

Eastland Independent School District

Siebert Elementary

2019-2020 Campus Improvement Plan



Mission Statement

Siebert Elementary shall provide all students with educational opportunities in order to become responsible citizens and contributing members of society. Inherent within is the belief that all students can learn and the school can make a positive difference.

Vision

Eastland ISD is a premier learning center providing a nurturing, comprehensive educational environment utilizing state-of-the-art facilities that inspire community pride. Our exceptional, motivated staff, in partnership with parents and community promote opportunities for individuals to develop into critical thinkers, proficient writers, effective communicators and analytical problem solvers prepared for life as productive citizens.

Core Beliefs

1. All children can learn, but all children do not learn in the same way.
2. All children learn best in a safe, nurturing, and stimulating environment.
3. All children learn best when they are active participants in the process.
4. All children have immeasurable, inherent worth and thrive on positive recognition.
5. All children should have access to excellent educational opportunities.
6. The education of all children is the responsibility of the family, school district, and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Siebert Elementary is a Title I School-wide campus with 63% low-income students. State Compensatory Education funds, along with other funds, are used to bolster the education of all students. The campus met the standards for adequate yearly progress (AYP). Siebert serves approximately 525 students from Head Start to 5th grade.

In addition to classroom teachers, there are three teachers teaching Special Education, one Early Childhood teacher who is supported by two paraprofessionals, one Speech teacher, one full time certified teacher working with Dyslexia students, and two certified teachers teaching PIERS Reading. Teachers in each grade level are certified to teach ESL and GT. The 504 contact person is the Assistant Principal, Beverley Johnson. Eastland ISD is part of a Drug Free and Safe School Co-op, as well as a member of the East End Special Education Co-op.

Student Achievement

Student Achievement Summary

The STAAR test is given to students in grades 3-5. Any student not passing these assessments is given accelerated instruction. In order to help fill the gaps between student groups and to help all students achieve higher levels of learning, tutorials are offered throughout the school day, before school, and after school. Teachers disaggregate all STAAR data/Benchmark data and develop lessons to ensure that each individual student receives focused instruction to help them be successful. Inclusion of teachers in the decisions, development and use of these assessments is evident. (Component 8)

The Standardized Test for Assessment of Reading (STAR) is given to students in grades two through five at the beginning of the school year. It is given to first grade students in January. This test measures reading levels. The test is administered at the end of the school year to all students in grades one through five to determine growth in reading skills. The test results allow classroom teachers, the librarian, and students to determine the appropriate reading level to be used by students. It allows teachers to monitor and adjust throughout the year. (Components 2, 9)

All students, including special populations, are given appropriate assessment instruments to measure academic progress. The assessments include the following: both paper and online versions of STAAR, STAAR-ALT-2, TPRI, and Fountas and Pinnell BAS.

Siebert Elementary has many opportunities for all students to meet state proficiency and advanced levels of academic achievement through school-wide reform strategies. (Component 2)

School Culture and Climate

School Culture and Climate Summary

Siebert faculty and staff strive to provide a warm, inviting climate while providing high quality, rigorous curriculum. We love our students and will do whatever it takes to ensure their success in learning and in life.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Eastland's friendly, family-oriented, hometown atmosphere and lower cost of living make attracting and retaining highly qualified teachers and staff an easy task. All teachers and paraprofessionals at Siebert are highly qualified professionals as defined by NCLB requirements. Job openings are posted on the Region XIV Service Center site, district web site, and campus bulletin boards as they arise. (Component 3) A day care facility is offered for employees in an effort to recruit high-quality staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Siebert strives to provide high-quality instruction for all students. We push to high levels of thinking and questioning. TEKS are followed in all grades and in all subjects. We follow the scope and sequence suggested by the TEKS Resource System. We modify that scope and sequence to fit the unique needs of our students.

Special programs continue to serve special populations in the school. These programs include Title I, PIERS, English as a Second Language (ESL), Special Education, Occupational Therapy, Physical Therapy, Counseling, Guidance, Early Childhood, Speech, Dyslexia, Gifted and Talented, Title IX, 504, Homeless, Pre-kindergarten, Reading Intervention, Head Start, and Early Education (PPCD). The school is a member of the Safe and Drug Free School Cooperative. On-going coordination, integration, and communication between these programs and regular classroom personnel is achieved through faculty meetings, grade level meetings, internet, instant messaging, and conferences. (Component 1

A special education response to intervention (RtI) process is in place to ensure that students are appropriately referred to the special education program. Professionals must assess comprehensive information documenting various modification attempts, strengths, and weaknesses for the student in question. Transfer Admission, Review, and Dismissal (ARD) meetings are held for new students already identified with disabilities in previous schools.

Effective and timely additional assistance is available to all students experiencing difficulty and in need of extra assistance. The Accelerated Reader (AR) program along with a well-stocked library motivate students to read. Technology enriches the curriculum. There are two computer labs which serve students daily. Classrooms are equipped with several computers. All computers have network/internet access. Laser printers are available for printing. All classrooms are equipped with interactive whiteboards and LCD projectors. (Component 9)

Additional programs will continue this year including Siebert Singers, 900 Minutes of Reading (sponsored by the Eastland Fine Arts Association) 6 hours of Reading (sponsored by Six Flags and Weekly Reader), and PTO book fairs.

To enhance learning and give real-world experiences to students, field trips of various types are taken across grade levels. These trips include hands-on safety demonstrations, historical sites, and zoos. Students experience the arts through events such as a child-friendly presentation performed by the Ft. Worth Opera, sponsored by the Nancy Seaberry Frost Arts Endowment and the Fine Arts Association.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents are encouraged to be involved in the education of their children. The Parent Teacher Organization (PTO) hosts monthly meetings. They host bi-annual book fairs. PTO is involved with Christmas and Valentine celebrations and various end-of-year programs. Parents are encouraged to eat lunch with their children. (Component 6)

The community is involved with the school through various programs including Veterans' Day, volunteer participation and recognition, guest speaker engagements, and the site-based decision making committee. Siebert also hosts an Open House allowing for opportunities for students to show off their amazing school work to parents, and also an opportunity for parents to interact in activities their students are doing on a daily basis. Additionally, many local businesses have made donations in support of our Back to School Bash and other functions. These businesses include: First Financial Bank of Eastland, Brookshire's of Eastland and Cisco, KRP Insurance, The Majestic Theatre, Sonic, McDonalds, Wal-Mart, and Vulcan Materials. The Rotary Club donates dictionaries to 3rd grade students and the local Masonic lodge provides dental hygiene kits to our 1st grade students. .

