

Houston Independent School District
281 Sanchez Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 25, 2021

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 442 students in grades pre-kindergarten through fifth grade. The student body's ethnic background is 96% Hispanic, 2.0% African American, and less than 1% 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. We have a total of 44 staff members. 36 of the are considered professional staff. 33 teachers, 1 professional support, 3 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.

Our parents and members of the community take part of the site-based decision-making committee and are an integral part of the decision making. The greater Pecan Park community consists of lower middle to middle income families. Many of our student live in generational households. Many of our students also live in large urban apartment complexes where the occupant density exceeds the allowable number. The enrollment trends for this area of the city have been on an annual decline of 10% per year. Some studies show that this may be due to large competition among public charter schools and HISD. Overall, the number of people who are having children inside the 610 loop is decreasing steadily over the past 6 years according to district demographic information available on the HISD website.

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

Demographics Strengths

The programs that exist at Sanchez ES are:

Pre-K

Bilingual Pre-K - 4th grade programs

PALS

SLL

GT

Early Acts First Knight (a program designed to allow students to learn and practice character qualities that lead the students to be productive members of the greater community.

All of these programs are designed with the student's reaching their maximum potential in mind.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Some of our parents do not understand the importance of good attendance to school, or arriving on time to school. **Root Cause:** The parents have a limited education and or experience with education.

Student Learning

Student Learning Summary

With our Pre-K students we use the Circle assessment to determine their academic progress. Out of 13 PK-3 students 6 of them were on track with rapid letter naming, 9 on track with rapid vocabulary, 2 with syllabication, 1 for onset-rime, 2 for alliteration, 8 were on track with phonological awareness. 10 out of 12 students were on track with math. 9 out of 12 were on track with social emotional behaviors. 3 out of 12 students were on track with letter names. For the bilingual Pre-K students we have 5 out of 13 students on track with letter naming.

Kindergarten: 82% (27 out of 33 champions mastered rapid letters)

76% (25 out of 33 champions mastered letter names)

82% (27 out of 33 champions mastered alliteration)

76% (25 out of 33 champions mastered dividing words in syllables)

91% (22 out of 33 champions mastered rote counting)

88% (29 out of 33 champions mastered recognizing numbers to 20)

88% (29 out of 33 champions mastered 2D/3D shapes)

68% (22 out of 43) champions mastered their rapid letters and phonological awareness.

First Grade:

53% of the students are on level

47% of the students are below level

2nd grade:

BOY

25 students are at Pre-AA reading level

2 at A

1 at B

5 at D

3 at E

MOY

12 at Pre-AA reading level

10 at A

1 at B

2 at B

1 at F

4 at G

1 at I

EOY

4 at Pre-AA reading level

12 at A

2 at B

2 at C

2 at D

3 at E

3 at F

1 at G

3 at I

3 at J

1 at K

4 at L

2nd grade data summary:

The limited data suggests that the majority of the students are not reading at grade level. The team is proposing to make sure they use the power hour of intervention to make sure that the students are catching up to where they need to be by the end of the Spring semester 2022.

3rd Grade:

Literacy by 3

English On Level- 13

Bilingual On Level – 9

English Not on Level – 16

Bilingual not on level – 30

Renaissance Math

English on level – 15

Bilingual on level – 25

English on watch – 4

Bilingual on watch – 5

English Intervention – 18

Bilingual Intervention – 9

Summary of the 3rd grade data analysis:

The English students in this group are doing better than their bilingual counterparts. The language arts teacher was not available to teach most of the year due to health complications. The students who remained at home were not able to receive the level of instruction needed to be successful on the STAAR tests. The students were not able to receive the extra interventions needed to make sure we could catch those students up by the end of the spring semester.

4th Grade:

English EOY Renaissance

English on level – 5

Bilingual – 23

English Intervention – 8

Bilingual – 4

English urgent Int. – 14

Bilingual – 1

STAAR Reading

English not met – 40%

Spanish – 9%

English Approaches – 48%

Spanish – 52%

English Meets – 12%

Spanish – 23%

English Masters – 0%

Spanish – 16%

STAAR Math

English not met – 68%

Spanish – 9%

English Approaches – 28%

Spanish – 52%

English Meets – 4%

Spanish – 23%

English Masters – 0%

Spanish – 16%

Summary of the 4th grade data analysis:

There is a very clear trend that the bilingual students outperformed their English counterparts by a factor of four. We need to see why the students receiving instruction in English are not performing as well.

