

Houston Independent School District

School Improvement Plan

2020-2021



Campus Name: Sanchez ES

Campus 281

Principal Ricardo Mena

School Support Officer Berzayda Ochoa

Area Superintendent Name: Geovanny Ponce

Area School Office: East

Mission Statement

The Mission of Sanchez Elementary is to ensure that all students receive a rigorous, relevant and individualized education that will prepare them to compare and succeed in the 21st century.

School Profile

George I. Sanchez Elementary School is in the southeastern section of Houston's historic neighborhood Pecan Park. The school has a school-wide Title I Program, which serves approximately 479 students in grades pre-kindergarten through fifth grade. The student body's ethnic background is 96% Hispanic, 2.6% African American, and 1.4% Other. Free and reduced lunch is provided to 100% of our students and 77.1% have been identified at-risk. The school has various programs to serve our students of which 9% are in special education, 45.4% are in bilingual education, and 6% are gifted and talented. Additionally,

Shared Decision Making

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state Improvement Required sanctions or federal sanctions as a Focus or Priority campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

Membership Composition of the SDMC

Number of Classroom Teachers	4	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	2	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

Name of SDMC Member	Position (add date term expires)
Summer Robinson/Christian Ortiz	Classroom Teacher, 8/22/2021
Cynthia Lopez/ Maria Rivas	Classroom Teacher, 8/22/2022
Maria Sepulveda/Alejandro Martinez	School-Based Staff Member, 8/22/2022
Ron Acuna	Business Partner, 8/22/2022
Carolina Turrubiates	Community Member, 8/22/2022
Maricruz Arredondo/Cindy Hernandez	Parents, 8/22/2022
Ricardo Mena	Principal

This information is from 2019-2020 SY. It may change if the Board adopts new goals

Mission

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Goal 1

The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

Goal 2

The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

Goal 4

The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

Strategic Priorities

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Transforming Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

School waivers from Board Policy/Guidelines

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2020-2021.

Yes/No Dropdown

If you checked "Yes", the Waiver section below must be completed.

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL)

The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before.

No

Rationale for Waiver	Description:
Metrics of Success	Description:

CUSTOM WAIVERS – Complete for any custom waivers that were approved.

Title of Custom Waiver:
Description:

Yes/No Dropdown

Rationale for Waiver	Description:
Metrics of Success	Description:

Title of Custom Waiver:
Description:

Yes

Rationale for Waiver	Description:
Metrics of Success	Description:

[illegible]

Domain Score Reflection

This section contains guiding questions to help the campus develop accountability goals for the year.

Domain 1 Reflection

Domain 1 Scale Score		91
Distance from 70		21
Domain 1 Goal Scale Score		96

Consider the following questions to determine the goal for this Domain:

What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal?

Level	2019 Values	New Value
Approaches	89	94
Meets	79	84
Masters	10	15

What changes to CCMR and/or graduation rate will you need to see to achieve your goal?

Component	2019 Values	New Value
CCMR Raw Score		
Graduation Rate Raw Score		

Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?

The key takeaways are that we need to increase by 5% on all of the categories of achievement. This improvement will impact domain 2 by making sure that the students that are on the threshold of moving into the next band of progress. The same impact is expected for Domain III as we close the gaps for students who are in our sub groups, such as African American students and our EL students.

Domain 2 Reflection		
Domain 2a Scale Score		93
Distance from 70		23
Domain 2a Goal Scale Score		98
Domain 2b Scale Score		98
Distance from 70		28
Domain 2b Goal Scale Score		100
Consider the following questions to determine the goal for this Domain:		
What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?		
2019 Value	New Value	
87	92	
How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score?		
Goal academic growth raw score	Approximate total number of assessments	growth points
92	161	148.12
What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal?		
Approximate value needed for this goal		Difference from current value
STAAR	92	5
CCMR		
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?		
yes		
Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3?		
This will achieve gains in closing the gap or domain III.		

Domain 3 Reflection		
Domain 3 Scale Score		100
Distance from 70		30
Domain 3 Goal Scale Score		100
Consider the following questions to determine the goal for this Domain:		
In each component, how many targets would you need to meet to achieve your Domain 3 goal?		
Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal
Academic Achievement Status (ELA/Reading)		
Academic Achievement Status (Math)		
Growth Status (ELA/Reading)		
Growth Status (Math)		
Graduation Rate Status		
English Language Proficiency Status		
Student Success Status		
School Quality Status		
In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?		
How will meeting your Domain 1 or 2 goals impact the All Students column?		
Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?		

ATTENDANCE - Closing The Student Gaps					DISCIPLINE - Closing The Student Gaps							
Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	94.7	95.5	98.3	3% +	African American	N/A	N/A	N/A	N/A	N/A	N/A	
Hispanic	97.6	97.6	98.2	.6% +	Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	
White	96.2	96.7	99	2.3 +	White	N/A	N/A	N/A	N/A	N/A	N/A	
American Indian			95.1		American Indian	N/A	N/A	N/A	N/A	N/A	N/A	
Asian		98.2			Asian	N/A	N/A	N/A	N/A	N/A	N/A	
Pacific Islander					Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	
Two or More Races		100	100	Same	Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	
Special Ed	96.6				Special Ed	N/A	N/A	N/A	N/A	N/A	N/A	
Eco. Disadv.	97.8				Eco. Disadv.	N/A	N/A	N/A	N/A	N/A	N/A	
Special Ed (Former)					Special Ed (Former)	N/A	N/A	N/A	N/A	N/A	N/A	
EL	98.4				EL	N/A	N/A	N/A	N/A	N/A	N/A	
Cont. Enrolled					Cont. Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	
Non-Cont. Enrolled					Non-Cont. Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	

Needs Assessment - Narrative of Data Analysis

Sanchez Elementary has met the state standards for STAAR in all academic areas for the 2018-2019 SY. There are areas of strength in STAAR as well as areas of growth to target within each assessment. Our STAAR scores were above the district average in all academic areas. This past year we were not rated as a result of the school closing due to Covid-19 pandemic. Regardless of the closure we would have performed equally well as we look at the Renaissance data available. Our interventions were targeted to increase student growth in all levels in each academic area. We focused on interventions for both our Tier I students and our Tier II and III students. Overall, we need to improve student language proficiency growth in all grade levels and implemented targeted TEKS for all ELs to increase TELPAS overall scores. As a result of these interventions we noticed growth in the students' TELPAS scores.

