

2018-19 Campus Improvement Plan

Sanchez North

School Name

George I. Sanchez Charter District

District Name

Table of Contents

Mission Statement	4
Comprehensive Needs Assessment.....	5
Student Performance Data.....	9
2018-2019 Reading STAAR Results	10
2018-2019 Writing STAAR Results	10
2018-2019 English I STAAR Results	10
2018-2019 English II STAAR Results.....	10
2018-2019Mathematics STAAR Results	10
2018-2019 Algebra I STAAR Results.....	11
2018-2019 Science STAAR Results	11
2018-2019 Biology STAAR Results	11
2018-2019Social Studies STAAR Results	11
2018-2019 U.S History STAAR Results	11
Goals and Strategies.....	12
2. Student Achievement.....	12
4. Staff Quality, Recruitment, and Retention.....	14
4. Staff Quality, Recruitment, and Retention.....	16
Summary of Expenditures in this Plan.....	19
Total Allocations and Expenditures by Funding Source	19
Total Expenditures by Object Type	20
Total Expenditures by Object Type and Funding Source.....	21
Assurance Addendum	22
Local Requirements.....	22
CPOC Membership and Meetings.....	23

Legal Requirements 24

Plan Requirements..... 27

Staff Development 28

Mission Statement

George I. Sanchez Charter District'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.

Sanchez North's Mission Statement

The vision of G.I.S. North Campus is to enforce the overall learning experience in a family centered environment. We inspire our middle and high school students to achieve their future potential and develop a passion for college and career. The school's mission is to cultivate innovative critical thinking skills for all students and staff, with an adaptive approach for a progressive society.

Updated on: 10/30/18

Members: Simeon Law (Intervention Specialist), Kaitlyn Whitten(Social Studies/Math Department Chair), Jarret Woodley (ELA/Science Department Chair), Kristyanne Prescott (CTE/Electives Department Chair), Angelica Canales (Counselor), Critz Cullen (Community Member), Bianca Arriazola-Principal (Sign in sheet)

CIP: Available in conference room of Sanchez North campus. Also, at parent meetings.

Language: English. Translated at parent meetings.

All students addressed: P.12-16

Instructional Methods highlighted: P.12-16

At-Risk students addressed: P.12-16

Parent Engagement Policy: All members present at SBDMC and parents.

-Distributed at parent meeting (date/sign-in sheet)

-posted on website

-language: English, will be translated to Spanish by December 2018

Parent Meetings: Agenda and Sign-In Sheets (Mondays, Fridays). On campus.

Sanchez North Campus Improvement Plan

Comprehensive Needs Assessment

In accordance with state and federal legislative requirements, the staff at Sanchez North conducted a comprehensive needs assessment for the 2018-19 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

Sanchez North is one of 2 campuses in AAMA-George I. Sanchez Charter Schools. Sanchez North opened its doors in 2015 and serves predominantly at-risk Latino families in the north side of Houston.. Sanchez North serves 184 students in grades 6 to 9. Five years ago, 0 students were served by the campus, which in an of be increasing by opening this new campus. The campus will be departmentalized.

The student population is 3% African-American, 0% Anglo, 0% Asian, 98.48% Hispanic, 39% male and 61% female with a low socioeconomic status of 97%. The staff population is 50% African-American, 25 % Anglo, 0% Asian, 25% Hispanic, 30% male and 70% female with an average of 3 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 5%, with a drop-out rate of 0%. The average daily attendance rate for students is 98% . The average daily attendance rate for staff is 85% . There is a total of 41 discipline referrals this year, which is a decrease of 6 % from last year.

Sanchez North serves 77 English Language Learner students, 0 students in the Gifted and Talented program (36% males, 64% females, and 52% LEP), 7 students identified for 504 services, 0 of RtI Tier I students, 0 of Tier II students, 0 of Tier III students, 7 students served through special education services (6%) and 0 students tested, but not qualified for special education services.

