

**Houston Independent School District**  
**281 Sanchez Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



# Mission Statement

## SÁNCHEZ ELEMENTARY SCHOOL

IS TO ENSURE THAT ALL STUDENTS RECEIVE A RIGOROUS, RELEVANT, AND INDIVIDUALIZED EDUCATION THAT WILL PREPARE THEM TO COMPETE AND SUCCEED IN THE 21<sup>ST</sup> CENTURY.

## Vision

To cultivate 21st century leaders with curiosity and love for knowledge in order to enrich their communities.

## Core Beliefs

Excellence

Ambition

Goals

Leadership

Enthusiasm

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# Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

## Demographics

### Demographics Summary

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 438 students in grades pre-kindergarten through fifth grade. The student body's ethnic background is 96% Hispanic, 3.0% African American, and less than 1% Other. Free and reduced lunch is provided to 100% of our students and 71% have been identified at-risk. The school has various programs to serve our students of which 11% are in special education, 51.5% are emergent bilingual, and 3.4% are gifted and talented. We have a total of 41 staff members. 33 of the are considered professional staff. 30 teachers, 1 professional support, 4 campus administrators, 10 Educational Aides. 91% of our teachers are classified as a member of a minority group. 17.9 African American, 64.2 % Hispanic, 6% white, 6% Asian, 3% Pacific Islander, 3% two or more races. 17% of the teachers are male and 82% are female. 85% hold a bachelor's degree, while 15% hold a master's degree.

### Demographics Strengths

Many of our students receive after school care provided by the extended family members such as aunts, grandparents and other family members.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** 70.8% of our students are considered to be at risk. **Root Cause:** Some of the students did not participate in the required tutorials and intervention times offered by support staff and faculty. Students who are considered at risk do not have an assigned peer mentor.

# Student Learning

## Student Learning Summary

41% of our students met standard on all tests all grades. 17% of our students mastered tests all grades all subjects. We had 100% participation on the STAAR test. 42% met standard at reading, 20% mastered reading. 40% met standards in math, 16% mastered standards in math. 43% met standards in science and 13% mastered standards in science. 36% of our students met progress on TELPAS. We did not meet the target of 47% in student success. We did not meet the target in math and reading for academic achievement. We need to focus on our continuously enrolled student population since that was one of the sub groups where we fell short in every subject. 59% of our 1st graders passed the high frequency word evaluation at the BOY. 65% of the 2nd graders passed the high frequency word evaluation at the BOY.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** 40% of 3rd grade English students did not meet on STAAR reading. **Root Cause:** The students had reading deficiencies due to the pandemic not allowing them to come to school. Some students did not have access to a dedicated interventionist.

**Problem of Practice 2 (Prioritized):** 40% of 3rd grade English students did not meet on STAAR math. **Root Cause:** Some students did not have access to a dedicated interventionist. The teachers did not receive training on how to use interactive math journals. Some students did not attend tutorials.

**Problem of Practice 3 (Prioritized):** 0% of special education students receiving resource support met grade level on STAAR. **Root Cause:** Some students were too far behind grade level to be able to reach their on grade level instruction. Some students did not receive additional interventions beyond their pull out time.

# School Processes & Programs

## School Processes & Programs Summary

We have established committees to make sure that teachers will be involved in extracurricular activities. This will allow the students to have a well rounded education and have opportunities to experience positive social interactions with other peers outside of the academic setting in a safe environment. We have received our ESSER testing lab and we will be holding professional development for our teacher on how to train their students to use the new online testing environment. We are now having weekly PLC meetings to accommodate what the teachers requested. We have established grade level computer carts to allow all the grade levels to use laptops to take assessments and to complete productive tasks on the computers.

## School Processes & Programs Strengths

More students will be able to access technology to practice in the online assessment environment. More students will be exposed to using the laptops and tablets. The school has a complete set of clever boards in every classroom, including some of the intervention rooms.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** Student attendance rate was below 95% **Root Cause:** Many students and families were still being affected by COVID-19.

# Perceptions

## Perceptions Summary

When we conducted our beginning of the year survey with the teachers they explained that they would like to have outside people come and complete professional development for them. They also mentioned that they would like to have more strict oversight on school policies. They feel that the administration is not strict enough. The difficult situation here is that the administration is not at liberty to announce what has happened to other for not following the school policies. The staff did also mention that they feel like communication has improved and they appreciate the use of the outlook calendar to place important events as reminders for them.