Narrative of Priority Needs and Root Causes - Including Special Ed

The data reviewed for the needs assessment was gathered from multiple sources including attendance, TELPAS, DDI information, and PEIMS. The following needs were identified based on the following data:

In the TELPAS report for the SY 2019-2020 we were able to show growth in the yearly progress. In 18-19 we had 60 students show at least 1 year growth. This past year 84 students showed at least 1 year growth 5 students were able to show 2 year growth.

HB3 Early Literacy														
Yearly Target Goals														
2020		2021			2022			2023			2024			
XX%		XX%			XX%			XX%			XX%			
Closing the Gaps Student Groups Yearly Targets														
Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

HB3 Early Literacy					
Our Kindergarten students will perform at 60% on grade level on the EOY Universal Screener Renaissance 360					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
60% or more of students in Kinder will read on grade level and will be reading one year improvement.	Provide targeted intervention to students in Kinder during the instructional day and after school.	Mr. Mena, Mrs. Koen, Ms. Gonzalez, Kinder classroom teachers	Mentor text, Imagine Literacy, MyON, Wordly Wise	September 2020-May 2021	Data Tracking, Classroom observations, PLC Meetings, Running Records, Guided Reading Levels, Renaissance 360, Formative Assessments
100% of students will be able to accurately select leveled text on their reading level, to increase fluency and comprehension.	Teachers will implement Literacy By 3 with fidelity, Admin team will monitor the implementation of Literacy By 3, workstation rotations,	Mr. Mena, Mrs. Koen, Ms. Gonzalez, classroom teachers	Guided Reading materials, Running Records, 1st 15 Days of School plan, Accelerated Reader	September 2020-May 2021	Classroom observations, Running Records, Renaissance 360, Independent book selction, MyON
100% of teachers will model and use close reading strategies and pre-plan read alouds in conjunction with the HISD pacing calendar objectives.	Use close reading strategies with fidelity, use authentic text to model close reading.	Mr. Mena, Mrs. Koen, Ms. Gonzalez, classroom teachers	ELA Professional Development, Accelerated Reader, Library Books, Leveled ReaderRead Aloud Template	September 2020-May 2021	Classroom observations, Running Records, Renaissance 360, Snapshots, DLAs
HB3 Early Literacy Action Plan					
Strategy 1-Action Plan	Action Steps			Resources	Deadlines
	Provide targeted intervention to students in Kinder during the instructional day and after school			Mentor text, Imagine Literacy, MyON, Wordly Wise, Neuhaus.	May-21
Strategy 2-Action Plan	Action Steps			Resources	Deadlines
	Teachers will implement Literacy By 3 with fidelity, Admin team will monitor the implementation of Literacy By 3, workstation rotations, running records, lesson plan review.			Guided reading materials, running records, 1st 15 days of school plan, accelerated reader.	May-21
Strategy 3-Action Plan	Action Steps			Resources	Deadlines
	Use close reading strategies with fidelity, use authentic text to model close reading.			ELA professional development, accelerated reader, library books, leveled reader read aloud emplate	21-May
HB3 Early Literacy Progress Monitoring Tool					
Date of Review		Fall			
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
		Mid-Year			
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
		Spring			
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On Track?					
		End of Year			
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

HB3 Early Math														
Yearly Target Goals														
2020		2021			2022			2023			2024			
XX%		XX%			XX%			XX%			XX%			
Closing the Gaps Student Groups Yearly Targets														
Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

HB3 Early Math					
PK - 2nd grade will increase performance by a minimum of 10% from last year's Universal screener.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Students will advance by 1 SY level.	Math Journals will be included in the lessons. We will conduct classroom observations. During PLC meetings DDI protocol will be introduced and	S. gonzalez, R. Mena, I. Koen, and classroom teachers	Imagine math, math workstations, problem solving journals, on track, renaissance 360	August 2020 to May 2021	January MOY / DLA snapshots and classroom quizzes and benchmarks
Teachers will improve their planning and instructional skills by targeting I-1, Objective driven lesson to go from an average of 2 to 3.	PLC meetings, DDI protocol, Math professional development offered by HB3 initiative, vertical and/or grade level planning, implementation of SE	Pre-K -3 grade teachers, S. Gonzalez, R. Mena, I. Koen	HISD curriculum lesson plans and the HUB plans, color coded cards for data tracking, stickers	August 2020 to May 2021	Progress conferences in January. TADS coaching tool, TADS rubric, effective tools, exemplar lessons, Master lessons, Peer observations, PD
Identified at-risk students will receive additional instructional support by increasing exposure by 1 hour a week additionally via afterschool tutorials.	Math interventions, pull outs, after school tutorials, implementation of SE lesson cycle.	Pre-K -3 grade teachers, S. Gonzalez, R. Mena, I. Koen	Planning for success sessions, Title I funding to pay teachers for extra duty pay.	August 2020 to May 2021	January MOY/ DLA snapshots and classroom quizzes and benchmarks
HB3 Early Math Action Plan					
Strategy 1-Action Plan	Action Steps		Resources	Deadlines	
	Pre-K - 3 grade teachers will provide students with 90 minutes or more of math instruction daily and use problem solving journals. Classroom observations will be done to make sure the problem solving lesson is completed with fidelity.		Math Journals, Classroom Observations, PLC Meetings, DDI protocols	August 2020 - May 2021	
Strategy 2-Action Plan	Action Steps		Resources	Deadlines	
	Teachers will hold PLC meetings, DDI protocols, Teachers will attend professional development offered by HB3 initiative in partnership with HISD. Grade level planning and implementation of the SE lesson cycle. Teachers will also conduct peer observations and walkthroughs to see best practices in action.		Substitutes or TA's to cover the teacher classes so the teachers can observe others.	August 2020 - May 2021	
Strategy 3-Action Plan	Action Steps		Resources	Deadlines	
	Math interventions, pull outs, after school tutorials, implementation of SE lesson cycle.		Planning for success sessions, Title I funding to pay for the extra duty pay.	January MOY and Teacher progress conferences.	
HB3 Early Math Monitoring Tool					
Date of Review	Fall				
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Mid-Year					
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Spring					
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On Track?					
End of Year					
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

