

Socorro Independent School District

Salvador H. Sanchez Middle

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

Mission Statement

The mission of Salvador H. Sanchez Middle School is to advance students academically and socially by providing an education that EMPOWERS every individual with 21st century skills that EXEMPLIFY well-rounded citizens to THRIVE in an EVERCHANGING society.

Vision

ALL WILL LEARN, ALL WILL RESPECT, ALL WILL SUCCEED.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Salvador H. Sanchez Middle School is one of 48 campuses in Socorro Independent School District. Salvador Sanchez Middle School opened its doors in 1990 and serves predominantly low social economic Hispanic families. For the 2018-2019 school year Salvador H. Middle School will serve approximately 668 students in grades 6th–8th. Salvador H. Sanchez will serve over 193 English Language Learners, 291 at-risk students, 1 migrant students, 602 are considered economically disadvantaged, 85 students in Gifted and Talented program, and 64 students in Special Education. The average class size is 25 in core subjects and 30 in electives. Attendance rate average is at 96.41%.

History and Demographics:

Our Teaching staff demographics consist of 81% Hispanic, African American 2.4%, White 16.6% (Males 37% and Females 63%). 76% have a bachelor degree, 19% masters, and 2.4% have a doctoral degree. Our State Compensatory Program (SCE) consists of two academic coaches training teachers in best practices. In addition, campus SCEI coaches provide acceleration to students that are coded at-risk and have potential of failing core classes/dropping out of high school. SCEI coaches focus on core academic subject's math/science and ELAR/social studies. SCEI coaches support at-risk students through the implementation of campus interventions, teacher support, as well as direct instruction with studnets. Salvador H. Sanchez Middle School additionally support students through Communities In Schools (CIS). This program will be in its first year implementation and aims to support all families identified as needing support through their services.

The Salvador H. Sanchez Middle School fine arts program is one that has been recognized at various competitions and continues to develop as the interest and talents of students and faculty expands. The athletic program provides a comprehensive opportunity for all students to be able to participate in sports. Student and faculty recognition plays an everyday role at Salvador H. Sanchez Middle. Student recognitions are held at the end of every nine week period for academics, attendance, and citizenship. Athletic and fine arts banquets are recognized the dedication of students who participate in these electives and extracurricular activities. Salvador H. Sanchez Middle School provides continuous opportunities for parent involvement. While these opportunities exist we hope to increase the amount of parental involvment in every area. Our campus also aims to create a comprehensive developmental guidance and counselling program that will maximize academic, social-emotional and college readiness for all students. Students are provided with opportunities to connect their learning through field trips such as STEM Fiesta, UTEP, and Adventures in Learning.

In the 2018-2019 school year, our campus exhibited an increase in both special education and English language learners. With this increase the campus strives to provide continued support in all areas that related to student academic, social, and emotional success. Our campus provides specialized training and support for teachers who work with students identified as English Language Learners, At-risk, Special Education, and Gifted and Talented. All faculty is provided with professional developments that help to increase the learning capacity of all learners in order to achieve student success. The Salvador H.

Sanchez Middle School aims to further aid these students with instructional aids/paraprofessionals, AVID, and other support staff that serve to support student success as a whole. Further support in training and resource allocation is continually sought after in order to provide the most up to date and comprehensive support available. With over half of students identified as at-risk, our campus continually seeks support in the areas of academics and social-emotional learning. A Positive Behavioral Intervention and Support system is in the implementation stages which will also directly help to improve attendance, discipline, and school climate. Intervention and supports systems are in continuous development in order to support students who experience changes in schools and home environment. Our campus works closely with district programs, such as the HANDS program, in order to fully support the needs of families. Campus administration strives to supports all students, faculty, and staff in order to provide a learning environment that will best prepare Sanchez H. Middle School students for a successful and smooth transition to high school.

Demographics Strengths

One demographic strength is the community support for the campus. Many of the students of Sanchez Middle School have siblings and parents that attended Sanchez Middle School. Once communication is established with parents/guardians parents are very supportive of our campus initiative to help all students succeed such as Friday School, Saturday Schools, Intersession School, Response to Intervention, as well as our PBIS program. Academic support from families is also strong as Sanchez Middle school increased our number of students enrolled in Algebra from 66 in 2016-2017 to 80 in 2017-2018.

A second area in which the campus has also worked endlessly is a decrease in negative student discipline and an increase in positive behaviors through the implementation of PBIS or Positive Behavior Support Systems through teacher/staff training and the encouragement of staff/teacher positive office referrals. The campus counselling program has also show great growth. The development of student lessons have provided students with a weekly connection to counselors that provide support for grades 6-8 in their academic, social, and emotional success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At an average of 30% of incoming 6th graders have not exited the bilingual program at the elementary level, many of which have attended U.S schools since early childhood. **Root Cause:** District early/transitional bilingual model needs to be consistent and monitored.

Student Academic Achievement

Student Academic Achievement Summary

Historical Student Academic Achievement (2016 and 2017 Analysis)

Overall, the readiness predictions were on target with the final second administration results. We fell short when group is compared to last year's 8th graders, however when compared to last year's performance (same group) our scores were maintained. The difference from last year's scores is that this group made great gains in the STAAR Progress Measure (Reading 76% & Math 88%). Special populations are a major focus for this group when compared to last years. 8th grade teachers worked hard to get our students to the level that they performed as benchmarks were significantly low throughout the year. Academic vocabulary and on-level reading readiness have been the area of concern and focus. Algebra increased enrollment by one student this year from 65 in 2016 to 66 in 2017. Both years students met passing standard at 100% and received high school credit for algebra.

STAAR 2016 & STAAR 2017 Comparision by Grade Level

Grade Level/ STAARTest	2016 Total Tested	2016 Percent Approaches Grade Level	2016 Percent Meets Grade Level	2016 Percent Grade Level	2017 Total Tested	2017 Percent Approaches Grade Level	2017 Percent Meets Grade Level	2017 Percent Grade Level	Percent Chane Approches Grade Level	Percent Change Meets Grade Level	Percent Cahnge Masters Grade Level
Grade 6 Math	215	85.10%	49.80%	16.30%	231	76.20%	36.40%	9.50%	-8.93%	-13.40%	-6.76%
Grade 7 Math	252	69.80%	38.50%	11.90%	208	79.30%	51.90%	17.30%	9.49%	13.43%	5.40%
Grade 8 Math	213	93.90%	53.10%	14.10%	242	89.30%	43.80%	12.80%	-4.64%	-9.25%	-1.27%
Grade 6 Reading	215	69.80%	37.20%	14.00%	231	61.50%	25.50%	8.70%	-8.30%	-11.67%	-5.30%
Grade 7 Reading	252	69.00%	39.70%	15.10%	208	76.90%	44.20%	20.20%	7.88%	4.55%	5.11%
Grade 8 Reading	213	89.70%	43.70%	15.00%	242	76.90%	41.30%	13.60%	-12.81%	-2.34%	-1.39%
Grade 8 Science	212	85.80%	50.50%	16.50%	241	74.70%	47.70%	11.20%	-11.16%	-2.75%	-5.31%
Grade 8 Social Studies	212	78.80%	34.40%	11.30%	242	64.90%	32.60%	16.10%	-13.90%	-1.79%	4.79%
Grade 7 Writing	252	67.50%	39.30%	7.50%	209	72.20%	40.20%	8.60%	4.79%	0.91%	1.07%

STAAR 2017 Special Population Comparison

May 2017 STAAR Mathematics,

May 2017 STAAR Reading,

Grade 6

Grade 6

	Total Students	Approaches GL	Meets GL	Masters GL	Total Students	Approaches GL	Meets GL	Masters GL
042 Sanchez MS	229	74.67%	33.62%	8.3%	229	59.39%	22.71%	8.3%
Economic Disadvantage	211	74.41%	31.75%	7.58%	211	57.82%	20.85%	5.69%
LEP	82	56.1%	12.2%	3.66%	82	25.61%	3.66%	1.22%
Special Ed Indicator	23	26.09%	4.35%	0%	23	4.35%	0%	0%

May 2017 STAAR Reading,

May 2017 STAAR Writing,

May 2017 STAAR Mathematics, Grade 7

Grade 7

Grade 7

	Total Students	Approaches GL	Meets GL	Masters GL	Total Students	Approaches GL	Meets GL	Masters GL	Total Students	Approaches GL	Meets GL	Masters GL
042 Sanchez MS	204	78.43%	49.51%	17.16%	204	75.98%	41.67%	21.08%	205	70.73%	37.07%	9.27%
Economic Disadvantage	176	77.27%	47.73%	17.61%	176	73.86%	40.34%	20.45%	177	69.49%	36.72%	9.04%
LEP	53	50.94%	22.64%	1.89%	53	32.08%	13.21%	3.77%	53	30.19%	9.43%	1.89%
Special Ed Indicator	12	41.67%	8.33%	0%	12	8.33%	8.33%	0%	13	0%	0%	0%

May 2017 STAAR Social Studies,

May 2017 STAAR Science,

Grade 8

Grade 8

	Total Students	Approaches GL	Meets GL	Masters GL	Total Students	Approaches GL	Meets GL	Masters GL
042 Sanchez MS	238	62.6%	29.83%	15.97%	238	72.69%	45.38%	11.34%
Economic Disadvantage	217	61.75%	28.57%	16.13%	217	70.97%	44.24%	10.14%
LEP	46	21.74%	6.52%	0%	46	30.43%	8.7%	2.17%
Special Ed Indicator	25	16%	0%	0%	25	44%	12%	0%

	March 2017 STAAR Reading,				May 2017 STAAR Reading,			
	Grade 8				Grade 8			
	Total Students	Approaches GL	Meets GL	Masters GL	Total Students	Approaches GL	Meets GL	Masters GL
042 Sanchez MS	238	66.39%	38.66%	13.87%	72	31.94%	4.17%	0%
Economic Disadvantage	217	65.44%	37.33%	12.9%	69	28.99%	4.35%	0%
LEP	46	10.87%	0%	0%	38	23.68%	2.63%	0%
Special Ed Indicator	25	4%	0%	0%	16	18.75%	0%	0%

	March 2017 STAAR Mathematics,				May 2017 STAAR Mathematics,				Spring 2017 STAAR EOC,			
	Grade 8				Grade 8				Algebra I			
	Total Students	Approaches GL	Meets GL	Masters GL	Total Students	Approaches GL	Meets GL	Masters GL	Total Students	Approaches GL	Meets GL	Masters GL
042 Sanchez MS	238	73.53%	39.5%	12.6%	57	63.16%	7.02%	0%	65	100%	89.23%	52.31%
Economic Disadvantage	217	72.81%	37.33%	10.14%	53	62.26%	7.55%	0%	55	100%	87.27%	49.09%
LEP	46	39.13%	10.87%	4.35%	27	51.85%	3.7%	0%	2	100%	100%	50%
Special Ed Indicator	25	28%	0%	0%	13	38.46%	7.69%	0%	-	-	-	-

Yearly Progress in TELPAS Composite Rating: 2015-2015 and 2016-2017 Comparison

Grade Level	Students who progressed	Students who progressed	Change
	one proficiency level from	one proficiency level from	
	2015 to 2016	2016 to 2017	
Grade 6	45%	61%	+19
Grade 7	38%	45%	+7
Grade 8	48%	52%	+4

There is a significance difference in the performance of special population groups. Closing the gaps and increasing student achievement in scores for Special Education, English Language Learners, and At-risks students is vital as the overall 2016-2017 showed a decrease in 6th and 8th grade. While 7th grade show a slight increase, further improvement is attainable. Improving technology skills, best practices, and SIOP strategies will help support such an improvement. Through the development of a highly qualified and trained faculty and staff these special groups can be provided with instruction that will aid in closing the gap in student process skills and content. Through strong interdisciplinary teams, proper vertical alignment, co-teaching, and intervention Sanchez H. Middle School can increase student achievement at every level.

