 2: All Parents will be have prior notice of campus events such as Literacy Night and Math Night

Specific Action 1 Details	Reviews			
Specific Action 1: Parent communication	**Formative**			**Summative**
School Leaders' Actions	**Feb**	**Mar**	**Apr**	**June**
Plan and host coffee with the principal meetings. Collaborate with the family and community department to provide parent workshops. Purchase refreshments for meetings. **Staff Actions** Make parents/families aware of Coffee with the Principal by posting on their Class Stories through Class Dojo. Sending home flyers in a timely manner.				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for 281 Sanchez Elementary School

Total SCE Funds: $82,055.00
Total FTEs Funded by SCE: 1.2
Brief Description of SCE Services and/or Programs

Funds will be utilized to fund positions and to provide targeted interventions in after-school tutorials to students that are not achieving at the met standard level specifically TIER III students.

Personnel for 281 Sanchez Elementary School

Name	Position	FTE
Alfaro, Cynthia Elizabeth	Tchr, Bilingual	0.5
MARTINEZ, CARLOS	Tchr, Class-Size Bilingual	0.65
SAENZ, YASMIN I	Tchr, Bilingual	0.05

Title I Personnel

Name	Position	Program	FTE
ALVARADO, LEAH C	Tchr, Class-Size Bilingual	ELA	1
GONZALES, MISTY MARIE	Parent Engagement Rep,10M-Ttl1	Parent Involvement	1
Sonja Terharkel	Tchr, Intervention(Genrl)-Ttle1 (ESSER)	ELA	1