5th Grade:

BRR

Pre-AAACDEFGHIJKLMNOPQRSTX

1 3 1 1 4 1 2 4 2 6 2 7 2 6 2 5 2 4 1 3 1

STAAR Reading

No Data – 11

Did not meet – 20

Approaches - 12

Meets – 12

Masters - 6

STAAR Math

No Data – 11

Did not meet – 20

Approaches – 12

Meets – 5

Masters – 4

Summary of the 5th grade data analysis:

The current 5th grade students have reading levels starting as low as Pre-AA and as high as X. This is a very broad range with an unexpected bell curve that does not exist in the middle of the reading level ranges. This year our goal is to get as many of our 5th grade students to approach their reading levels.

The teachers and the administration are aware that we did not perform as well as expected compared to other campuses with the same demographics and past success.

We need to make sure that we align our report card grades with the results on benchmark assessments. If a student does very poorly on the benchmark assessments, then they should not be passing on the report card. This would indicate that the instruction is not aligned with the TEKS that are being assessed in the assessments.

Student Learning Strengths

There was a number of students who were successful in the STAAR assessments regardless of the barriers presented by the pandemic. Those are students who were able to come to campus and participate face to face in the instruction. Those students were also able to take advantage of the available interventions while their virtual counterparts were not able or they did not have the support at home.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): The majority of the students at Sanchez ES are not reading at the expected grade level. **Root Cause:** Students who were receiving virtual education did not have the opportunity to receive the needed interventions from home.

School Processes & Programs

School Processes & Programs Summary

The process for recruiting, selecting, assigning, inducting and retaining high quality educators is a collaborative effort at Sanchez ES. We have established a rubric of what are the required qualifications to make uniform decision on who we interview and ultimately offer positions to.

Once employees are secured then we have a comprehensive induction program that is district and campus led. Within the campus we have a campus induction coordinator who is responsible for setting up a program that allows new teachers and transfer teacher to participate to get to know the systems of the campus.

The CIC facilitates a professional learning community inclusive of the campus beginning teachers and mentors to optimize the acceleration of the beginning teachers' professional growth. Within this program mentors work with their mentees to build and support the development of the beginning teachers. This will be done via meetings and check ins and documented in an HISD MAS portal.

The district also uses the teacher appraisal and development system. With this system the administration is aware that first we must coach to make sure that the teachers are receiving as much professional development to allow them to show growth and in return show students growth.

Our campus develops instructional leaders by empowering them with the tools that they need to make sound decisions. The administration's philosophy is to make sure that any decisions that are made are to the benefit of the students. The leadership is formatted so that there are hierarchies that must be followed before the principal becomes involved to resolve the problem. The principal expects the tier-II leaders to come to the table with possible solutions that can be implemented. The principal will then decide what is the best choice for the campus.

Roles and responsibilities are established before school starts and those responsibilities are shared with the rest of the school and the community during parent meetings and at open house. A flowchart of the organization has been created to make sure that individuals have an accurate picture of their responsibilities. Furthermore, weekly leadership meetings are held to plan the week and to capture areas of improvement.

The school will use the DLAs, benchmarks and other formative assessments throughout the year to make informed decisions and to gauge to see if the interventions being implemented are having the desired effect on student performance. Professional development is planned based on the needs identified

by the formative assessments that occur throughout the academic year. During professional learning community meetings, the faculty along with the administration will make decisions that will steer the instruction in the classrooms while at the same time addressing any areas that need further interventions.

The school will use the IAT system and response to intervention. Where the students are identified and referred by the teachers and parents to receive depending on their level of need the required amount of time of interventions. If a student is tier II, they are required to receive an additional 90 minutes per week and 120 minutes per week for students who are classified as tier III. Those required minutes are a supplement and need to be on top of the existing instructional minutes.

All teachers are required to have their 6-hour gifted and talented training to make sure that they are able to support the differentiated instruction that is required for those gifted and talented students. All of the teachers who are assigned bilingual students must be bilingual certified.

We offer science and computer literacy ancillary classes to all students to make sure that students are exposed to computer and technology instruction. Students in science ancillary classes are exposed to experimentation design and they are also exposed to wet lab scenarios where they use inquiry-based model of instruction to allow the students to formulate their experimental design and develop those higher order level thinking skills.