Other local organizations also actively support our school with programs to meet the needs of families and students. The United Methodist Church of Eastland provides grade level school supplies for students. The First Baptist Church of Eastland provides hygiene kits, and students who are in need of food over the weekend are provided with backpacks filled with food by the Eastland Backpack Program.

School Context and Organization

School Context and Organization Summary

Siebert Elementary School is focused on student academic achievement. We believe the foundation for learning starts at home and continues throughout the early years of education. It is essential that students receive high-quality instruction in their formative years in order for them to be successful in all areas of their lives.

All grade levels have common planning periods to accommodate shared planning. We provide times throughout the year for vertical planning as well. Each grade level has a lead teach who helps facilitate communication. The Site-Based Decision Making Committee meets 2-3 times per year to make decisions that effect the campus. Lead teacher meetings are held monthly to discuss issues at hand and make decisions that immediately effect the campus. Instruction time is protected from unnecessary interruptions.

Technology

Technology Summary

The two computer labs offer a number of programs to enrich the curriculum as well as provide remediation opportunities. Interactive whiteboards, projectors, and Elmo projection systems provide extended hands-on opportunities for students. Classrooms are equipped with student computers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

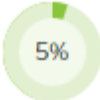





Goals

Goal 1: The students at Siebert Elementary will demonstrate exemplary performance in reading/language arts and writing of the English language.

Performance Objective 1: Siebert Elementary students will improve their knowledge and skills in reading and writing. They will improve their scores in both reading and writing on the STAAR assessments.

Evaluation Data Source(s) 1: Texas Academic Performance Report
STAAR data Students will improve STAAR writing scores by 2%.
Students will improve STAAR reading scores by 2%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) Prekindergarten students' progress is monitored with the CIRCLE progress monitoring system.	2.4, 2.6	Prekindergarten /Head Start teachers	Progress indicated by monitoring system Improved kindergarten readiness as evidenced by TPRI				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 2) TPRI Monitoring, K-2	2.4, 2.6	Kindergarten teachers 1st grade teachers 2nd grade ELAR teachers RtI teacher and paraprofessionals Counselor	TPRI records				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 3) Primary Emergent Reading Inventory, 1	2.4, 2.6	1st Grade Teachers	RTI records; System Safeguards - Status Report				
ESF Levers Lever 5: Effective Instruction 4) Students will use responsive writing to improve writing skills.	2.4	Kindergarten teachers 1st grade teachers 2nd grade teachers 3rd grade ELAR teachers 4th grade ELAR teachers Dyslexia Interventionist PIERS Interventionists	Student writing samples STAAR Writing results will improve				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 5) Community members and high school students will be invited to read with students in the classroom.	2.5, 2.6	Classroom teachers Campus Admin	Teacher observation, System Safeguards Status Report				
TEA Priorities Build a foundation of reading and math 6) Phonemic awareness/nursery rhymes are used to increase literacy skills.	2.6	EE Teacher PK teacher Kindergarten teachers 1st grade teachers Dyslexia Interventionist	Daily grades TPRI results Observation System Safeguards Status Report				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 7) Students will identify elements of fiction, increase vocabulary, develop summarization and note taking skills.	2.4, 2.6	K-5 classroom teachers	Daily grades TPRI results in grades K-2				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 8) Use Saxon Phonics and ABC Bootcamp to increase literacy skills.	2.4, 2.6	Kindergarten teachers	Daily grades/observation TPRI results, System Safeguards Status Report				
Targeted Support Strategy RDA 9) Daily tutorials before, during, or after school.	2.4, 2.5, 2.6	K-5 classroom teachers Resource teachers	Improved classroom grades/performance; System Safeguards Status Report				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 10) Students in grades K-2 take end-of-year tests to determine readiness for the next year.	2.4, 2.6	Counselor Kindergarten teachers 1st grade teachers 2nd grade teachers	Test results; System Safeguards Status Reports				
Targeted Support Strategy RDA ESF Levers Lever 4: High-Quality Curriculum 11) Students in 2nd through 5th grade will take Curriculum Based Assessments following the curriculum sequence. Data will be utilized to plan instruction and intervention.	2.4, 2.5, 2.6	2-5 classroom teachers Resource teachers Dean of Instruction	The percentage of students at the Approaches, Meets, and Masters level of performance will increase.				
TEA Priorities Build a foundation of reading and math 12) Students participate in 900 Minutes of Reading and Six Flags Reading Program.	2.5, 2.6	PK-5 classroom teachers Campus Admin	Student reading logs				
Targeted Support Strategy RDA 13) Students in the 5th grade utilize Achieve 3000 to support reading proficiency and comprehension.	2.4, 2.6	Lab managers Technology Specialist Principal	Classroom academic performance Computer program monitoring systems Increase percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 14) Diagnostic reading programs such as STAR Reading and Early Literacy Test are used to help focus instruction and identify students in need of RtI.	2.4, 2.6	K-5 classroom teachers Lab managers Technology specialist Campus Admin	Classroom academic performance Computer program monitoring systems/reports; System Safeguards Status Reports				
Targeted Support Strategy TEA Priorities Build a foundation of reading and math 15) Students test comprehension using Accelerated Reader. An incentive program is used in each grade level to encourage success.	2.6	1-5 grade level teachers	AR points/scores Improved STAR reading results				
ESF Levers Lever 5: Effective Instruction 16) Teachers utilize audio-visual equipment, interactive whiteboards, document cameras, and computers to enrich instruction.	2.6	All teachers	Lesson plans Walk through observations				
17) Accelerated instruction is provided for all students who were not successful on previous years' STAAR reading tests.		3-5 reading teachers	STAAR test results				
18) Teachers utilize quality instructional programs including Empowering Writers to help enhance writing instruction.		2nd, 3rd, 4th, & 5th grade writing teachers	Daily grades STAAR writing scores				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 19) Students identified as dyslexic use S.P.I.R.E., DIP, and Fountas and Pinnell LLI to enhance reading instruction.	2.4, 2.6	Dyslexia teacher; Principal, Assistant Principal	Daily grades Reading grades; System Safeguards Status Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>20) Students participate in PTO book fairs in the fall and spring, including a parent night held in the evening.</p>	3.2	Principal	Book fair records				
<p>Targeted Support Strategy RDA</p> <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>21) Teachers participate in reading and writing professional development provided in-house and through Region XIV service center.</p>	2.4, 2.6	Principal Assistant Principal All staff	Attendance records Student test scores				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math</p> <p>22) The PIERS program is used to focus reading instruction on the lowest performing first grade students.</p>	2.4, 2.6	PIERS teachers	PIERS records Observation summaries				
<p>Targeted Support Strategy RDA</p> <p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum</p> <p>23) The Journey's Reading program is used to assist with reading instruction.</p>	2.4, 2.6	K-5 reading teachers	Daily grades Progress monitoring TPRI scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum 24) Teachers utilize Countdown to STAAR and STAAR Master to help focus on STAAR objectives.</p>	2.4, 2.6	3-5 classroom teachers; Principal, Assistant Principal, Dean of Instruction	Daily grades Teacher observation STAAR scores System Safeguards Status Reports				
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 25) Literacy stations are used to increase literacy skills</p>	2.4, 2.5, 2.6	K-5 reading teachers	Station grades/monitoring Lesson plans				
<p>Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 26) Fountas and Pinnell Leveled Literacy Intervention Program implemented to raise reading levels and provide strategies for reading.</p>	2.4, 2.5, 2.6	K-5 Teachers Paraprofessionals Dyslexia Teacher Dean of Instruction	STAAR Results Daily Grades TPRI Results Benchmark Results STAR Reading Results				
27) Students, K-1, will be given a dyslexia screening toward the end of the school year.	2.6	Dyslexia Interventionist Administrators	Early identification and interventions with students identified as having dyslexic tendencies.				