CCMR Campus Goal Plan

The percentage of graduates that meet the criteria for CCMR will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

[illegible]

CCMR Progress Measure 1

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

[illegible]

CCMR Progress Measure 2

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

[illegible]

CCMR Progress Measure 3

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from XX% to XX% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

Closing the Gaps Student Groups Yearly Targets

[illegible]

CCMR Targeted Professional Development Plan					
SMART Goal:					
Progress Measure	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
CCMR Action Plan					
Strategy 1-Action Plan	Action Steps			Resources	Deadlines
Strategy 2-Action Plan	Action Steps			Resources	Deadlines
Strategy 3-Action Plan	Action Steps			Resources	Deadlines
CCMR Progress Monitoring Tool					
Date of Review	Fall				
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	Mid-Year				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	Spring				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On Track?					
	End of Year				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

2020-2021

School Improvement Plan (SIP) - Schoolwide and Targeted Assistance

SPECIAL FUNDING GOALS

GOAL AREA: Title I, Part A - 3 Required Elements of Schoolwide Planning - Campus Compliance

Note: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance)

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Education Agency (LEA)

• Briefly summarize your campus' needs as identified in your CNA. Include a list of data sources used and a description of the CNA process the campus followed. Include a list of strengths, needs, and conclusions/priorities. WE need to increase our performance with our EL students as well as our special education students. We also need to make sure we increase the number of students not only meeting the standards but also mastering the standards as measured by the STAAR test. We also need to make sure that our students effect of the Covid slide is mitigated with the use of intense interventions.

• Indicate the programs and resources that are being purchased out of Title I funds.
Extra duty pay for teachers and staff to provide afterschool tutorials and also to pay for teachers to reduce class sizes.

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

3. School Improvement Plan Requirement (SIP) Schoolwide Plan Development: The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

• List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Afterschool tutorials

2. Small group instruction Push ins and Pull outs

3. Purchase of enrichment materials to allow the students to have experiences that they would not otherwise have to know the relevance of the material in the STAAR tests and other state assessments.

4. Provide staff with culturally responsive instruction PD so they are better prepared to interact with students who have various cultural differences and

• Indicate the locations where the SIP is made available: Campus, SDMC, School Website

• Indicate how the SIP was made available to parents: SDMC, Coffee with the principal, Parent meetings, Open house, School Website

• Indicate the languages in which the SIP was distributed: English and Spanish

4. Parent and Family Engagement: Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand.
- The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

• Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. Family literacy night

2. Fall into reading event

3. Family Math night

4. Coffee with the principal meetings with the collaboration of the HISD FACE Dpt.

- List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the Parent and Family Engagement Policy (PFE). R. Mena; Principal, I Koen; assistant Principal, S. Gonzalez- Teacher Specialist, A. Martinez - WRS

- Indicate how the PFE was distributed: We have it in print, we have it on our website, we also have it on our facebook page.

- Indicate the languages in which the PFE was distributed: English and Spanish

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

Meeting #1: _____ 9/15/20 5:30 pm _____ Alternate Meeting: _____ 9/24/2020 8:30 am _____

Meeting #2: _____ 11/10 6:00 pm _____ Alternate Meeting: 11/19 8:30 am

Meeting #3: _____ 1/12 6:00 pm _____ Alternate Meeting: _____ 1/21 8:30 am _____

Meeting #4: _____ 3/9 6:00 pm _____ Alternate Meeting: _____ 3/25 8:30 am _____

No capital outlay was or is being planned on purchased.

Goal Area 1 Reading English Language Arts

Problem of Practice/Root Cause: 34% of students in Grade 3 scored at the meets level in 2019 on the STAAR Assessment in the area of Reading, a 22 percentage decrease from 2018.

Board Goal Alignment: Expanding Educational Opportunities, Ensuring student health, safety and well being, Transforming academic outcomes, Increasing organizational efficiency, cultivating Team HSD talent

SMART Goal: All Grade levels 3rd- 5th will demonstrate 1 year's growth as measured by the Ren 360 EOY.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
70% or more of students in 3rd-5th grade will read on grade level and will be prepared for the STAAR reading assessment.	Provide targeted intervention to students in grades 3 -5 during the instructional day and after school	Mr. Mena, Mrs. Koen, Ms. Gonzalez, 3-5 classroom teachers	Mentor text, Imagine Literacy, MyON, Wordly Wise	September 2020-May 2021	Data Tracking, Classroom observations, PLC Meetings, Running Records, Guided Reading Levels, Renaissance 360, Formative Assessments
100% of students will be able to accurately select leveled text on their reading level, to increase fluency and comprehension.	Teachers will implement Literacy By 3 with fidelity, Admin team will monitor the implementation of Literacy By 3, workstation rotations,	Mr. Mena, Mrs. Koen, Ms. Gonzalez, classroom teachers	Guided Reading materials, Running Records, 1st 15 Days of School plan, Accelerated Reader	September 2020-May 2021	Classroom observations, Running Records, Renaissance 360, Independent book selection, MyON
100% of teachers will model and use close reading strategies and pre-plan read alouds in conjunction with the HISD pacing calendar objectives.	Use close reading strategies with fidelity, use authentic text to model close reading	Mr. Mena, Mrs. Koen, Ms. Gonzalez, classroom teachers	ELA Professional Development, Accelerated Reader, Library Books, Leveled ReaderRead Aloud Template	September 2020-May 2021	Classroom observations, Running Records, Renaissance 360, Snapshots, DIAs

Goal Area 1 Reading English Language Arts Action Plan

[illegible]