Student Achievement

The following data were reviewed in relation to Student achievement:
STAAR Scores (Reading and Math). TELPAS Scores

Upon review of these data, several findings were noted. These findings include:
STAAR Scores (Reading)

87% of all students (6th-8th) did not meet grade level in ELAR

94% of all students (6th-8th) did not meet grade level in Math

TELPAS

-Scores did not return on time

-Scores need to be analyzed

Areas of need include:

Calculate percentage of students who moved in proficiency level

Instruction, Curriculum, and Assessment

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

Lesson Plans, Walkthroughs and Eduphoria Assessments

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

Lesson Plans:

Posted:83%

Aligned: 80%

Walkthroughs:90% objectives posted and scope and sequence followed

MOY Benchmark: (February)

All subjects:

All Grades:

EOY

All subjects:

All Grades:

Areas of need include:

Differentiated instruction embedded in lesson plans

Intervention plans in and out of the classroom

Increase MEETS rate in Targeted Improvement Plan areas`

School Culture, Climate, and Organization

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

Discipline Reports
Attendance Records
Agendas/ Sign ins
Calendar

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

There were 1 reports of students carrying weapons.

There were 2 reports of students being under the influence.

There were 0 reports of gang activity.

Tutorials: M-T and Saturday

Weekly staff meetings (agendas and feedback)

100% of staff attended meetings regularly

Employee Handbook (expectations)

100% of staff reviewed and signed a copy of the staff handbook

Celebrations (Calendar planned celebrations)

- Birthday Celebrations for students (monthly)
- Birthday Celebrations for staff
- Teacher of the Month
- EOY awards for students
- EOY awards for staff

Students, parents, and staff participated in school events

80% of our students participated in at least 1 extracurricular activity

Science Olympiad participants: 16

3rd Place in the state

Areas of need include:

Student input

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

SBEC Certification
TTESS Evaluation

ESL stipend
Job Fairs
Turn Over Rate: 33%
Professional Development (Calendar, Agendas)

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

Areas of need include:

100% of teachers with standard certification
Teachers need more support and training due to lack of experience

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

List of services provided to families: Sign in sheets, projects

Community Partnerships

Monthly Meetings: Agendas, Sign in sheets

- Individual Meetings

Budget for parent meetings

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

Houston Public Library: 8 parents participated at end of year ceremony

Community Emergency Response Team: 22 parent participants

Financial Works: 30 parents participated

50% of parents participated in our monthly meetings

70% of parents participated in our Fall Festival

No specific allocation for parent meetings

Areas of need include:

Increase opportunities for parent feedback

Supplemental funding to cover the costs of parent events.

School Organization

The following data were reviewed in relation to School Organization:

District Support :

Master Schedule

Campus Improvement Plan for Sanchez North

Target Improvement

Plan

SBDMC sign-in, agenda, minutes

Upon review of these data, several findings were noted. These findings include:
English and Math have been provided with a lab and intervention class in all grade levels.

Math teachers have been switched based on grade level.

100% of teachers participated in understanding TIP

District: Scheduling, Budget, Recruitment, IT, HR

District Instructional Coaches support in providing scope and sequence and common assessments (3,6,9 weeks)

Areas of need include:

Instructional Support at the campus and district level

Technology

The following data were reviewed in relation to Technology:

Available Technology

Student proficiency

Educational Technology Software

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

1:1 laptop ratio has declined due to break-in and expansion

100% of classrooms have a projector

All students participated in a computer class

100% of students participated in AscendMath

100% of students participated in Mindplay

23% of students are participating in Apex Learning for TSI

Areas of need include:

Restructuring computer class to focus on student goals

Educational Software Program for Reading and Writing

--Applying information to create and

Educational software to be applied for TSI preparedness and

tutorials in different content areas

Student Performance Data

2016-17 Reading STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 Writing STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 English I STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended		
			#	%	#	%	#	%	#	%	#	%	
All Students	SANCHE	7.5											

2016-17 English II STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced		
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended		
			#	%	#	%	#	%	#	%	#	%	
All Students	SANCHE	7.6											

2016-17 Mathematics STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 Algebra I STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%
All Students	SANCHE	50										

2016-17 Science STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 Biology STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%
All Students	SANCHE	45										

2016-17 Social Studies STAAR Results

Student Group	Grade Level	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
				2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
				#	%	#	%	#	%	#	%	#	%

2016-17 U.S History STAAR Results

Student Group	Number Tested	Average Scale Score	Achieved Level I Unsatisfactory				Achieved Level II Satisfactory				Achieved Level III Advanced	
			2017 Standard		Final Recommended		2017 Standard		Final Recommended		Final Recommended	
			#	%	#	%	#	%	#	%	#	%

Goals and Strategies

Need Address: 2. Student Achievement

District Priority: 45% of students will meet grade level in ELA STAAR assessments.