## Perceptions Strengths

The faculty feel that communication has improved between the administration and the teachers. They also feel that the administration treats them with respect and that the administration also values their input on how policy is made and how it is implemented.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1 (Prioritized):** 50% of the students sent to the office were for level 1 infractions. **Root Cause:** The school did not have a discipline flowchart to guide teachers and staff what were the appropriate steps to take.

# Priority Problems of Practice

**Problem of Practice 1:** 40% of 3rd grade English students did not meet on STAAR reading.

**Root Cause 1:** The students had reading deficiencies due to the pandemic not allowing them to come to school. Some students did not have access to a dedicated interventionist.

**Problem of Practice 1 Areas:** Student Learning

**Problem of Practice 2:** 40% of 3rd grade English students did not meet on STAAR math.

**Root Cause 2:** Some students did not have access to a dedicated interventionist. The teachers did not receive training on how to use interactive math journals. Some students did not attend tutorials.

**Problem of Practice 2 Areas:** Student Learning

**Problem of Practice 3:** 0% of special education students receiving resource support met grade level on STAAR.

**Root Cause 3:** Some students were too far behind grade level to be able to reach their on grade level instruction. Some students did not receive additional interventions beyond their pull out time.

**Problem of Practice 3 Areas:** Student Learning

**Problem of Practice 4:** 50% of the students sent to the office were for level 1 infractions.

**Root Cause 4:** The school did not have a discipline flowchart to guide teachers and staff what were the appropriate steps to take.

**Problem of Practice 4 Areas:** Perceptions

**Problem of Practice 5:** Student attendance rate was below 95%

**Root Cause 5:** Many students and families were still being affected by COVID-19.

**Problem of Practice 5 Areas:** School Processes & Programs

**Problem of Practice 6:** 70.8% of our students are considered to be at risk.

**Root Cause 6:** Some of the students did not participate in the required tutorials and intervention times offered by support staff and faculty. Students who are considered at risk do not have an assigned peer mentor.

**Problem of Practice 6 Areas:** Demographics



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- 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
- Running Records 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
- Special education/non-special education population including discipline, progress and participation 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
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio

### **Parent/Community Data**

- Parent engagement rate

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Board Goals

Revised/Approved: September 21, 2022

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** The percentage of 3rd thru 5th grade students performing at or above grade level in reading and writing in reading as measured by the Meets Grade Level Standard on STAAR will increase by 5 percentage points from 36 % in spring 2022 to 41% in spring 2023.


**Strategic Priorities:**







Expanding Educational Opportunities

**Measurable Objective 1:** Increase Grade 3-5th meets or above on the STAAR reading assessment from 36% to 41% in all student groups by May 2023.

**Evaluation Data Sources:** DLA, REN 360, Mock STAAR

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporate daily exit tickets with mastery tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to use the data to drive instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Admin team</p> <p><b>Action Steps:</b> Train teachers on how to create and implement exit ticket culture in their classrooms.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Professional development - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide targeted intervention to students in grades 3 -5 during the intervention block to satisfy IAT and HB4545</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to read on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> Mr. Mena, Mrs. Koen, Ms. Huffstickler, Ms. Curvey</p> <p><b>Action Steps:</b> Implement school wide intervention block, create pull out schedule for in-school interventions, assign interventions groups to ESSER interventionist and TAs</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Interventionists - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct monthly data PLCs to track BRR data, Renaissance 360 data, and formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use the data to drive instruction and provide targeted interventions. Students will track their data to set and attain individual goals.</p> <p><b>Staff Responsible for Monitoring:</b> Mr. Mena, Mrs. Koen, Ms. Huffstickler, Ms. Curvey 3-5th grade teachers, and interventionist.</p> <p><b>Action Steps:</b> Create and implement school wide data tracking system. Complete district data protocol for formative assessments. Implement and track class data binders.</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<p><b>Problem of Practice 1:</b> 40% of 3rd grade English students did not meet on STAAR reading. <b>Root Cause:</b> The students had reading deficiencies due to the pandemic not allowing them to come to school. Some students did not have access to a dedicated interventionist.</p>

**Board Goal 2:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** The percentage of 3rd thru 5th grade students performing at or above grade level in Math as measured by the Meets Grade Level Standard on STAAR will increase by 5 percentage points from 40% in spring 2022 to 45% in spring 2023.