Goal Area 1 Reading English Language Arts **Progress Monitoring Tool**

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 1 Math					
There has been a gradual decline on the math performance in the 5th grade as evident by the DLAs.					
Board Goal Alignment: The percentage of student identified as needing intervention in math on the districts screener who demosntrate growth from the beginning to the end of the year benchmarks shall increase three percentage points annually from 58% in spring 2020 to 67% in spring 2021.					
All Grade levels 3rd- 5th will demonstrate 1 year's growth as measured by the Ren 360 EOY.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Students will perform on grade level in math and 85% or more of 3rd grade bilingual students will be prepared to pass the STAAR Math assessment.	Math journals, classroom observations, PLC meetings, DDI protocols, strategic grouping	R. Mena, I. Koen, S. Gonzalez, and Classroom teachers,	Imagine Math, Math Workstations, Problems solving journals, On Track, Renaissance 360	August 2020 to May 2021	January MOY/ DLA Snapshots and classroom quizzes and benchmarks
Teacher will improve their planning and instructional skills by targeting i-1 objective driven lesson to go from an average of 2 to 3	PLC meetings, DDI protocol, Math professional development offered by HB# initiative, Vertical and/or grade level planning, Implementation of 5E	Pre-K - 5 th grade teachers, S Gonzalez, R. Mena, I. Koen	HISD curriculum lesson plans and the HUB plans, Color coded cards for data tracking, Stickers	August 2020 to May 2021	Progress conference in January. TADS coaching tool, TADS rubric, effective tools, Exemplar lessons, Master lessons, Peer observations, PD
Identified at-risk students will receive additional instructional support by increasing exposure by 1 hour a week additionally via afterschool tutorials.	Math interventions, pull outs, after school tutorials, Implimentation of 5E lesson cycle.	Pre-K - 5 th grade teachers, S Gonzalez, R. Mena, I. Koen	Planning for success sessions, Title J funding to play teachers for extra duty pay.	August 2020 to May 2021	January MOY/ DLA Snapshots and classroom quizzes and benchmarks
Goal Area 1 Math Action Plan					
Strategy 1-Action Plan	Action Steps		Resources	Deadlines	
	Pre-K 5th grade teachers will provide students with 90 minutes or more of math instruction daily and use problem solving journals. Lead Teams- Pull Outs		Math Journals, Classroom Observations, PLC meetings, DDI protocols	August 2020 - May 2021	
Strategy 2-Action Plan	Action Steps		Resources	Deadlines	
	Teachers will hold PLC meetings, DDI protocols, They will attend Math professional development offered by HB3 initiative in partnership with HISD. Grade level planning and implementation of the 5E lesson cycle. Tachers will also conduct peer observations and walkthroughs to see best practices in action		Substitutes or TA's to cover the teacher classes so the teachers can observe others.	August 2020 - May 2021	
Strategy 3-Action Plan	Action Steps		Resources	Deadlines	
	Math interventions, pull outs, afte school tutorials, Implimentation of 5E lesson cycle.		planning for success sessions, Title I funding to pay for the extra duty pay.	January MOY and Teacher progress conferences.	
Goal Area 1 Math Pogress Monitoring Tool					
Date of Review	Fall				
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	Mid-Year				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
	Spring				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On Track?					
	End of Year				
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

Goal Area 1 Math					
There has been a gradual decline on the math performance in the 5th grade as evident by the DLAs.					
Board Goal Alignment: The percentage of studen identified as needing intervention in math on the districts screener who demonstrate growth from the beginning to the end of the year benchmarks shall increase three percentage points annually from 58% in spring 2020 to 67% in spring 2021.					
All Grade levels 3rd- 5th will demonstrate 1 year's growth as mesured by the Ren 360 EOY.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Students will perform on grade level in math and 85% or more of 3rd grade bilingual students will be prepared to pass the STAAR Math	Math journals, classroom observations, PLC meetings, DDI protocols, strategic grouping	R. Mena, I. Koen, S. Gonzalez, and Classroom teachers,	Imagine Math, Math Workstations, Problems solving journals, On Track, Renaissance 360	August 2020 to May 2021	January MOY/ DLA Snapshots and classroom quizzes and benchmarks
Teacher will improve their planning and instructional skills by targeting I-1 objective driven lesson to go from an average of 2 to 3	PLC meetings, DDI protocol, Math professional deveopment offered by HB# inititative, Vertical and/or grade level planning, Implementation of 5E	Pre-K - 5 th grade teachers, S Gonzalez, R. Mena, I. Koen	HISD curriculum lesson plans and the HUB plans, Color coded cards for data tracking, Stickers	August 2020 to May 2021	Progress conference in January. TADS coaching tool, TADS rubric, effective tools, Exemplar lessons, Master lessons, Peer observations, PD
Identified at-risk students will receive additional instructional support by increasing exposure by 1 hour a week additionally via afterschool tutorials.	Math interventions, pull outs, after school tutorials, Implmentation of 5E lesson cycle.	Pre-K - 5 th grade teachers, S Gonzalez, R. Mena, I. Koen	Planning for success sessions, Title I funding to play teachers for extra duty pay.	August 2020 to May 2021	January MOY/ DLA Snapshots and classroom quizzes and benchmarks
Goal Area 1 Math Action Plan					
Strategy 1-Action Plan	Action Steps			Resources	Deadlines
	Pre-K 5th grade teachers will provide students with 90 minutes or more of math instruction daily and use problem solving journals. Lead Teams- Pull Outs			Math Journals, Classroom Observations, PLC meetings, DDI protocols	August 2020 - May 2021
Strategy 2-Action Plan	Action Steps			Resources	Deadlines
	Teachers will hold PLC meetings, DDI protocols, They will attend Math professional development offered by HB3 initiative in partnership with HISD. Grade level planning and implementation of the 5E lesson cycle. Tachers will also conduct peer observations and walkthroughs to see best practices in action			Substitutes or TA's to cover the teacher classes so the teachers can observe others.	August 2020 - May 2021
Strategy 3-Action Plan	Action Steps			Resources	Deadlines
	Math interventions, pull outs, afte school tutorials, Implmentation of 5E lesson cycle.			planning for success sessions, Title I funding to pay for the extra duty pay.	January MOY and Teacher progress conferences.
Goal Area 1 Math Pogress Monitoring Tool					
Date of Review	Fall				
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Mid-Year					
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Spring					
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On Track?					
End of Year					
Date of Review					
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

Goal Area 1 "Other" (Science, Social Studies)

Problem of Practice/Root Cause: The students have limited amount of time receiving science instruction as exhibited in the daily teacher schedules and by anecdotal evidence after talking to the faculty during my one on one interviews.

