2018-2019 Campus Improvement Plan

George I Sanchez Main Campus

School Name

George I. Sanchez Charter School

District Name

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Mission Statement

George I. Sanchez Charter School's Mission Statement

The vision of Sanchez Charter School is to create a better tomorrow for our students through a community learning center that provides college preparation and career readiness and fosters lifelong relationships that begin in middle school and continue through adulthood.

The school's mission is to provide students with:
- The most productive educational environment in which they succeed through mentoring and community partnerships.
- College and career readiness opportunities based on unique individual interests.
- Personalized attention tailored to their individual needs.
- Abundant opportunities to experience a culturally-enriched education by contributing to our local community.
- An aligned, research-based curriculum that is delivered by highly trained staff.

George I Sanchez Main Campus's Mission Statement

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George I Sanchez Main Campus Campus Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at George I Sanchez Main Campus conducted a comprehensive needs assessment for the 2016-17 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

School Profile
George I Sanchez Main Campus is one of 2 campuses in AAMA-George I. Sanchez Charter Schools. George I Sanchez Main Campus opened its doors in 1996 and serves predominantly the EAST END of Houston. George I Sanchez Main Campus serves 750 students in grades 6 to 12. Five years ago, 650 students were served by the campus, which in an Decrease of 100 students.

The student population is 1.3% African-American, 1% Anglo, 0% Asian, 97% Hispanic, 50.4% male and 49.5% female with a low socioeconomic status of 91%. The staff population is 40.5 % African-American, 1 2 . 6 % Anglo, % Asian, 38.4% Hispanic, 38.3% male and 61.7% female with an average of years of experience. 55% of Highly Qualified teachers and 11% of Highly Qualified   paraprofessionals.

The overall mobility rate for the campus is approximately 33.4%, with a drop-out rate of 2.2%. The average daily attendance rate for students is 93.2% . The average daily attendance rate for staff is % . There is a total of 780 discipline referrals this year , which is a decrease of 9% from last year.

George I Sanchez Main Campus serves 397 English Language Learner students, 0 students in the Gifted and Talented program (% males, % females, and 52.4% LEP), students identified for 504 services, of RTI Tier I students, of Tier II students, of Tier III students, students served though special education services (8.6%) and students tested, but not qualified for special education services.

Student Achievement
The following data were reviewed in relation to Student achievement:
PBMAS report (2015)
Indexes (2015)

Upon review of these data, several findings were noted. These findings include:

Math Benchmark-STAAR Comparison

6th Grade		Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students	Total # of Students	60	48	51	54
	% Approaches Grade Level	20%	58%	35%	37%
	% Meets Grade Level	2%	13%	6%	6%
	%Masters Grade Level	0	2	2%	2%
SPED Students	Total # of Students	4	3	4	4
	% Approaches Grade Level	0%	33%	25%	25%
	% Meets Grade Level	0%	0%	0%	0%
	%Masters Grade Level	0%	0%	0%	0%
ESL Students	Total # of Students	29	21	28	29
	% Approaches Grade Level	7%	38%	32%	38%
	% Meets Grade Level	0%	5%	7%	7%
	%Masters Grade Level	0%	0%	4%	3%

7th Grade		Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students	Total # of Students	43	44	68	65
	% Approaches Grade Level	21%	23%	19%	34%
	% Meets Grade Level	5%	5%	1%	2%
	%Masters Grade Level	0%	2%	0%	0%
SPED Students	Total # of Students	4	5	8	7
	% Approaches Grade Level	0%	0%	0%	86%
	% Meets Grade Level	0%	0%	0%	14%
	%Masters Grade Level	0%	0%	0%	0%
ESL Students	Total # of Students	13	15	34	32
	% Approaches Grade Level	0%	0%	15%	25%
	% Meets Grade Level	0%	0%	0%	3%
	%Masters Grade Level	0%	0%	0%	0%

8th Grade		Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students	Total # of Students	66	56	63	55
	% Approaches Grade Level	18%	46%	14%	56%
	% Meets Grade Level	3%	7%	0%	5%
	%Masters Grade Level	0%	2%	0%	0%
SPED Students	Total # of Students	9	9	7	5
	% Approaches Grade Level	0%	0%	14%	60%
	% Meets Grade Level	0%	0%	0%	0%
	%Masters Grade Level	0%	0%	0%	0%
ESL Students	Total # of Students	21	18	19	18
	% Approaches Grade Level	5%	17%	5%	33%
	% Meets Grade Level	0%	0%	0%	0%
	%Masters Grade Level	0%	0%	0%	0%

Algebra I		Benchmark 2017	EOC 2017	Benchmark 2018	EOC 2018
All Students	Total # of Students	116	116	179	164
	% Approaches Grade Level	36%	53%	49%	53%
	% Meets Grade Level	11%	8%	16%	9%
	%Masters Grade Level	7%	2%	10%	4%
SPED Students	Total # of Students	12	12	12	21
	% Approaches Grade Level	20%	8%	75%	24%
	% Meets Grade Level	0%	0%	17%	0%
	%Masters Grade Level	0%	0%	0%	0%
ESL Students	Total # of Students	53	53	99	89
	% Approaches Grade Level	18%	28%	17%	43%
	% Meets Grade Level	2%	2%	2%	2%
	%Masters Grade Level	0%	0%	1%	0%

Science Benchmark Comparison

8th Grade	Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students				
Total # of Students	73	56	65	54
% Approaches Grade Level	34%	57%	28%	59%
% Meets Grade Level	12%	23%	6%	13%
%Masters Grade Level	4%	0%	0%	6%
SPED Students				
Total # of Students	11	9	7	5
% Approaches Grade Level	0%	0%	14%	80%
% Meets Grade Level	0%	0%	14%	20%
%Masters Grade Level	0%	0%	0%	0%
ESL Students				
Total # of Students	29	18	20	18
% Approaches Grade Level	18%	28%	0%	22%
% Meets Grade Level	3%	6%	0%	0%
%Masters Grade Level	0%	0%	0%	0%