Salvador H. Sanchez Middle School is continually improving upon system safeguards such as Response to Intervention (RTI) and accelerated instruction. The campus is dedicated to improving student attendance in order to limit missed instruction. A needs assessment shows that additional safeguards for attendance and academic failures is also needed to properly support students in decreasing their academic gaps. Advance levels of student achievement is also a priority as we continually seek to train teachers to instruct students at level that will guide them in mastering the content at their appropriate grade level. The campus will strive to provide instructional resources that will support students such as STEMscopes, Rosetta Stone, Study Island, and Nearpod. The campus will be continuing with the 1:1 technology initiative and will support teachers through technology training at various conferences such as the SISD DNA conference.

Current Student Achievement Data

Salvador H. Sanchez Middle School is continually improving upon system safeguards such as Response to Intervention (RTI) and accelerated instruction. The campus is dedicated to improving student attendance in order to limit missed instruction. A needs assessment shows that additional safeguards for attendance and academic failures is also needed to properly support students in decreasing their academic gaps. Advance levels of student achievement is also a priority as we continually seek to train teachers to instruct students at level that will guide them in mastering the content at their appropriate grade level. The campus will strive to provide instructional resources that will support students such as STEMscopes, Rosetta Stone, Study Island, and Nearpod. The campus will be continuing with the 1:1 technology initiative and will support teachers through technology training at various conferences such as the SISD DNA conference.

- Algebra enrollment is the highest in the district for a middle school.
- 8th Grade students showed growth in all areas for the 1st Administration of STAAR.
- 6th Grade studnets gain in the areas of reading and math
- 7th Grade students showed a decrease in scores in the areas of Math and Reading with leveling out in 7th Grade Writing when compared to previous year.
- Student progress was made in multiple areas at the 6th, 7th, and 8th grade level.

2017-2018 STAAR Data

	May 2018 STAAR Mathematics, Grade 6			May 2018 STAAR Reading, Grade 6		
	Total Students	Percent Score	ApproachesMeets Masters	Total Students	Percent Score	ApproachesMeets Masters
	GL	GL	GL	GL	GL	GL
042 Sanchez MS	20256	38%	85.15%41.58%14.36%	202	63.85%	65.84% 30.20% 10.40%

LEP	6846.40%	69.12%	22.06%	2.94%	68	50.82%	36.76%	2.94%	0%
Special Ed	2035.50%	40%	5%	0%	20	36.15%	10%	0%	0%
Indicator									

	May 2018 STAAR Mathematics, Grade 7					May 2018 STAAR Reading, Grade 7					May 2018 STAAR Writing, Grade 7				
	Total	Percent	Approaches	Meets	Masters	Total	Percent	Approaches	Meets	Masters	Total	Percent	Approaches	Meets	Masters
	Students	Score	GL	GL	GL	Students	Score	GL	GL	GL	Students	Score	GL	GL	GL
042 Sanchez MS	229	49.71%	68.12%	23.58%	9.17%	229	60.99%	65.50%	33.62%	14.85%	228	60.68%	70.18%	34.65%	6.58%
LEP	73	40.08%	46.58%	8.22%	1.37%	73	45.49%	36.99%	5.48%	1.37%	72	47.76%	38.89%	4.17%	0%
Special Ed	26	32.81%	26.92%	0%	0%	26	36.19%	11.54%	0%	0%	26	40.46%	23.08%	3.85%	0%
Indicator															

	April 2018 STAAR Mathematics, Grade 8					May 2018 STAAR Mathematics, Grade 8					April 2018 STAAR Reading, Grade 8				
	Total	Percent	Approaches	Meets	Masters	Total	Percent	Approaches	Meets	Masters	Total	Percent	Approaches	Meets	Masters
	Students	Score	GL	GL	GL	Students	Score	GL	GL	GL	Students	Score	GL	GL	GL
042 Sanchez MS	210	65.92%	83.33%	54.29%	16.19%	38	39.63%	31.58%	5.26%	2.63%	210	70.41%	78.57%	47.14%	22.38%
LEP	48	47.04%	45.83%	16.67%	2.08%	26	38.62%	26.92%	3.85%	0%	48	50.44%	37.50%	8.33%	2.08%
Special Ed	13	40.46%	30.77%	7.69%	0%	9	34.11%	11.11%	0%	0%	13	37.38%	0%	0%	0%
Indicator															

	May 2018 STAAR Science, Grade 8					May 2018 STAAR Social Studies, Grade 8				
	Total	Percent	Approaches	Meets	Masters	Total	Percent	Approaches	Meets	Masters
	Students	Score	GL	GL	GL	Students	Score	GL	GL	GL
042 Sanchez MS	214	69.70%	82.24%	59.81%	28.50%	212	66.42%	80.66%	41.98%	25.47%
LEP	48	50.17%	41.67%	22.92%	2.08%	48	50.60%	56.25%	8.33%	2.08%
Special Ed	13	50.31%	30.77%	7.69%	0%	13	53.69%	61.54%	7.69%	0%
Indicator										

	Spring 2018 STAAR EOC, Algebra I				
	Total	Percent	Approaches	Meets	Masters
	Students	Score	GL	GL	GL
042 Sanchez MS	80	75.73%	98.75%	88.75%	53.75%
LEP	2	76%	100%	100%	50%

Student Academic Achievement Strengths

- Algebra enrollment is the highest in the district for a middle school.
- 8th Grade students showed growth in all areas (approaches, meets, and masters) for the 1st Administration of STAAR.
- 6th Grade students gain in the areas of reading and math
- Student progress was made in multiple areas at the 6th, 7th, and 8th grade level.
- 7th Grade Writing, 8th Grade Social Studies, and 6th grade Math shows great gains in our special education and English language learner sub-populations.
- Student interventions via Friday School, Saturday School, and Intersession.
- Additional Tier one instruction via Superschool.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special education students at Sanchez Middle score below the average district gap seen in this sub-group on standardized tests. **Root Cause:** Co-Teachers need extensive training to help students differentiate their learning and apply their IEPs. Campus shows a need to further Tier I Instruction and RTI support.

Problem Statement 2: At Sanchez MS, 42.8% (74/173) of our ESL population passed the STAAR Reading assessment at meets level (#2-ESL Served STAAR Passing Rate). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 3: At Sanchez MS, 45.5% (5/11) of our LEP population passed the STAAR Reading assessment at meets level (#3-LEP Not Served STAAR Passing Rate). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 4: At Sanchez MS, 36.4% (24/66) of our ESL population passed the STAAR Writing assessment at meets level (#2-ESL Served STAAR Passing Rate). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 5: At Sanchez MS, 59.5% (103/173) of our ESL population passed the Math STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 6: At Sanchez MS, 46.3% (19/41) of our ESL population passed the Science STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 7: At Sanchez MS, 50% (1/2) of our LEP population passed the STAAR Science assessment at meets level (#3-LEP Not Served in ESL STAAR Passing Rate). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

feedback."

Problem Statement 8: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR math assessment at meets level (#5--Migrant STAAR Passing Rate) **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 9: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Reading assessment at meets level (#5--Migrant STAAR Passing Rate) **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 10: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Writing assessment at meets level (#5--Migrant STAAR Passing Rate) **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 11: At Sanchez MS, 38.2% (13/34) of our SpEd population passed the STAAR Writing assessment at meets level (#1--SpEd STAAR Passing Rate) **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 12: At Sanchez MS, 25.3% (20/79) of our SpEd population participated in the STAAR Alt. 2 assessment (#4--SpEd STAAR Alt. 2 Participation Rate). **Root Cause:** N/A

Problem Statement 13: At Sanchez MS, 27.4.% (20/73) of our SpEd population regular class is <40% ((#4--SpEd Regular Class <40% Rate). **Root Cause:** N/A

Problem Statement 14: At Sanchez MS, 32.1% (23/78) of our SpEd population passed the STAAR Reading assessment at meets level (#1--SpEd STAAR Passing Rate). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 15: At Sanchez MS, 50% (1/2) of our SpEd population passed the STAAR Reading assessment at meets level (#2--Year After Exit). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 16: At Sanchez MS, 51.3% (40/78) of our SpEd population passed the STAAR Mathematics assessment at meets level (#1--STAAR Passing Rate). **Root Cause:** Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention

Sanchez Middle School will focus in three areas: Conditions of Teaching and Learning, Workforce Quality, and Accountability and Assessments to insure that all teaching staff is provided with guidance and supports to improve, attract, and retain 100% of highly qualified staff. The school will also see that a respectful teaching/learning climate is nurtured so that in turn the school will yield a positive student achievement growth in all content areas, to include all sub-group populations.

Instructional/Curricular

Sanchez Middle School in collaboration with all stakeholders to include: federal, state, and district personnel will work in effort to positively close the achievement gaps in all student populations to include the offering of a rigorous learning environment that complements and addresses the skills needed in the 21st Century Learning global economy. Student achievement will be monitored and assessed through the adequate appropriation of funds and effectiveness of implementation of learning program as determined by federal and state guidelines.

Administrative/Organizational

Sanchez Middle School in collaboration of the administrative team are provided with specific roles and responsibilities to address the needs of the campus (TTESS, State and Federal Programs, Policies/Expectations, implement innovative programs directly tied to college and career readiness as specified by the CCRS. Campus teams are facilitated by the administrative team to assure that all organizational programs and systems are being implemented as expected. These teams include AVID Site Team, Fine Arts, Athletics, PLTW/CTE, Departments, Technology Advisory Committee, Attendance, LOC/Academics, RTI, Special Education (504/ARD), PBIS, Discipline, as well as department head and grade level committees.