Campus Performance Objective: 45% of students will meet grade level in ELA STAAR assessments, 65% of students will approach grade level, and at least 50% of EL students will advance at least one proficiency level

Formative Evaluation:

STAAR Assessment Reports
Reading STAAR Results
Writing STAAR Results
TELPAS scores

Strategies	Title I Components	Person(s) Responsible	Evaluation	Resources		
				Description	Type	Funding Source
1 Reading-Teachers will incorporate manipulatives and evidence based strategies to improve the reading levels of all the students.	2. School Reform Strategies	ELA Teachers Principal	Lesson Plans Walkthroughs			1. Title I, Part A (211-085) 10. FSP (420-011)
2 Science-Teachers will incorporate manipulative, reading resources, and evidence based strategies to improve the science level of all students	2. School Reform Strategies	Math Teacher Principal	EOY Benchmark PDAS (Lesson Plans and Walkthroughs)			1. Title I, Part A (211-085) 10. FSP (420-011)
3 Social Studies Teachers will incorporate manipulatives and evidence based strategies to improve the social studies knowledge of all the students.	2. School Reform Strategies	Social Studies Teachers DCIS	EOY Benchmark PDAS(Lesson Plans and Walkthroughs)			1. Title I, Part A (211-085) 10. FSP (420-011)
5 Student Orientation: Parents will be provided with information on state assessments and instructional interventions available on campus.	7. Preschool/Other Transition Strategies	Principal	Sign in sheets Agenda			10. FSP (420-011)

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
7 Intervention activities will be provided to all students during school, afterschool, and Saturdays. Focus will be provided to students who fail their progress reports.	9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	Teachers DCIS Principal	October-May	Attendance Rosters Lesson Plans Walkthroughs			1. Title I, Part A (211-085) 10. FSP (420-011) 5. Title III, Part A ELA & LE (263-166)
9 ELA teacher will incorporate online ELA software to individualize student instruction.	2. School Reform Strategies	ELA Teacher DCIS Principal	Sept-April	Walkthroughs Software Reports			10. FSP (420-011)
10 Teachers will attend professional development to learn evidence based strategies.	4. High-Quality and Ongoing Professional Development	Principal	July-March	Training Certificates			1. Title I, Part A (211-085) 10. FSP (420-011)
11 DCIS weekly meetings	4. High-Quality and Ongoing Professional Development	Math: DCIS Principal	Oct.-May	Assessments Lesson Plans Agendas Data Reports			
12 PSP monthly meetings	4. High-Quality and Ongoing Professional Development	All staff	Sept-May	Agendas Walkthroughs Lesson Plans Assessments Data Reports			
13. Summer Enrichment will be provided to all students. Focus will be placed on students who did not achieve a passing standard on state	9. Timely and Additional Assistance to Students Having	Principal	June	Attendance Rosters Lesson Plans Walkthroughs			1. Title I, Part A (211-085) 10. FSP (420-011)

Goals and Strategies

Need Address: **2. Student Achievement**
District Priority: 35% of students will meet grade level in MATH STAAR Assessments
Campus Performance Objective: 35% of students will meet grade level in MATH STAAR Assessments
 60% of students will approach grade level in MATH STAAR Assessments

Formative Evaluation:
 STAAR Assessment Reports
 Math STAAR Results

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
1. Math-Teachers will incorporate manipulatives and evidence based strategies to improve math levels of all the students.	2. School Reform Strategies	Math Teachers Principal	Sept-April	Lesson Plans Walkthroughs			1. Title I, Part A (211-085) 10. FSP (420-011)
2. Intervention activities will be provided to all students during school, afterschool, and Saturdays. Focus will be provided to students who fail their progress reports.	9. Timely and Additional Assistance to Students Having Difficulty Mastering the	Teachers DCIS Principal	October-May	Attendance Rosters Lesson Plans Walkthroughs			1. Title I, Part A (211-085) 10. FSP (420-011) 5. Title III, Part A ELA & LE (263-166)
3. Math teacher will incorporate online Math software to individualize student instruction.	2. School Reform Strategies	Math Teacher DCIS Principal	Sept-April	Walkthroughs Software Reports			10. FSP (420-011)
4 New Teacher Orientation-new teachers will be trained on district procedures	3. Instruction by Highly Qualified Professional Staff	Principal	Aug	Agenda Sign-in sheets			10. FSP (420-011)
5 All teachers will have a mentor coach	4. High-Quality and Ongoing Professional Development	DCIS PSP Principal	September-May	Conference Agendas			1. Title I, Part A (211-085)
6 Students will participate in a Math/Science Olympiad	2. School Reform Strategies	Math/Science Teacher Principal	Oct.-Dec.	Student Projects			10. FSP (420-011)