Biology	Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students				
Total # of Students	89	105	88	84
% Approaches Grade Level	83%	58%	35%	44%
% Meets Grade Level	48%	21%	20%	5%
%Masters Grade Level	18%	4%	10%	0%
SPED Students				
Total # of Students	5	15	9	10
% Approaches Grade Level	80%	13%	22%	10%
% Meets Grade Level	20%	0%	22%	0%
%Masters Grade Level	0%	0%	0%	0%
ESL Students				
Total # of Students	30	42	62	62
% Approaches Grade Level	67%	29%	27%	37%
% Meets Grade Level	27%	7%	6%	3%
%Masters Grade Level	7%	0%	2%	0%

Social Studies Benchmark Comparison

8th Grade	Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students				
Total # of Students	76	56	66	54
% Approaches Grade Level	39%	55%	33%	57%
% Meets Grade Level	4%	18%	5%	15%
%Masters Grade Level	0%	4%	2%	2%
SPED Students				
Total # of Students	10	9	6	5
% Approaches Grade Level	10%	33%	17%	40%
% Meets Grade Level	0%	0%	0%	20%
%Masters Grade Level	0%	0%	0%	0%
ESL Students				
Total # of Students	29	18	22	18
% Approaches Grade Level	24%	33%	14%	17%
% Meets Grade Level	0%	0%	0%	0%
%Masters Grade Level	0%	0%	0%	0%

U.S History	Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students				
Total # of Students	92	7	64	70
% Approaches Grade Level	68%	43%	52%	67%
% Meets Grade Level	27%	29%	14%	33%
%Masters Grade Level	11%	14%	2%	6%
SPED Students				
Total # of Students	9	3	6	8
% Approaches Grade Level	44%	67%	17%	38%
% Meets Grade Level	11%	33%	0%	13%
%Masters Grade Level	0%	0%	0%	0%
ESL Students				
Total # of Students	37	4	29	36
% Approaches Grade Level	41%	0%	41%	42%
% Meets Grade Level	8%	0%	3%	6%
%Masters Grade Level	5%	0%	0%	0%

ELA and Writing Benchmark Comparison

6th Grade		Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students	Total # of Students	57	47	59	54
	% Approaches Grade Level	21%	31%	27%	31%
	% Meets Grade Level	21%	13%	2%	7%
	%Masters Grade Level	21%	0%	0%	0%
SPED Students	Total # of Students	6	3	4	4
	% Approaches Grade Level	0%	0%	25%	25%
	% Meets Grade Level	0%	0%	0%	0%
	%Masters Grade Level	0%	0%	0%	0%
ESL Students	Total # of Students	27	21	32	29
	% Approaches Grade Level	4%	0%	19%	28%
	% Meets Grade Level	0%	0%	0%	7%
	%Masters Grade Level	0%	0%	0%	0%

7th Grade - R		Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students	Total # of Students	35	44	74	63
	% Approaches Grade Level	49%	48%	30%	38%
	% Meets Grade Level	9%	11%	14%	13%
	%Masters Grade Level	3%	2%	7%	3%
SPED Students	Total # of Students	3	5	7	7
	% Approaches Grade Level	0%	0%	43%	57%
	% Meets Grade Level	0%	0%	0%	29%
	%Masters Grade Level	0%	0%	0%	0%
ESL Students	Total # of Students	10	15	39	30
	% Approaches Grade Level	0%	7%	21%	23%
	% Meets Grade Level	0%	0%	5%	13%
	%Masters Grade Level	0%	0%	3%	0%

8th Grade		Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students	Total # of Students	64	56	69	55
	% Approaches Grade Level	28%	50%	45%	65%
	% Meets Grade Level	8%	14%	12%	15%
	%Masters Grade Level	3%	5%	3%	2%
SPED Students	Total # of Students	8	9	7	5
	% Approaches Grade Level	13%	11%	29%	40%
	% Meets Grade Level	0%	0%	14%	20%
	%Masters Grade Level	0%	0%	14%	0%
ESL Students	Total # of Students	23	18	21	18
	% Approaches Grade Level	4%	0%	10%	17%
	% Meets Grade Level	0%	0%	0%	0%
	%Masters Grade Level	0%	0%	0%	0%

7th Grade -W		Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students	Total # of Students	50	43	72	63
	% Approaches Grade Level	44%	26%	25%	27%
	% Meets Grade Level	20%	5%	7%	5%
	%Masters Grade Level	4%	0%	6%	0%
SPED Students	Total # of Students	7	5	7	7
	% Approaches Grade Level	14%	0%	0%	14%
	% Meets Grade Level	14%	0%	0%	0%
	%Masters Grade Level	0%	0%	0%	0%
ESL Students	Total # of Students	17	14	37	32
	% Approaches Grade Level	6%	0%	8%	13%
	% Meets Grade Level	0%	0%	3%	0%
	%Masters Grade Level	0%	0%	3%	0%

ELA Benchmark Comparison

	English I	Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018		English II	Benchmark 2017	STAAR 2017	Benchmark 2018	STAAR 2018
All Students	Total # of Students	121	130	193	196	All Students	Total # of Students	89	65	193	148
	% Approaches Grade Level	25%	25%	18%	34%		% Approaches Grade Level	23%	28%	18%	35%
	% Meets Grade Level	15%	12%	9%	9%		% Meets Grade Level	15%	12%	9%	20%
	%Masters Grade Level	1%	0%	2%	0%		%Masters Grade Level	0%	0%	2%	1%
SPED Students	Total # of Students	6	16	14	24	SPED Students	Total # of Students	3	11	14	15
	% Approaches Grade Level	17%	6%	0%	13%		% Approaches Grade Level	0%	9%	0%	7%
	% Meets Grade Level	0%	0%	0%	0%		% Meets Grade Level	0%	0%	0%	0%
	%Masters Grade Level	0%	0%	0%	0%		%Masters Grade Level	0%	0%	0%	0%
ESL Students	Total # of Students	51	56	11	100	ESL Students	Total # of Students	40	30	11	68
	% Approaches Grade Level	6%	0%	1%	9%		% Approaches Grade Level	3%	0%	1%	10%
	% Meets Grade Level	2%	0%	0%	0%		% Meets Grade Level	3%	0%	0%	1%
	%Masters Grade Level	0%	0%	0%	0%		%Masters Grade Level	0%	0%	0%	0%

Areas of need include:

A comprehensive school wide plan to monitor instruction

A Math and English coach to support teachers.