School Processes & Programs Strengths

- 100% AVID TRAINED
- 1 to 1 Technology campus wide
- On going technology training
- Weekly PLC's (Data Analysis, Instructional Planning, Professional Development) planning
- Accelerated Instruction (AIP) - ESL Academy/ WIN Program, Bridge Camps
- Fundamental 5/Powewalk Implementation
- PLTW-GTT, Spanish, Speech, & Algebra HS Credits
- Pre-AP Classes offered 6th-8th opportunity for all students
- Year 2 of PBIS implementation
- TELPAS/ELPS/SIOP On-going Training

- Robotics/coding

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers require more training on Tier I instruction with integration of technology. **Root Cause:** Implementation of 1 to 1 initiative has increase the need for training and support for teachers on the integration of application and software that support student learning.

Perceptions

Perceptions Summary

The 2018-2019 Campus Climate Survey indicated that overall our community, staff, and students feel safe and are made to feel respected/welcomed at Sanchez Middle. Most of the campus staff have served this community for over 15 years, most of which have only worked at this campus which they served many of the parents of the students they currently serve. RTI is being implemented so that students receive what they need academically, socially, and emotionally due to the number of suicide outcries and social media discipline referrals/issues that were handled this year.

The campus sought for an increase in community relations. and through Partners in Education businesses such as Circle K, provided us fund-raising opportunities. The campus will continue to seek out community and corporate support during the 2018-2019 school year. The campus has invited speakers that support college readiness in AVID classrooms. Salvador H. Sanchez middle school also works to ensure a vertical alignment exist through the feeder pattern in the areas of RTI, PBIS, EOPS, fine arts, and athletics.

Salvador H. Sanchez Middle School recognizes the importance of providing an optimal learning environment for students. In addition to the implementation of systems such as PBIS and SEL, the administrative team will work with faculty and staff to ensure that the facility is kept up to date, properly maintained, and that materials used by students for learning will help them in building not only their content knowledge their school spirit and pride. An analysis of campus discipline has helped the administrative team to identify the most common disciplinary infarction's which will allows us to take a proactive approach. Identification of problematic areas related to discipline (ex: social media) have been identified by the administrative and PBIS team. The campus is in progress of pursuing a proactive approach as opposed to a reactive approach for the 2018-2019 school year. Sanchez H. Middle School will continue to promote student involvement in extracurricular activities as this also helps to promote a positive school climate.

Perceptions Strengths

An area of strength indicated by the Campus Climate Survey indicated that overall our community, staff, and students feel safe and are made to feel respected/welcomed at Sanchez Middle. With Salvador H. Sanchez located in a high Spanish speaking demographic, communication is provided to parents in both English and Spanish to increase the effectiveness of the parent/school connection.

The campus also consistently participates in various city sponsererd and district sponsored events such as the color run, special olympics, lighting of the tree, Halloween Festival, Horizen Christmas parade.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At-Risk students continue to have academic, social, emotional problems with minimal progress year after year. **Root Cause:**

Response To Intervention (RTI) implementation over several years of student cohorts was inadequate. All teachers require more intensive training.

Priority Problem Statements

Problem Statement 1: Special education students at Sanchez Middle score below the average district gap seen in this sub-group on standardized tests.

Root Cause 1: Co-Teachers need extensive training to help students differentiate their learning and apply their IEPs. Campus shows a need to further Tier I Instruction and RTI support.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: At Sanchez MS, 42.8% (74/173) of our ESL population passed the STAAR Reading assessment at meets level (#2-ESL Served STAAR Passing Rate).

Root Cause 2: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: At Sanchez MS, 45.5% (5/11) of our LEP population passed the STAAR Reading assessment at meets level (#3-LEP Not Served STAAR Passing Rate).

Root Cause 3: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: At Sanchez MS, 36.4% (24/66) of our ESL population passed the STAAR Writing assessment at meets level (#2-ESL Served STAAR Passing Rate).

Root Cause 4: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: At Sanchez MS, 59.5% (103/173) of our ESL population passed the Math STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate).

Root Cause 5: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: At Sanchez MS, 46.3% (19/41) of our ESL population passed the Science STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate).

Root Cause 6: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: At Sanchez MS, 50% (1/2) of our LEP population passed the STAAR Science assessment at meets level (#3-LEP Not Served in ESL STAAR Passing Rate).

Root Cause 7: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR math assessment at meets level (#5--Migrant STAAR Passing Rate)

Root Cause 8: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Reading assessment at meets level (#5--Migrant STAAR

Passing Rate)

Root Cause 9: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Writing assessment at meets level (#5--Migrant STAAR Passing Rate)

Root Cause 10: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: At Sanchez MS, 38.2% (13/34) of our SpEd population passed the STAAR Writing assessment at meets level (#1--SpEd STAAR Passing Rate)

Root Cause 11: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: At Sanchez MS, 25.3% (20/79) of our SpEd population participated in the STAAR Alt. 2 assessment (#4--SpEd STAAR Alt. 2 Participation Rate).

Root Cause 12: N/A

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 13: At Sanchez MS, 27.4.% (20/73) of our SpEd population regular class is <40% ((#4--SpEd Regular Class <40% Rate).

Root Cause 13: N/A

Problem Statement 13 Areas: Student Academic Achievement

Problem Statement 14: At Sanchez MS, 32.1% (23/78) of our SpEd population passed the STAAR Reading assessment at meets level (#1--SpEd STAAR Passing Rate).

Root Cause 14: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 14 Areas: Student Academic Achievement

Problem Statement 15: At Sanchez MS, 50% (1/2) of our SpEd population passed the STAAR Reading assessment at meets level (#2--Year After Exit).

Root Cause 15: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 15 Areas: Student Academic Achievement

Problem Statement 16: At Sanchez MS, 51.3% (40/78) of our SpEd population passed the STAAR Mathematics assessment at meets level (#1--STAAR Passing Rate).

Root Cause 16: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Problem Statement 16 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 21, 2018




Goal 1: S.I.S.D. will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: Salvador H. Sanchez Middle School will ensure that 100% of students report that they feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of the students, staff and the community at Sanchez M.S. are knowledgeable about the E.O.P. and are able to implement the Plan.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue ensuring faculty and Staff are visible and monitoring is taking place at all times.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Sanchez currently has an effective Emergency Operations Plan (EOP). Safety drills are practiced once a month. Safety & Crisis committee meet once a month.</p>	2.4	Campus Administrators, SCEI Coaches, Teachers, Counselors	Emergency Drills are performed correctly and accurately.			
Funding Sources: 199 - General - 0.00						

<p>Critical Success Factors CSF 6</p> <p>2) All faculty and staff will monitor the halls during morning entrance, class transitions, lunch times, and dismissal after school. All visitors will enter through the front and provide identification that is checked using the Hall Pass system. Visitors will be given a visitor ID and will be escorted to their destination. We will utilize our School Resource Office (SRO) and security guard to continue monitoring the campus throughout the day with an emphasis before, during, lunch time, and after school.</p>	2.4	Campus Administrators, SCEI Coaches, Teachers, Counselors	Staff member visibility at all times.			
<p>Funding Sources: 199 - General - 0.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

Goal 1: S.I.S.D. will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: Salvador H. Sanchez will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: 100% of the safety audits and drills were implemented and fulfilled during the 2018-2019 school year.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue providing training for crisis situations.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 6</p> <p>1) Campus administration currently works with our School Resource Officer (SRO) and our Emergency Operations Manager for the district to ensure Sanchez is a safe school environment for everyone. Campus administration attends district monthly safety meetings as well as Socorro High School feeder pattern safety meetings. Campus administration also attends trainings from Federal Emergency Management Agency (FEMA) and National Center for Border Security and Immigration (NCBSI) provided by the district.</p>	2.4, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors	Completion of all emergency drills throughout the school year.			
<p>Funding Sources: 199 - General - 0.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

Goal 1: S.I.S.D. will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: Sanchez will utilize the Positive Behavior Intervention Support System (PBIS)/Olweus Bullying Prevention Program as well as the K12 Alert System in order to decrease the number of bullying-related incidents by 10% in the 2018-2019 school year.

Evaluation Data Source(s) 3: Sanchez M.S. will see a decrease of 10% of bullying incidents as compared to the 2017-2018 school year.

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue with Campus based PBIS program and increase fidel

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) We currently teach our Olweus Bullying Prevention Program classes every Wednesday during our homeroom class. Olweus lessons are integrated with Social Emotional Learning (SEL) and Postive Behavior Intervention & Support (PBIS) lessons. A SEL/PBIS Team will meet monthly to support Olweus/SEL/PBIS program. School counselors and administrators are always available for students if they have a bullying issue. To include any P.D. Training.</p>	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors, SEL/PBIS Team	SEL/PBIS Team will work to continually grow campus program including the development of a PBIS student club that meets regularly for students to help promote our bullying free campus. We expect to see a reduction in campus referrals and and increase in positive referrals.			
				Funding Sources: 211 - Title I, Part A - 300.00		
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Create awareness by bringing in guest speakers or through video presentations offered to students regarding motivation to succeed as well as awareness to gangs and violence and the consequences that may follow.</p>	2.4, 2.5, 2.6	Campus Administrators, Counselors, SEL/PBIS Team	The expected result is to bring forth motivation and send a positive message to students. We home to see an increased awareness of gangs and violence.			
				Funding Sources: 211 - Title I, Part A - 1000.00		
= Accomplished = No Progress = Discontinue						

Goal 1: S.I.S.D. will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: The total number of disciplinary incidents at Sanchez will decrease by 15% and positive student referrals will increase by 15% in the 2018-2019 school year.