**Strategic Priorities:**


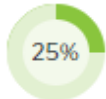




Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of 3rd thru 5th grade students performing at or above grade level in Math as measured by the Meets Grade Level Standard on STAAR will increase by 5 percentage points from 40% in spring 2022 to 45% in spring 2023.

**Evaluation Data Sources:** We will use the district's formative assessments for math modules to make sure that our students are mastering the TEKS.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers implement the use of interactive math journals on a daily basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be more comfortable writing their responses and will also be able to keep track of their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Math teachers and administrators</p> <p><b>Action Steps:</b> 1. Give interactive math journal PD at PLCs. 2. Provide at bats on how to do a mini lesson on interactive journal set up. 3. Have the math teachers plan together so they can collaborate on how to integrate interactive math journals in the math block.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Composition journals - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the HB3 professional development and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> The teachers will have the tools and resources they need to make sure that their students can increase their achievement and reach their annual goals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Action Steps:</b> 1. The teachers will use the HB3 resources 2. The teachers will attend HB3 refresher PD courses 3. The teachers will use the HB3 provided manipulatives</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Math manipulatives and PD - 211000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math interventions, pull outs, and after school tutorials that will start in October.</p> <p><b>Strategy's Expected Result/Impact:</b> The 3rd grade students will be able to increase their achievement and they will also show growth and meet their annual goals.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, interventionists and administrators</p> <p><b>Action Steps:</b> 1. Teachers need to analyze the data to create ability groups 2. Students can use their data to track how they are performing in the formative assessments 3. Interventionist will use the data to plan and deliver the pull out sessions to specific student needs.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Extra duty pay - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 2:</b> 40% of 3rd grade English students did not meet on STAAR math. <b>Root Cause:</b> Some students did not have access to a dedicated interventionist. The teachers did not receive training on how to use interactive math journals. Some students did not attend tutorials.</p>

**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

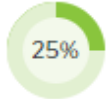

**Goal 1:** 100% of 5th grade students will have a career portfolio by January 2023.






**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** 100% of 5th grade students will have a career portfolio by January 2023

**Evaluation Data Sources:** Portfolio files housed in the counselor's office.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The counselor will provide interest surveys to 5th grade students</p> <p><b>Strategy's Expected Result/Impact:</b> The students will be exposed to a variety of careers that they can explore.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Action Steps:</b> 1. administer interest surveys 2. set up a schedule for various professionals to come and talk to 5th graders</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host career readiness days for our 5th grade students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be exposed to multiple different careers and given the opportunity to ask questions to gain knowledge about each.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Action Steps:</b> 1. Use surveys to recruit career speakers 2. Schedule speakers 3. Prepare students with audience etiquette</p> <p><b>Title I:</b> 2.6, 4.1</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<b>Strategy 3: Host a College Readiness Night</b> <b>Strategy's Expected Result/Impact:</b> Expose students to what college readiness means and what college opportunities are out there. <b>Staff Responsible for Monitoring:</b> Counselor <b>Action Steps:</b> 1. Collect college interest by 5th graders. 2. Collect speakers/supporters to assist in College Night. 3. Schedule and host college night for 5th grade students and families.  <b>Title I:</b> 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Board Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.


**Goal 1:** The percentage of 4th grade students receiving special education services in reading will increase from 0% to 7% meets as measured on the STAAR test in the spring of 2023.







**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of 3rd grade students receiving special education services in 3rd grade reading will increase from 0% to 7% meets as measured on the STAAR test in the spring of 2023.