Board Goal Alignment: Goal 3 among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least on year of academic growth, as measured by the STAAR progress measure, shall increase three percentage points annually in reading and in math from 57 percent in Spring 2018 to 66 percent in spring 2020.

All 3-5th grade science students will show growth of 50% as measured by the EOY. Social Studies Students will show growth of 50% as measured by a teacher created assessment.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Science student growth will increase by 50%	Implement the district adopted science curriculum, and use supplemental science materials as appropriate.	PK-5th grade teachers, R. Mena, S. Gonzalez, I. Koen	curriculum documents, HISD HUB, HISD science fair documents and rubrics	August 2020 - May 2021	MOY and EOY benchmarks and DLA's as well as teacher made assessments. Participation in the District and school science fair.
The students will be able to demonstrate a 10 percent growth in the knowledge of social studies themes as demonstrated by teacher	Implement the district adopted social studies curriculum, and use supplemental social studies materials as appropriate.	PK-5th grade teachers, R. Mena, S. Gonzalez, I. Koen	curriculum documents, HISD HUB,	August 2020 - May 2021	MOY and EOY benchmarks and other teacher made assessments.
The students will be able to incorporate ELAR strategies 25% more as a result of incorporating writing and literacy strategies for science and	The teachers will implement crosscurricular projects to allow the students to learn about science topics and social studies issues.	PK-5th grade teachers, R. Mena, S. Gonzalez, I. Koen	Curriculum documents, HISD HUB, and library use as well as internet use to complete research.	August 2020 - May 2021	MOY and EOY benchmarks and other teacher made assessments.

Goal Area 1 "Other" (Science, Social Studies) Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Create meaningful lesson plans weekly with content and language objectives that will guide rigorous instruction aligned to the adopted standards and assessment results.	Curriculum documents, The HUB, other Science websites and PHET simulations	August 2020 - May 2021
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Science Daily objectives, Science Daily focus questions. Encourage grade levels to enter students in STEM competitions, purchase materials, arrange transportation and provide student recognition for participation in the competitions. Competitions can include , but are not limited to the districts annual Science and engineering Fair. We can also look into entering students to participate in the BEST robotics competition.	Curriculum documents, The HUB, other Science websites and PHET simulations, HISD content specialists and go fundme for the special projects.	August 2020 - May 2021
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Develop a focus question to be introduced during the beginning of the lesson and answered at the end of the lesson in a form of an exit ticket. Purchase and use social studies expository text to reinforce the English Language Arts TEEKs. Identify appropriate grade level social studies content resources in both social studies and ELAR.	AR, MYON, HUB, Digital resources, NEWS ELA	August 2020 - May 2021

Goal Area 1 "Other" (Science, Social Studies) Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
Date of Review	End of Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 *Attendance

Problem of Practice/Root Cause: Teachers are having a difficult time reaching all students on TEAMS and on the HUB, and are being asked to reach out to students and their parents via phone to make sure there was engagement for the school day.

Board Goal Alignment: Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

SMART Goal: Sanchez ES will have an overall attendance average of 98% or higher for the 2020-2021 school year.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Ensure students are present every day to receive instruction as close to 100 percent.	Provide incentives to parents and students with perfect attendance (Daily, weekly, monthly)	M. Vasquez, R. Mena, S. Gonzalez, I. Koen, all staff.	Activity fund, principal dashboard, HISD connect daily reports, free incentives, business collaborations	August 2020 - May 2021	Daily, Weekly and Monthly attendance
100% of students are accounted for on a daily basis and phone call are made daily and documented on google form.	office staff will place phone calls and follow up with parents of absent student daily. We will conduct preliminary attendance checks prior	M. Vasquez, R. Mena, S. Gonzalez, I. Koen, all staff.	office Staff and phones	August 2020 - May 2021	Daily attendance
Target 100% of the chronic absentees on a daily basis and weekly basis.	Increase the number of home visits to chronically absent students. We will hold parent conferences for students with chronic absences. Call	M. Vasquez, R. Mena, S. Gonzalez, I. Koen, all staff. A. Martinez	HISD Truancy officers, WRS specialists	August 2020 - May 2021	Weekly attendance reports.

Goal Area 2 Attendance Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Provide incentives to parents and students with perfect attendance (Daily, weekly, monthly)	Activity funds, principal dashboard, HISD connect daily reports, free incentives.	August 2020 - May 2021
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	office staff will place phone calls and follow up with parents of absent student daily. We will conduct preliminary attendance checks prior to 9:45 . Attendance contracts	Office Staff and Phones	August 2020 - May 2021
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Increase the number of home visits to chronically absent students. We will hold parent conferences for students with chronic absences. Call outs will be done daily	HISD Turancy officers, WRS specialist	August 2020 - May 2021

Goal Area 2 Attendance Progress Monitoring Tool

	Fall
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 Improve Safety, Public Support, and Confidence:

Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex

Problem of Practice/Root Cause: The student behavior or misbehavior will cause the student to miss out on instruction. The misbehavior can also cause others in the setting to lose instruction as well. Students are often "asked why did you do that?" the student is not aware of his inappropriate actions if proper expectations have not been set in place and modeled for the students.

Board Goal Alignment: Ensuring student health, safety and wellbeing.