Evaluation Data Source(s) 4: With the implementation of the Positive Behavior Intervention and Support system, Sanchez M.S. will see a decrease of 15% in disciplinary incidents as compared to the 2017-2018 school year.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Re-group and re-visit the process for behavior intervention plan and positive referrals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Sanchez Middle School will increase the fidelity of teaching, integrating, re-enforcing, and modeling our campus PBIS expectations on a daily basis.</p>	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors, PBIS Team	Decrease in the amount of students in school suspension, community service, out of school suspension and KEYS placement. Student referrals will decrease for the school year as compared to 2017-2018 school year.			
Funding Sources: 211 - Title I, Part A - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Sanchez Middle School will increase the collection, communication and sharing of academic, behavior, and social data that will support PBIS decision making process.</p>	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors, PBIS Team	Decrease in the amount of students in school suspension, community service, out of school suspension and KEYS placement. Student referrals will decrease for the school year as compared to 2017-2018 school year.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Sanchez Middle School will increase the fidelity and create consistency of campus discipline procedures using a Multi-Tiered System of Support/PBIS.</p>	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors, PBIS Team	Decrease in the amount of students in school suspension, community service, out of school suspension and KEYS placement. Student referrals will decrease for the school year as compared to 2017-2018 school year.			
= Accomplished = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

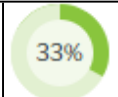

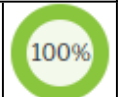



Performance Objective 1: For the 2018-2019 school year, Salvador H. Sanchez Middle School will develop and implement at least 4 College and Career Readiness activities for 6th-8th graders to promote post-graduate education.

Evaluation Data Source(s) 1: Sanchez M.S. teachers will implement at least 4 College and Career Readiness activities for all students grade 6-8.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue promoting post graduate opportunities for students and ensure they have testing opportunities that will support their pathway and growth.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 7</p> <p>1) Campus administrators, counselors, and CTE teacher will work together to ensure that all of our students have a college and career strategic plan through the CCRP system.</p>	2.4, 2.6, 3.2	Campus Administrators, Teachers, Counselors, SCEI Coaches	Have students and parents sign the CCRP and house bill 5 paperwork.			
Funding Sources: 244 - CTE - 0.00						
<p>Critical Success Factors CSF 5</p> <p>2) Provide Exploring Careers course to all 8th grade students where they will learn to use decision making and problem solving skills for college and career planning. Students will explore valid, reliable educational and career information to learn more about themselves and their interests and abilities. Students will also integrate skills from academic core subjects, information technology and interpersonal communication to make informed decisions. In addition, 8th grade students will have the opportunity to take high school classes that they will receive credit towards graduation.</p>	2.4, 2.5, 2.6	CTE Teacher, Administration, Scheduling Clerk	Lesson Plans, Individual Student High School Plan			
Funding Sources: 244 - CTE - 0.00						

<p>Critical Success Factors CSF 5</p> <p>3) Homeroom classes will offer Career/Pathway cruising and project based learning. AVID strategies will be incorporated through homerooms that will support college and career readiness. TSI and PSAT will be offered/provided to 8th Grade students.</p>	<p>2.4, 2.5, 2.6</p>	<p>Campus Administrators, Counselors, AVID Coordinator, Teachers,</p>	<p>Increase in the college and career ready culture on the campus. Increase in campus TSI scores by 5% as well as an increase in PSAT student participation by 5%.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 2: For the 2018-2019 school year, Salvador H. Sanchez Middle School special education and English language learners will meet at least 60% "Approaching Grade Level" on the 6th Grade STAAR Math and Reading, 7th Grade STAAR Math, Reading, and Writing, and 8th Grade Math, Reading, Science, and Social Studies.

Evaluation Data Source(s) 2: Sanchez M.S. will ensure special population groups are served appropriately and placed accurately in the learning environment that will provide them the best learning experiences.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Increase identification process for knowing students needs via class at a glance with continuous progress monitoring.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide Tier I Instruction that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Core teachers will be tutoring twice a week but not limited to providing direct intervention. Sign in sheets, and student academic increase of scores.			
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 Funding Sources: 211 - Title I, Part A - 62188.00, 199 - General Fund: SCE - 13510.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide SCE funded personnel to assist students who are at risk or in danger of failing. SCE Coaches, Instructional Aides, and Library Aide will work directly with classroom teachers to ensure academic success for each student. Provide one on one direct intervention with targeted students. Provide differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, October and March Intersession, Saturday school and summer school.</p>	2.4, 2.5, 2.6	Administration, SCEI Curriculum Coach, Instructional Aides	Instructional Aide Schedules, Walk through observations, teacher documentation, RTI Documentation Lesson Plans, student work , Eduphoria documentation and RTI process, STAAR results.			
<p>Funding Sources: 199 - General Fund: SCE - 132500.00</p>						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Implementation of enrichment camps for advance students. Opportunities for an extended day, week, or year depending on need of student.</p>	2.4, 2.5, 2.6	Administration, Curriculum Coach, Librarians, Instructional Aides, Teachers, Counselors	Increase in STAAR scores in the areas of meets grade level and masters grade level. Increased preparation for TIS and PSAT test.			
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>4) Within 48 hours of feedback on T-TESS walkthrough, administration and/or SCEI Coaches will follow-up with teachr through a coaching session (if walkthrough has not been viewed) or a follow-up walkthrough to ensure implementation of recommendations/suggestions.</p>		Administration, SCEIs, ELA-R teachers, all teachers utilizing SIOP model	Students ability to use context clues, use of evidence, and inferencing of text. Students able to comprehend and at higher levels of rigor and not just superficial reading. Provide support to teachers and ensure that there is follow-through in the implementation of all activities, actions, and processes			
Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16						
<p>PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>5) Continuous monitoring of students that are not served (Parent-Denial) through the ESL Program and services in order to ensure they grow, make gains, and overall succeed academically.</p>		ELA-R teacher, SCEI Coaches, Administration	<p>Teacher to be able to re-teach, scaffold, and provide academic support to student as needed based on mastery of checkpoints</p> <p>Students ability to use context clues, use of evidence, and inferencing of text</p> <p>Students able to comprehend and at higher levels of rigor and not just superficial reading</p> <p>Student understand required growth and set attainable academic goals</p>			
Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9, 10						
<p>PBMAS</p> <p>6) Continuous monitoring of students that were exited from SpEd services in order to ensure they grow, make gains, and overall succeed academically without prior services.</p>		Administration, SCEIs, and teachers	<p>Teacher to be able to re-teach, scaffold and provide academic support to student as needed based on mastery in checkpoints</p> <p>Student understand required growth and set academic goals</p> <p>Increase reading scores of our students that have exited from SpEd services.</p>			
Problem Statements: Student Academic Achievement 14, 15, 16						
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Student Academic Achievement

<p>Problem Statement 1: Special education students at Sanchez Middle score below the average district gap seen in this sub-group on standardized tests. Root Cause 1: Co-Teachers need extensive training to help students differentiate their learning and apply their IEPs. Campus shows a need to further Tier I Instruction and RTI support.</p>
<p>Problem Statement 2: At Sanchez MS, 42.8% (74/173) of our ESL population passed the STAAR Reading assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 2: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 3: At Sanchez MS, 45.5% (5/11) of our LEP population passed the STAAR Reading assessment at meets level (#3-LEP Not Served STAAR Passing Rate). Root Cause 3: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 4: At Sanchez MS, 36.4% (24/66) of our ESL population passed the STAAR Writing assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 4: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 5: At Sanchez MS, 59.5% (103/173) of our ESL population passed the Math STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 5: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 6: At Sanchez MS, 46.3% (19/41) of our ESL population passed the Science STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 6: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 7: At Sanchez MS, 50% (1/2) of our LEP population passed the STAAR Science assessment at meets level (#3-LEP Not Served in ESL STAAR Passing Rate). Root Cause 7: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 8: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR math assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 8: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 9: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Reading assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 9: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 10: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Writing assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 10: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 11: At Sanchez MS, 38.2% (13/34) of our SpEd population passed the STAAR Writing assessment at meets level (#1--SpEd STAAR Passing Rate) Root Cause 11: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 12: At Sanchez MS, 25.3% (20/79) of our SpEd population participated in the STAAR Alt. 2 assessment (#4--SpEd STAAR Alt. 2 Participation Rate). Root Cause 12: N/A</p>
<p>Problem Statement 13: At Sanchez MS, 27.4.% (20/73) of our SpEd population regular class is <40% ((#4--SpEd Regular Class <40% Rate). Root Cause 13: N/A</p>
<p>Problem Statement 14: At Sanchez MS, 32.1% (23/78) of our SpEd population passed the STAAR Reading assessment at meets level (#1--SpEd STAAR Passing Rate). Root Cause 14: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 15: At Sanchez MS, 50% (1/2) of our SpEd population passed the STAAR Reading assessment at meets level (#2--Year After Exit). Root Cause 15: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>
<p>Problem Statement 16: At Sanchez MS, 51.3% (40/78) of our SpEd population passed the STAAR Mathematics assessment at meets level (#1--STAAR Passing Rate). Root Cause 16: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."</p>

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: For the 2018-2019 school year, Sanchez Middle School will show an increase of 10% in the "Masters Grade Level" performance in all state tested areas in comparison from the 2017-2018 school year.

Evaluation Data Source(s) 3: Sanchez M.S. will reach the following goal percentages in the STAAR assessment at "Masters Grade Level":

6th Grade Reading will increase from 10% to 20% in Masters Grade Level.
 6th Grade Math will increase from 14% to 24% in Masters Grade Level.

7th Grade Reading will increase from 15% to 25% in Masters Grade Level.
 7th Grade Math will increase from 9% to 19% in Masters Grade Level.
 7th Grade Writing will increase from 7% to 17% in Masters Grade Level.

8th Grade Reading will increase from the first administration from 22% to 32% in Masters Grade Level.
 8th Grade Math will increase from the first administration from 34% to 44% in Masters Grade Level.
 8th Grade Science will increase from 28% to 38% in Masters Grade Level.
 8th Grade Social Studies will increase from 25% to 35% in Masters Grade Level.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue with Technology PD and support and create campus initiative for writing in all classes.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Utilize technology hardware such as laptop computers, desktop computers, Interactive white boards, IPADS, software licenses to include AVID Membership, ActiveInspire, Library Services, Brain-Pop, Ed Helper, VDI, and IPAD applications will be used in grades 6th - 8th for instructional and academic strategies. Various classroom supplies for their project based learning will also be used during super school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Improved student performance in core content areas and STAAR results. Documented classroom walkthroughs, sign in sheets for staff development.			
Funding Sources: 211 - Title I, Part A - 60000.00						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Implementation of enrichment camps for advance students. Opportunities for an extended day, week, or year depending on need of student.</p>	2.4, 2.5, 2.6	Administration, Curriculum Coach, Librarians, Instructional Aides, Teachers, Counselors	Increase in STAAR scores in the areas of meets grade level and masters grade level. Increased preparation for TIS and PSAT test.			
	<p>Funding Sources: 199 - General Fund: SCE - 17000.00</p>					
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide Tier I Instruction that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Core teachers will be tutoring twice a week but not limited to providing direct intervention. Sign in sheets, and student academic increase of scores.			
	<p>Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 13510.00</p>					
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: For the 2018-2019 school year, Sanchez Middle School will show an increase of 5% in the "Approaches Grade Level" performance in all state tested areas as compared to the 2017-2018 school year.