School Processes & Programs Strengths

The school has been very successful in tailoring small group instruction to make sure that the students receive the needed instruction based on data collected by the classroom teachers.

Data collection and use is another strength that our teachers have. They are allowed to use the data as it becomes available to make flexible grouping decisions.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Communication between grade level leads and administration needs to be improved. **Root Cause:** The schedule to allow vertical planning is extremely difficult with the available staff and resources.

Perceptions

Perceptions Summary

The Vision of Sanchez ES is:

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

The Mission of Sanchez ES is:

TO ENSURE THAT ALL STUDENTS RECEIVE A RIGOROUS, RELEVANT, AND INDIVIDUALIZED EDUCATION THAT WILL PREPARE THEM TO COMPETE AND SUCCEED IN THE 21ST CENTURY

Shared Core Values Developed by teachers and staff:

- q Be emphatic
- q Perseverance: Have Grit and Don't Quit
- q love for lifelong learning, hard work, grit, resilience
- q Patience & Understanding
- q Integrity and Hard work
- q Plan for success
- q Confidence
- q We are a community where all children feel loved, respected and encouraged to develop to their fullest potential
- q Collaboration and encouragement
- q Excellence in all that you do
- q Community of believers
- q Flexibility

- q Honesty
- q Positive attitudes
- q Relationships, reflection, adaptability,
- q Growth Mindset
- q Dignity, fairness, responsibility
- q Risk-taking
- q Unwavering belief in all students' potential

Perceptions Strengths

The teachers and staff at Sanchez ES are trusted to do what is best for the children. The philosophy of the administration is to do what is in the student's best interest. Safety and instruction are our top priority.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: The teachers and staff are working very hard and can burnout at any moment. **Root Cause:** The demands being placed on the staff are at the level of pre-covid

Priority Problems of Practice

Problem of Practice 1: The majority of the students at Sanchez ES are not reading at the expected grade level.

Root Cause 1: Students who were receiving virtual education did not have the opportunity to receive the needed interventions from home.

Problem of Practice 1 Areas: Student Learning

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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 progress
- 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 progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Board Goals

Revised/Approved: August 25, 2021

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

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 14 percentage points from 31% in spring 2021 to 45% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 70% or more of students in 3rd-5th grade will read on grade level and will be prepared for the STAAR reading assessment. Evaluation Data Sources: STAAR Release, DLA, Snapshot, REN360 HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide targeted intervention to students in grades 3 -5 during the intervention block to satisfy IAT and HB4545

Strategy's Expected Result/Impact: Students will be able to read on grade level.

Staff Responsible for Monitoring: Mr. Mena, Mrs. Koen, Ms. Huffstickler, Ms. Curvey 3-5th grade teachers and TA's.

Action Steps: Identify teachers for intervention, create a pull-out schedule in-school intervention, monitor the effectiveness of the intervention and make necessary changes, if needed.

TEA Priorities: Build a foundation of reading and math

Funding Sources: Tutoring services. - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$1,000

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students will be able to accurately select leveled text on their reading level, to increase fluency and comprehension. Evaluation Data Sources: Classroom observations, Running Records, Renaissance 360, Independent book selection, MyOn HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: 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, track student data in data binder and provide students with personal data tracking system.

Strategy's Expected Result/Impact: Students will be able to select appropriate leveled text, read at expected fluency rate and demonstrate an understanding of grade-level comprehension objectives .

Staff Responsible for Monitoring: Mr. Mena, Mrs. Koen, Ms. Huffstickler, Ms. Curvey, RLA teachers, and TAs.

Action Steps: Schedule Literacy By 3 Training for all untrained teachers, schedule a running record refresher/training for all RLA teachers, admin observation of RLA block, vertically aligned and data-driven PLCs.

TEA Priorities: Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of RLA teachers will implement guided reading with fidelity and model grade appropriate pre-planned read alouds in conjunction with the HISD RLA curriculum Evaluation Data Sources: Mr. Mena, Mrs. Koen, Ms. Huffstickler, Ms, Curvey, and RLA teachers. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 1: Use leveled text and Guided Reading lessons for Guided Reading instruction, and authentic/mentor text for the modeling of read alouds.

Strategy's Expected Result/Impact: Students will be able to read on grade level and independently read and comprehend during independent reading.

Staff Responsible for Monitoring: Mr. Mena, Mrs. Koen, Ms. Huffstickler, RLA teachers and TAs.