**Evaluation Data Sources:** Formative assessment throughout the year and the summative assessment in the spring of 2023.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify all of the special education students in 4th Grade.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow the professionals to know which students need the interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teacher, SpEd Admin, Department Chair</p> <p><b>Action Steps:</b> 1. Students who are identified already will receive services per IEP. Teachers will make sure these students are also receiving additional interventions if Tier 2 or 3.</p> <p>2. Teachers will identify RTI Students</p> <p>3. IAT PLCs will occur every 6 weeks.</p> <p>4. Teacher's will document student progress on interventions in place.</p> <p>5. Tier 2 and 3 students will receive additional 90 &amp; 120 minutes of intervention per week.</p> <p>6. All SpEd Students will be receiving their accommodations and they are documented daily by teacher.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Extra duty pay - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule out all of the annual ARD meetings in advance to make sure that all of the students' needs are met in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> The students receiving special education services will not be without updated services.</p> <p><b>Staff Responsible for Monitoring:</b> SpEd Teacher, Department Chair, SpEd Admin</p> <p><b>Action Steps:</b> 1. Develop a schedule and calendar. 2. Prepare invites in advance. 3. Prepare all documentation prior to meeting. 4. Complete all ARDS before expiration date.</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Special Education students will receive interventions during general education class time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will master on grade level TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> General Education Teachers</p> <p><b>Action Steps:</b> 1. Identify students BOY Level. 2. Create student intervention Groups. 3. Monitor Student Mastery and Progress. 4. Monitor and Adjust Groups as needed.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 3:</b> 0% of special education students receiving resource support met grade level on STAAR. <b>Root Cause:</b> Some students were too far behind grade level to be able to reach their on grade level instruction. Some students did not receive additional interventions beyond their pull out time.</p>

**Board Goal 5:** N/A - Additional Campus Goals



**Goal 1:** ATTENDANCE: Sanchez ES will have an overall attendance average of 98% or higher for the 2022-2023 school year.






**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Ensure 98% of students are present daily.

**Evaluation Data Sources:** Daily, Weekly and Monthly attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide incentives to parents and students who meet attendance goals within a grading cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> Student will receive full instruction and interventions as needed</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, M. Vasquez, R. Mena, I. Koen, K. Huffstickler, D. Curvey</p> <p><b>Action Steps:</b> Pull the daily, weekly and monthly attendance reports to filter for the students who are meeting attendance goals.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of students are accounted for on a daily basis and phone call are made daily and documented on Google form</p> <p><b>Strategy's Expected Result/Impact:</b> Increased daily attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> School information representative, administrators, and teachers</p> <p><b>Action Steps:</b> 1. Office staff will identify absent students prior to ADA using school protocol. 2. Office staff will contact the parents of students that absent</p> <p><b>Title I:</b> 2.5, 2.6, 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Community outreach and communication with parents about chronic absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students attendance rate.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers and school information representative</p> <p><b>Action Steps:</b> 1. Increase the number of home visits to chronically absent students. 2. We will hold parent conferences for students with chronic absences. 3. Call outs will be done daily</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

School Processes & Programs
<p><b>Problem of Practice 1:</b> Student attendance rate was below 95% <b>Root Cause:</b> Many students and families were still being affected by COVID-19.</p>

**Board Goal 5:** N/A - Additional Campus Goals



**Goal 2: DISCIPLINE:** The number of student referrals will decrease by 1 during the 2022-23 school year to 4






**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** The teachers will be able to address 100% of level I infractions.

**Evaluation Data Sources:** HISD Connect Incident Reports








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement campus protocol for discipline referrals</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be disciplined based on the level of infraction across all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Action Steps:</b> Discipline referral flow chart, review of student Code of Conduct level of offenses, solve scenarios of student misbehavior using flow chart.</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>30%</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement CHAMPS as the campus-wide discipline management system</p> <p><b>Strategy's Expected Result/Impact:</b> The students and the parents will understand the expectations set forth for the students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Action Steps:</b> 1. Campus staff will attend CHAMPS training, 2. Implementation of CHAMPS strategies will be monitored through observations, 3. teachers and administration will share details and CHAMPS expectation with parents through school events and conferences.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>30%</p>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Planning for behavior expectations and setting student routines both inside and outside the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand better the behavior expectations that they need to follow.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Action Steps:</b> The teachers will be asked to include in their lesson plan, outlining how they will communicate and assess student understanding of their behavioral expectations.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3: VIOLENCE PREVENTION:** 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.