Evaluation Data Source(s) 4: Sanchez M.S. will reach the following goal percentages in the STAAR assessment at "Approaches Grade Level":

6th Grade Reading will increase from 66% to 71% in Approaches Grade Level.

6th Grade Math will increase from 85% to 90% in Approaches Grade Level.

7th Grade Reading will increase from 66% to 71% in Approaches Grade Level.

7th Grade Math will increase from 68% to 73% in Approaches Grade Level.

7th Grade Writing will increase from 70% to 75% in Approaches Grade Level.

8th Grade Reading will increase from the first administration from 79 % to 84% in Approaches Grade Level.




8th Grade Math will increase from the first administration from 83% to 88% in Approaches Grade Level.

8th Grade Science will increase from 82% to 87% in Approaches Grade Level.

8th Grade Social Studies will increase from 81% to 86% in Approaches Grade Level.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue with Technology PD and support and create campus initiative for writing in all classes.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will be using supplemental materials such as dictionaries/thesauruses and programs that will enhance learning in reading such as READ 180, System 44, mentoring minds, Exploros, LoneSTARR, STEMscopes, STAAR Master, Sirius Education Solutions, and Perfection Learning.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	PLC's will review lesson plans, STAAR assessments, 3 and 6 week progress reports, 9 week report card, fall and spring benchmarks, and classroom assessments.			
Funding Sources: 211 - Title I, Part A - 17000.00						

<p>Critical Success Factors CSF 1</p> <p>2) Teachers will implement supplemental reading materials such as Time Magazine, Junior Scholastic, New York Times Upfront, Science World, AVID Weekly, LINKS workbooks and others to increase reading proficiency. These materials can also aid our ELL learners as well as all students by exposing them to current events. Including class sets of novels and additional library books for research.</p>	2.4, 2.5, 2.6	Administration, Counselors, Teachers, SCEI Coaches	3 and 6 week progress reports, 9 week report card, fall and spring benchmarks, and classroom assessments.			
	<p>Funding Sources: 211 - Title I, Part A - 21668.00</p>					
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Utilize technology hardware such as laptop computers, desktop computers, Interactive white boards, IPADS, software licenses to include AVID Membership, ActiveInspire, Library Services, Brain-Pop, Ed Helper, VDI, and IPAD applications will be used in grades 6th - 8th for instructional and academic strategies. Various classroom supplies for their project based learning will also be used during supper school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Improved student performance in core content areas and STAAR results. Documented classroom walkthroughs, sign in sheets for staff development.			
	<p>Funding Sources: 211 - Title I, Part A - 4500.00</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Implementation of enrichment camps for advance students. Opportunities for an extended day, week, or year depending on need of student.</p>	2.4, 2.5, 2.6	Administration, Curriculum Coach, Librarians, Instructional Aides, Teachers, Counselors	Increase in STAAR scores in the areas of meets grade level and masters grade level. Increased preparation for TIS and PSAT test.			
	<p>Funding Sources: 211 - Title I, Part A - 10000.00</p>					
<p>PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Provide Tier I Instructioned that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Core teachers will be tutoring twice a week but not limited to providing direct intervention. Sign in sheets, and student academic increase of scores.			
	<p>Problem Statements: Student Academic Achievement 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</p> <p>Funding Sources: 211 - Title I, Part A - 20276.00, 199 - General Fund: SCE - 13510.00</p>					
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 4 Problem Statements:

Student Academic Achievement

Problem Statement 1: Special education students at Sanchez Middle score below the average district gap seen in this sub-group on standardized tests. Root Cause 1: Co-Teachers need extensive training to help students differentiate their learning and apply their IEPs. Campus shows a need to further Tier I Instruction and RTI support.
Problem Statement 2: At Sanchez MS, 42.8% (74/173) of our ESL population passed the STAAR Reading assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 2: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 4: At Sanchez MS, 36.4% (24/66) of our ESL population passed the STAAR Writing assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 4: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 5: At Sanchez MS, 59.5% (103/173) of our ESL population passed the Math STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 5: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 6: At Sanchez MS, 46.3% (19/41) of our ESL population passed the Science STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 6: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 7: At Sanchez MS, 50% (1/2) of our LEP population passed the STAAR Science assessment at meets level (#3-LEP Not Served in ESL STAAR Passing Rate). Root Cause 7: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 8: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR math assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 8: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 9: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Reading assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 9: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 10: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Writing assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 10: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 11: At Sanchez MS, 38.2% (13/34) of our SpEd population passed the STAAR Writing assessment at meets level (#1--SpEd STAAR Passing Rate) Root Cause 11: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 12: At Sanchez MS, 25.3% (20/79) of our SpEd population participated in the STAAR Alt. 2 assessment (#4--SpEd STAAR Alt. 2 Participation Rate). Root Cause 12: N/A
Problem Statement 13: At Sanchez MS, 27.4% (20/73) of our SpEd population regular class is <40% ((#4--SpEd Regular Class <40% Rate). Root Cause 13: N/A
Problem Statement 14: At Sanchez MS, 32.1% (23/78) of our SpEd population passed the STAAR Reading assessment at meets level (#1--SpEd STAAR Passing Rate). Root Cause 14: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 15: At Sanchez MS, 50% (1/2) of our SpEd population passed the STAAR Reading assessment at meets level (#2--Year After Exit). Root Cause 15: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 16: At Sanchez MS, 51.3% (40/78) of our SpEd population passed the STAAR Mathematics assessment at meets level (#1--STAAR Passing Rate). Root Cause 16: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 5: During the 2018-2019 school year, Salvador H. Sanchez Middle School content teachers will participate in no less than 3 department/peer meetings per month to coordinate additional methods of academic support for struggling students.

Evaluation Data Source(s) 5: Core content area teachers attend at least 3 department/peer meetings to provide academic support outlined in strategies such as small group interventions, STAAR Period, after school tutoring, and/or Saturday schools.

Summative Evaluation 5: Exceeded Performance Objective

Next Year's Recommendation 5: Continue utilizing e-binders and PLCs.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide extra duty pay for teachers to tutor academically struggling students after school, during intersession, summer, and during Saturday sessions.</p>	2.4, 2.5, 2.6	Campus administrators	Time sheets, student rosters, lesson plans.			
Funding Sources: 211 - Title I, Part A - 5000.00						
<p>Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) PLC's via Grade Level, Content/Department, and Response to Intervention (RTI) will plan to meet consistently throughout the year as well as in the summer.</p>	2.4, 2.6	Campus Administrators, SCE coaches, teachers	Teachers will meet with content areas for planning twice a week, once a week for technology development, once a week for RTI, and once a week for Data Analysis. This will increase communication for common planning, Tier 1 instruction, as well as identifying student needs for intervention			
<p>Critical Success Factors CSF 2 CSF 3 CSF 6 CSF 7</p> <p>3) Teachers will utilize a digital E-binder via Onenote to increase communication and support to PLC's.</p>	2.4, 2.6	Campus Administrator, SCE coaches, Counselors,	Teachers will archive PLCs minutes and provide required documentation that provides support for all students.			
= Accomplished = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: For the 2018-2019 school year, Sanchez Middle School will show an increase of 10% in the Yearly Progress of students who progressed one proficiency level as compared to the 2017-2018 school year.

Evaluation Data Source(s) 6: Sanchez Middle School will increase by 10% percentage the number of students who progressed one proficiency level.

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Next Year's Recommendation 6: AVID excel will have 2 grade levels added and 2 language proficient courses to support newcomer ELL students. Rosetta stone support will be provide to newcomers.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Teachers will be trained in SIOP strategies that will be used in their direct instruction.</p>	2.4, 2.6	Campus Administrators, SCI Coaches, Teachers	Increase in 3, 6, and 9 wk checkpoint for students identified in lep in all contents.			
Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6, 8, 9, 10						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide Tier I Instructioned that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Core teachers will be tutoring twice a week but not limited to providing direct intervention. Sign in sheets, and student academic increase of scores.			
Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16						
Funding Sources: 211 - Title I, Part A - 62188.00, 199 - General Fund: SCE - 13510.00						
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) AVID EXCEL strategies including but not limited to Cornell notes, sentence stem/frames, and academic language scripts will be incorporated into instructional planning.</p>	2.4, 2.5, 2.6	Campus Administrators, Avid Coordinator	Students identified for AVID excel course will increase in their language proficiency.			
Problem Statements: Student Academic Achievement 2, 5, 6, 7						
= Accomplished = No Progress = Discontinue						

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 2: At Sanchez MS, 42.8% (74/173) of our ESL population passed the STAAR Reading assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 2: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 3: At Sanchez MS, 45.5% (5/11) of our LEP population passed the STAAR Reading assessment at meets level (#3-LEP Not Served STAAR Passing Rate). Root Cause 3: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 4: At Sanchez MS, 36.4% (24/66) of our ESL population passed the STAAR Writing assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 4: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 5: At Sanchez MS, 59.5% (103/173) of our ESL population passed the Math STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 5: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 6: At Sanchez MS, 46.3% (19/41) of our ESL population passed the Science STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 6: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 8: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR math assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 8: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 9: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Reading assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 9: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 10: At Sanchez MS, 0.0% (0/1) of our migrant population passed the STAAR Writing assessment at meets level (#5--Migrant STAAR Passing Rate) Root Cause 10: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 7: At Sanchez MS, 50% (1/2) of our LEP population passed the STAAR Science assessment at meets level (#3-LEP Not Served in ESL STAAR Passing Rate). Root Cause 7: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 11: At Sanchez MS, 38.2% (13/34) of our SpEd population passed the STAAR Writing assessment at meets level (#1--SpEd STAAR Passing Rate) Root Cause 11: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 12: At Sanchez MS, 25.3% (20/79) of our SpEd population participated in the STAAR Alt. 2 assessment (#4--SpEd STAAR Alt. 2 Participation Rate). Root Cause 12: N/A
Problem Statement 13: At Sanchez MS, 27.4% (20/73) of our SpEd population regular class is <40% ((#4--SpEd Regular Class <40% Rate). Root Cause 13: N/A
Problem Statement 14: At Sanchez MS, 32.1% (23/78) of our SpEd population passed the STAAR Reading assessment at meets level (#1--SpEd STAAR Passing Rate). Root Cause 14: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 15: At Sanchez MS, 50% (1/2) of our SpEd population passed the STAAR Reading assessment at meets level (#2--Year After Exit). Root Cause 15: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 16: At Sanchez MS, 51.3% (40/78) of our SpEd population passed the STAAR Mathematics assessment at meets level (#1--STAAR Passing Rate). Root Cause 16: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 7: For the 2018-2019 school year, Sanchez Middle School will increase student achievement through the incorporation of blended learning and technology skills through an up to date technology initiative.