Our ESL population will need extensive support inside the classroom with a focus on Literacy.

Intervention tutorial programs will be needed for ESL students.

Summer school enrichment program for ESL students

Interventions during school, after school and during summer are needed for English and Math.

Intervention tutorial programs will be needed for at risk students in English and Math.

Train staff to effectively implement special education and ESL teaching strategies and accommodations.

Use of supplemental funds to provide teachers and students with the resources needed to improve academic achievement.

Instruction, Curriculum, and Assessment

The following data were reviewed in relation to Instruction, Curriculum, and Assessment:

Walk-throughs

Departmental Benchmark exams and scores

Failure rates on report cards

State Assessment scores

School Culture, Climate, and Organization

The following data were reviewed in relation to School Culture, Climate, and Organization:

Parent input surveys

Teacher reflection

Departmental discussions

Professional Learning Community meetings

Walkthrough data

Student Input

Discipline logs

Upon review of these data, several findings were noted. These findings include:

Wraparound services for students on and off campus.

Community partnerships that provide opportunities and services for the students.

Alternative school setting but traditional school expectations.

Safe school environment.

Strong relationship between students and staff.

Increased student involvement in extra-curricular opportunities (after school program).

More activities for students during and after school.

provide staff support that will improve teaching and learning.

Instructional coaches that demonstrate lessons with pre- and post- discussion, study groups, staff meetings, and professional development programs.

Additional staff to oversee campus compliance with Title requirements and to monitor tracking systems.

Additional staff to cover central office type responsibilities so that tracking systems using data are monitored accurately.

Areas of need include:
Funding for positions to monitor instruction, provide support and assistance to all classroom teachers in the full implementation of the school academic program.
Implement a positive behavior intervention system to decrease the number of discipline issues and suspensions.
Enforcement of consequence system for noncompliance of student/teacher policies.
Greater recognition opportunities for students as well as greater student input.
Team building activities for students that stimulate their mind and make learning fun.

Staff Quality, Recruitment, and Retention
The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:
SBEC
TTESS
Walk-through data
HQ-(Highly-Qualified)

Upon review of these data, several findings were noted. These findings include:
Student to teacher ratios are low.
Majority of teachers are certified or in a certification program.
Extensive PD opportunities on and off campus.
Stipends for ESL certified teachers in ELA classes
High teacher turnover

Lack of ESL endorsements in core areas.
Lack of effective ESL pedagogical applications in all classrooms.
Budgeting and resources (i.e. staff) for ESL

Areas of need include:
Teaching Incentives for critical need areas.
An English coach for middle school and one for high school to assist teachers with pedagogy and teaching strategies in the classroom.
A Math coach to assist and provide personalized support that is based on the goals and identified needs of individual teachers.
Sufficient funding for professional development in math, ELA, and ESL.
Supplemental support positions for all core tested areas.
Teacher job fair.

Family and Community Involvement
The following data were reviewed in relation to Family and Community Involvement:
Sign in sheets from campus events.
Parent Volunteer list.
Parent feedback forms and surveys.
Community Partnership events.
Student internship.
Teacher call logs.

Upon review of these data, several findings were noted. These findings include:
Increased parent attendance at parent events.
Monthly ESL parent meetings.
Leadership opportunities through NCLR for students and staff.
Community partnerships.
Transitions programs for MS and HS.
Endorsements meetings with parents and students.
no organized parent group.
More parent meetings that educate parents on school requirements for student success (parent portal).
More events showcasing student achievement.

Areas of need include:
Increase opportunities for parent feedback (after discipline parent feedback form).
Act on parent feedback.
Campus showcase.
Create a parent organization focused on parent involvement opportunities.

Supplemental funding to cover the costs of parent events.
Supplemental funding for incentives to increase the level of parent involvement.
Programs designed to make parents more aware of student graduation requirements.
Purchasing of materials to send home with ESL parents to help improve language acquisition.

School Organization
The following data were reviewed in relation to School Organization:
Staff handbook

Upon review of these data, several findings were noted. These findings include:
No organizational chart

Areas of need include: A
communication plan

Technology
The following data were reviewed in relation to Technology:

Upon review of these data, several findings were noted. These findings include:
Areas of need include: See table above. This shows benchmark comparison and
STAAR results comparison.

Student Performance Data

Goals and Strategies

Subject Area: **Student Achievement on ELA State Assessments**

District Priority:

Campus Performance Objective: Increase ELA STAAR scores by a level of significance of at least 5%.