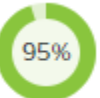





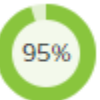
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 28) All grade levels will utilize the TEKS Resource System scope and sequence for English language arts and reading.	2.4, 2.6	Administrators K-5 Teachers	Improved student success Improved STAAR results				
Targeted Support Strategy RDA TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 29) Teachers will meet with the Dean of Instruction regularly to plan instruction based on data from CBAs, STAR, and STAAR and plan intervention strategies.	2.4, 2.6	Campus Admin	The percentage of students meeting the Approaches, Meets, and Masters level of performance on STAAR will increase.				
Targeted Support Strategy RDA 30) Mentor sentences will be used to improve student writing and grammar skills.	2.6	Classroom teachers Campus Admin	Percentage of students reaching the Approaches, Meets, and Masters level of performance on the STAAR will increase.				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 31) Grades 2-5 will utilize Scholastic Storyworks classroom magazines to engage students in meaningful reading opportunities.	2.4, 2.6	Classroom Teachers Campus Admin	Percentage of students reaching the Approaches, Meets, and Masters level of performance on STAAR will increase.				
= Accomplished = Continue/Modify = No Progress = Discontinue							







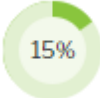


Goal 2: The students at Siebert Elementary will demonstrate exemplary performance in the understanding of mathematics.

Performance Objective 1: Siebert Elementary students will improve their knowledge and skills in math. They will improve their scores in math on the STAAR assessment.

Evaluation Data Source(s) 1: Texas Academic Performance Report
STAAR data Students will improve STAAR math scores by 2%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 1) Math manipulatives will be used to enhance instruction.	2.4, 2.6	PK-5 math teachers PPCD teachers	Student performance in math STAAR results Daily grades				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum 2) HMH Go Math will be utilized to enhance math instruction. Kindergarten will also use Numbers Bootcamp.	2.4, 2.6	K-5 math teachers	Math grades Daily grades STAAR math				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 3) Daily tutorials before, during, or after school.	2.4, 2.5, 2.6	K-5 math teachers	Tutoring logs Daily grades				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math</p> <p>4) Technology will be used to support math instruction. Programs include Prodigy, Star Math, Education City, and Think Though Math.</p>	2.4, 2.6	PK-5 math teachers Technology specialist Computer lab managers Principal Assistant Principal	Math grades System Safeguards Status Reports				
<p>Targeted Support Strategy RDA TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>5) Teachers/staff will participate in professional development provided in-house and by Region XIV Education Service Center.</p>	2.4, 2.6	Principal Counselor All staff	Attendance records Student test scores System Safeguards Status Reports				
<p>Targeted Support Strategy RDA ESF Levers Lever 4: High-Quality Curriculum</p> <p>6) Students in 2nd through 5th grade will take Curriculum Based Assessments following the curriculum sequence. Data will be utilized to plan instruction and intervention.</p>	2.4, 2.6	2-5 Classroom teachers Campus Admin Dean of Instruction	The percentage of students reaching the Approaches, Meets, Masters levels of performance on STAAR will increase.				
<p>Targeted Support Strategy RDA ESF Levers Lever 5: Effective Instruction</p> <p>7) Accelerated instruction is provided for all students who were not successful on previous years' STAAR reading tests.</p>	2.4, 2.6	3-5 math teachers	STAAR math results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 8) Daily Rigor, Fast Focus , and Countdown to STAAR are utilized to enhance math instruction	2.4, 2.6	3-5 math teachers	Daily grades STAAR math results				
TEA Priorities Build a foundation of reading and math 9) Excel math used as supplemental curriculum in first grade.	2.4, 2.6	1st grade teachers	Improved student performance in math.				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum 10) All grade levels will utilize the TEKS Resource System scope and sequence for math.	2.4, 2.6	Administrators K-5 Teachers	Improved student success Improved STAAR results				
Targeted Support Strategy RDA 11) 4th and 5th have a separate math intervention period.	2.4, 2.5, 2.6	Campus Admin Dean of Instruction 4th and 5th grade teachers	Improved student performance as evidenced on Math STAR assessments and STAAR.				
Targeted Support Strategy RDA TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 12) Teachers will meet with the Dean of Instruction regularly to plan instruction based on data from CBAs, STAR, and STAAR and plan intervention strategies.	2.4, 2.6	Dean of Instruction Campus Admin	The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 13) Rocket Math will be utilized in grades 1-5 to ensure mastery and automaticity of math facts and track student progress.	2.4, 2.6	Dean of Instruction Classroom teachers	The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>							