Evaluation Data Source(s) 7: Sanchez Middle School will increase the opportunity and utilization of technology centered lessons. Sanchez MS will provide a 1:1 ratio for technology for classroom learning environments.

Summative Evaluation 7: Exceeded Performance Objective

Next Year's Recommendation 7: Continue use of 1 to 1 Laptop initiative and blended learning.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Campus will implement a 1-1 Laptop initiative for all student grade 6-8.</p>	2.4, 2.5, 2.6	Campus Administration, SCI coaches, Campus Media Specialist, Teachers	6th, 7th, and 8th Grade students will be provided with increased opportunities for technology rich and blended learning opportunities and increase classroom engagement.			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will participate in the district's DNA conferences as well as be provided with technology trainings through their PLC's. Teachers will use technology tools and other technology resources to enhance instruction in grades 6-8.</p>	2.4, 2.6	Campus Administration, SCI coaches, Campus Media Specialist, Teachers	Students will increase their technology skills. Through technology rich instruction, students will be provided with differentiated instruction that will support STAAR Progress and overall campus scores.			
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: For the 2018-2019 school year, Salvador H. Sanchez Middle School special education and English language learners will increase in the areas of "Meets Grade Level" on the 6th Grade STAAR Math and Reading, 7th Grade STAAR Math, Reading, and Writing, and 8th Grade Math, Reading, Science, and Social Studies.

Evaluation Data Source(s) 8: Sanchez M.S. will show a 10 % increase on the STAAR assessment at "Masters Grade Level" for English Language Learners and Special Education Students.

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Next Year's Recommendation 8: AVID excel will have 2 grade levels added and 2 language proficient courses to support newcomer ELL students. Rosetta stone support will be provide to newcomers. Special Education students continue to be monitored.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Utilize technology hardware such as laptop computers, desktop computers, Interactive white boards, IPADS, software licenses to include AVID Membership, ActiveInspire, Library Services, Brain-Pop, Ed Helper, VDI, and IPAD applications will be used in grades 6th - 8th for instructional and academic strategies. Various classroom supplies for their project based learning will also be used during super school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Improved student performance in core content areas and STAAR results. Documented classroom walkthroughs, sign in sheets for staff development.			
Funding Sources: 211 - Title I, Part A - 4500.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Implementation of enrichment camps for advanced students. Opportunities for an extended day, week, or year depending on need of student.</p>	2.4, 2.5, 2.6	Administration, Curriculum Coach, Librarians, Instructional Aides, Teachers, Counselors	Increase in STAAR scores in the areas of meets grade level and masters grade level. Increased preparation for TIS and PSAT test.			
<p>3) Provide Tier I Instructioned that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Core teachers will be tutoring twice a week but not limited to providing direct intervention. Sign in sheets, and student academic increase of scores.			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 13510.00						

PBMAS 4) Within 48 hours of feedback on T-TESS walkthrough, administration and/or SCEI Coaches will follow-up with teacher through a coaching session (if walkthrough has not been viewed) or a follow-up walkthrough to ensure implementation of recommendations/suggestions.		Administration, SCEIs, ELA-R teachers, all teachers utilizing SIOP model	Provide support to teachers and ensure that there is follow-through in the implementation of all activities, actions, and processes. Increase Reading scores of our ESL population students. Students able to comprehend and at higher levels of rigor and not just superficial reading			
	Problem Statements: Student Academic Achievement 2, 3, 4, 5, 6, 7					
= Accomplished = No Progress = Discontinue						

Performance Objective 8 Problem Statements:

Student Academic Achievement
Problem Statement 2: At Sanchez MS, 42.8% (74/173) of our ESL population passed the STAAR Reading assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 2: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 3: At Sanchez MS, 45.5% (5/11) of our LEP population passed the STAAR Reading assessment at meets level (#3-LEP Not Served STAAR Passing Rate). Root Cause 3: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 4: At Sanchez MS, 36.4% (24/66) of our ESL population passed the STAAR Writing assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 4: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 5: At Sanchez MS, 59.5% (103/173) of our ESL population passed the Math STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 5: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 6: At Sanchez MS, 46.3% (19/41) of our ESL population passed the Science STAAR assessment at meets level (#2-ESL Served STAAR Passing Rate). Root Cause 6: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."
Problem Statement 7: At Sanchez MS, 50% (1/2) of our LEP population passed the STAAR Science assessment at meets level (#3-LEP Not Served in ESL STAAR Passing Rate). Root Cause 7: Under teaching and learning, our first No answer was to "Campus Instructional leaders monitor the implementation of feedback."

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 9: For the 2018-2019 school year, Salvador H. Sanchez Middle School special education and English language learners will show an increase in the areas of "Masters Grade Level" on the 6th Grade STAAR Math and Reading, 7th Grade STAAR Math, Reading, and Writing, and 8th Grade Math, Reading, Science, and Social Studies.

Evaluation Data Source(s) 9: Sanchez M.S. will show a 10 % increase on the STAAR assessment at "Masters Grade Level" for English Language Learners and Special Education Students.

Summative Evaluation 9: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Utilize technology hardware such as laptop computers, desktop computers, Interactive white boards, IPADS, software licenses to include AVID Membership, ActiveInspire, Library Services, Brain-Pop, Ed Helper, VDI, and IPAD applications will be used in grades 6th - 8th for instructional and academic strategies. Various classroom supplies for their project based learning will also be used during super school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Improved student performance in core content areas and STAAR results. Documented classroom walkthroughs, sign in sheets for staff development.			
Funding Sources: 211 - Title I, Part A - 21000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Implementation of enrichment camps for advanced students. Opportunities for an extended day, week, or year depending on need of student.</p>	2.4, 2.5, 2.6	Administration, Curriculum Coach, Librarians, Instructional Aides, Teachers, Counselors	Increase in STAAR scores in the areas of meets grade level and masters grade level. Increased preparation for TIS and PSAT test.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Provide Tier I Instruction that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Core teachers will be tutoring twice a week but not limited to providing direct intervention. Sign in sheets, and student academic increase of scores.			
Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 13510.00						
= Accomplished = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 10: For the 2018-2019 school year, Sanchez Middle School will show an increase of 10% in the "Meets Grade Level" performance on the 6th Grade STAAR Math and Reading, 7th Grade STAAR Math, Reading, and Writing, and 8th Grade Math, Reading, Science, and Social Studies.

Evaluation Data Source(s) 10: Sanchez M.S. will reach the following goal percentages in the STAAR assessment at "Meets Grade Level":

6th Grade Reading will increase from 30% to 40% in Meets Grade Level.
 6th Grade Math will increase from 41% to 51% in Meets Grade Level.

7th Grade Reading will increase from 34% to 44% in Meets Grade Level.
 7th Grade Math will increase from 24% to 34% in Meets Grade Level.
 7th Grade Writing will increase from 35% to 45% in Meets Grade Level.

8th Grade Reading will increase from 1st administration from 47% to 57% in Approaches Grade Level.
 8th Grade Math will increase from first administration from 54% to 64% in Meets Grade Level.
 8th Grade Science will increase from 60% to 70% in Meets Grade Level.
 8th Grade Social Studies will increase from 42% to 52% in Meets Grade Level.

Summative Evaluation 10: No progress made toward meeting Performance Objective

Next Year's Recommendation 10: AVID excel will have 2 grade levels added and 2 language proficient courses to support newcomer ELL students. Rosetta stone support will be provide to newcomers. Special Education students continue to be monitored.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Utilize technology hardware such as laptop computers, desktop computers, Interactive white boards, IPADS, software licenses to include AVID Membership, ActiveInspire, Library Services, Brain-Pop, Ed Helper, VDI, and IPAD applications will be used in grades 6th - 8th for instructional and academic strategies. Various classroom supplies for their project based learning will also be used during super school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Improved student performance in core content areas and STAAR results. Documented classroom walkthroughs, sign in sheets for staff development.			
<p>Funding Sources: 211 - Title I, Part A - 4500.00</p>						

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Implementation of enrichment camps for advanced students. Opportunities for an extended day, week, or year depending on need of student.</p>	2.4, 2.5, 2.6	Administration, Curriculum Coach, Librarians, Instructional Aides, Teachers, Counselors	Increase in STAAR scores in the areas of meets grade level and masters grade level. Increased preparation for TIS and PSAT test.			
	<p>Funding Sources: 199 - General Fund: SCE - 17000.00</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Provide Tier I Instruction that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Core teachers will be tutoring twice a week but not limited to providing direct intervention. Sign in sheets, and student academic increase of scores.			
	<p>Funding Sources: 211 - Title I, Part A - 10000.00, 199 - General Fund: SCE - 13510.00</p>					
<p style="text-align: center;"> = Accomplished = No Progress = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2018-2019 school year, a minimum of 75% of the teachers being evaluated will meet the "Proficient" level rating on T-TESS.

Evaluation Data Source(s) 1: At least 75% of the teachers who were evaluated during the 2017-2018 school year at Sanchez M.S. met the Proficient level rating on T-TESS.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) Attend professional development and obtain materials for teachers to integrate strategies and ideas presented by Compass Learning, AVID training, Eduphoria, The Fundamental Five, Master Teacher, Empowering Writers, Technology Trainings, SIOP, ESL, and ELPS.</p>	2.4, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors	Implementation by teacher using strategies and ideas from staff development trainings and also from Compass Learning, Eduphoria, The Fundamental Five, Empowering Writers, SIOP, ELPS, AVID, classroom Walkthroughs.			
<p>Funding Sources: 211 - Title I, Part A - 4000.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2018-2019 school year, Salvador H. Sanchez Middle School will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: 100% of Sanchez M.S. teachers are Highly Qualified

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 7</p> <p>1) Assign new teachers as well as current teachers in the area of certification and expertise. Maintain contact with district representative to ensure Sanchez MS is in compliance with teacher certifications. Focus on the core academic areas to increase student performance.</p>	2.4, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors	Analyzing certifications and classroom success. TAPR report and School Report Card.			
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

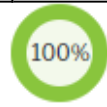
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2018-2019 school year, Salvador H. Sanchez will offer teachers a minimum of 5 professional development opportunities. (Region 19, state conferences, out of state conferences, SCE-I Coaches or by district Instructional Officers)