Formative Evaluation: 2018-2019 EOC/STAAR State Assessments
2018-2019 School Report Card

	Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
						Description	**Type**	**Funding Source**
1	Align our classroom instruction to a district provided scope and sequence in 100% of our ELA classrooms	2. School Reform Strategies	Middle school and High School Instructional Coaches Dean of Instruction ELA Teachers	August 27, 2018 - May 31, 2019	Scope & Sequence Track Form Weekly Lesson Plans Formal and informal walkthroughs	Professional Development	6219 G-Professional Services	5. Title III, Part A ELA & LE (263-166) 6. Title III, Part A Immigrant (263-234) 10. FSP (420-011)
2	Maintain bi-weekly district compliance tracker for all middle school and high school ELA classes.	2. School Reform Strategies	Middle school and High School Instructional Coaches Dean of Instruction	August 27, 2018 - May 31, 2019	Scope & Sequence Track Form Weekly Lesson Plans	Professional Development	6219 G-Professional Services	7. Title III, Part A ELA & LE (263-166) 8. Title III, Part A Immigrant (263-234) 10. FSP (420-011)
3	Conduct Powerwalks for 90% of teachers' instructional days so that administration and instructional coaches ensure activities in the classroom align with lesson plans and scope and sequence.	2. School Reform Strategies	All Instructional Coaches Dean of Instruction Dean of Students Principal	August 27, 2018 - May 31, 2019	PowerWalks reports such as: Numerical Reports, Formative Reports	Professional Development	6119 G-Salaries or Wages-Teachers & Prof	10. FSP (420-011)

4	Utilize interventions along with MindPlay to help instructors close the student achievement gaps by increasing the students' lexile level to correspond with their current grade level.	2. Develop School wide Strategies that: Provide opportunities for all children to meet Texas' standards for student achievement Use methods of teaching that have been proven to work with students. Meet the needs of all low-achieving and at-risk students in the school.	Middle School and High School Instructional Coaches Middle School and high school teachers	August 27, 2018 - May 31, 2019	MindPlay Reports such as: Student Achievement Charts and Student Growth Charts	Highly Qualified Staff Highly Qualified Staff	6399 G-General Supplies 6399 G-General Supplies	4. Title II, Part A (255-087) 10. FSP (420-011)
5	Provide tutorials before and after school to offer additional instructional opportunities that aides classroom instruction.	9. Timely and Additional Assistance for Students Having Difficulty Mastering the Standards	Middle and High School Instructional Coaches ELA teachers	August 27, 2018-May 31, 2019	Sign-In Sheets logged by teacher Tutorial Track Form	Instructional Aides	6129 G-Salaries or Wages-Supp Personnel	5. Title III, Part A ELA & LE (263-166) 10. FSP (420-011)

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
6 Utilize available funding for teacher aides in core classrooms to provide instructional support for At-Risk/ELL students.	9. Timely and Additional Assistance for Students Having Difficulty Mastering the Standards	Principal	August 27, 2018 - May 31, 2019	EOC/STAAR State Assessments PowerWalks Walkthroughs Benchmarks District-wide assessments	Tutorials	6121 G-Extra Duty Pay/Overtime-Supp Pers 6118 G-Salaries Professionals-Extra Duty 6129 G- Salaries or Wages – Supp Personnel	10. FSP (420-011) 1. Title I, Part A (211-085) 5. Title III, Part A ELA & LE (263-166)
7 Design block middle and high school master schedule to increase instructional time in ELA classrooms.	2. School Reform Strategies	Principal School Counselors Dean of Instruction Middle and High School Staff	August 27, 2018 - May 31, 2019	EOC/STAAR Assessments TELPAS	Master Scheduling	6499 G-Miscellaneous Operation Costs	10. FSP (420-011)
8 Set aside additional funding to cover cost of professional development/conferences that address ELA student achievement.	4. High-Quality and Ongoing Professional Development	Principal	August 27, 2018 - July 31, 2019	EOC/STAAR Assessments Benchmarks	Professional Development	6239 G-Education Service Center 6239 G-Education Service Center 6411 G-Travel and Subsistence-Employee 6118 G-Salaries Professionals-Extra Duty 6411 G-Travel and Subsistence-Employee	1. Title I, Part A (211-085) 10. FSP (420-011) 10. FSP (420-011) 10. FSP (420-011) 10. FSP (420-011)
9 Provide funding for a summer school enrichment program for ESL students so that academic and conversational fluency improve.	7. Preschool/Other Transition Strategies	Principal Newcomer Academy Staff Student Intervention Specialist	June 10, 2019 - July 3, 2019	Lesson Plans Walkthroughs	Summer School Summer School Materials	6118 G-Salaries Professionals-Extra Duty 6399 G-General Supplies	1. Title I, Part A (211-085) 10. FSP (420-011)
10 Design, schedule, and hold ESL parent events/academies that address student improvement measures, graduation requirements,	6. Strategies to Increase Parental Involvement	Principal Parent Liaison	August 27, 2018 - May 31, 2019	Sign-In Sheets Agendas	Parent Involvement Materials and Resources	6119 G-Salaries or Wages- Teachers & Prof 6399 G-General Supplies	10. FSP (420-011) 10. FSP (420-011)

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
and preparation, instructional support, campus operations, and volunteer opportunities.							
11 Offer stipends for ELA teachers who have both ESL endorsements and ELA certifications.	5. Strategies to Attract Highly-Qualified Staff	Principal	January 7, 2019-May 31, 2019	SBEC Certifications/Endorsements	Teacher Incentives	6128 G-Salaries Support Stipends	4. Title II, Part A (255-087)

Goals and Strategies

Subject Area: Student Achievement on Math State

Assessments   District Priority:

Campus Performance Objective: Increase in math STAAR scores by a level of significance of 5%