Goal 3: The students at Siebert Elementary will demonstrate exemplary performance in the understanding of science and social studies.

Performance Objective 1: Siebert Elementary students will improve their knowledge and skills in science and social studies.

Evaluation Data Source(s) 1: Texas Academic Performance Report

STAAR data

Students will improve STAAR science scores by 2%.

The failure rate in social studies will be reduced by 1%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
ESF Levers Lever 4: High-Quality Curriculum 1) All grade levels will utilize TEKS Resource System for scope and sequence of science and social studies classes.	2.4, 2.6	Social studies teachers K-5 Science teachers K-5	Documentation on Lesson Plans Walkthrough Observations				
ESF Levers Lever 3: Positive School Culture 2) Field trip to Safety City in 3rd grade.	2.5	3rd grade teachers	Bus records Safety City records				
ESF Levers Lever 3: Positive School Culture 3) 4th Grade Field Trip to Frontier Texas.	2.5	4th grade teachers	Social Studies grades				
ESF Levers Lever 5: Effective Instruction 4) Technology will be utilized to enhance learning in all content areas.	2.6	Social studies teachers, K-5 Science teachers, K-5	Lesson Plans Walkthrough Observations				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 5) Vertical team planning will occur throughout the school year.		Social studies teachers, K-5 Science teachers, K-5	Meeting notes				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
6) Food and nutrition concepts will be taught within the science/health curriculum.		Science teachers, K-5	Lesson plans				
7) Software programs such as BrainPop will be used to enhance social studies lessons.	2.5	Social studies teachers, K-5	Lesson plans				
ESF Levers Lever 3: Positive School Culture 8) 2nd Grade will participate in a walking tour of Eastland's historic sites.	2.5	Administrators 2nd grade teachers	Students will learn about the history of Eastland, increasing their sense of community and knowledge of the town in which they live.				
9) Scholastic News classroom magazine will be used to enhance social studies content and support reading skills.		Classroom teachers Campus Admin	The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase. Student progress in reading as evidenced through STAR Reading				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: The students at Siebert Elementary will demonstrate exemplary performance in the understanding of science and social studies.

Performance Objective 2: Siebert Elementary students will improve their performance in science on the STAAR assessment.

Evaluation Data Source(s) 2: Texas Academic Performance Report

STAAR data

Students will improve STAAR science scores by 2%.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Health TEKS will be addressed in science classes and PE.		Science teachers, K-5 PE teacher	Lesson Plans Walkthrough Observations				
ESF Levers Lever 5: Effective Instruction 2) Non-fiction science books will be used to enhance instruction.	2.4, 2.6	Science teachers, K-5	Lesson Plans				
ESF Levers Lever 5: Effective Instruction 3) Specific science terms will be emphasized at each grade level. Teachers will utilize the list of terms provided by Lead4ward.	2.4, 2.6	Science teachers, K-5	Lesson Plans The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.				
ESF Levers Lever 5: Effective Instruction 4) Classroom experiments will be conducted to promote students mastery of science content.	2.4, 2.5, 2.6	Science teachers, K-5 PPCD teachers	Lesson plans Observations				
ESF Levers Lever 4: High-Quality Curriculum 5) Science Curriculum Based Assessments will be given to drive instruction determine areas of need.	2.4, 2.6	Science teacher, grade 5 Special Education Teachers	Lesson plans Benchmark results STAAR results				
6) Software programs such as BrainPop, PBS Design Squad, and Study Jams will be used to enhance science lessons.	2.4, 2.6	Science teachers, K-5	Lesson plans				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA 7) SuperScience Scholastic Magazine will be used to enhance instruction and support grade level reading skills.	2.4, 2.6	5th Grade Science teachers Campus Admin	The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.				
8) Kesler Science interactive notebooking will be used to guide and enhance Science Labs and the curriculum	2.4, 2.6	5th Grade Science teachers Campus Admin	The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase.				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 9) Science Spin Scholastic Magazine will be utilized in grades 2nd-4th to enhance the science curriculum and support grade level reading skills.	2.4, 2.6	Classroom teachers Campus Admin	The percentage of students reaching the Approaches, Meets, and Masters levels of performance on STAAR will increase. Student progress in reading as evidenced through STAR Reading				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Parents will be full partners with educators in the education of their children, including basic life skills and citizenship, and there will be effective communication and interaction between parents, community members, and Siebert.

Performance Objective 1: Increase communication between school and home.