SMART Goal: The number of student referrals to the administration will decrease by 10% by the end of the school year.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
The teachers will be able to address 100% of level I infractions.	The teachers will have an opportunity to calibrate with PD offered at our monthly faculty meetings.	Administrators and SEL Dpt. Staff	SEL Training documents and PPT	Ongoing through May 2021	Monthly check of discipline incidents entered into HISD Connect
100% of students and parents will know and understand the expectations as stated in the student/parent handbook for	The teachers will be asked to include in their lesson plan, outlining how they will communicate and assess student understanding of their	Teachers, Administrators	Lesson plans, PBI model training	Ongoing through May 2021	Weekly checks on lesson plans posted on the google drive.
Increase by 50% the use of restorative model of discipline administered to students.	The administration team will be trained on how to use the restorative model. The administrators will communicate readily with the	Administrators and teachers	Restorative justice in the schools model and training documents from restorativejustice.org	Ongoing through May 2021	Monthly check of discipline incidents entered into HISD Connect

Goal Area 2 Student Discipline Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Scenarios of possible student misbehavior will be presented at faculty meetings. The teachers will then be asked to submit what they think their severity level is after we introduce the student code of conduct rubric.	Polly on TEAMS, and student code of conduct manual	Monthly deadlines to refresh faculty on behavior expectations
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	The teacher leadership team will take time during PLC and faculty meetings to share lesson exemplars to include in the lesson plans to deliver to their students on Positive behavior management.	PBI framework resources on PBIS.org	Monthly deadlines to refresh faculty on behavior expectations
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	The administration team will be trained on how to use the restorative model. The administrators will communicate readily with the teachers as to what steps were taken to address disciplinary infractions.	PPT, restorativejustice.org	By the end of the 1st 6 weeks grading period.

Goal Area 2 Student Discipline Progress Monitoring Tool

	Fall
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 *Violence Prevention and Safety <i>(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)</i>

Problem of Practice/Root Cause:

Board Goal Alignment: Ensuring student health, safety and well-being.

SMART Goal: Communicate to 100% scholars information on bullying including cyber bullying. The number of reported bullying cases will decrease by 10% by end of the school year.
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Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Students will engage in a cyber-bullying awareness course.	All scholars will take a cyber-bullying awareness course online.	Ricardo Mena, India Koen, Sandra Gonzalez, Alejandro Martinez, Nurse Moon, All staff	Student Support Services-HISD, Anti-bullying Resources, stopbullying.gov	Dec-20	Observations, Discipline Referrals
Students in all grade levels will engage in Character Building through a program named Early Acts First Knight.	Students will participate in EAFK, a character building education program. Each month a different character trait is announced and	Ricardo Mena, India Koen, Sandra Gonzalez, Alejandro Martinez, Students, Teachers	EAFK curriculum	October 2020- May 2020	EAFK Monthly Ceremonies, Discipline Referrals
Our music curriculum will embed the SEL component. Our music teacher will create music lessons that will incorporate social-emotional learning	Teacher will incorporate SEL vocabulary with music vocabulary in order to promote social-emotional learning in music class.	Anthony Contreras, India Koen, Alejandro Martinez	Wraparound Specialist, Music Teacher, SEL department	October 2020- May 2020	Observation in the music classroom, Overall conduct survey

Goal Area 2 Violence Prevention and Safety Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Students will participate in a bullying awareness course through anti-bullying awareness under student support services website in HISD.	Student support services, SEL department	Dec-20
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Students will participate in a character building education program called Early Acts First Knight. Each month a different character trait will be announced and students will work towards achieving that particular trait in order to be selected to receive a medal from one of the knights at the EAFK monthly ceremony.	EAFK ceremony, Medals, Certificates	Monthly starting October 2020
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	In order to promote the social-emotional component in our curriculum, our music teacher will intergrate SEL vocabulary while introducing music vocabulary and playing music in his lessons.	SEL department, Music Curriculum, Instruments,	October 2020 - May 2021

Goal Area 2 Violence Prevention Progress Monitoring Tool

	Fall
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 *Parent and Community Involvement

Problem of Practice/Root Cause: Sanchez has received Platinum School Status for the past two years, and it is our goal to continue having platinum status for the 2020-21 school year. Sanchez has strong community partnerships and will increase our resources by inviting new partners to work alongside our community.

District Strategic Goal Alignment: Expanding Educational Opportunities. Ensuring Student Health, Safety and Well-Being.

SMART Goal: By the end of 2020-2021 School Year, Sanchez Elementary would have maintained a status of a platinum school by meeting all of FACE requisites. We will continue to encourage family engagement by providing events and courses of interest to our parents working together with community partners and surveying them for effectiveness and measurable outcomes.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
We will complete all 17 activities to meet the criteria for Platinum Status.	We will work closely with FACE in order to create educational courses for parents and community events.	R. Mena/Principal; I. Koene/Asst. Principal; S. Gonzales/Teacher Specialsit; A. Martinez/WRS; FACE Representative	FACE Department, GF1- Food String \$2,000	August-May	We will host monthly courses that are of interest to parents. We will survey them to evaluate program and for feedback.
We will host a monthly Coffee with the Principal meeting per month and 2 Title 1 meetings per semester.	We will schedule ahead and invite community partners. We will include FACE in all Coffee with Principals to provide education.	R. Mena/Principal; I. Koene/Asst. Principal; S. Gonzales/Teacher Specialsit; A. Martinez/WRS; All Staff	FACE Department; Community Partners; GF1- Food string- \$1,000	August-May	We will continue having our Monthly Coffee with the Principal. We will survey all participants on presenters and request feedback for future topics.
We will reach out to local community partners, and increase partnerships by adding one new partner each month.	We will use community resources and networking opportunities to invite stake holders to work with our campus.	R. Mena/Principal; I. Koene/Asst. Principal; S. Gonzales/Teacher Specialsit; A. Martinez/WRS;	Community Partners, GF1 - food string - &1,000	August-May	Each month we will invite a new community partner to educate our parents about services available in the community and report families serviced.