Formative Evaluation: 2018-2019 STAAR & EOC

	Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
						Description	**Type**	**Funding Source**
1	Align our classroom instruction to a district-provided scope and sequence in 100% of our math classrooms	2. School Reform Strategies	Instructional coach Dean of Instruction Math Teachers	August 27, 2018 - May 31, 2019	Scope and sequence track form Weekly lesson plans Formal and Informal	Professional Development Professional Development Materials	6119 G-Salaries or Wages-Teachers & Prof 6399 G-General Supplies	10. FSP (420-011) 10. FSP (420-011)
2	Maintain bi-weekly district compliance tracker for all middle school and high school math classes.	2. School Reform Strategies	Instructional coach Dean of Instruction	August 27, 2018 - May 31, 2019	Scope and sequence track form Weekly lesson plans	Professional Development Professional Development Materials	6119 G-Salaries or Wages-Teachers & Prof 6399 G-General Supplies	10. FSP (420-011) 10. FSP (420-011)
3	Conduct Powerwalks for 90% of teacher instructional days so that administration and instructional coaches ensure activities in the classroom align with lesson plans and scope and sequence.	2. School Reform Strategies	Instructional coach Dean of Instruction Dean of Students Principal	August 27, 2018-May 31, 2019	Powerwalk reports such as: numerical reports, formative reports	Professional Development	6119 G-Salaries or Wages-Teachers & Prof	10. FSP (420-011)
4	Utilize interventions, along with Ascend Math, to help instructors close the student achievement gap by increasing the students' lexile level to correspond with their current grade level	2. Develop School wide Strategies that: Provide opportunities for all children to meet Texas' standards for	Instructional coach Math teachers	August 27, 2018-May 31, 2019	Ascend Math reports such as: student achievement charts and student	Instructional materials	6399 G-General Supplies	1. Title I, Part A (211-085) 10. FSP (420-011)

5	Provide tutorials before and after school to offer additional instructional opportunities that aide classroom instruction	9. Timely and additional assistance for students having difficulty mastering the standards	Instructional coaches Math teachers	August 27, 2018-May 31, 2019	Sign in sheets logged by teacher Tutorial track form	Tutorials	6118 G-Salaries Professionals-Extra Duty	10. FSP (420-011) 1. Title I, Part A (211-085) 14. Unrestricted Funds (199-222)
6	Utilize available funding for teacher aides in core classrooms to provide instructional support for at-risk/ELL students	9. Timely and additional assistance for students having difficulty mastering the standards	Principal	August 27, 2018-May 31, 2019	EOC/STAAR state assessments Powerwalks Walkthroughs Benchmarks District-wide Assessments	Master Scheduling	6499 G-Miscellaneous Operation Costs	10. FSP (420-011)

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
7 Design block middle and high school master schedule to increase instructional time in Math classrooms.	2. School Reform Strategies	Principal School Counselors Dean of Instruction	August 27, 2018- May 31, 2019	EOC/STAAR assessments TELPAS	Professional Development	6239 G-Education Service Center 6118 G-Salaries Professionals-Extra Duty	10. FSP (420-011) 1. Title I, Part A (211-085)
8 Set aside additional funding to cover cost of professional/ conferences that address Math student achievement.	4. High-quality and ongoing professional development	Principal	August 27, 2018- May 31, 2019	EOC/STAAR Assessments	Math Software	6219 G-Professional Services	10. FSP (420-011)
9 Provide funding for a summer school enrichment program for ESL students so that basic numeracy and academic language improves	1. Pre-school/other transition strategies	Principal Newcomer Academy Staff Student	June 10, 2019- July 3, 2019	Lesson Plans Walkthroughs	Teacher Recruitment/Retention	6128 G-Salaries Support Stipends	4. Title II, Part A (255-087)
10 Design schedule and hold ESL parent event/academies that address student improvement measures, graduation requirements and preparation, instructional support,	6. Strategies to increase parental involvement	Principal Parent Liaison	August 27, 2018-May 31, 2019	Sign- in sheets and agendas			
11 Offer stipends for math teachers who have both ESL endorsements and math certification	5. Strategies to attract highly-qualified staff	Principal	January 7, 2019- May 31, 2019	SBEC Certification/Endorsements			

Goals and Strategies

Subject Area: **Positive Behavioral Intervention Systems**

District Priority:

Campus Performance Objective: To decrease out of school suspensions and create Tier 1 Interventions while improving the overall culture and climate of the campus.

Formative Evaluation:

	Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
						Description	Type	Funding Source
1	Create a PBIS Committee consisting of teachers across grade levels and content areas, instructional coaches, dropout prevention, counselors, and administration. The team will meet monthly to create and implement policies related to PBIS.	School Reform Strategies	Committee Members	August 27, 2018-May 31, 2019	USF Benchmarks of Quality	Professional Development		
2	Create and implement school-wide systems for internal and external referrals for discipline and counseling.	School Reform Strategies	All school personnel.	August 27, 2018-May 31, 2019	Quality of data from discipline and counseling tracking systems.	Professional Development Access Database TxEIS		
3	Build partnerships with external agencies to provide wrap-around support services: LEAD Program, Community Family Centers, The Harris Center, Catholic Charities, AAMA, Crimestoppers, University of Houston School of Graduate Work, Mental Health America among others.	School Reform Strategies	Student Services Coordinator, Dean of Students	August 27, 2018-May 31, 2019	End of year feedback from partners, data from counseling and discipline systems	Professional Development		

4	Training for all teachers on restorative practices and trauma informed strategies.	School Reform Strategies	Administrative Team	August 27, 2018- May 31, 2019	Discipline and counseling data tracking.	Emotional Backpack Project – MHA Crimestoppers
5	Continued implementation of The Opportunity Space as a behavioral intervention.	School Reform Strategies	Dean of Students, Student Services Coordinator, OPR Instructor, Casa Phoenix Counselors. Sanchez teachers	August 27, 2018- May 31, 2019	Discipline and counseling data tracking; reduced number or repeating students, lower out of school suspension rate. Increased access to counseling services.	Professional Development OPR Classroom Access to CP Counselors