**Measurable Objective 1:** 100% of students will engage in a cyber-bullying awareness course.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All scholars will take a cyber-bullying awareness course online.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will not engage in bullying behaviors</p> <p><b>Staff Responsible for Monitoring:</b> Administrators , Wraparound Specialist, and Counselor</p> <p><b>Action Steps:</b> Students will participate in a bullying awareness course through anti-bullying awareness under HISD student support services website</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of students in all grade levels will engage in Character Building through the Early Acts First Knight program (EAFK).</p> <p><b>Strategy's Expected Result/Impact:</b> A lower number of incidents reported on HISD Connect and positive habits will be gained. There will be positive changes in disciplinary referrals, bullying incidents, student relationships, academic performance, faculty satisfaction, and campus parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Wraparound Specialist, Classroom Teachers and Misty Gonzales (EAFK Coordinator/Liaison).</p> <p><b>Action Steps:</b> All students will participate in the character building education program, Early Acts First Knight. Each month a different character trait will be focused on and students will work towards inheriting the monthly trait so that he/she can be selected to receive a medal from one of the knights at the EAFK monthly ceremony.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teacher will incorporate SEL vocabulary with music vocabulary in order to promote social-emotional learning in music class.</p> <p><b>Strategy's Expected Result/Impact:</b> Lowered number of incidents reported on HISD connect.</p> <p><b>Staff Responsible for Monitoring:</b> Music teacher, PE teacher, Media Specialist and Wraparound Specialist</p> <p><b>Action Steps:</b> In order to promote the social-emotional component in our curriculum, our music teacher will integrate SEL vocabulary while introducing music vocabulary and playing music in his lessons. The PE teacher and Media Specialist, will incorporate SEL vocabulary and the character trait of the month in their lessons. Wraparound Specialist and Counselor will incorporate SEL vocabulary during student visits.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 5:** N/A - Additional Campus Goals


**Goal 4: SPECIAL EDUCATION:** The percentage of 3rd grade students receiving special education services in 3rd grade reading will increase from 0% to 7% meets as measured on the STAAR test in the spring of 2023.

**Strategic Priorities:**







Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of 3rd grade students receiving special education services in 3rd grade reading will increase from 0% to 7% meets as measured on the STAAR test in the spring of 2023.

**Evaluation Data Sources:** STAAR 2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Special Education students will receive interventions during general education class time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will begin to master on grade level TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> General Education Teacher, Special Education Teacher, Department Chair, SpEd Admin</p> <p><b>Action Steps:</b></p> <ol style="list-style-type: none"> <li>Students who are identified already will receive services per IEP. Teachers will make sure these students are also receiving additional interventions if Tier 2 or 3.</li> <li>Teachers will identify RTI Students</li> <li>IAT PLCs will occur every 6 weeks.</li> <li>Teacher's will document student progress on interventions in place.</li> <li>Tier 2 and 3 students will receive additional 90 &amp; 120 minutes of intervention per week.</li> <li>All SpEd Students will be receiving their accommodations and they are documented daily by teacher.</li> </ol> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule out all of the annual ARD meetings in advance to make sure that all of the students' needs are met in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive updated services.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teachers, Department Chair , SpEd Admin</p> <p><b>Action Steps:</b> 1. Develop a schedule and calendar. 2. Prepare invites in advance. 3. Prepare all documentation prior to meeting. 4. Complete all ARDS before expiration date.</p> <p><b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Special Education students will receive interventions during general education class time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be given additional educational opportunities to close gaps.</p> <p><b>Staff Responsible for Monitoring:</b> General Education Teacher, Special Education Teacher</p> <p><b>Action Steps:</b> 1. Identify students BOY Level. 2. Create student intervention Groups. 3. Monitor Student Mastery and Progress. 4. Monitor and Adjust Groups as needed.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.



Our TELPAS target for 2021-2022 was 50% and Sanchez scored 35%. Sanchez will increase by 15% or more on TELPAS to meet the overall target in Spring 2023.






**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** 75% of our Dyslexia students will grow one reading level by the end of 2022-2023 school year.

**Evaluation Data Sources:** Running Records and Renaissance 360

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student will receive dyslexia intervention from the dyslexia interventionist.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show one year of growth in comprehension, fluency, and reading level.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Specialist and Ms. Yasim</p> <p><b>Action Steps:</b> Teachers will track reading levels monthly. Dyslexia Specialist and Ms. Yasim will run monthly reports from On track to identify student who are not showing growth</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive interventions in their general education class during the school wide intervention block.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show one year of growth in comprehension, fluency, and reading level.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Specialist and Ms. Yasim</p> <p><b>Action Steps:</b> Teachers will use Renaissance 360 Reading data, and BRR to design intervention groups and lessons. Teachers will track reading levels monthly. Dyslexia Specialist and Ms. Yasim will run monthly reports from On track to identify students who are not showing growth</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will receive whole group phonics instruction using Neuhaus and small group phonics instruction using Really Great Reading .</p> <p><b>Strategy's Expected Result/Impact:</b> The students phonics level will increase thus increasing fluency and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Dyslexia Specialist, Ms. Yasim, classroom teacher, and administration</p> <p><b>Action Steps:</b> Neuhaus coaching and feedback sessions for teachers, teachers will track fluency and comprehension levels using BRR, teachers will track phonics acquisitions using Neuhaus checklist.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5:** N/A - Additional Campus Goals



**Goal 6: PARENT and COMMUNITY ENGAGEMENT-** By the end of 2022-2023 School Year, Sanchez Elementary will achieve the rating of Platinum by meeting all FACE requirements. 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.