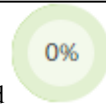
Evaluation Data Source(s) 3: All teachers at Sanchez M.S. will be offered the opportunity to attend a minimum of 5 Professional Development Workshops during the 2018-2019 school year.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Our teachers will attend Staff Development trainings throughout the school year. Teachers will attend the DS3 trainings offered by the Academic Department. Teachers will attend Empowering Writers workshop to increase teaching strategies in English Language Arts and writing. They will also attend AVID trainings to develop instructional strategies. Teachers will participate in PBIS trainings to enrich the campus's PBIS/SEL/Owleus Program. Teachers will also attend trainings at Socorro high school, including but not limited to the guest speaker Todd Whitaker. Technology trainings will also be provided to ensure teachers are able to provide technology rich and blended learning opportunities. We will continue to work with the Academic Curriculum Coaches in the content areas to increase instruction and knowledge. We will also work with the bilingual department to ensure all of ESL students are receiving the instruction they need in order to be successful.</p>	2.4, 2.5, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors	Implementation of strategies learned during staff development, classroom walkthroughs, PLC meetings, PBL learning.			
Funding Sources: 211 - Title I, Part A - 8000.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Continue ESL teacher/Non-ESL teacher training from the Bilingual Education Department including all trainings in ESL strategies with interactive workshops, online activities, etc. SIOP and ELPS strategies will be used in the classroom and teachers are encouraged to acquire bilingual/ESL certification.</p>	2.4, 2.5, 2.6	Campus administrators	Training agendas, rosters, certifications			
Funding Sources: 211 - Title I, Part A - 2000.00						



= Accomplished



= No Progress



= Discontinue

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2018-2019 school year, Salvador H. Sanchez will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: In efforts to meet 100% of System Safeguard Indicators Sanchez M.S. allocated funding to purchase research based programs.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue to obtain feedback from teachers in order to secure and obtain research based resources for teachers.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) The Science and CT departments will utilize Lego Education Sets to enhance daily instruction. Including the accompanying materials such as batteries to make them operational.</p>	2.4, 2.6	Campus Administrators, SCEI Coaches, Teachers, Counselors	Classroom walkthroughs and student success in assessments			
Funding Sources: 211 - Title I, Part A - 1000.00						
= Accomplished = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: Salvador H. Sanchez Middle School Leadership team will provide a minimum of one training for all teachers on House Bill 5 requirements, so that all teachers are kept abreast of new requirements.

Evaluation Data Source(s) 5: Execute at least 1 training sessions on House Bill 5.

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Continue to provide information and promote HB5 initiatives.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5</p> <p>1) A House Bill 5 information night will be provided for the faculty/parents/students to inform the learning community about the impact of HB5. Trainings on HB5 will also be provided through faculty meetings and PLC's</p>	2.4, 2.6, 3.1, 3.2	Campus Administration, SCI Coaches, Counselors	Students will be able to identify what career pathway and endorsement they may want to choose before they enter high school. Students will also become more aware of the district's academies that support their career pathway.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 6: During the 2018-2019 school year, Salvador H. Sanchez will increase professional development/workshops provided to teachers in order to provide enhanced and up to date instruction to students.

Evaluation Data Source(s) 6: Assessment data will show gain of 5 % or higher through the use blended learning, other technology centered lessons, use of software, and online instructional tools.

Summative Evaluation 6: Exceeded Performance Objective

Next Year's Recommendation 6: Continue to provide PDs for technology and set goals for Microsoft AP Badges.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will utilize Nearpod as a supplement in daily instruction.</p>	2.4, 2.5, 2.6	Campus Administrator, SCEI Coaches, Teachers.	Classroom walkthroughs and student success in assessments.			
Funding Sources: 255 - Title II, Part A TPTR - 1000.00						
<p>Critical Success Factors CSF 5 CSF 7</p> <p>2) Teachers will participate and present at SISD Technology DNA Conference as well as provide resources on technology during PLCs</p>	2.4, 2.6	Campus Administrator, SCEI Coaches, Teachers.	Teachers will increase their own knowledge in technology by			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will increase knowledge In Microsoft Apps by utilizing a digital E-binder via Onenote to increase communication and support to PLC's.</p>	2.4, 2.6	Campus Administrator, SCEI coaches, Counselors,	Teachers will archive PLCs minutes and provide required documentation that provides support for all students.			
= Accomplished = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 7: Salvador H. Sanchez Middle School will provide support for New Teachers with monthly New Teacher Workshops.

Evaluation Data Source(s) 7: Salvador H. Sanchez Middle School will provide 1 workshop per month to support new teacher development.

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Next Year's Recommendation 7: Based on teacher needs and data analysis, workshops will be provided throughout the year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) New Teachers will be offered supplemental support through New Teacher Workshops that will aim to increase quality of class management, instruction, and data analysis.</p>	2.4, 2.6	Campus Administrators and SCE Coaches	Teachers in their 0-3 years of teaching experience will increase their classroom management and pedagogical skills.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

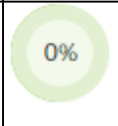
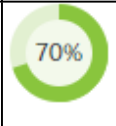
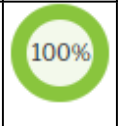



Performance Objective 1: During the 2018-2019 school year, Salvador H. Sanchez Middle School will offer a minimum of 5 collaborative educational involvement initiatives and events for parents, students, and community members to promote teamwork and unity in the education of students..

Evaluation Data Source(s) 1: Sanchez M.S. will promote more educational initiatives involving parents, students, and the community in efforts of increasing the involvement of such group by 5% as compared to last year.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue with Family Latino Literacy Program, STEM Extravaganza, and Monthly Showcasing hosted by teachers

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) We will support and promote our parent involvement activities. We will effectively communicate to our community through phone call outs, our school marquee, and newsletters regarding the different events, classes, and volunteer opportunities at Sanchez MS. CIS coordinator will provide the necessary materials and supplies to include snacks and refreshments as need for workshops and training's.</p>	3.1, 3.2	Campus Administrators, CIS Personnel	Participation agendas and sign in sheets. Increase parental involvement and parent volunteers.			
Funding Sources: 211 - Title I, Part A - 1200.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Sanchez MS will hold monthly Evening with the Principal meetings in order to increase communication to the community and provide parents with first hand experiences of what students are utilizing in their classrooms.</p>	2.4, 2.6, 3.1, 3.2	Campus Administrators, CIS Personnel, Teachers, Counselors.	Increase in student and parental participation in these events and support for student success as a whole.			

<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Sanchez MS will offer support for parents by providing them and the CIS coordinator opportunities to attend professional developments/conferences.</p>	<p>3.1, 3.2</p>	<p>Campus Administrators, CIS Personnel, Counselors.</p>	<p>Increase parental involvement and support for students.</p>			
<p>Funding Sources: 211 - Title I, Part A - 200.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2018-2019 school year, Salvador H. Sanchez Middle School will ensure a minimum of 8 notifications, sent via newsletters, email, etc. to parents, business, and community members.

Evaluation Data Source(s) 2: Sanchez M.S. will increase by 5% the number of notifications sent to parents and businesses as compared to last year.

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Continue with weekly call out, Monday Memo for parents, and calendar, breakfast drive by.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Sanchez MS will communicate more effectively to all of our stakeholders involved in our community. Supplies, materials, and technology equipment are needed to provide communication with parents in the community as well as at community/parent conferences. We will use our school marquee, phone call outs, emails, mailings, and newsletters to inform everyone of our activities at our school. Our School Improvement Team (SIT) regularly has a community business partners that attends every month and through this relationship we can help get the information communicated through them.	3.1, 3.2	Campus Administrators, CIS Personnel, counselors, SCEI coaches	Climate Survey, receipts of mailings, and phone calls/messages. Parent contacts, daily logs, sign in sheets, increase in attendance at parent meetings and other school functions.			
	Funding Sources: 211 - Title I, Part A - 2000.00					
= Accomplished = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2018-2019 school year, Salvador H. Sanchez Middle School will provide at least 5 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Sanchez M.S. will see an increase of at least 5% in the number of partnerships with businesses, higher education institutions, and other outside agencies.

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue with weekly call out, Monday Memo for parents, and calendar, breakfast drive by.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Supplies and materials needed to provide communication to parents. The purchase of refreshments for parents at the meetings. CIS Personnel and counselors will communicate to different members of the community to support student education.</p>	3.1, 3.2	Campus Administrators, CIS Personnel, Counselors	Partnership with members of the community by planning different activities throughout the year. Students, parents, and community becoming more involved and having a higher turn out for the different business sponsored activities.			
Funding Sources: 211 - Title I, Part A - 1098.00						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Sanchez MS will implement "Breakfast Drive By's" where campus information with breakfast snacks will be provided to parents dropping off their child at school.</p>	3.1, 3.2	Campus Administrators, CIS Personnel, Counselors	Increase communication to parents and students. Increased community connections between parents and school faculty and staff.			
Funding Sources: 211 - Title I, Part A - 450.00						
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2018-2019 school year, 78% of all students in all subgroups at Salvador H. Sanchez Middle School will meet district, state, and federal accountability standards measured by reports such as the Performance-Based Monitoring Analysis System and State Accountability Ratings.

Evaluation Data Source(s) 1: 78% of all subgroups at Sanchez M.S. met district and state standards.

Summative Evaluation 1: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Implementation of research based and data driven staff development model between district academic services and campus administration. Provide targeted assistance, supplemental support, and interventions for our ELL students in all core subject areas. We will use SIOP strategies, Kagan, Read 180, I-Station, Compass Learning, ELS Academy, Extended tutorials, Rosetta Stone, and Lexia, AVID strategies.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Classroom walkthroughs, department and block meetings every week, and computer usage reports. Increased student performance on assessments and report cards.			
<p>Funding Sources: 211 - Title I, Part A - 3000.00</p>						
<p> = Accomplished = No Progress = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.







Performance Objective 2: For the 2018-2019 school year, Salvador Sanchez Middle School will achieve a 98% attendance rate for all students.