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
6 The PBIS Committee will create and implement procedures for classroom, hallway, and cafeteria interventions.	School Reform Strategies	All campus staff, PBIS Committee	August 27, 2018-May 31, 2019	Discipline and counseling data tracking.	Professional Development		
7 Create a positive school culture and climate by improving the overall appearance of the campus as creating more welcoming classroom spaces.	School Reform Strategies	All campus staff; admin team	August 27, 2018-May 31, 2019	Student and staff feedback from surveys	External vendors Teacher supplies		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
1. Title I, Part A (211-085)	246,120.00
2. Title I, Part D (211-066)	13,875.00
4. Title II, Part A (255-087)	22,309.00
5. Title III, Part A ELA & LE (263-166)	32,510.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
TITLE 1	
6100	240,593.00
6200	2,000.00
6300	1,578.00
6400	1,938.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
6100	1. Title I, Part A	240,563.00
6200	1. Title I, Part A	2,000.00
6300	1. Title I, Part A	1,578.00
6400	1. Title I, Part A	1,938.00
6100	10. FSP (420-011)	$4,237,814
6200	10. FSP (420-011)	$1,897,454
6300	10. FSP (420-011)	$265,274
6400	10. FSP (420-011)	$996,141
6100	2. Title I, Part D	1,275.00
6200	2. Title I, Part D	50.00
6300	2. Title I, Part D	1,000.00
6400	2. Title I, Part D	50.00
6100	4. Title II, Part A	8,000.00
6200	4. Title II, Part A	8,000.00
6100	5. Title III A	23,400.00
6200	5. Title III A	4,000.00
6300	5. Title III A	4,354.00
6400	5. Title III A	781.00

Assurance Addendum

George I Sanchez Main Campus
George I. Sanchez Charter School

Local Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	George I Sanchez Main Campus has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
	Completed a needs assessment which serves as the basis for the CIP.
	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
	Provided for a program to encourage parental and community involvement at the campus.
	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
	Teachers will focus instruction on the TEKS deemed as "critical" and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
	The use and implementation of Stimulus money will be monitored monthly.

Assurance Addendum

George I Sanchez Main Campus
George I. Sanchez Charter School
Legal Requirements

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an "X" in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
	1) STAAR Recognized or Exemplary	For 2013-14, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
	2) STAAR Commended Performance	For 2013-14, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
	3) Parent and Community Involvement	For 2013-14, the percent of parents and community members attending VIPS meetings will increase by %.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2013-14, discipline referrals for drugs, alcohol, and tobacco will be maintained at %.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2013-14, the discipline referrals for offenses will be reduced by % from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for .	Implement and monitor the school-wide safety and security plan.

	Goal	Description	Formative	Summative	Strategy
6)	Special Education	For 2013-14, the percent of students meeting ARD expectations will be at or above %.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
7)	Highly Qualified Teacher	For 2013-14, the percent of highly qualified teachers in the core academic areas will be at %.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
8)	Secondary Drop–out Prevention	For 2013-14, the dropout rate will be % or less with no student group exceeding %.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2013-14 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
9)	High School AEIS – Ninth Graders	The percent of 2013-14 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least %.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
10)	Recommended High School Program	For 2013-14, the percent of students who graduate with RHSP will be at or above %.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
11)	High School AEIS – Advanced Courses and Dual Credit	For 2013-14, the percent of students who have completed at least one advanced course will be at or above %.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
12)	High School AEIS – Advanced Placement Exams	For 2013-14, the percent of students who take an AP exam will be at or above %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
13)	High School AEIS – SAT/ACT Exams	For 2013-14, the percent of graduates who take SAT/ACT exams will be at or above %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
	14) High School CTE	For 2013-14, the percent of LEPCTE students passing STAAR will be at or above (percent of LEP passing STAAR) %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

Assurance Addendum

George I Sanchez Main Campus
George I. Sanchez Charter School

Plan Requirements

1.	**Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2.	**School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district's list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students' engagement in learning and level of thinking about content and concepts.
3.	**Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4.	**High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers' professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5.	**Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district's Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6.	**Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus's programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
7.	**Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8.	**Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9.	**Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10.	**Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

Assurance Addendum

George I Sanchez Main Campus
George I. Sanchez Charter School

- Sentence stating the date the CNA was reviewed/revised for the 1819 school year (Element 1.1)

CAN was revised on August 21, 2018

- List of individuals by name and role (Element 2.1)

Site Based Decision Making Committee

Staff's Name	Role
Easton, Giselle	Principal
Altamirano, Araceli	Dean of Instruction
Hunnicutt, Jamaal	Dean of Students
Laifang, Caroline	Sped Coordinator
Martello, Amanda	DTC
Negron, Maria	After School Coordinator
Reyes, Kristin	SSC
Wood, Malcom	Athlete Coordinator

	CLT DATES
1	September 18,2017
2	September 25,2018
3	October 16, 2018

- List locations where CIP is available (e.g. website, front office, student handbook, local library, community center, etc…) (Element 2.3)

Ms. Lisa Ratcliff has a copy; also, we have it on the school Intranet, under the Instructional Coaching tab. It is also posted on the school website under public documents and it is available upon request.

- List languages the CIP was distributed (Element 2.3)

English and Spanish

- A description of how implemented strategies addressing school needs will provide opportunities for ALL children to meet the challenging state academic standards. Must include the words "**ALL** STUDENTS," not just students (Element 2.4)

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- Strategy/Strategies that increase the amount of quality learning time (Element 2.5)
  - ➢ e.g. RTI, double block, before/after school tutorials/interventions, Saturday school, etc...

Intervention Plans

MS ELA INTERVENTIONS

The sixth and eighth grade middle school English Language Arts classrooms are double-blocked which allows for focused and individualized intervention time. This program is intentionally targeted towards students who are below grade level in reading, those students who could benefit from extra practice (specifically those who often fail to complete or turn in work), and those who are considered at risk for not being successful on their grade level STAAR assessment. In our middle school intervention class includes an array of comprehension strategies including: assessing students' reading levels using a computer, and then making suggestions for reading materials at students' level, teaching students to use known words to decode unknown words, to use context as a check for making sense, to chunk words into meaningful units, and to be flexible in applying known word parts and teaching

metacognitive reading strategies, especially paraphrasing, to help them comprehend text. These are done using a combination of small group tutoring and the use of MindPlay computer program.