Evaluation Data Source(s) 1: Documented contacts will increase by 2%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Parents of absent students will be contacted daily if an absence has not been called in by 8:30 a.m.		Classroom teachers Classroom aides assigned this duty	Call logs				
2) Remind will be used to communicate with parents on a broad base and in individual classrooms.		Classroom teachers Principal Assistant Superintendent	Remind call logs				
3) Blackboard will be used to communicate with parents/community schoolwide.		Principal Assistant Superintendent	Blackboard call logs				
4) Teachers communicate with parents by various means such as a phone call, face-to-face conferences, email, notes home, and the weekly student folder.	3.2	Classroom teachers	Eduphoria documentation				
5) Initial parent conferences will be held no later than the 9th week of school	3.2	Classroom teachers Principal	Conference logs				
6) Teacher/parent conferences will occur throughout the school year as needed.	3.2	Classroom teachers	Conference logs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
7) Teachers contact parents by phone, email, or in person if a child has a failing average in a class.		Classroom Teachers Principal Assistant Principal					
8) Progress reports will be sent every 3 weeks and report cards every 6 weeks.		Classroom teachers	Report cards 3 week reports				
ESF Levers Lever 3: Positive School Culture 9) Newspaper articles will be submitted to the local paper.		Principal	Newspaper articles				
10) PTO meetings and communications will be used to inform of events.	3.2	PTO Principal	PTO minutes				
ESF Levers Lever 3: Positive School Culture 11) Community role models will be used to enhance awareness of community and career options.		Classroom teachers	Records of visitors on campus				
12) Head Start, PK, and Kindergarten registration will be published in the local newspaper, on websites, and in community places.	2.6, 3.2	Principal	Records of postings				
13) Federal lunch program forms/information will be available for all students.		Office staff	Forms completed				
14) Attendance will be monitored and letters will be sent in accordance with the law. Referrals to the court system will be made in accordance with the law.		Principal	Attendance records Copies of letters sent Court records				
15) Registration for the next school year is facilitated by printing existing documents for parent approval/correction.		Office staff Principal	Registration forms				
16) Student Handbook is available online or in the office.		Principal	Website Copies in the office Signatures on handbook form				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
17) The Parent-School Compact is included in the student handbook and is discussed at the beginning-of-the-year teacher/parent conferences.	3.1	Classroom teachers Principal	Handbook Conference documentation				
18) Student grades are available online.		Classroom teachers	Gradebook records				
19) My School Bucks is available online.		Cafeteria	My School Bucks records				
20) The Campus Behavior Coordinator will contact parents by phone when serious behavioral concerns arise or when corporal punishment is administered or the student is assigned to ISS.		Campus Behavior Coordinator	Eduphoria Documentation Campus Behavior Coordinator binder				
ESF Levers Lever 3: Positive School Culture 21) Teachers and administrators utilize social media such as Facebook and SeeSaw to communicate positive information to parents and the community.	3.2	Classroom teachers Administrators Counselor	More instances of positive communication between the school and parents/community will take place.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: Parents will be full partners with educators in the education of their children, including basic life skills and citizenship, and there will be effective communication and interaction between parents, community members, and Siebert.

Performance Objective 2: Teachers, parents, and the community will be involved in the decision making of the school.

Evaluation Data Source(s) 2: Site-based Decision Making Committee records

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers, parents, and the community are represented on the site-based team.	3.2	Principal	Meeting agenda Meeting attendance				
2) The Site-Based Decision Making Committee meets at least once per semester to make decisions that effect the campus.		Principal	Meeting agendas Meeting attendance				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: All students will be taught by highly qualified teachers who have opportunities for professional development to help meet the needs of all students.

Performance Objective 1: All teachers and paraprofessional will be highly qualified.

Evaluation Data Source(s) 1: 100% highly qualified as confirmed by records.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals 1) A daycare is available for faculty.		Daycare staff Superintendent Daycare director	Daycare records				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 2) Salaries for teachers are above state base.		Superintendent	Salary records				
3) Teacher qualifications will be made available upon request.		Principal Superintendent	Teacher certification records				
Targeted Support Strategy RDA TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 4) All teachers/staff are required to receive 4 days of professional development during the summer months.		Administrators	Professional development records				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Targeted Support Strategy RDA</p> <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>5) Professional development opportunities are available to teachers/staff throughout the school year.</p>		Principal	Professional development records				
<p>Targeted Support Strategy RDA</p> <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>6) Professional development days are established during the regular school calendar.</p>		Principal	October 13 records February 16 records				
<p>Targeted Support Strategy RDA</p> <p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>7) Staff development through Region XIV Service Center is provided on-campus throughout the school year and during the summer.</p>		Principal	Staff development records				
<p>8) All faculty and staff are required to participate in CPR and First Aid training.</p>		Principal School Nurse District certified CPI trainers					













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 9) New teachers to the District and the campus will participate in a Mentor program that pairs them with experienced teachers		Assistant Principal Principal	Monitoring checklist of activities				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 10) Teachers will have the opportunity to participate in the Lesson Study initiative through the Region 14 ESC.		Administrators Participating Teachers	More use of research based instructional practices in lessons. Increased opportunities for vertical collaboration, leading to greater student success.				
11) All faculty and staff are CPI certified.		Administrators Counselor	All faculty and staff are equipped to de-escalate or safely and effectively work through situations in which a student has become aggressive or is disrupting the educational environment.				
Targeted Support Strategy RDA ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 12) All staff providing English as a Second Language services will be ESL certified.	2.6	Administrators	ELL students will experience a greater level of academic and social success. The performance gap between ELLs and Non-ELLs will decrease.				
= Accomplished = Continue/Modify = No Progress = Discontinue							




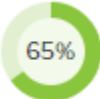








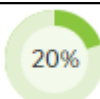
Goal 6: The students at Siebert Elementary will be encouraged and challenged to meet their full educational potential while the needs of a diverse student population are being met.

Performance Objective 1: An appropriate and research-based curriculum will be provided to all students.