Evaluation Data Source(s) 2: Sanchez M.S. will increase overall attendance by 2% from the 2017-2018 school year.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Increase training and documentation related to Attendance and Accountability.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>1) The attendance committee meets once a month. Documentation is completed in Tyler Munis system and Eduphoira. Intersession is during October , March and Summer School to make up Loss of Credit. Campus administrators, teachers, SCEI Coaches and counselors meet with parents and students regularly to discuss their attendance. Implementation of Friday Recovery School will assist students in recovering credit and grades. The AVID Go Center will also be available for students to attend in order recover course credit.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administrators, SCEI Coaches, Teachers, Counselors	During school year attendance has increased based on ADA data. The campus offers incentives to students with perfect attendance every three weeks.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Attendance will be incorporated into PBIS Committee Meetings that will communicate on a consistent basis various forms of data to faculty on Attendance.</p>	2.4, 2.6	Campus Administrators, Attendance Committee, PBIS Committee, teachers	Rate of chronic absentism will decrease from previous year. Campus attendance rate will also increase from previous year.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) The campus offers incentives such as snacks, trophies and medals to students and grade levels showing perfect/highest attendance rate.</p>	2.4, 2.6	Campus Administrator, Attendance Committee, PBIS Committee, Teachers	Campus will show an increase interest and ownership in attendance monitoring. Dailies will be conducted more consistently to increase accuracy of attendance.			
Funding Sources: 211 - Title I, Part A - 780.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) RTI/Grade Level PLCs will meet to discuss chronic absentee for their grade level and take proactive measures to increase grade level attendance rate.</p>	<p>2.4, 3.1, 3.2</p>	<p>Campus Administrators, SCE coaches, CIS Personnel, RTI Committee, Attendance Committee, PBIS Committee.</p>	<p>Increase communication with parents and students about attendance. Decrease in chronic absenteeism rate and increase attendance rate from previous year.</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: During the 2018-2019 school year, 100% of Sanchez teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 3: 100% of teachers at Sanchez M.S. provided meaningful and effective interventions for all struggling or at-risk students in all grade levels.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Include all teachers in PLCs to be trained in RTI process.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) The WIN Academy will also be implemented in the 6th grade which will provide additional support for students at risk.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Classroom walkthroughs and analysis of data. Increased student performance on assessments.			
Funding Sources: 211 - Title I, Part A - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>2) Teachers will be trained in Response to Intervention and directly apply these strategies to their PLCs and classroom.</p>	2.4, 2.5, 2.6	Campus Administrators, Teachers, Counselors, SCEI Coaches	Decrease in Student Achievement Gap on district checkpoints, benchmarks, and STAAR exam.			
Funding Sources: 211 - Title I, Part A - 12000.00						
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

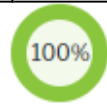
Performance Objective 4: For the 2018-2019 school year, Sanchez M.S. will work collaboratively with district programs and organizations to provide quality counseling services to all students.

Evaluation Data Source(s) 4: The Counseling programs will increase the opportunity for direct interactions that will proactively provide academic, social, and emotional support.

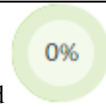
Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue with random acts of kindness for lessons

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Core curriculum counseling lessons will be provided to all students grade 6-8. In addition 8th grade students will be provided with support for HB 5.</p>	2.4, 2.6	Campus Administration, Counselors	Students will become more informed about academic, social, and career opportunities. Students will learn how to advocated for themselves and others.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Individual counseling services will be available to all students grade 6-8.</p>	2.4, 2.6	Campus Administration, Counselors	Social emotional needs of students requesting individual counseling will be provided. Counselors will be able to assess and provide additional support systems for students in need.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Group counseling services will be provided to students grade 6-8 based on data and campus needs.</p>	2.4, 2.6	Campus Administration, Counselors	Social emotional needs of students requesting individual counseling will be provided. Counselors will be able to assess and provide additional support systems for students in need.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Counseling program will offer to students and parents a House Bill 5 information night where students will be provided with information regarding career pathways and endorsements.</p>	2.4, 2.6, 3.1, 3.2	Campus Administration, Counselors	Students will become more informed about academic, social, and career opportunities. Students will learn how to advocated for themselves and others.			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Counseling program will provide campus support for the implementation of Social Emotional Learning through the Top 20 Teens.</p>	2.4, 2.5, 2.6	Campus Administration, Counselors	Students will learn how become of their social and emotional needs and how to advocate for themselves and others. The learning experiences for Top 20 will also have a positive effect on the culture of the campus.			



= Accomplished



= No Progress



= Discontinue

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
2	2	1	Provide Tier I Instructioned that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.
2	2	2	Provide SCE funded personnel to assist students who are at risk or in danger of failing. SCE Coaches, Instructional Aides, and Library Aide will work directly with classroom teachers to ensure academic success for each student. Provide one on one direct intervention with targeted students. Provide differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, October and March Intersession, Saturday school and summer school.
2	2	4	Within 48 hours of feedback on T-TESS walkthrough, administration and/or SCEI Coaches will follow-up with teachr through a coaching session (if walkthrough has not been viewed) or a follow-up walkthrough to ensure implementation of recommendations/suggestions.
2	2	5	Continuous monitoring of students that are not served (Parent-Denial) through the ESL Program and services in order to ensure they grow, make gains, and overall succeed academically.
2	2	6	Continuous monitoring of students that were exited from SpEd services in order to ensure they grow, make gains, and overall succeed academically without prior services.
2	3	3	Provide Tier I Instructioned that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.
2	4	5	Provide Tier I Instructioned that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.
2	6	1	Teachers will be trained in SIOP strategies that will be used in their direct instruction.
2	6	2	Provide Tier I Instructioned that is focused on differentiated instruction to all students to enhance rigor and relevance which includes before and after school tutoring, Friday school, October and March Intersession, Saturday school and summer school.
2	6	3	AVID EXCEL strategies including but not limited to Cornell notes, sentence stem/frames, and academic language scripts will be incorporated into instructional planning.
2	8	4	Within 48 hours of feedback on T-TESS walkthrough, administration and/or SCEI Coaches will follow-up with teachr through a coaching session (if walkthrough has not been viewed) or a follow-up walkthrough to ensure implementation of recommendations/suggestions.

State Compensatory

Personnel for Salvador H. Sanchez Middle:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Beltran	WIN Teacher	SCE	1
Anne Jacoby	WIN TIA	SCE	1
Audra Bernal	WIN Teacher	SCE	1
Belinda Pendell	WIN Teacher	SCE	1
Claudia Artalejo	WIN Teacher	SCE	1
David Marquez	CSR Teacher	SCE	1
Frances Rojas	SCEI Coach	SCE	1
John Perry	Library Aide	SCE	.50
Liliana Triplett	CIS	SCE	.50
Olivia Castanon	WIN TIA	SCE	1
Ruth Melendez	SCEI Coach	SCE	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daniel Fierro	College Tutor	Title I	1
Julio Cisneros	College Tutor	Title I	1
Leslie Flaco	College Tutor	Title I	1
Liliana Triplett	CIS	Title I	.50

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Iris Jimenez	Principal
Administrator	Melissa Martinez	Assistant Principal
Classroom Teacher	Sarah Carrasco	EPAC Representative/Teacher
Counselor	Christina Alvaraz	Counselor
Counselor	Rosaisela Ortiz	Counselor
Classroom Teacher	Rick Rodriguez	Teacher
Non-classroom Professional	Veronica Espinoza	Librarian
Classroom Teacher	Isabel Serrano	AVID Teacher
District-level Professional	David Esparza	District CTE Counselor
Classroom Teacher	Veronica Cordova	Teacher
Non-classroom Professional	Liliana Triplett	Communities In School
Parent	Pablo Barrera	Parent
Administrator	Alicia Acosta	Assistant Principal
Classroom Teacher	Ruth Melendez	SCEI Coach
Classroom Teacher	Frances Rojas	SCEI Teacher

District Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Intersession Supplies and Teacher Extra Duty		\$13,510.00
2	2	2	Salaries for SCE Personnel		\$132,500.00
2	3	2	Teacher Extra Duty and Instructional Supplies/Materials for workshops and tutoring		\$17,000.00
2	3	3	Intersession Supplies and Teacher Extra Duty		\$13,510.00
2	4	5	Intersession Supplies and Teacher Extra Duty		\$13,510.00
2	6	2	Intersession Supplies and Teacher Extra Duty		\$13,510.00
2	8	3	Intersession Supplies and Teacher Extra Duty		\$13,510.00
2	9	3	Intersession Supplies and Teacher Extra Duty		\$13,510.00
2	10	2	Teacher Extra Duty and Instructional Supplies/Materials for workshops and tutoring		\$17,000.00
2	10	3	Intersession Supplies and Teacher Extra Duty		\$13,510.00
Sub-Total					\$261,070.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	0		\$300.00
1	3	2			\$1,000.00
1	4	1			\$0.00

2	2	1	Teacher Extra Duty Pay for tutoring		\$62,188.00
2	3	1	Instructional Programs and Technology tools for classroom instruction and interventions.	6395, 6299, 6499	\$60,000.00
2	3	3	Teacher Extra Duty Pay for tutoring		\$10,000.00
2	4	1	Support material and resources for instructional enhancement for students		\$17,000.00
2	4	2	Supplemental materials such as Time Magazine, Junior Scholastic, New York Times, etc.		\$21,668.00
2	4	3	Instructional Programs and Technology tools for classroom instruction and interventions.		\$4,500.00
2	4	4	Teacher Extra Duty and Instructional Supplies/Materials for workshops and tutoring		\$10,000.00
2	4	5	Teacher Extra Duty Pay for tutoring		\$20,276.00
2	5	1	Extra duty pay for teachers to tutor struggling students		\$5,000.00
2	6	2	Teacher Extra Duty Pay for tutoring		\$62,188.00
2	8	1	Instructional Programs and Technology tools for classroom instruction and interventions.		\$4,500.00
2	8	3	Teacher Extra Duty Pay for tutoring		\$10,000.00
2	9	1	Instructional Programs and Technology tools for classroom instruction and interventions.		\$21,000.00
2	9	3	Teacher Extra Duty Pay for tutoring		\$10,000.00
2	10	1	Instructional Programs and Technology tools for classroom instruction and interventions.		\$4,500.00
2	10	3	Teacher Extra Duty Pay for tutoring		\$10,000.00
3	1	1	Professional development for teachers		\$4,000.00
3	2	1			\$0.00
3	3	1	Campus based Professional Developments for Teachers through PLC's and Campus Programs		\$8,000.00
3	3	2	Bilingual / ESL training for teachers		\$2,000.00
3	4	1	Lego Education Instructional Supplies		\$1,000.00

4	1	1	Materials and Supplies for parent classes and promotions to increase parental involvement.		\$1,200.00
4	1	3			\$200.00
4	2	1	Materials and Supplies for parent classes and promotions to increase parental involvement.		\$2,000.00
4	3	1	Supplies, materials, refreshments for parent meetings		\$1,098.00
4	3	2	Supplies/Refreshments for parents and students		\$450.00
5	1	1			\$3,000.00
5	2	3			\$780.00
5	3	1			\$0.00
5	3	2	Region 19 traning		\$12,000.00
Sub-Total					\$369,848.00
244 - CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
2	1	2			\$0.00
Sub-Total					\$0.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	1	Supplemental Materials and technology training for teachers.		\$1,000.00
Sub-Total					\$1,000.00
Grand Total					\$631,918.00