The MindPlay Virtual Reading Coach program is an effective online reading program used in intervention classes that aides in improving reading abilities. It permits students with diverse skills and unique needs to read with control and precision. It also serves as an online reading program for Tier 1 students and an intervention for Tiers 2 and 3 students focusing on the following areas: universal screener, phonemic awareness, phonics, vocabulary, grammar for meaning, comprehension and fluency.

Small group tutoring is meant to allow struggling students to practice their skills while having a tutor remain readily accessible to them. MindPlay instruction is meant to help bridge the gap between their current reading skills and their expected grade level reading abilities.

HS ELA INTERVENTIONS

Students receive interventions through both after-school tutorials, held on Monday afternoons from 3:20-4:20 p.m., and Saturday tutorials, which begin in the second semester and last through the spring testing season.

Students who have previously been unsuccessful of the English I or II STAAR receive additional interventions through an intervention English class.

MATH INTERVENTIONS

Students considered to be at risk for not passing the STAAR exam are given intervention measures to help increase their exposure to mathematics on a daily basis. These are done using a combination of small group tutoring and the use of Ascend Math.

Small group tutoring is meant to allow struggling students to practice their skills while having a tutor remain readily accessible to them. Ascend Math instruction is meant to help bridge the gap between their current math skills and their expected grade level math abilities.

Both high school and middle school use similar models, where student rotate through stations where they either work on Ascend Math or work in their small group tutoring to complete assignments that reinforce the instruction within their math course.

Math

9th Grade Students who passed 8th grade STAAR	
Freshman year →	Algebra 1
Sophomore year →	Geometry
Junior year →	Algebra II
Senior year →	4th year math

9th Grade Students who failed 8th grade STAAR	
Freshman year →	Algebra 1 and STAAR Lab *(local credit)
Sophomore year →	Geometry
Junior year →	Algebra II
Senior year →	4th year math

10th Grade Students who fail Algebra STAAR	
Freshman year →	Algebra 1
Sophomore year →	Math Models
Junior year →	Geometry
Senior year →	Algebra II

Science

9th Grade Students who passed 8th grade STAAR	
Freshman year →	Biology
Sophomore year →	Chemistry or IPC (fail)
Junior year →	Physics
Senior year →	Senior level science

9th Grade Students who failed 8th grade STAAR & ESL	
Freshman year →	IPC (with an emphasis on biology)
Sophomore year →	Biology
Junior year →	Chemistry
Senior year →	Physics

Social Studies

12th Grade Students who passed US History STAAR	
Freshman year →	World Geography
Sophomore year →	World History
Junior year →	US History
Senior year →	Government/Economics

9th Grade Students who failed 8th grade STAAR	
Freshman year →	World Geography
Sophomore year →	World History
Junior year →	US History
Senior year →	Government/Economics (With an emphasis on US History for re-testers)

Middle School English/Math

6th grade students	
English	Intervention 6
Math	

7th Grade students	
English	Reading Lab 7
Math	Math Lab 7

8th grade students who did not pass 7th STAAR	
1st period	Math 8
2nd period	English 8
3rd period	US History 8
4th period	Science 8
5th period	Art
6th period	PE
7th period	College and Career

8th grade students who did pass 7th STAAR	
1st period	Math
2nd period	English
3rd period	Social studies
4th period	Science
5th period	Art
6th period	PE
7th period	Spanish 1

High School English

Students who passed English STAAR	
Freshman year →	English I
Sophomore year →	English II
Junior year →	English III
Senior year →	English IV

All students who passed English STAAR will be grouped together

Students who failed English grade STAAR	
Freshman year →	English I and professional communications (emphasis on reading/writing)
Sophomore year →	English II and Practical Writing (emphasis on reading/writing)
Junior year →	English III and Practical Writing (emphasis on reading/writing)
Senior year →	English IV/Creative Writing

All students who failed English STAAR will be grouped together

ESL English Track	
Freshman year →	Reading III
Sophomore year →	ESOL I Beginner – Public Speaking I ESOL I Intermediate
Junior year →	ESOL I Beginner – Public Speaking II

	ESOL I Intermediate
Senior year →	English III (summer before) English IV or Creative Writing

Requirements for ESOL classes→ 1-3 years in country and Beginner or Intermediate score→ TELPAS

- Strategy/Strategies to provide an enriched and accelerated curriculum (Element 2.5)

Intervention Plans section Page 33

- Strategy/Strategies to provide a well-rounded education (Element 2.5)
  - ➢ MUST state, "**Well-rounded education**"
  - ➢ Detailed methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education.

MS ELA – Number of sessions per grade

Grade	# Classes	Interventions	Teacher
ELA 6	3	**3 - Intervention 6**	3 ELA 6-Wallace 3 Int. - Moore
ESL 6, 7 & 8	1	1 - Read 6, 7 & 8	2 - Garcia
ELA 7	3	None	3 ELA 7-Wallace
Read Lab 7	3	None	1 Lab 7- Moore 2 Lab 7 - Como
ELA 8	5	**4 - College & Career 8**	4 ELA 8 – Como 1 ELA 8 - Garcia 3 Collage – Moore 1 Collage – Garcia

HS ELA - Number of sessions per grade

Grade	# Classes	Interventions	Teacher
ESOL 1	2	2- Public Speaking	1 ELA 1 – La Mere 1 ELA 1 – Benitez 1 Pub Sp – LaMere 1 Pub Sp – Benitez
ESOL 2	2	2- Public Speaking	2 ESOL 2 –LaMere 2 Public Speaking – LaMere
ELA 1	4	6 – Prac Writ 4 - Comm App 2 – Creat Writing	1 ELA 1 – Rigoli 1 ELA 1 - Benitez 2 ELA 1 –Drake 6 Prac Writ – Dominduez 4 Comm App - Griffin 2 Creat Writing – Griffin
ELA 2	4	None	2 ELA 2- Benitez 2 ELA 2 – McKinney
ELA 3	5	None	5 ELA 3 – Rigoli
ELA 4	4	None	2 ELA 4 – McKinney 1 ELA 4 HB5 – McKinney 1 Dual C ELA 4 - McKinney