7	DCIS to support all teachers in Math strategies	4. High-Quality and Ongoing Professional Development	Sept-May	DCIS Principal	Walkthroughs Lesson Plans	
8	Attend at least 3 teacher job fairs	5. Strategies to Attract Highly-Qualified Staff	Nov-Aug	Special Population Coordinator Principal	Sign in sheets	10. FSP (420-011)
9	Sign-On Bonus for hard to fill areas	5. Strategies to Attract Highly-	August	Principal	Financial Report	rCalc_G02-S01-A08-F01}

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
	Qualified Staff						4. Title II, Part A (255-087) 10. FSP (420-011)
10 Teacher Grade-Level Meetings: Assess data and analyze curriculum	8. Teacher Participation in Making Assessment Decisions	Sept-April	Teachers	Agendas Sign-in sheets			10. FSP (420-011)
11 Teachers collaborate to analyze assessments	8. Teacher Participation in Making Assessment Decisions	Sept and April	Teachers	Assessment Data			10. FSP (420-011)
12 100% of lesson plans will be aligned to teks/elps	2. School Reform Strategies	Aug-May	Teachers	Walkthroughs Lesson Plan Checklist			10. FSP (420-011)

Goals and Strategies

Need Address: 4. Staff Quality, Recruitment, and Retention

District Priority:

Campus Performance Objective: 100% of teachers will incorporate evidence based strategies on a daily basis across all content areas

Formative Evaluation: Lesson Plans

Powerwalks
TTESS (Walkthroughs)

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
1 Professional Development <ul style="list-style-type: none"> • Trainer of Trainer • Region 4 • HCDE • Other 	4. High-Quality and Ongoing Professional Development	Principal	Aug. - May 2019	Agenda Sign-In Sheet Certificates List of Professional Development Activities	PD	6219 G-Professional Services	10. FSP (420-011)
2 Stipends for ESL Endorsement	3. Instruction by Highly Qualified Professional Staff	Bianca Arriazola	Aug. May 2019	ESL Endorsements	PD	6319 G-Supplies for Maint and/or Operati	1. Title I, Part A (211-085)

Goals and Strategies

Need Address:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
8							rCalc_G04-S01-A08-F01}

Goals and Strategies

Need Address:

District Priority:

Campus Performance Objective:

Formative Evaluation:

Strategies	Title I Components	Person(s) Responsible	Timeline	Evaluation	Resources		
					Description	Type	Funding Source
8							rCalc_G05-S01-A08-F01}

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
1. Title I, Part A (211-085)	\$6,847	-1,953.00
5. Title III, Part A ELA & LE (263-166)	\$1,137	1,137.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	9,000.00
1. Title I, Part A (211-085)	8,800.00
10. FSP (420-011)	2,100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	18,300.00
6219 G-Professional Services	1,000.00
6319 G-Supplies for Maint and/or Operati	600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		9,000.00
	1. Title I, Part A (211-085)	8,200.00
6319 G-Supplies for Maint and/or Operati	1. Title I, Part A (211-085)	600.00
	10. FSP (420-011)	1,100.00
6219 G-Professional Services	10. FSP (420-011)	1,000.00

Assurance Addendum

Sanchez North George I. Sanchez Charter District

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.

	Sanchez North 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

**Sanchez North
George I. Sanchez Charter District**

CPOC Membership and Meetings

Membership Composition of the Campus Performance Objectives Council

Name of CPOC Member	Position
Bianca Arriazola	Principal
David Norris	Special Population Coordinator
Nikole Franklin	Math Teacher
David Closner	ELA Teacher
Mr. Madigan	Community Member

CPOC Meetings* for 2017-18

#	Date	Time	Location
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* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

Assurance Addendum

Sanchez North George I. Sanchez Charter District

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 LEP/CTE 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

Sanchez North George I. Sanchez Charter District

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 infoserweb 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

**Sanchez North
George I. Sanchez Charter District**

Staff Development

Date	Audience	Responsible for Planning	Purpose/Content