Action Steps: Create school-wide non-negotiable Guided Reading plan for all RLA teachers, train teachers on campus-wide Guided Reading strategies, gather text that lends itself to modeling effective reading strategies.

TEA Priorities: Build a foundation of reading and math

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

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 26 percentage points from 24% in spring 2021 to 50% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 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. Evaluation Data Sources: January MOY/ DLA Snapshots and classroom quizzes and benchmarks HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Math journals, classroom observations, PLC meetings, DDI protocols, strategic grouping.

Strategy's Expected Result/Impact: The teachers will be able to receive coaching feedback and comments to make sure they are using the most effective instructional strategies.

Staff Responsible for Monitoring: R. Mena, I. Koen, K. Huffstickler, D. Curvey

Action Steps: Pre-K - 5th grade teachers will provide students with 90 minutes or more of math instruction daily and use problem solving journals. Lead Teams will conduct pull outs as necessary.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Teacher will improve their planning and instructional skills by targeting I-1 objective driven lesson to go from an average of 2 to a 3. Evaluation Data Sources: Progress conferences in January. TADS rubric, effective tools, exemplar lessons, master lessons, peer observations. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: PLC Meetings, DDI protocol, Math professional development offered by HB3 math academies initiative, Vertical and /or grade level planning, implementation of 5E model lessons.

Strategy's Expected Result/Impact: All grade levels 3rd - 5th will increase a minimum of 10% in meets and masters for Math STAAR test.

Staff Responsible for Monitoring: R. Mena, I. Koen, K. Huffstickler, D. Curvey

Action Steps: 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 model lesson cycle. Teachers will also conduct peer observations and walkthroughs to see best practices in action.

Funding Sources: Math Professional Development offered such as Vontoure - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$1,000

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Identified at-risk students will receive additional instructional support by increasing exposure by 1 hour a week additionally via after-school tutorials and Saturday Tutorials. Evaluation Data Sources: January MOY/DLA snapshots and classroom quizzes and benchmarks. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Math interventions, pull outs, after-school tutorials, implementations of 5E model lesson cycle.

Strategy's Expected Result/Impact: All grade levels 3rd- 5th will increase a minimum of 10% in meets and masters for math STAAR test.

Staff Responsible for Monitoring: R. Mena, I. Koen, K. Huffstickler, D. Curvey

Action Steps: The administration team along with the math leads will establish a schedule for TA's to follow to provide interventions as needed and indicated by the BOY and other formative assessments.

Funding Sources: Extra Duty Pay for tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$7,000

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Board Goal 4: CLOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets standard on the STAAR Reading test in grades 3-5 will increase 10 percentage points from 35% in spring 2021 to 45% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Special Education scholars will approach at 50% in STAAR in the 2021-2022 school year. Evaluation Data Sources: Classroom observations, Data Tracking, Running Records	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Provide differentiated instruction and specific interventions to address SPED scholars learning needs. Ensure all designated supports are implemented consistently and effectively in the General Ed classrooms.

Strategy's Expected Result/Impact: The gap in our special education population will close.

Staff Responsible for Monitoring: Ricardo Mena, India Koen, Kirby Huffstickler, Debrell Curvey

Action Steps: 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.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Special Education teachers and chairperson will ensure all student's IEPs are met by the end of the school year. Evaluation Data Sources: ARD meetings, Review of IEPs	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
  100% Accomplished
  Continue/Modify
  Discontinue

Strategy 1: During ARD meetings SPED chairperson and case manager will review students IEPs and document student progress.

Strategy's Expected Result/Impact: Students will obtain their IEP goals for the 2021-2022 school year.

Staff Responsible for Monitoring: Ricardo Mena, India Koen, Kirby Huffstickler, Debrell Curvey

Action Steps: 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.

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 2020-2021 school year.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Ensure students are present every day to receive instruction as close to 100 percent. Evaluation Data Sources: Daily, Weekly and Monthly attendance.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide incentives to parents and students with perfect attendance (Daily, weekly, monthly)

Strategy's Expected Result/Impact: Students will be able to receive full instruction and not miss on important information.

Staff Responsible for Monitoring: Teachers, M. Vasquez, R. Mena, I. Koen, K. Huffstickler, D. Curvey

Action Steps: Pull the daily, weekly and monthly attendance reports to filter for the students with the best attendance.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students are accounted for on a daily basis and phone call are made daily and documented on Google form. Evaluation Data Sources: Attendance reports and looking at the attendance Google form.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 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

Strategy's Expected Result/Impact: Increase daily attendance rate.