STAAR Review for seniors

Grade	# Classes	Interventions	Teacher
12	0	**3**	STAAR Review – Garcia
			STAAR Review – Sadvakasov
			STAAR Review - Lang

Math - Number of sessions per grade

Grade	# Classes	Interventions	Teacher
6	3	**3 - Intervention 6**	3 Math 6-Lopez 3 Int. – Moore/Carter
7	3	3 - Math Lab 7	3 Math 7 – Lopez 3 Math Lab 7 – Sanchez
8	5	**4 - College & Career 8**	3 Math 8 – Sanchez 2 Math 8 - Desta 3 Collage – Moore/Carter 1 Collage – Garcia/Carrillo
Math Models	3		3 Math Mod – Sadvakasov
Algebra 1	5	7 - STAAR Lab	2 Algebra 1 – Desta 3 Algebra 1 – Johnson 7 STAAR Lab - Carrillo
Geometry	5	None	5 Geometry – Kruger
Algebra 2	4	None	3 Algebra 2 – Johnson 1 Algebra 2 - Kruger
Pre-Calculus	2	None	2 PreCalc – Desta
Eng Math	2	None	2 Eng Math – Sadvakasov

Science- Number of sessions per grade

Grade	# Classes	Interventions	Teacher
6	3	None	3 Sc 7 – Frazier
7	3	None	3 Sc 7 – Frazier
8	5	None	5 Sc 8 – Ruiz
IPC	4	None	1 IPC – Ruiz 3 IPC - Robinson
Biology	5	None	5 Bio – Barcenas
Chemistry	3	None	3 Chem – Robinson
Physics	4	None	4 Phy – Garcia
Eng Sc	2	None	2 Eng Sc – Garcia
Anat & Phy	4	None	4 Anat & Phy – Wong

Social Studies - Number of sessions per grade

Grade	# Classes	Interventions	Teacher
W Culture 6	3		3 W Culture – B. Lopez
TX H 7	3		3 TXH – B. Lopez
USH 8	5		5 USH – LaMere
W Geo (9)	6		2 W Geo – Allen 4 W Geo - Lang
W Hist (10)	6		1 W His - LaMere 5 W His - Phillips
USH (11)	6		4 USH – Allen 2 USH - Jean
Eco-Fe	3		3 Eco – Jean
Government (D)	1		1 Gov – Phillips

- List strategy/strategies targeting needs of at risk students (Element 2.6)
  - ➢ Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Sessions by Code From 08/27/2018 To 10/15/2018

Code	Sessions
10 - Substance Use	3
1 - Crisis (Requires Emergency Parent Meeting)	5
9 - Conflict Resolution	10
5 - Parent Conferences (Non-Crisis)	11
14 - Discipline Referral Support	11
7 - Pregnancy Related Service	18
13 - Discipline Preventative	38
15 - Discipline Ongoing Counseling Support	57
3 - Academic Counseling	173
8 - Guidance	183
2 - Individual Counseling	232
4 - College & Career Readiness	237
	978

Page 1 of 1

PFE (Parent and Family Engagement) **requirements for CIP** discussed below:

1. List of individuals and their roles who assisted with the development of the PFE policy; must be listed in CIP (Element 3.1)
   i. Must be majority parents
   ii. Must be parents from current school year

   MARIA E SALAZAR MARTINEZ   MOM
   MAYRA RAMIREZ   MOM
   ERIKA   GARCIA LOPEZ   MOM
   ALEJANDRA   AGUILAR   MOM
   KENIA   GUTIERREZ   MOM
   MARIA NAVARRO   MOM
   GISELLE CHEVRES   MOM
   EMMA ROSALES   MOM
   MARIA GALLARDO   MOM
   JOSE   GALLARDO   DAD

2. Locations of the PFE policy (on campus, student handbook, post office, parent meetings, or other locations). If you state, "Other," you must specify location; must be listed in CIP (Element 3.1)

Multi-Purpose Center, Counseling Center, school lobby, principal office area, Open House, and parent meetings.

3. Languages the PFE policy was distributed; must be listed in CIP (Element 3.1)

English and Spanish

4. List days and times that the PFE meetings were held and locations; must be listed in CIP (Element 3.2)
   i. Campuses SHALL offer a flexible number of meetings such as mornings, afternoons, evenings, and/or weekends
   ii. Must have at least 2 meetings; must do due diligence with outreach to ensure greatest parent participation

Date	Activity	Time	Location
August 16, 2018	Student Orientation	8:00am-5:00pm	Lobby
August 22,2018	Student Orientation	8:00am-5:00pm	Lobby
August 23, 2018	6th grade Parent Meeting	9:30am-10:30am & 6:30pm-7:30pm	MPC
September 6,2018	Washington DC Trip	6:00pm-7:00pm	MPC
September 21, 2018	Open House	6:00pm-7:30pm	Lobby/School's Classrooms

September 21, 2018	Chocolate con Abuelos	7:00am-7:40am	School Parking
September 27,2018	Hispanic Heritage Month	6:00pm-7:00pm	MPC
October 10th, 2018	Doughnuts with Dad	7:00am-7:40am	School Parking
October 13, 2018	Fall Festival		School grounds
November 6, 2018	Financial Aid Night		MPC
November 14,2018	Muffin with Mom	7:00am-7:40am	School Parking
November 15,2018	Messy Art and Craft Night	6:00pm-7:00pm	MPC