Goal Area 2 Parent and Community Involvement Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	In order to ensure we meet all requirements for Platinum Status for the school year, we will review the required criteria from FACE. We will ensure that all 17 activities are completed by scheduling in advance events using our school calendar which is mailed out periodically to parents.	Face Department	May-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	To create a sense of community and build relationships with parents and families, we will host monthly Coffee with the principals, by scheduling into our school calendar and sending out invitations and reminders. We will encourage and promote attendance of parents. We will work with FACE and create educational programs for parents. Parents will be surveyed and asked for input as to what type of programs they would like.	FACE Department, Community Partners; GF1- Food string \$1,000	May-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	We will increase the number of community partners by hosting community health and family resources using our current partners and asking them to invite a new partner to our showcase. Families will be provided with valuable resources available in the community. Events will be planned out in advanced and included in our school calendar, website and newsletter.	Community Partners, GF1 - food string - &1,000	May-21

Goal Area 2 Parent and Community Involvement Progress Monitoring Tool

	Fall
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 Coordinated Health Program (ES, MS AND K-8 Campuses)

Problem of Practice/Root Cause:

District Strategic Goal Alignment:

SMART Goal:

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool

Goal Area 2 Coordinated Health Program **Action Plan**

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

Goal Area 2 Coordinated Health Program **Progress Monitoring Tool**

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 2 Coordinated Health Program (ES, MS AND K-8 Campuses)

Problem of Practice/Root Cause: The lack of access to affordable, quality healthcare puts our students at a disadvantage. The pandemic adds to this issue.

District Strategic Goal Alignment: While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

SMART Goal: We will notice a decrease of student referrals to the nurse by 10%

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
All students at Sanchez will have 100% vaccine compliance	Maintain vaccine records, reminding parents when vaccines are due. Offer parents multiple resources for easy	Nurse Moon	TCH Mobile Clinics, Harris County Public Health centers, Harris Health	Regularly throughout the school year. Goal met by 5/1/2021	98% compliance by 12/01/2020 using non-compliance report via health office anywhere.
60% of parents will participate in Health Fair where education and resources to increase access to doctors, dentists, and	Schedule and advertise 'school Health Fair'	Nurse Moon	AAA Dental, Mission Milby, Legacy Health, El Centro de Corazon, Harris Health, Houston Food Bank	Event to be held in Spring 2021	Vendors will commit to health fair before November 15. The date will be scheduled by January 31, 2021.
100% of student's identified as needing glasses will attend the UH field trip for free exams and glasses.	Screen mandated grades as well as any student referred for possible vision issues. Schedule field trip	Nurse Moon	Christian Community Service Centers (CCSC) University of Houston Mobile Eye Institute.	Screenings by January 31, 2021 Schedule Field Trip or mobile Unit for date before March 1, 2021	All students in need will be identified and permission slips will be sent out by February 8, 2021.

Goal Area 2 Coordinated Health Program Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Run reports on all students non-compliant with vaccines, provide resources for free vaccines, schedule a vaccine event at school, continuously monitor students with upcoming vaccines, send reminders home to parents.	TCH mobile units, Health Dept, local clinics.	Ongoing, 100% compliance by 5/1/2021
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Call vendors to coordinate date and time of event. Advertise event to parents and community through letters sent home with students, call outs, and social media.	Phone, social media, automated callouts	November 15 2 weeks prior to event, then 1 week, and day before.
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Screen and identify all students in need of complete eye evaluations and glasses. Schedule field trips of mobile eye institute Take students on fieldtrip or assist the mobile unit	CCSC UH Mobile Eye Institute	January 31, 2021 March 1, 2021

Goal Area 2 Coordinated Health Program Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
Date of Review	End of Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 3 Special Populations: Special Education

Problem of Practice/Root Cause: There was an increase in number of Special Education scholars from last school year, therefore our SPED subgroup is now part of our school's accountability.

District Strategic Goal Alignment: Transforming student academic outcomes; Ensuring student health, safety and well-being; Cultivating Team HISD Talent

SMART Goal: Current Special Education subgroup will score 80% or higher overall in Reading.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Special Education scholars will approach at 80% in STAAR in the 2020-2021 school year.	Provide differentiated instruction and specific interventions to address SPED scholars learning needs. Ensure all designated supports are	Ricardo Mena, Sandra Gonzalez, India Koen, Meloney Arnett	Title 1 funds, Technology (ipads, laptops), Imagine Literacy, Imagine Math	September 2020 - June 2021	Classroom observations, Data Tracking, Running Records
Special Education teachers and chairperson will ensure all student's IEPs are met by the end of the school year.	During ARD meetings SPED chairperson and case manager will review students IEPs and document student progress.	Meloney Arnett, Sandra Gonzalez, Ricardo Mena, India Koen, Teachers	Title 1 funds, Technology (ipads, laptops), Imagine Literacy, Imagine Math	September 2020 - June 2021	ARD meetings, Review of IEPs

Goal Area 3 Special Populations: Special Education Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	In order to achieve our goal of 80% approaches in STAAR for our Special Education scholars students will be provided with differentiated instruction and designated supports in the general ed classrooms.	Imagine Literacy, Imagine Math, Special Education Teachers, General Education Teachers	Jun-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	In order to ensure all IEPs are met by the end of the school year, all Members of the ARD committee (SPED Chairperson, Case Manager), will monitor students IEP's and make notable changes on student progress detailing any information relevant to the success of the student and provide support where needed.	Resource Teacher, Special Education Teacher, Technology, Imagine Literacy, Imagine Math	Jun-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines

Goal Area 3 Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Date of Review	End of Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Goal Area 3 Special Populations: ELL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Problem of Practice: Students didn't get the opportunity to practice enough for the Listening and Speaking portions of the TELPAS test which caused them to not speak loud enough when they tested for TELPAS.