Evaluation Data Source(s) 1: Use of research-based programs will be documented.
Analysis of student performance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA ESF Levers Lever 5: Effective Instruction 1) Tutorials will be available for all students in need of assistance.	2.4, 2.5, 2.6	Classroom teachers	Tutorial records				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 2) PIERS program is in place to assist the lowest performing 1st grade students.	2.6	PIERS teachers	PIERS documentation				
3) ESL/LEP students are identified.	2.6	ESL coordinator	ESL records				
4) Migrant students are identified.	2.6	Principal	Migrant records				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 5) Siebert has a Schoolwide Title I program.	2.4, 2.6	Principal	STAAR results Financial records				
6) 504 services are provided	2.6	504 coordinator	504 records				
7) Counseling service are provided.	2.6	Counselor	Counselor records				
8) Gifted and Talented program is provided.	2.6	GT teachers GT coordinator	GT records				
9) Students are identified as at-risk according to state criteria.	2.6	Counselor	At-risk records				
10) Forms are provided in English/Spanish when available and/or are interpreted in person on request.	2.6	Principal	Interpreter records Forms				
Targeted Support Strategy RDA 11) LPAC meetings are held for initial/transfer review, in the event of struggling or failing LEP students, in order to make state assessment decisions, and end of year review.	2.6	LPAC coordinator	LPAC records				
Targeted Support Strategy RDA ESF Levers Lever 5: Effective Instruction 12) ESL instruction is provided to qualifying students.	2.6	ESL coordinator ESL teachers at each grade level	ESL records Lesson plans ELPS documentation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA ESF Levers Lever 5: Effective Instruction 13) Special education/resource services are provided to students who qualify.	2.6	Co-Op Special Education teachers Principal	Special education records				
ESF Levers Lever 5: Effective Instruction 14) An early childhood/PPCD classroom is provided for children who qualify.	2.6	Principal Co-op EE/PPCD teacher	Special education records				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 15) A dyslexia program is provide for children who qualify. Testing is conducted in accordance with 504 law.	2.6	504 coordinator Dyslexia coordinator/teacher	504 records				
Targeted Support Strategy RDA ESF Levers Lever 5: Effective Instruction 16) Technology programs are utilized to enhance instruction and monitor progress.	2.4, 2.5, 2.6	Principal Classroom teachers Lab managers Technology specialist	iStation logs STAR data				
17) All teachers/staff have a schedule on file in the office.		Principal Staff	Schedules				
TEA Priorities Recruit, support, retain teachers and principals 18) Faculty meetings are held to keep faculty informed.		Principal	Meeting agendas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 19) Title I funds are used to help all students meet state content and performance standards.	2.4, 2.6	Principal	Financial records				
Targeted Support Strategy RDA ESF Levers Lever 5: Effective Instruction 20) IDEA, Part B funds are used for special education students to meet state content and performance standards.	2.4, 2.6	Principal	Financial records				
Targeted Support Strategy RDA TEA Priorities Build a foundation of reading and math 21) Renaissance Learning products are used in all areas to increase reading/math achievement.	2.4, 2.6	Principal	RenLearn records				
22) All programs are analyzed and evaluated to determine strengths and weaknesses.		Principal Staff Site-based Committee Camus Improvement Committee	Surveys Meeting records				
Targeted Support Strategy RDA ESF Levers Lever 5: Effective Instruction 23) RtI is provided to struggling students.	2.4, 2.6	RtI coordinator	RtI records				
Targeted Support Strategy RDA 24) Notification of ESL summer opportunities will be made available through the local newspaper, online, and through handouts.	2.6	ESL coordinator	Newspaper articles Handouts Webpage				

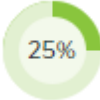

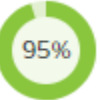









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Targeted Support Strategy RDA ESF Levers Lever 4: High-Quality Curriculum 25) Materials used in instruction will be researched-based.	2.5	Classroom teachers Instructional specialist Principal	Instructional materials documentation				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: The students at Siebert Elementary will be encouraged and challenged to meet their full educational potential while the needs of a diverse student population are being met.

Performance Objective 2: Students will be provided with a safe and effective school environment.

Evaluation Data Source(s) 2: Analysis of Disciplinary Referrals/Data
Student School Climate Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
ESF Levers Lever 3: Positive School Culture 1) The board policy regarding bullying prevention and intervention will be followed.	2.6	Admin investigate all reports of bullying and respond according to policy.	Fewer instances of bullying occur				
ESF Levers Lever 3: Positive School Culture 2) Students have access to the STOPit program, which is an internet based system allowing students to anonymously report instances of bullying. Administrators receive alerts and investigate reports.		Admin receive immediate electronic notification if a report has been made.	Fewer instances of bullying occur				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 3) Teachers are trained annually to equip them to recognize the characteristics of students in crisis/at risk for suicide and provide appropriate and immediate intervention.	2.6	Certificates of Training on kept in the Eduphoria System					
ESF Levers Lever 3: Positive School Culture 4) Faculty and students focus on a specific character trait each six weeks and teachers identify students exhibiting this character trait.							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
ESF Levers Lever 3: Positive School Culture 5) Students are carefully monitored throughout the day in all areas, including the playgrounds, cafeteria, classrooms, and during transitions.							
6) Siebert administrators maintain visibility throughout the day.							
7) All faculty and staff are CPI trained and certified.		Administrators Counselor	Fewer instances of restraint needed				
TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 2: Effective, Well-Supported Teachers 8) A Siebert faculty member serves as an onsite CPI trainer.			All faculty members are CPI trained				
9) In response to violent behaviors, Siebert administrators will follow the Student Code of Conduct adopted by the local school board.							
10) All doors remain locked throughout the day except the north entrance where a full-time receptionist is present.		Principal All staff Custodians	Daily door checks				
11) All visitors to the building are required to provide identification, which is scanned into the Raptor system. A visitors badge is printed.		Administrators Front desk receptionist					
12) The Raptor system is used to check individuals into and out of the building and scans for registered sex offenders and other individuals for whom an alert has been set by administrators. Administrators receive an email and text is these individuals are scanned in to the system.		Administrators Front desk receptionist					
13) FEMA shelter has been built and serves as gym and classroom space as well as the evacuation site for the campus in the event of threatening weather.		Superintendent Campus Administrators					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

Goal 6: The students at Siebert Elementary will be encouraged and challenged to meet their full educational potential while the needs of a diverse student population are being met.