Staff Responsible for Monitoring: All Teachers, and Administrators

Action Steps: Office staff will place phone calls and follow up with parents of absent students daily. We will conduct preliminary attendance checks prior to 9:45.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Target 100% of the chronic absentees on a daily basis and weekly basis. Evaluation Data Sources: Attendance Reports from HISD connect.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: 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

Strategy's Expected Result/Impact: Increased student attendance

Staff Responsible for Monitoring: All administrators

Action Steps: 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

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: The number of student referrals to the administration will decrease by 10% by the end of the school year.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The teachers will be able to address 100% of level I infractions. Evaluation Data Sources: HISD Connect Incident Reports	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The teachers will have an opportunity to calibrate with PD offered at our monthly faculty meetings.

Strategy's Expected Result/Impact: Students will be disciplined uniformly across all grade levels and classrooms.

Staff Responsible for Monitoring: Teachers and Administrators

Action Steps: 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.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students and parents will know and understand the expectations as stated in the student/parent handbook for classroom behavior. Evaluation Data Sources: HISD Connect Student Incident Report and EOY parent survey.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: 100% of students and parents will know and understand the expectations as stated in the student/parent handbook for classroom behavior.

Strategy's Expected Result/Impact: The students and the parents will understand the expectations set forth for the students.

Staff Responsible for Monitoring: Teachers and Administrators

Action Steps: 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.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Increase by 50% the use of restorative model of discipline administered to students. Evaluation Data Sources: HISD Connect student incident report.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: 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.

Strategy's Expected Result/Impact: Students and parents will know the discipline expectations and the students will know how to behave in the class while reducing classroom disruptions.

Staff Responsible for Monitoring: Teachers and Administrators.

Action Steps: 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.

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.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of students will engage in a cyber-bullying awareness course. Evaluation Data Sources: Completion report from HUB	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: All scholars will take a cyber-bullying awareness course online.

Strategy's Expected Result/Impact: Students will not engage in bullying behaviors

Staff Responsible for Monitoring: Administrators and WRS.

Action Steps: Students will participate in a bullying awareness course through anti-bullying awareness under student support services website in HISD.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students in all grade levels will engage in Character Building through a program named Early Acts First Knight. Evaluation Data Sources: Incident reporting from HISD connect.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Students will participate in EAFK, a character building education program. Each month a different character trait is announced and students work towards that in order to be selected to receive a medal from one of the knights.

Strategy's Expected Result/Impact: Lowered number of incidents reported on HISD Connect.

Staff Responsible for Monitoring: Administrators and WRS.

Action Steps: 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.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Our music curriculum will embed the SEL component. Our music teacher will create music lessons that will incorporate social-emotional learning strategies. Evaluation Data Sources: Observation in the music classroom, overall conduct survey.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: Teacher will incorporate SEL vocabulary with music vocabulary in order to promote social-emotional learning in music class.

Strategy's Expected Result/Impact: Lowered number of incidents reported on HISD connect.

Staff Responsible for Monitoring: Music teacher, and WRS.

Action Steps: 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.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Special Education scholars will approach at 50% in STAAR in the 2021-2022 school year. Evaluation Data Sources: Released STAAR Alt practice tests and other formative assessments.	Formative			Summative
	Nov	Jan	Mar	June


Strategy 1: Provide differentiated instruction and specific interventions to address SPED scholars learning needs. Ensure all designated supports are implemented consistently and effectively in the General Ed classrooms.


Strategy's Expected Result/Impact: SPED students will have their learning needs met while adhering to required accommodations.


Staff Responsible for Monitoring: Administrators and SPED teachers


Action Steps: In order to achieve our goal of 50% approaches in STAAR for our Special Education scholars students will be provided with differentiated instruction and designated supports in the general ED classrooms.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Special Education teachers and chairperson will ensure all student's IEPs are met by the end of the school year. Evaluation Data Sources: Easy IEP reports to see if the case managers are staying in compliance.	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: During ARD meetings SPED chairperson and case manager will review students IEPs and document student progress.

Strategy's Expected Result/Impact: The SPED teachers will be able to offer the best suited accommodations based on the SPED student's needs.