**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** We will complete all 17 activities to meet the criteria for Platinum Status.

**Evaluation Data Sources:** Level of FACE participation and the rubric to reach platinum status.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will work closely with FACE in order to create educational courses for parents and community events and establish a school PTO.</p> <p><b>Strategy's Expected Result/Impact:</b> Families and students will be connected with community services, such as educational training for parents and parenting courses focused on education. Families will also become more connected and visible on campus to build relationships through the PTO.</p> <p><b>Staff Responsible for Monitoring:</b> Wraparound Specialist, Counselor, and Administrators</p> <p><b>Action Steps:</b> Weekly/Monthly review of FACE requirements by campus FACE liaison. Establish a school PTO in order to gives parents and teachers the opportunity to work together to supplement and enrich the educational experience.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will host a monthly Coffee with the Principal meetings , 2 Title 1 meetings per semester, and SDMC meetings once per quarter.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become more involved in the decision making and will be more knowledgeable about the happenings in the school.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, wraparound specialist, parent liaison, and counselor.</p> <p><b>Action Steps:</b> 1. Plan and host coffee with the principal meetings 2. Collaborate with the family and community department to provide parent workshops. 3. Purchase refreshments for meetings.</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> We will provide educational courses for parents that our community partners provide such as; computer literacy classes and ESL.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will benefit from different educational courses offered from the community members in the area. This will also benefits our students since parents will be more able to help the students. They will take English and computer classes.</p> <p><b>Staff Responsible for Monitoring:</b> WRS</p> <p><b>Action Steps:</b> 1. Let parents know about all the services that Wrap Around Specialist has. 2. Parents should fill out the Student Assistant Form (SAF). 3. Refer and link parents to the courses and trainings offered by our community members.</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Measurable Objective 1 Problems of Practice:**

Demographics
<p><b>Problem of Practice 1:</b> 70.8% of our students are considered to be at risk. <b>Root Cause:</b> Some of the students did not participate in the required tutorials and intervention times offered by support staff and faculty. Students who are considered at risk do not have an assigned peer mentor.</p>

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** MANDATED HEALTH SERVICES

**Measurable Objective 1:** All students in mandated grades will screened for vision, hearing, antes, and spinal. 90% of failed screenings will be resolved by May 26, 2023.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Non-Invasive Vision, hearing, antes and spinal screening will be held within the first semester of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful results, impacts</p> <p><b>Staff Responsible for Monitoring:</b> School Nurse, Mary Moon, RN</p> <p><b>Action Steps:</b> Hold effective screening programs that identify all students in need.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule and take all students in need of glasses to the University of Houston's Eye care for Kids field trip.</p> <p><b>Strategy's Expected Result/Impact:</b> Full Success</p> <p><b>Staff Responsible for Monitoring:</b> Mary Moon, RN</p> <p><b>Action Steps:</b> Obtain all necessary permission slips and chaperones for field trip. Chaperone students to and from the UH Eye institute.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identify through screening all students who need hearing follow ups and assist parents with appointments to HISD's audiology department.</p> <p><b>Strategy's Expected Result/Impact:</b> Successful/high impact</p> <p><b>Staff Responsible for Monitoring:</b> Mary Moon, RN</p> <p><b>Action Steps:</b> Assist parent with appointments and transportation, if needed.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				






**Board Goal 5:** N/A - Additional Campus Goals

**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

**Measurable Objective 1:** The number of students who are considered obese or who are not able to succeed in the Fitness Gram test will decrease by 10%

**Evaluation Data Sources:** Fitness Gram

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The PE coach will complete formative physical assessments to make sure that the students are progressing on their annual goals.</p> <p><b>Strategy's Expected Result/Impact:</b> The students will have knowledge of their starting points and goals per grading cycle.</p> <p><b>Staff Responsible for Monitoring:</b> P.E. Teacher</p> <p><b>Action Steps:</b> 1. BOY will be given to students to establish baseline 2. Teacher will track progress 3. Teacher will provide MOY and BOY</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)



# State Compensatory

## Budget for 281 Sanchez Elementary School

**Total SCE Funds:** \$125,589.00

**Total FTEs Funded by SCE:** 0

### **Brief Description of SCE Services and/or Programs**

This fund is used to pay the salary of one teacher to help alleviate the large classroom size. We also use these funds to pay teachers for extra duty for tutorials and if they need to attend professional development.