Performance Objective 3: Students will be educated in the areas of personal health and fitness and provided appropriate health screenings and interventions.

Evaluation Data Source(s) 3: Records of student screenings will be kept.
Teachers will maintain lesson plans for health and physical education.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Siebert Elementary will assign staff to serve on the district School Health Advisory Committee.		Meeting Minutes	Recommendations of the committee will be implemented on the Siebert campus.				
2) Vision and hearing screenings will be provided.		School health aide	Vision screening records Hearing screening records				
3) Students grades 3-5 participate in the Fitness Gram program, which assesses students' physical strength and ability.		PE Teacher	Fitness Gram Data				
4) School personnel will identify student needs in the area of mental health and utilize district and community resources to address those needs.	2.6	Teacher/Staff observation of students					
5) Time spent in physical education will meet the requirements set forth by TEA.		Master Schedule PE Teacher Lesson Plans					
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 6: The students at Siebert Elementary will be encouraged and challenged to meet their full educational potential while the needs of a diverse student population are being met.

Performance Objective 4: Programs and activities will be utilized that promote and encourage good citizenship, attendance, good grades, and responsibility.

Evaluation Data Source(s) 4: Records of programs utilized.
Conduct grades will increase by 1% schoolwide.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Red Ribbon Week activities will focus on drug use prevention.		Counselor	Red Ribbon week activities documentation				
2) Field trips will be taken to expand knowledge and encourage good citizenship.		Classroom teachers	Field trip records				
3) Perfect attendance will be recognized each 6 weeks and at the end-of-the year.		Classroom teachers Principal	Attendance records				
4) Strategies will be used to increase attendance of at-risk students.		Counselor Principal Classroom teachers	Attendance records				
5) Guidance lessons will be presented throughout the year to encourage character development and increase social skills.		Counselor	Counselor records				
6) A bully prevention policy is in place and all staff members are proactive in watching for signs of bullying.		All staff members	Policy Discipline reports Bully reports				
7) Siebert Singers represent Siebert at various events.		Music teacher	Event records Practice attendance				
8) End-of-the-year award ceremonies are held for all grade levels.		Classroom teachers Principal	Award attendance Teacher records				
9) Grade Level Programs		Music teacher	Program attendance Program records				
10) Students will participate in UIL events.		UIL coordinator UIL coaches Principal	UIL records				
11) Students in grades K-5 participate in Field Day.		PE Teacher	Level of student and parent participation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
12) Students in grades HeadStart - 2 participate in Special Olympics.		PE Teacher	Level of student participation.				


Goal 6: The students at Siebert Elementary will be encouraged and challenged to meet their full educational potential while the needs of a diverse student population are being met.

Performance Objective 5: Efforts will be made to provide a smooth transition between grade levels, especially between early programs and kindergarten and between 5th grade and 6th grade.


Evaluation Data Source(s) 5: Records of activities

Summative Evaluation 5:

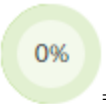
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Head Start is now on campus.		Head Start staff ESC 14 Principal	Head Start records				
2) EE/PPCD program is in place and interacts with other programs.		EE/PPCD staff Principal	IEPs				
3) 5th graders visit 6th grade.		Counselor 5th grade teachers	Records of visit				
4) Head Start students visit kindergarten.		Head Start staff Kindergarten staff Principal	Record of visit				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 6: The students at Siebert Elementary will be encouraged and challenged to meet their full educational potential while the needs of a diverse student population are being met.


Performance Objective 6: Help will be provided to students in need of financial assistance.


Evaluation Data Source(s) 6: Backpack Program records
School Supply distribution records


Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) The Backpack Program will assist children in need of nutritional snacks over the weekend.		Backpack Program coordinator	Backpack Program records				
2) School supplies will be provided by local donations for children in need.		Principal	Distribution records				
3) A Children's Fund is available to supply clothing, school supplies, and other items to children in need.		Principal	Financial records				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	1	7	Students will identify elements of fiction, increase vocabulary, develop summarization and note taking skills.
1	1	9	Daily tutorials before, during, or after school.
1	1	10	Students in grades K-2 take end-of-year tests to determine readiness for the next year.
1	1	11	Students in 2nd through 5th grade will take Curriculum Based Assessments following the curriculum sequence. Data will be utilized to plan instruction and intervention.
1	1	13	Students in the 5th grade utilize Achieve 3000 to support reading proficiency and comprehension.
1	1	14	Diagnostic reading programs such as STAR Reading and Early Literacy Test are used to help focus instruction and identify students in need of RtI.
1	1	19	Students identified as dyslexic use S.P.I.R.E., DIP, and Fountas and Pinnell LLI to enhance reading instruction.
1	1	21	Teachers participate in reading and writing professional development provided in-house and through Region XIV service center.
1	1	23	The Journey's Reading program is used to assist with reading instruction.
1	1	24	Teachers utilize Countdown to STAAR and STAAR Master to help focus on STAAR objectives.
1	1	26	Fountas and Pinnell Leveled Literacy Intervention Program implemented to raise reading levels and provide strategies for reading.
1	1	28	All grade levels will utilize the TEKS Resource System scope and sequence for English language arts and reading.
1	1	29	Teachers will meet with the Dean of Instruction regularly to plan instruction based on data from CBAs, STAR, and STAAR and plan intervention strategies.
1	1	30	Mentor sentences will be used to improve student writing and grammar skills.
1	1	31	Grades 2-5 will utilize Scholastic Storyworks classroom magazines to engage students in meaningful reading opportunities.
2	1	1	Math manipulatives will be used to enhance instruction.
2	1	2	HMH Go Math will be utilized to enhance math instruction. Kindergarten will also use Numbers Bootcamp.
2	1	3	Daily tutorials before, during, or after school.