Staff Responsible for Monitoring: SPED Teachers and administrators

Action Steps: 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.

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 2020-2021 was 50% and Sanchez scored 30%, our campus will increase 10% or more in our TELPAS overall score in order to be above target.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: Our 4th grade students at Sanchez ES will pass the STAAR Writing at 50% or higher for the 2021-2022 school year.

Evaluation Data Sources: STAAR Test reports and released STAAR practice tests.

Strategy 1: Provide targeted instruction before, during and after school. Produce a school-wide Writing plan and implement it with fidelity. Ensure student's instruction is differentiated by level. Have monthly celebrations to acknowledge improvement.

Strategy's Expected Result/Impact: Students will be motivated to continue reading and their reading stamina will increase.

Staff Responsible for Monitoring: Teachers and Administrators

Action Steps: 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. The students who did not pass their STAAR test during 3rd grade will have an ALC meeting to determine their needs and what strategies will work best with those students. Those students determined to have a need will receive an additional 30 hours of instruction to bring them to grade level.

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: The majority of the students at Sanchez ES are not reading at the expected grade level. Root Cause: Students who were receiving virtual education did not have the opportunity to receive the needed interventions from home.

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: All students taking the TELPAS test will practice online for a minimum of 4 times a year.





Evaluation Data Sources: Imagine literacy formative reports.

Strategy 1: Students with their teacher's guidance will practice the listening component using Imagine literacy and Intervene.

Strategy's Expected Result/Impact: Students will grow more familiar with the online assessment environment.

Staff Responsible for Monitoring: Teachers and administrators

Action Steps: In order to increase our TELPAS scores this school year, our scholars will use the following programs to practice the listening and speaking components:

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Our Dyslexia scholars will increase at least two reading levels by the end of the the 2021-2022 school year. Evaluation Data Sources: Reading running records reports from On Track and reading A-Z.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Students will receive services from our Dyslexia Specialist where students will successfully complete lessons.

Strategy's Expected Result/Impact: The identified students with Dyslexia will be able to grow by at least one reading level.

Staff Responsible for Monitoring: Dyslexia specialist and Ms. Curvey

Action Steps: Our Dyslexia scholars to increase three reading levels, they will complete lessons given by our Dyslexia Specialist.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: By the end of 2021-2022 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.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: We will work closely with FACE in order to create educational courses for parents and community events.

Strategy's Expected Result/Impact: Families and students will be connected with community services, such as educational training for parents and resources to make sure the families have what they need to make sure the students can focus on school.

Staff Responsible for Monitoring: WRS and Administrators

Action Steps: 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.





Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: We will schedule ahead and invite community partners. We will include FACE in all Coffee with Principals to provide education.

Strategy's Expected Result/Impact: Parents will have the tools to help their students increase literacy attainment from home.

Staff Responsible for Monitoring: WRS and administrators

Action Steps: 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.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: We will reach out to local community partners, and increase partnerships by adding one new partner each month. Evaluation Data Sources: Number of local community partners will increase by 50%	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: We will use community resources and networking opportunities to invite stake holders to work with our campus.

Strategy's Expected Result/Impact: We will be able to connect community members with stakeholders and the services they offer.

Staff Responsible for Monitoring: WRS and administrators





Action Steps: 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.

Board Goal 5: N/A - Additional Campus Goals**Goal 7: MANDATED HEALTH SERVICES**

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by analyzing the end of year data of the 20-21 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

By providing the teacher the raw data and then having them analyze the data to create placement groups for student achievement levels.

By asking parents to give feedback and input during parent meetings.

By involving the SDMC in approving the SDMC goals and strategies as written.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

Bi-weekly PLC meetings to discuss the formative assessment scores.

Weekly analysis of teacher grade books.

Providing the teachers with an expectation to post two weekly grades for math and reading and 1 per week for social studies and science.

Require all teachers to use the OnTrack assessment platform to keep track of their formative assessments.

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

The SIP is available to parents in the following locations:

In person at 2700 Berkley ST. Houston TX 77012
281 Sanchez Elementary School
Generated by Plan4Learning.com

<https://www.houstonisd.org/sanchezes>

The SIP was made available to parents by:

Website and print if requested

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

We are implementing a uniform board policy to allow students to know what are their expectations for learning and of learning

The students will be grouped by using achievement data. These groups will then be pulled by our paraprofessional to provide additional instruction time.