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

#### Demographics:

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 438 students in grades pre-kindergarten through fifth grade. The student body's ethnic background is 96% Hispanic, 3.0% African American, and less than 1% Other. Free and reduced lunch is provided to 100% of our students and 71% have been identified at-risk. The school has various programs to serve our students of which 11% are in special education, 51.5% are emergent bilingual, and 3.4% are gifted and talented. We have a total of 41 staff members. 33 of the are considered professional staff. 30 teachers, 1 professional support, 4 campus administrators, 10 Educational Aides. 91% of our teachers are classified as a member of a minority group. 17.9 African American, 64.2 % Hispanic, 6% white, 6% Asian, 3% Pacific Islander, 3% two or more races. 17% of the teachers are male and 82% are female. 85% hold a bachelor's degree, while 15% hold a master's degree.

#### Instruction:

41% of our students met standard on all tests all grades. 17% of our students mastered tests all grades all subjects. We had 100% participation on the STAAR test. 42% met standard at reading, 20% mastered reading. 40% met standards in math, 16% mastered standards in math. 43% met standards in science and 13% mastered standards in science. 36% of our students met progress on TELPAS. We did not meet the target of 47% in student success. We did not meet the target in math and reading for academic achievement. We need to focus on our continuously enrolled student population since that was one of the sub groups where we fell short in every subject. 59% of our 1st graders passed the high frequency word evaluation at the BOY. 65% of the 2nd graders passed the high frequency word evaluation at the BOY.

#### Processes:

We have established committees to make sure that teachers will be involved in extracurricular activities. This will allow the students to have a well rounded education and have opportunities to experience positive social interactions with other peers outside of the academic setting in a safe environment. We have received our ESSER testing lab and we will be holding professional development for our teacher on how to train their students to use the new online testing environment. We are now having weekly PLC meetings to accommodate what the teachers requested. We have established grade level computer carts to allow all the grade levels to use laptops to take assessments and to complete productive tasks on the computers.

#### Perceptions:

When we conducted our beginning of the year survey with the teachers they explained that they would like to have outside people come and complete professional development for them. They also mentioned that they would like to have more strict oversight on school policies. They feel that the administration is not strict enough. The difficult situation here is that the administration is not at liberty to announce what has happened to other for not following the school policies. The staff did also mention that they feel like communication has improved and they appreciate the use of the outlook calendar to place important events as reminders for them.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with the teacher leaders, parents, and school staff to develop and determine the needs of the campus.

## **2.2: Regular monitoring and revision**

The teachers complete weekly formative evaluations as well as daily exit tickets.

## **2.3: Available to parents and community in an understandable format and language**

We translate and post the SIP on our website in both English and Spanish.

## **2.4: Opportunities for all children to meet State standards**

We provide afterschool tutorials and Saturday tutorials on a weekly basis. We also have a full time interventionist as well as several TA who offer interventions to small groups of students during the school day.

## **2.5: Increased learning time and well-rounded education**

Provide targeted intervention to students in grades 3 -5 during the intervention block to satisfy IAT and HB4545. Math interventions, pull outs, and after school tutorials that will start in October.

## **2.6: Address needs of all students, particularly at-risk**

Provide targeted intervention to students in grades 3 -5 during the intervention block to satisfy IAT and HB4545. Math interventions, pull outs, and after school tutorials that will start in October. Community outreach and communication with parents about chronic absenteeism.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

We use the data available from the formative assessments as well as attendance rates to make changes to our school improvement plan.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

We will host a monthly Coffee with the Principal meetings , 2 Title 1 meetings per semester, and SDMC meetings once per quarter. We held open house meeting where the parent and family engagement policy was developed and tailored to our school's needs.

### **4.2: Offer flexible number of parent involvement meetings**

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

## **5. Targeted Assistance Schools Only**