District Strategic Goal Alignment: Transforming student academic outcomes; Ensuring students well-being, health and safety; Cultivating Team HISD Talent

SMART Goal: Our TELPAS target for 2019-2020 was 42% and Sanchez scored 42%, our campus will increase 10% or more in our TELPAS overall score in order to be above target.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
Our 4th grade students at Sanchez ES will pass the STAAR Writing at 75% or higher for the 2020-2021 school year.	Provide targeted instruction before, during and after school. Produce a school-wide Writing plan and implement it with fidelity. Ensure	Ricardo Mena, India Koen, Sandra Gonzalez, Pre-K -5th Grade Teachers	Title 1 funds, Motivation Writing, School-Wide Writing plan, Empowering Writers, Motivation Writing, HUB, District Adoption	September 2020- June 2021	Data Tracking, Classroom Observations, Monthly Writing Compositions, District Assessment Calendar, Campus Common Assessments, Grade Level Benchmarks,
All students taking the TELPAS test will practice online for a minimum of 4 times a year.	Students with their teacher's guidance will practice the listening component using Imagine literacy and Intervene.	All teachers, India Koen, Sandra Gonzalez	Computer Lab, TELPAS Released Assessments (TestNAV), Imagine Literacy, Sheltered Instruction Strategies	September 2020- June 2021	TELPAS results at the end of the year.
Our Dyslexia scholars will increase at least three reading levels by the end of the 2020-2021 school year.	Students will receive services from our Dyslexia Specialist where students will successfully complete lessons using the Neuhaus	Alta Madden, Meloney Arnett	Neuhaus curriculum, Dyslexia Specialist, Special Education Chair	September 2020- June 2021	Data tracking for our Dyslexia students

Goal Area 3 Special Populations Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	Our 4th graders will receive targeted Writing instruction in their classes. All scholars will follow a school-wide writing plan and teachers will ensure students instruction is differentiated.	Motivation Writing, School-wide Writing plan, Empowering Writers	Jun-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	In order to increase our Telpas scores this school year, our scholars will use the following programs to practice the listening and speaking components: Intervene and Imagine Literacy.	Telpas practice tests, Intervene, Imagine Literacy	Jun-21
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	In order for our Dyslexia scholars to increase three reading levels, they will complete lessons given by our Dyslexia Specialist using the Neuhaus curriculum.	Neuhaus, Dyslexia Specialist	Jun-21

Goal Area 3 Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

Choose the professional development template to complete for your campus professional development plan. Utilize Template 1 for PD plans with topics that will be presented on specific dates throughout the school year. Utilize Template 2 for PD plans with topics that will be presented monthly throughout the school year. Refer to SIP Guidance Document appendix for examples of each template.

Professional Development Template 1 - PD by Dates				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
8/24/2020	Virtual	Data	STAAR 2019 Data	Goal Area 1-
8/25/2020	Virtual	Analyzing TEKS	VAM, VAM	Goal Area 1 ELAR/Math
8/28/2020	Virtual	Virtual Academic PD Day	HISD PD Specialist	Goal Area 1-ELAR/Math
9/1/2020	Virtual	SEL	SEL Powerpoint	Goal Area 2-Violence Prevention & Discipline
9/1/2020	Virtual	Behavior Tracking/Discipline/Restorative Justice	Discipline/Restorative Justice Powerpoint	Goal Area 2-Discipline
9/1/2020	Virtual	Gifted & Talented	GT Powerpoint	Goal Area 3-Special Populations
9/1/2020	Virtual	IAT/RTI/504	IAT/RTI/504 Powerpoint	Goal Area 3-Special Populations
9/2/2020	Virtual	Reading (Running Records)	Raz/Learning A-Z Webinar	Goal Area 1-ELAR
9/3/2020	Virtual	TADS	TADS Powerpoint, TADS Rubric, PCIM Representative	Goal Area 1 ELAR/Math

Professional Development Plan Template 2 - PD by Month

PD Monthly Focus	PD Format	PD Topic	Resources	SIP Goal Alignment
August – Pre-Service	See Template 1	See Template 1	See Template 1	See Template 1
September	Virtual/PLC	Renaissance 360	PPT, Renaissance	Goal Area 1- ELAR
October	Virtual	Math(HB3 Early Math)	Math Coach	
November	Face-to-Face/PLC	Neuhaus Reading Routines	Neuhaus Literacy Coach	Goal Area 1- Math
December	Face-to-Face/PLC	Data Review-Snapshot/DLA	OnTrack, Snapshot Assessment,	Goal Area 1- ELAR
January	Face-to-Face/PLC	STAAR Plan Using Data		Goal Area 1 ELAR/Math
February	Face-to-Face/PLC	Monitor and Evaluate Student Interventions		Goal Area 1 ELAR/Math
March	Face-to-Face	Testing PLC	District Testing PLC	Goal Area 1 ELAR/Math
April	Face-to-Face	Math PLC	Renaissance Data, Pow	Goal Area 1 Math
May	Face-to-Face	Reading PLC	Running Records Data,	Goal Area 1 ELAR

Goal Area: State Compensatory Education (standard language provided, update data)

- Total amount of State Compensatory Education funds:

\$17,876

- Personnel funded with State Compensatory Education funds:

\$17,876

- List names here:

Jessica Garza 84351

Anel Trevino 109276

Mohna Burse 13797

Sonja Terharkel 49678

- Total number of FTE's funded with State Compensatory Education funds:

4

- Brief description of how these funds are utilized on your campus: These funds are used to pay these employees to provide small group instruction.

- State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

Goal Area: Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry and state reporting requirements:

Nurse Moon

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **October 24, 2020** (include an estimate of number of students that must be screened):

2. Vision Screening at Grades PK, K, 1, 3, 5, & 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report:

Nurse Moon

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

3. Hearing Screening at Grades PK, K, 1, 3, 5, & 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report:

Nurse Moon

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

4. Type 2 Diabetes Screening at Grades 1, 3, 5, & 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report:

Nurse Moon

If your campus does not have a certified school nurse or screener please explain how you will complete this on or before **December 11, 2020** (include an estimate of number of students that must be screened):

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report:

Nurse Moon

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before **February 2, 2021** (include an estimate of number of students that must be screened):

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis:

Nurse Moon

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2020-2021:

7. AED (Automated External Defibrillators) Monthly Maintenance Check

Person Certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually.

Nurse Moon

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2020-2021 school year (Include the number of AEDs on campus):