Teachers are being required to plan one week ahead to be able to receive valuable feedback on instruction.

Funding will be used to provide parents with family literacy opportunities.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

The scheduling of soaring wide power hour in the master schedule has been implemented across all grade levels.

Teachers are expected to be at their small group tables providing interventions to their students based on formative student data.

Teachers will also be required to provide students with before/after-school tutorials as well as Saturday tutorials for the students in the lower achievement levels.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
 - Kinder Teachers will complete the Reading academy
 - 1st Grade Teachers will complete the Reading Academy

- 3rd Grade Teachers will complete the Math Academy
- 2nd Grade Teachers will complete the Math Academy
- Proficient Tier 1 explicit instruction taking place in all content areas:
 - Anchor Charts
 - Interactive Journaling
 - Teach-backs
 - Collaborative grouping
 - Academic Talk
 - Reading and writing Conferences
- Bi-weekly AT BATs:
 - Use the pre-planned lesson plans to provide teachers with feedback on lesson efficacy.
- Small Group Instruction based on student data needs:
 - Formative data used to group students
 - TA's will provide pull outs and provide teachers with mastery data.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Maria Vasquez
- Title I Liaison - May Peralta
- Administrator - Ricardo Mena
- Teacher - Ashley Holley
- Teacher - Richard Martinec

The PFE was distributed

- On the campus website
- <https://www.houstonisd.org/sanchezes>

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Provide drawings at meetings
- Provide educational opportunities for parents to attend meetings
- Provide childcare for parents to be able to participate fully in meetings
- Provide the parents with help to become VIPs.

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 9/8/2021 8 am
- Meeting #1 Alternate - 9/9/2021 5:30 pm
- Meeting #2 -
- Meeting #2 Alternate -
- Meeting #3 -
- Meeting #3 Alternate -
- Meeting #4 -
- Meeting #4 Alternate -

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
May Peralta	Title I Liaison	Title I	1
Teodoro Capistran	Classroom Size Reduction Teacher	Title I	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ricardo Mena	Principal
Administrator	Debrell Curvey	Teacher Specialist
Administrator	India Koen	Assistant Principal
Classroom Teacher	Ashley Holley	Teacher
Classroom Teacher	Richard Martinec	Teacher
Non-classroom Professional	Maria Sepulveda	School Based Staff Member
Non-classroom Professional	Alejandro Martinez	School Based Staff Member
Non-classroom Professional	Mary Moon	Nurse
Business Representative	Ron Acuna	Community Business Partner
Parent	Maria Vasquez	Parent
Parent	Cecilia Salazar	Parent

Campus Funding Summary

2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Tutoring services.	6200 - Contracted Services	\$1,000.00
2	1	2	1	Math Professional Development offered such as Vontoure	6200 - Contracted Services	\$1,000.00
2	1	3	1	Extra Duty Pay for tutorials	6100 - Payroll	\$7,000.00
Sub-Total						\$9,000.00
Grand Total						\$9,000.00

Addendums

2021-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	Face to Face	Establishing norms, vision, Mission, School Data presentation, Daily schedules, Non-negotiables; Math, reading, science, writing, Neuhaus, Sub Tub, Data dig and PLC Goals	Chart Paper	Board Goal 4 Closing the Gaps
Aug. 17	Face to Face	Technology processes, Donors choose, Sharing best practices, Curriculum orientation, IAT/RTI/Assessments, 505, Discipline update	Chart paper, laptops, internet	Board goal 1 ELAR
Aug. 18	Face to Face	Teacher Prep Day	N/A	All Board goals for planning.
Aug. 19	Face to Face	Job alike day, Reading academies, Academic PD by deoartment.	Laptops	Board goal 1 ELAR and Board goal 2 Math
Aug. 20	Face to Face	TADS, Campus procedures, WRS, SEL, Data presentations by grade level.	Laptops, Chart Paper, Employee handbook	Boar goal 4 Closing Gaps.
Sept. 17	Face to Face	Planning for success, Reading Academies, HB3 Math academies, GT Training, HB4545 training	Laptops, Chart Paper, Lesson Plans	Board Goal 4 Closing the Gaps
Oct. 4	Face to Face	Comp. Day for teachers who completed all required training before Sept. 30 th . All others will complete planning procedures and data analysis of formative assessments.		
Feb. 21	Face to Face	Data analysis and Planning time using formative assessments.		

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.