Goal	Objective	Strategy	Description
2	1	4	Technology will be used to support math instruction. Programs include Prodigy, Star Math, Education City, and Think Though Math.
2	1	5	Teachers/staff will participate in professional development provided in-house and by Region XIV Education Service Center.
2	1	6	Students in 2nd through 5th grade will take Curriculum Based Assessments following the curriculum sequence. Data will be utilized to plan instruction and intervention.
2	1	7	Accelerated instruction is provided for all students who were not successful on previous years' STAAR reading tests.
2	1	8	Daily Rigor, Fast Focus , and Countdown to STAAR are utilized to enhance math instruction
2	1	10	All grade levels will utilize the TEKS Resource System scope and sequence for math.
2	1	11	4th and 5th have a separate math intervention period.
2	1	12	Teachers will meet with the Dean of Instruction regularly to plan instruction based on data from CBAs, STAR, and STAAR and plan intervention strategies.
2	1	13	Rocket Math will be utilized in grades 1-5 to ensure mastery and automaticity of math facts and track student progress.
3	2	7	SuperScience Scholastic Magazine will be used to enhance instruction and support grade level reading skills.
3	2	9	Science Spin Scholastic Magazine will be utilized in grades 2nd-4th to enhance the science curriculum and support grade level reading skills.
5	1	4	All teachers/staff are required to receive 4 days of professional development during the summer months.
5	1	5	Professional development opportunities are available to teachers/staff throughout the school year.
5	1	6	Professional development days are established during the regular school calendar.
5	1	7	Staff development through Region XIV Service Center is provided on-campus throughout the school year and during the summer.
5	1	12	All staff providing English as a Second Language services will be ESL certified.
6	1	1	Tutorials will be available for all students in need of assistance.
6	1	2	PIERS program is in place to assist the lowest performing 1st grade students.
6	1	5	Siebert has a Schoolwide Title I program.
6	1	11	LPAC meetings are held for initial/transfer review, in the event of struggling or failing LEP students, in order to make state assessment decisions, and end of year review.
6	1	12	ESL instruction is provided to qualifying students.
6	1	13	Special education/resource services are provided to students who qualify.

Goal	Objective	Strategy	Description
6	1	15	A dyslexia program is provide for children who qualify. Testing is conducted in accordance with 504 law.
6	1	16	Technology programs are utilized to enhance instruction and monitor progress.
6	1	19	Title I funds are used to help all students meet state content and performance standards.
6	1	20	IDEA, Part B funds are used for special education students to meet state content and performance standards.
6	1	21	Renaissance Learning products are used in all areas to increase reading/math achievement.
6	1	23	RtI is provided to struggling students.
6	1	24	Notification of ESL summer opportunities will be made available through the local newspaper, online, and through handouts.
6	1	25	Materials used in instruction will be researched-based.

State Compensatory

Budget for Siebert Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
21111611900041724000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,122.00
21111611900101724000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$116,705.00
21111612200041724000	6122 Salaries or Wages for Substitute Support Personnel	\$2,211.00
21111612900041724000	6129 Salaries or Wages for Support Personnel	\$14,165.00
21111612900101724000	6129 Salaries or Wages for Support Personnel	\$49,024.00
21111614100041724000	6141 Social Security/Medicare	\$1,077.00
21111614100101724000	6141 Social Security/Medicare	\$2,107.00
21111614200041724000	6142 Group Health and Life Insurance	\$9.00
21111614200101724000	6142 Group Health and Life Insurance	\$6,350.00
21111614600041724000	6146 Teacher Retirement/TRS Care	\$7,360.00
21111614600101724000	6146 Teacher Retirement/TRS Care	\$16,131.00
6100 Subtotal:		\$275,261.00
6200 Professional and Contracted Services		
21111623900999724000	6239 ESC Services	\$6,200.00
6200 Subtotal:		\$6,200.00
6300 Supplies and Services		
2111163990010170000	6399 General Supplies	\$100.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
		6300 Subtotal:
		\$100.00
6400 Other Operating Costs		
21111649900101700000	6499 Miscellaneous Operating Costs	\$100.00
		6400 Subtotal:
		\$100.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
AMANDA TUCKER	TEACHER	5TH GRADE/RTI	.14
CANDACE HERRINGTON	TEACHER	3RD GRADE/RT	.14
DANIELL COCHRAN	TEACHER	4TH GRADE/RTI	.14
DENA SIMMEL	TEACHER	3RD GRADE/RTI	.14
EMILY LEWIS	TEACHER	5TH GRADE/RTI	.14
JENIFER MCCOY	AIDE		.22
JENNIFER BONILLA	TEACHER/COORDINATOR	INTERVENTION	1
JENNIFER CECIL	AIDE	TECHNOLOGY	1
JENNIFER HENRY	TEACHER	3RD GRADE/RTI	.14
JESSICA FORBUS	TEACHER	3RD GRADE/RTI	.14
JILL DOVE	AIDE		.50
JILL HOLLYWOOD	AIDE		.15
KELSEY COBB SINGLETON	TEACHER	4TH GRADE/RTI	.14
LEAH HICKS	TEACHER	4TH GRADE/RTI	.14
MARLA FOSTER	TEACHER	5TH GRADE/RTI	.14
STACEY CATE JONES	AIDE	PK/RTI	.86
STEPHANIE AINSWORTH	TEACHER	5TH GRADE/RTI	.14
SYNTRA BLOUNT	AIDE		.54
TAMMY HODNETT	AIDE		.52
TAVIA UNDERWOOD	TEACHER	4TH GRADE/RTI	.14
TONI JONES	TEACHER	4TH GRADE/RTI	.14

Campus Leadership Team

Committee Role	Name	Position
Administrator	Brandon Chesser	Principal
Administrator	Beverly Johnson	Assistant Principal
Classroom Teacher	Kristi Fambro	Kinder
Classroom Teacher	Shauta Robinson	1st
Classroom Teacher	Korri Mellette	2nd
Classroom Teacher	Dena Simmel	3rd
Classroom Teacher	Danielle Cochran	4th
Classroom Teacher	Stephanie Ainsworth	5th
Parent	Bethany Odom	Counselor